

Covid-19 Remote Learning Statement

1.3 Vision Statement & Introduction

Ours is a community of learning, where secure partnerships create opportunities for students, staff, governors, parents and carers alike to participate and grow to become intellectually, emotionally and socially *fit for life*.

Cedars Academy is a 3-19 Special school serving children with multiple learning disabilities. As such, the nature of the education we offer is determined by the specific learning priorities of the individual. The nature of the developmental requirements of the children and young people we teach means that for the vast majority, education will need to be directly facilitated by an adult and would not be accessible independently for sustained periods of time, if at all.

We are mindful that for some families and their children, the expectation of delivering learning within the home may not be either practicable or desirable. We are also aware that the capacity of the family to support remote learning, and/or of the child to engage in remote learning, can be variable.

As such, our approach to supporting remote learning is one based on negotiation with families. This means that the nature of the work and the amount of time it will take, will be variable from one person to the next and possibly from one week to the next. It is about the school and families working in partnership to identify what is achievable, valuable and desirable.

Therefore, we will take a layered approach which will provide a range of opportunities that could be used interchangeably to create a comprehensive and cohesive offer that is both personalised and flexible. This may include work that could be:

- accessed independently
- accessed with direct family support
- accessed through support from school

The approach we take in determining what to offer and when, is set out in the table below and the list of indicative examples of remote learning which follows.

Step	Action	By Whom
1	Identify whether reason for absence is for the pupil, household member or community contact and give appropriate advice where needed. If the pupil is having to isolate as a result of a positive result in the household or a community contact, please go to Step 4.	All
2	If the absence is a result of the pupil themselves having symptoms, follow up if news has not been received of the outcome of a test within reasonable timeframe (NB, this will vary depending on whether test was carried out at home and posted, at a testing centre or by the support team).	Services/Office, supported by SLT where appropriate
3	If the absence extends beyond three school days, determine if the pupil is well. If the pupil is well, please go to Step 4.	Office

4	<p>When it is known that the pupil is well and will be at home for a period of time longer than three school days, agree support with the family using the following approach. Please note that the agreements can be adjusted at any time and these are purely guidelines. If it is appropriate to make individualised arrangements that vary from these suggestions, this is acceptable.</p> <p>Children who need full adult support to engage in a learning activity: Agree with parents the nature of support that they would appreciate and is achievable, without adding pressure to the situation they find themselves in: (i) informal welfare contact (if so, how frequently) (ii) activities to undertake with their child which are either play-based or can be undertaken as part of daily routines (iii) specific tasks to undertake with their child that will support them in developing skills in line with their annual targets (if so, the approximate amount of time they plan to spend on these tasks each day)</p> <p>Children who are able to undertake learning activities independently with intermittent support: Agree with parents the nature of support that they would appreciate and is achievable, without adding pressure to the situation they find themselves in: (i) informal welfare contact (if so, how frequently) (ii) activities to undertake with their child which are either play-based or can be undertaken as part of daily routines (iii) specific tasks that their child can undertake that will support them in developing skills in line with their annual targets (if so, the approximate amount of time they believe their child would reasonably spend on these tasks in the home setting each day) (iv) work that their child can undertake that will support their learning across the curriculum (if so, the approximate amount of time they believe their child would reasonably spend on these tasks in the home setting each day and whether paper based or online tasks, or a combination of both would be a preference)</p> <p>Children who have physical needs: Identify if there is any equipment that we could loan that might support them in meeting their child's physiotherapy/OT needs and then liaise with Services to ascertain whether it is possible to achieve a loan without compromising the support for others.</p>	Teaching Team Lead
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The following are indicative of the type of support that may be offered, but should not, by any means, be considered to be definitive and are contingent on the availability of appropriate staff.

- iPads have been prepared which can be deployed in to the home to support remote learning. These are intended primarily for families who do not have other means of accessing remote learning via a device, where this is appropriate for the child. They have been set up so that accessing online content is immediately possible, but apps cannot be downloaded without the support of school. If required these would need to be preloaded.
- The creation of home learning packs that last for about a week may be provided for students who can work with a degree of independence, or can work with support given by parents, where parents have the capacity to do so. These will include paper, screen or more active tasks/activities that link to the student's individual education targets or planned weekly lessons. Packs can be dropped off at home, collected from school or posted, depending on the requirements of the family.

- Where requested, email correspondence containing tasks and activities suitable for a group of students, focussed on individual education plan target based learning activities, or work linked to the children's planned lessons, will be sent. Broad differentiation will be included within the explanation.
- Where a more personalised approach is required, an email of learning activities suitable for the student will be sent directly to the family. If this is required, we will agree the regularity with the parents to ensure that what is offered is manageable from both the family and the school perspectives.
- Zoom sessions will be provided on a frequency matched to the needs of the groups and the work being covered. These are likely to be versions of lessons adapted for delivery via this medium. This would focus on providing a social element along with some simple opportunities for learning. (Information on how we will be delivering Zoom sessions can be found below)
- Staff will focus on EHCP outcomes, as well as the annual targets, to think through priorities when planning remote learning. These have been agreed with parents as part of the Annual Review process.
- When relevant, opportunities for supporting or undertaking household tasks will be suggested, in order to support the development of skills for independence.
- A bank of educational activities, organised broadly into the Education, Health and Care Plan areas of learning and other areas of the school's curriculum, remains available on the school website:

<https://www.cedarstrust-school.org.uk/support-in-the-pandemic>

This will be used to draw on for broader learning across the curriculum where appropriate.

- The Oak National Academy website contains a large bank of sessions and resources designed for remote learning: <https://www.thenational.academy>. Staff will direct families to specific activities deemed suitable for their children on an individual needs basis.

Hosting a Zoom Session with Students Involvement

The following guidelines have been drawn up in order to protect both the children and staff. They follow advice from safeguarding organisations. Zoom functions have developed significantly in recent months, but it remains important that these stipulations are adhered to.

- The meeting information should come from your work email address and a new meeting ID should be used each time (i.e. don't use your personal meeting ID).
- The password function should be used and should be sent in a separate email to the families, using the 'b.c.c.' function so addresses are not visible.
- The screen sharing function of your laptop needs to be turned off.
- There should be two adults employed by the school within the meeting.
- The parents should stay with their children throughout the meeting.
- Use the waiting room function (a default now) and control who you are letting in, ensuring you have the parents' Zoom identities prior to the meeting.
- Use the security enhancement in the top left hand corner of the screen.
- Make sure parents know not to share screenshots of the meeting.

The following version should be sent to parents:

It is important that the following guidelines are adhered to when students are joining Zoom sessions led by school:

- The meeting information will come from a school email address.
- The meeting password will be sent in a separate email, again from a school email address.
- There will be at least two members of school staff in each session.
- An adult member of the family must stay with the child throughout the meeting. This person does not need to remain in shot, but should be positioned where they can see the screen.
- Please notify the person hosting the meeting of your Zoom Identity in advance of the session, so that they know who to admit to the meeting.
- Please do not take screenshots of the meeting as this may contravene GDPR regulations and permissions.
- You may wish to ensure that the screen sharing function of your device is turned off.