

This information is intended to provide clarity and transparency to pupils / students and parents or carers about what to expect from remote education if local restrictions require individuals or entire cohorts (or bubbles) to self-isolate or remain at home.

Our remote learning plan has been developed with the individual needs of our pupils/students and families at its centre. It has been created in consultation with teachers, therapists, governors and The National Autistic Society.

We recognise that there are many factors which may make it difficult for you to support your autistic child with remote education. Our plan sets out what we will offer but does not place an explicit expectation on you or your child to engage and complete work.

Your child's first days of being educated remotely might look different from our standard approach, whilst we take all necessary actions to prepare for a longer period of remote education.

Each pupil and student at our school has very different needs and as such all our Remote Learning packages are individualised and tailored round your child and your home situation.

What should my child expect from immediate remote education in the first day or two of being at home?

- Firstly we will be supporting you and your child to establish routines for home working and we will offer daily contact to parents/carers regarding activities, resources and schedules.
- We know that this support will need to be highly individual and flexible.
- You will be able to get support and advice from not only your child's teacher but also from our SALT and OTs.
- Individualised visual schedules and supports will be shared with families via email, post or drop offs, as available. We offer a range of visual supports to help your child understand the expectations of home learning, such as social stories, symbol or picture schedules. We can work with you to create photo schedules of rooms and objects that you have at home.
- We will work with you to ensure that you are able to use visual supports that are right for your child at home. We are able to advise you about aids that may support such as timers. Wherever possible we will use visuals and systems that your child is already familiar with. We will also be using these symbols if your child is accessing any learning through the internet.
- We can offer support about setting up optimum work areas for your child and key established approaches that you might want to adopt

- Your child's teacher will suggest some activities that your child enjoys and is successful in to help you establish the routine of learning from home with them.
- Your child's teacher will establish with you the best way for you to be in regular contact with each other.

All contact will be logged in the Correspondence Logs at school.

Following the first few days of remote education, will my child be taught broadly the same curriculum as they would if they were in school?

- Remote learning will follow the curriculum areas from school and your child's EHCP targets. These targets are the ones that we agreed together at your child's last Annual Review, which in many cases are already designed to be worked on both at home and at school.
- Our remote learning curriculum will follow as closely as possible our regular Quality of Life and Academic curriculum. Clearly, we will make adaptations relevant to your family circumstances and the needs of your child.
- We will map our curriculum and select topics suitable for home learning. We will switch topics or those subjects that are less suitable or impractical to follow at home. We will select topics to suit your child's needs and interests.
- Examples of remote learning tasks may include:
Art and craft, cookery, handwriting practice, gardening, reading together, maths practice, going for a nature walk, online quizzes, matching activities, online lessons, yoga, sensory exploration, coursework, video tasks, etc.
- School will send home outlines of suggested activities and topics, as established with you, for each day.
- We will also send physical, and sensory activities home for daily use to you either in a physical form or on line if you have access to internet and tablets, or pictorial resources or activities in a written form (as appropriate to individual needs of your child). These will be linked to the EHCP and curriculum targets that we agreed at the last Annual Review with you and teaching staff.
- We will share with you activities that you can do to support your child to cope with the CV-19 situation. Such as activities around not being able to go out and to school, handwashing, mask wearing, social distancing, mental wellbeing and preparing to return to school.

We want to ensure with you that your child can continue to make progress and be prepared for when they are able to return fully to school

How long can I expect work set by the school to take my child each day?

The government guidelines for the numbers of hours students should be studying each day at home are:

Primary /Early Years:	KS1	3 hours.	KS2	4 hours
Secondary:	KS3&4	5 hours		
16-22 Year olds:		5 hours		

It is accepted that it would be unrealistic in most cases for families with children who have special needs to be able to support their child for these lengths of times. All times are flexible and through agreement.

- We will not be expecting you to replicate the Sybil Elgar school day with your child when they are at home. We will not be setting generic 'hours of learning' per day.
- We will establish with you what the optimum working time for your child will be each day. We need to have a balance of your child not losing skills and continuing to learn whilst also ensuring that your child is not becoming distressed by these demands.
- For some families engaging in daily work at home is an enormous challenge and school is sensitive to your needs and the need to support your mental and emotional
- We do not expect your child to be engaged in remote learning or for you to support when unwell.

How will my child access remote education?

There are many different activities and ways that your child can learn from home. Your child's teacher will plan with you to find out which ways are possible and best for your child and to ensure that they benefit from a range of experiences. As well as taking into consideration the equipment or support that your child will need it is also important to consider giving them a range of activities to develop their independent learning skills, self-occupancy skills and opportunities to work socially with others

We use a combination of the following approaches to support with remote learning:

- Through Microsoft Teams for Education. We are developing virtual classrooms for your child where you will be able to access everything you need in one place.
- Live teaching through online lessons can be suitable for some students/ pupils when engaged in academic course work. If your child is able to learn through online lessons they can benefit greatly from being taught by familiar teachers and keyworkers. This also helps us to assess your child's learning. Live teaching and tutoring is mainly 1:1.

- Video lessons / activities. Online lessons are often not suitable or accessible for our pupils/students, especially younger children and children who are sensory learners. Teachers have prepared a bank of video recordings of step by step instructions to support parents/carers to complete practical tasks for subject areas such as Cookery, Art, Music, Science Exploration, Yoga, PE, Reading, Design and mathematics etc. Again your child will greatly benefit by experiencing instructions from their familiar teachers.
- Video lessons / activities from other providers. As appropriate your child's teacher will be able to set appropriate lessons, activities and challenges for your child related to their curriculum maps and interests from professional broadcasters; ranging from Joe Wickes daily work outs to Oak Academy lessons.
- Educational websites, videos and programmes. Our teachers will be able to guide you to sites, such as BBC Bitesize and Horrible Histories which have a range of activities which will support your child's curriculum.
- Educational internet activities and apps. There is a vast range of motivating activities that your child can interact with to develop their skills and knowledge on any internet enabled device. Many of these promote self-occupancy and leisure skills. School can help select safe, motivating and educational activities.
- Homework packs. Printed paper packs, laminated activities and visual resources produced by teachers, keyworkers and therapists. We use a balance of commercial and individually made resources. These can be posted, delivered or emailed to you to print off at home, as possible.
- Textbooks and reading books. With support for parents on how to guide your child, such as information about phonics and Reading Records for you to log your child's progress.
- Course work. Some of our older students might be following accredited course such as ASDAN Transition Challenge, BTEC, OCR or GCSEs. Specific tasks and activity ideas to support are sent home. Parents/carers can then support their child to assess using photograph or video evidence or witness statements. There is a simplified model of our Assessment and marking tool available for parents to use in the learning hub. Teachers will support you with this if requested.
- Sensory tasks. These can be especially beneficial if your child enjoys learning through sensory activities. They are also great for all learners, and their families, to have an enjoyable sensory break. Our teachers and therapists are able to guide you about how to create these activities, based on your child's assessed areas of need. We can guide you on how to create safe activities out of everyday equipment, such as cornflour. We can also support with appropriate resources, such as Thera putty. We will share programmes and guidance about how to achieve the maximum educational and therapeutic value from these activities.
- Quality of Life Curriculum, including self-help skills and community access. We will support you with ways to use this valuable time to develop your child's essential skills for life beyond school. We can help with programmes including teaching your child tooth brushing, laundry, tidying and shopping skills. We are able to give support from our therapists and to provide individualised visuals to support

- Communication Skills. Led by our SALT we are able to share activity ideas, visuals and video clips of ways to support the development of your child's communication skills, for example Makaton. We can share guidance and visuals related to activities and for you and your child to use and follow.
- Therapeutic and play equipment. If you are considering buying any equipment we may be able to offer suggestions and often give guidance as to how to get the best out of equipment, subject to your safe supervision.

Remote learning is not just about online lessons and accessing the internet. However we know that it is a concern for you if this is difficult.

If my child does not have digital or online access at home, or is unable or unwilling to access this how will you support them to access remote education?

- We recognise that your child may be unwilling to access or to learn from online learning. We have provided families with physical, sensory and curriculum resources including books, stationary and visual resources. In many cases these have been delivered home by school staff, or some parents have been willing to come to school to collect them.
- We understand that you may be restricted by your hardware and that others in your household may need to use equipment. We appreciate that currently you may only be able to access the internet through your mobile phone, which makes it very difficult for your child to work on. In certain circumstances we are working with your LEA to secure appropriate internet enabled devices.
- Teachers can provide activities and tasks that only require simple resources found in a home and not reliant on any technology.

Engagement and feedback.

What are your expectations for my child's workload?

- We recognise that there are many factors which may make it difficult for you to support your autistic child with remote education. Your child's teacher will establish with you in the first few days of remote learning what is the:
 - Minimal
 - Realistic and
 - Aspirational engagement and productivity we will all expect from your child.
- Each pupil and student at our school has very different attention spans and ability to engage and as such all our remote learning packages are individualised and tailored around your child and your home situation.
- We are sensitive that your child may only be able to manage formally structured work for short periods of time with sensory or movement breaks in between. School are able to provide sensory break resources as appropriate or websites/links to support you with the mental wellbeing of your child at home as well as the family.

...and the support that we as parents and carers should provide at home?

- If you are able and your child is willing to accept you in the role of 'teacher' we are able to give you information and advice about positive ways that you can support your child. We have tried and tested approaches that help cut out conflict and misunderstandings that may arise from helping your child with remote learning.
- We do ask you that you do follow agreed plans in terms of content, quantity and approach wherever possible. These will be established with you at the outset and can be adjusted if this is not working out.

How will you check whether my child is engaging with their work? How will I be informed if there are concerns?

- School staff are available through phone calls and emails. Your child's teacher or Keyworker will contact home at least weekly to check your child's engagement with remote education. They will be able to listen sympathetically to any difficulties that you might be experiencing and to offer support.
- We will give you honest feedback if we feel your child is not engaging with learning as we would expect. Where appropriate we will give this feedback directly to your child, with your knowledge.
- We will adjust the work that we set accordingly.

- You are encouraged to share photo, video and witness statement or diary updates to record work completed (see assessment section)

How will you assess my child's work and progress?

Feedback can take many forms and may not always mean extensive written comments for individual children. For example, quizzes or activities marked automatically via digital platforms are also valid and effective methods, amongst many others. Our approach to feeding back on your child's work is as follows:

- You can share evidence via witness statements, annotated work, short video clips of your child's learning progress and photographic evidence or a screen shot of development of new skills or emerging skills linked to EHCP and curriculum targets. These can then be used for teachers and the Transdisciplinary Team to follow up and feedback. This creates a 'formative assessment loop'.
- As an ongoing process to assess and show progress of IEP targets, staff will regularly engage with you through virtual Parents Evening meetings, Annual Reviews, pupil views, phone calls, emails and posting videos or photos with your consent on the school's website.
- All video and photographic evidence as well as completed written /paper tasks shared by you via emails will be captured and saved in your child's individual Online Learning folder.
- We will ensure that we continue to formally share the most up to date IEP targets and individual curriculum specific subject targets linked to structured written tasks and sensory activities with you as part of Online Learning progress and assessment via emails, or chosen communication between home and school.
- We will continue to support you to understand the meaning and purpose of structured tasks to enable you and your child's teachers to annotate completed tasks and show progress.
- You may find it useful to refer to a home version of our assessment and marking systems that we have prepared to enable consistency when marking work. Teachers are happy to support with this.

Keeping Safe

We appreciate that having your autistic child at home when they normally would be at school can be very challenging for all the family.

- We will endeavour to have your child back at school to resume their normal routines as soon as restrictions and safety permit.
- We will share with you activities that you can do to support your child to cope with the CV-19 situation. Such as activities around not being able to go out and to school, handwashing, mask wearing, social distancing, mental wellbeing and preparing to return to school.
- We want to ensure with you that your child can feel prepared for when they are able to return fully to school
- If you do have any concerns please do feel that you can share these with your child's teacher or keyworker. They will be able to listen and to share strategies linked to your child's learning and engagement. If your concern is about your child's behaviour we will be able to get advice from our Psychology Team.
- Your child is also able to have email, video or phone contact if this will help them.
- Alternatively you can contact our Family Liaison Manager Anne Williams Anne.Williams@nas.org.uk
- We always work openly in collaboration with your child's Social Work Services and will alert them and advocate for extra support for your family as appropriate.
- All correspondence and communication with families is recorded in the Correspondence Log.
- A list of services that can support you can be found on our website.

Online Safety:

- School is able to share web links with you regarding online safety and how to supervise and support your child when accessing the websites and apps; such as <https://www.parents.parentzone.org.uk/>
- Our online Safety Policy is on our website and gives clear information about keeping safe online.
- We can also provide social stories/ visual rules for your child on how to use the internet appropriately and pictorial information to support you with online safety

We will support all families and students to follow our online safety rules:

- We have clear safeguarding protocols in place and a clear process for children, parents and staff to raise concerns.
- We will carefully follow all National Autistic Society protocols for any online teaching. This is to keep your child safe and to protect everyone's privacy (GDPR). Some live teaching may be used via Microsoft Teams Education.
- In the event of any direct online teaching staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and where possible be against a neutral background.
- Any live classes will be kept to a reasonable length of time, with regard to the needs of your child and for the family.
- Language must be professional and appropriate, including any family members in the background
- School will risk assess the use of any website or App access including livestreaming using webcams. This will be monitored to ensure that any teaching/learning software and/or platforms are appropriate, raise no privacy issues and are compliant with the protocol of the NAS.
- School will work with you to ensure that there are clear rules for behaviour during remote lessons.

Feedback

- Please do speak to or reply to your child's teacher at least once a week. This will ensure that we can address any problems that arise in a timely manner and help us to fulfill our statutory safeguarding duties.
- Give feedback. Let us know what has worked well, what didn't and give suggestions on ways we could consider improving our remote learning offer.
- We will send surveys for you to let us know your thoughts and share your experiences.

We value the important feedback we get from parents and continue to work together to imaginatively set learning tasks using your child's interests to ensure their engagement and learning.