BRAMLEY OAK ACADEMY

London South East Academies Trust

Remote Education Policy

Responsible post holder	Nicky Caulfield
Approved by / on	October 2025
Next Review	October 2027

1. Purpose

This policy outlines our approach to blended learning, combining face-to-face and remote education to ensure continuity of learning for all pupils, particularly those with SEMH needs. It aims to provide a consistent, supportive, and inclusive learning experience that prioritises **emotional regulation and engagement**, builds **social communication and interaction skills**, and supports **academic development**.

2. Vision and Principles

Our blended learning approach is guided by the following principles:

- **Inclusivity**: Every child, regardless of need or circumstance, can access learning.
- **Flexibility**: Learning is adapted to suit individual emotional and mental health needs.
- **Consistency**: Pupils experience a stable and predictable learning environment.
- **Well-being First**: Emotional regulation and mental health are prioritised alongside academic progress.
- **Partnership**: Strong collaboration between school, families, and external agencies.

3. Definition of Blended Learning

Blended learning at our school refers to a mix of:

- **In-school provision**: Face-to-face teaching, therapeutic interventions, and structured routines.
- **Remote learning**: Online platforms, printed packs, video calls, and phone check-ins tailored to each child's needs.

4. Implementation

4.1 In-School Learning

- Small group or 1:1 teaching with SEMH-informed strategies.
- Use of sensory rooms, sensory circuits, movement breaks and therapeutic activities.
- Daily emotional check-ins and regulation support.

4.2 Remote Learning

- Use of platforms like [e.g. purple mash, Google Classroom, ClassDojo].
- Weekly learning packs tailored to each pupil's individual needs and interests.
- Pre-recorded videos from familiar staff to maintain connection.
- Live or recorded well-being sessions (e.g. mindfulness, storytelling).
- Regular contact with families via phone or video.

5. Roles and Responsibilities

Senior Leadership Team

- Ensure staff are trained in a range of approaches to meet the needs of our SEMH pupils.
- Monitor engagement and well-being data.
- Make regular well-being calls to families, including both parents and pupils, to maintain strong relationships and ensure ongoing support beyond the classroom.

Teachers and Support Staff

- Plan and deliver accessible, engaging content.
- Maintain regular contact with pupils and families.
- Adapt learning to individual EHCPs and pupil profiles.

Parents and Carers

- Support learning routines at home.
- Communicate regularly with school staff.

Pupils

- Engage with learning in a way that feels safe and manageable.
- Share feelings and needs with trusted adults.

6. Safeguarding and Well-being

- All remote interactions follow safeguarding protocols.
- Staff are alert to signs of distress or disengagement.
- Designated Safeguarding Leads (DSLs) maintain regular contact with parents and external agencies to ensure pupils' safety, well-being, and support needs are consistently met.

7. Monitoring and Evaluation

- Regular review of pupil engagement and progress.
- Feedback from pupils, parents, and staff.
- Policy reviewed annually or in response to significant changes.

8. Accessibility and Equity

- Devices and internet access provided where needed.
- Materials adapted for literacy levels, sensory needs, and emotional readiness.
- Translation or simplified versions available for families with EAL or additional needs.

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