



Churchill Park Academy (Children Progressing to Adulthood)

Churchill Park Academy – Remote Learning Policy

Policy Details

Person responsible for the Policy	Headteacher
Date last reviewed	July 2025
Review Date	July 2026
Is this Policy to appear on the school website	Yes

Contents

1. Aims
2. Context for Remote Learning in a SEND School
3. Statutory Guidance and Best Practice
4. Roles and Responsibilities
5. Who to Contact
6. Data Protection
7. Safeguarding
8. Monitoring Arrangements
9. Links with Other Policies

1. Aims

This Remote Learning Policy outlines Churchill Park Academy's strategy for maintaining education for pupils when they cannot attend school in person, particularly those with SEND. It ensures:

- Consistent approaches to remote learning.
- Personalised learning aligned with EHCP outcomes.
- Full compliance with safeguarding and data protection.
- Effective support for families in maintaining engagement.

2. Context for Remote Learning in a SEND School

Remote learning may be required when:

- A pupil is shielding or isolating due to health vulnerabilities.
- A pupil is recovering from surgery/illness and is medically unable to attend.
- There is a temporary closure of a class or pathway.
- Exceptional weather or emergency circumstances affect access to school.

Churchill Park Academy recognises the importance of:

- Delivering home learning through accessible, multi-sensory and practical approaches.
- Providing additional support to families through regular communication.
- Maintaining a flexible approach to reflect the diverse and complex needs of our pupils.

3. Statutory Guidance and Best Practice

This policy aligns with:

- Children and Families Act 2014
- SEND Code of Practice (2015)
- Keeping Children Safe in Education (2024)
- Working Together to Safeguard Children (2023)
- Equality Act 2010
- Ofsted guidance on remote education (2021)
- DfE: Remote Education Good Practice (2021)

Best practice includes:

- Differentiated resources
- EHCP-linked targets
- Mixed media delivery (videos, sensory packs, apps)
- Parental training/support where needed

4. Roles and Responsibilities

Teachers will:

- Provide accessible home learning materials linked to curriculum and EHCP.
- Maintain weekly contact with families.
- Use tools such as Class Dojo, Earwig or email for feedback.
- Offer video lessons or phone support where appropriate.
- Collaborate with therapists, TAs and SLT for consistent delivery.

Teaching Assistants will:

- Support lesson delivery remotely or prepare sensory/communication materials.
- Attend online training or planning meetings as required.

Senior Leaders will:

- Monitor effectiveness and engagement.
- Provide oversight of safeguarding and attendance.
- Advise on curriculum adaptations.
- Provide support and CPD for staff.

DSLs will:

- Maintain contact with social workers.
- Track vulnerable pupil attendance.
- Follow up safeguarding concerns raised via CPOMS or staff contact.

5. Who to Contact

Contact the following for support:

- SLT: curriculum, workload, parent concerns
- Intouch: IT problems
- DSLs: safeguarding
- Data Protection Officer: data queries

6. Data Protection

Staff will only use school devices and systems. Devices must be password-protected and kept up-to-date. Staff must minimise personal data shared online and ensure records are kept secure.

7. Safeguarding

Safeguarding procedures must be followed at all times. Staff must:

- Report concerns on CPOMS immediately.
- Maintain appropriate communication boundaries.
- Refer to the school's Safeguarding Policy and Addendum for further guidance.

8. Monitoring Arrangements

SLT will review this policy annually or sooner if national guidance changes. Trustees will approve updates to ensure compliance.

9. Links with Other Policies

- Safeguarding and Child Protection Policy
- SEND Policy
- Behaviour Policy
- Data Protection Policy
- Online Safety Policy
- Home-School Agreement