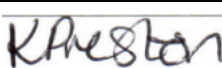




Policy/Procedure Name:	REMOTE EDUCATION POLICY		
Last Update:	October 2025	Next Update Due:	October 2028

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Signature of Authorised Individual	
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Contents

1. Introduction & Scope	2
2. Aims & Principles	2
3. Roles & Responsibilities	3
4. Remote Curriculum Offer	4
5. Access to Remote Education	5
6. Safeguarding & Wellbeing	5
7. Engagement & Feedback	6
8. Supporting Pupils with SEND (Bespoke for Willow Park)	7
9. Communication with Families	7
10. Monitoring & Review	7
11. Equality Statement	8
12. Inclusion	8
Appendix 1 - Curious (Pre-formal) Pathway – Sample Weekly Remote Learning Plan	9
Appendix 2 - Engaged (Informal) Pathway – Sample Weekly Remote Learning Plan	11
Appendix 3 - Flourishing (Semi-Formal) Pathway – Sample Weekly Remote Learning Plan	12
Appendix 4 - Willow Park School – Example Daily Routine Visual Timetable	13



1. Introduction & Scope

Summary Statement

At Willow Park School, our remote education policy is rooted in our commitment to every child's right to a meaningful, accessible, and nurturing education—wherever learning takes place. We recognise the unique strengths and needs of our pupils and families, and we work in close partnership to ensure that remote learning is flexible, highly personalised, and focused on engagement, communication, and well-being. Our approach is guided by our curriculum pathways, the principles of the Engagement Model and SCERTS framework, and the latest DfE guidance. We will continue to review and adapt our remote education offer in response to feedback and changing circumstances, always placing the needs of our children and families at the heart of what we do.

Introduction

Willow Park School is an independent special school for children with complex communication and interaction needs, all of whom are autistic, pre-verbal, and have Education, Health and Care Plans (EHCPs). Our remote education policy is designed to ensure that, in the event of a partial or full closure, or where individual pupils are unable to attend school physically, we continue to provide a meaningful, accessible, and safe educational offer that reflects our unique curriculum and ethos.

Scope

This policy applies to all staff, pupils, and families at Willow Park School. It sets out our approach to remote education, including:

- The nature of our remote curriculum offer
- How we support engagement, communication, and well-being remotely
- Safeguarding and data protection considerations
- Roles and responsibilities of staff and families

This policy is enacted in response to any situation where pupils are unable to attend school in person, including but not limited to public health emergencies, severe weather, or individual circumstances.

2. Aims & Principles

Aims

- To ensure continuity of education for all Willow Park pupils, in line with their EHCPs, when learning cannot take place on site.
- To provide a remote curriculum that is as closely aligned as possible to our in-school, play-based, sensory, and communication-rich approach.
- To maintain regular contact, support, and reassurance for pupils and families.
- To safeguard the well-being of pupils, families, and staff during periods of remote education.



Principles

- **Individualisation:** All remote learning is highly personalised, reflecting each pupil's EHCP, communication profile, and developmental stage.
- **Accessibility:** Activities and resources are adapted to be accessible for pre-verbal, autistic learners with significant communication and sensory needs.
- **Family Partnership:** We work closely with families, recognising their expertise and the central role they play in supporting learning at home.
- **Holistic Approach:** Our remote offer prioritises communication, engagement, emotional regulation, and well-being, not just academic progress.
- **Flexibility:** We recognise that remote learning will look different for every child and family, and we offer flexible approaches to suit individual circumstances.
- **Safety:** We prioritise safeguarding and data protection in all remote interactions.

3. Roles & Responsibilities

Senior Leadership Team (SLT including Directors)

- Oversee the implementation and review of the remote education policy.
- Ensure all remote education is consistent with pupils' EHCPs and safeguarding requirements.
- Support staff and families with resources, training, and troubleshooting.

Teacher(s)/HLTAs

- Plan and provide remote learning activities that reflect each pupil's curriculum pathway (Curious, Engaged, Flourishing).
- Maintain regular contact with families (see options below).
- Monitor engagement and adapt provision as needed.
- Liaise with therapists and external agencies to ensure continuity of support.

Other Support Staff

- Support delivery of remote learning activities (e.g., preparing resources, joining video calls, supporting families).
- Maintain communication with class leads and families as appropriate.

Therapists (e.g., SaLT, OT, PETALS)

- Provide remote input, advice, and resources for families and staff.
- Attend virtual meetings or provide written guidance as needed.



Families

- Engage with remote learning activities as far as is practical.
- Communicate regularly with school staff about their child's needs, engagement, and well-being.
- Provide feedback on what works at home.
- Families are not expected to replicate school at home, but to support their child's

4. Remote Curriculum Offer

Our Approach

Remote education at Willow Park School is designed to mirror our in-school curriculum as closely as possible, while recognising the unique challenges faced by our pupils and families. Our offer is:

- **Highly individualised** (reflecting EHCPs, communication profiles, and sensory needs)
- **Play-based and sensory-rich**
- **Flexible and responsive** to family circumstances

What Remote Learning Looks Like

We offer a blend of:

- **Home learning packs** (sensory resources, visuals, objects of reference, AAC tools, books, etc.)
- **Personalised activity suggestions** (linked to each child's pathway and current targets)
- **Video calls** (for those families who can access them, e.g., check-ins, Attention Autism, music sessions, story time)
- **Pre-recorded videos** (e.g., staff reading stories, demonstrating sensory activities)
- **Regular phone/email contact** (to support families, answer questions, and adapt provision)
- **Therapist input** (remote SaLT/OT advice, resources, and check-ins)
- We prioritise **low-tech, practical activities** that can be embedded into daily routines, recognising that many families may not have access to specialist equipment or reliable internet.

Curriculum Content

- **Curious (Pre-Formal) Pathway:** Sensory play, intensive interaction, movement, communication through objects, music, and routines.
- **Engaged (Informal) Pathway:** Play-based activities, early communication, emotional regulation, sensory exploration, and independence.
- **Flourishing (Semi-Formal) Pathway:** Functional skills, early literacy/numeracy, life skills, community experiences, and subject-based learning (adapted).



Assessment and Feedback

- Progress is monitored through regular family feedback, photos/videos (where appropriate), and ongoing dialogue.
- Staff adapt activities and targets based on engagement and family input.

5. Access to Remote Education

Ensuring Access

- We recognise that all Willow Park pupils have significant communication and interaction needs, and that families may face barriers to accessing remote education (e.g., limited technology, competing demands, sensory sensitivities).
- Our remote offer is designed to be as accessible as possible, with a strong emphasis on low-tech, practical, and sensory-based activities.
- Where possible, we provide:
 - Printed home learning packs with visuals, objects of reference, and sensory resources.
 - Loan of equipment (e.g., iPads, communication devices) if needed and available.
 - Support for families to access online platforms (e.g., video call guidance, technical help).
 - Alternative formats (e.g., printed instructions, phone calls) for families who cannot access digital resources.
- Where families wish to access live or recorded sessions, we provide clear instructions and support, but these are always optional."

Supporting Families

- Staff maintain regular contact with families to check on access, engagement, and well-being.
- We encourage families to let us know if they need additional resources, support, or adaptations.

6. Safeguarding & Wellbeing

Safeguarding

- Safeguarding remains our highest priority during periods of remote education.
- All remote contact (calls, video sessions, emails) follows the school's Safeguarding and Child Protection Policy.
- Staff are reminded to:
 - Use school devices and accounts for remote contact.
 - Ensure video calls are conducted in appropriate settings (e.g., neutral backgrounds, professional dress).



- Never record sessions without explicit parental consent.
- Report any safeguarding concerns immediately, following usual procedures.

Wellbeing

- We recognise that remote education can be challenging for our pupils and families.
- Our remote offer prioritises emotional regulation, routine, and connection, not just academic progress.
- Staff check in regularly with families to offer reassurance, signpost support, and adapt provision as needed.
- We provide resources and guidance on:
 - Sensory regulation and calming strategies
 - Supporting communication and behaviour at home
 - Accessing external support (e.g., therapy, mental health services)
- We offer regular well-being check-ins by phone or video, tailored to each family's preference.

7. Engagement & Feedback

Engagement

- We recognise that engagement with remote learning will look different for every Willow Park pupil and family.
- Engagement may include:
 - Participating in suggested activities
 - Sharing photos, videos, or feedback
 - Attending video calls or phone check-ins
 - Any form of interaction or communication with staff
- There is no expectation for families to complete all activities; any engagement is valued and celebrated.
- Staff keep a simple record of contact and engagement, noting what works well and any barriers.

Feedback

- Feedback is provided through regular contact (phone, email, video call), focusing on encouragement, reassurance, and celebrating small steps.
- Staff adapt activities and support based on family feedback and pupil responses.
- Where appropriate, feedback is shared with therapists and the wider team to inform ongoing planning.



8. Supporting Pupils with SEND (Bespoke for Willow Park)

- All Willow Park pupils have significant SEND, are (in the main) pre-verbal, and have EHCPs. Our remote education is therefore:
 - Highly individualised, reflecting each child's EHCP outcomes, communication profile, and sensory needs.
 - Designed around the principles of the Engagement Model and SCERTS framework.
 - Delivered using a total communication approach (AAC, visuals, objects of reference, Makaton, etc.).
 - Focused on engagement, communication, emotional regulation, and independence, not just academic progress.
- Therapists (SaLT, OT, PETALS) provide remote input, resources, and advice, and are available for virtual consultations.
- Families are encouraged to adapt activities and routines to suit their child's needs and home environment.
- Staff work closely with families to problem-solve barriers and celebrate progress, however small.

9. Communication with Families

- Regular, open communication with families is central to our remote education approach.
- Staff maintain contact through:
 - Weekly phone calls or video check-ins (frequency can be adapted to family preference)
 - Email updates and sharing of resources
 - Home learning packs with clear instructions and visuals
 - Opportunities for families to share feedback, ask questions, and request support
- We recognise the expertise of families and value their input in shaping remote provision.
- All communication is sensitive to family circumstances, workload, and well-being.
- Families can contact staff at any time during school hours for support or advice.

10. Monitoring & Review

- The effectiveness of our remote education offer is monitored by the Senior Leadership Team through:
 - Regular review of engagement records and family feedback
 - Ongoing dialogue with staff, therapists, and families



- Adaptation of provision in response to emerging needs and challenges
- The policy is reviewed annually, or sooner if required, to ensure it remains fit for purpose and reflects current DfE guidance and best practice.
- Feedback from families, staff, and external professionals is actively sought and used to inform improvements.

11. Equality Statement

At Willow Park School, we actively seek to encourage equity and equality through our teaching and our employment practices. As such, we seek to advance the equality of opportunity between people who share any of the following characteristics:

- age
- disability
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

The use of stereotypes under any of the above headings will always be challenged.

12. Inclusion

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We try to make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations for and of all children.



Appendix 1 - Curious (Pre-formal) Pathway – Sample Weekly Remote Learning Plan

NB - all remote learning plans will be based upon the Theme for the half term.

The following is based on Year A, Autumn 1 - Dinosaurs)

Day	Area of Learning	Suggested Activity	Resources Needed	Adult Guidance	Communication Focus
Mon	Sensory Play	Explore a themed sensory tray (e.g., "Dinosaur Swamp" with cereal, toy dinos)	Sensory tray, cereal, toy dinosaurs	Model exploration, narrate actions, celebrate any engagement	Use AAC/objects of reference to request items ("more", "dinosaur")
Tue	Physical Play	Movement to music (e.g., "Stomp like a dinosaur")	Music, open space	Join in, model actions, encourage imitation	Use visuals/signs for "stop/go", "stomp", "dance"
Wed	Communication	Sensory story time (e.g., "How Do Dinosaurs Go to School?")	Book, props, textures	Read expressively, offer props to child, pause for responses	Use communication board, encourage pointing/looking
Thu	Life Skills	Snack preparation (e.g., making a sandwich)	Bread, spread, safe knife	Support hand-over-hand if needed, offer choices	Use visuals for "first/next", "choose", "help"
Fri	Music & Regulation	Attention Autism "Bucket" session (show favourite objects, simple turn-taking)	Bucket, motivating objects	Present items one at a time, wait for child's response	Use "more", "finished", "look" symbols

Notes for Families:

- Activities are suggestions—adapt to your child's interests and routines.
- Any engagement is success! Celebrate small steps.
- Share photos, videos, or feedback with your class lead if you wish.

Home Learning Pack Template

Each pack might include:

- **Personalised Visuals:** Now/Next boards, communication boards, objects of reference, visual timetable strips.
- **Sensory Resources:** Textured materials (e.g., fabric swatches, rice, playdough), bubbles, musical instruments, scented items.



- **Books:** 1–2 sensory-friendly or favourite books, with props if possible.
- **AAC Tools:** Laminated communication boards, Makaton sign guides, symbols for key routines.
- **Fine Motor Tools:** Mark making tools, chunky crayons, sponges, stickers.
- **Physical Play Items:** Ball, beanbag, scarf, or ribbon for movement activities.
- **Therapy Resources:** OT/SaLT activity sheets, sensory diet suggestions, regulation tools (e.g., stress ball).
- **Instructions for Families:**
 - Simple, step-by-step guides for each activity (with visuals if possible)
 - Tips for adapting activities to home
 - Contact details for support/questions

Example: Home Learning Pack Contents List

Item	Purpose	How to Use
Now/Next Board	Support transitions, reduce anxiety	Show before/after each activity
Sensory Tray Materials	Encourage exploration, engagement	Set up on a tray, let child explore
Communication Board	Enable choice-making, requests	Model pointing to symbols
Favourite Book + Props	Promote shared attention, enjoyment	Read together, use props for story
Mark Making Tools	Develop fine motor, early writing	Offer during play or routines
Movement Scarf	Support physical play, regulation	Use in music/movement activities
OT/SaLT Sheet	Continue therapy targets	Follow simple instructions provided

Optional: “Pick and Mix” Menu for Families

- **Choose 1–2 activities per day** from the pack.
- Mix sensory, physical, and communication activities.
- Let your child lead—repeat favourites as often as they like.



Appendix 2 - Engaged (Informal) Pathway – Sample Weekly Remote Learning Plan

Day	Area of Learning	Suggested Activity	Resources Needed	Adult Guidance	Communication Focus
Mon	Communication & Play	“Show and Share” – explore favourite objects, encourage choices	Favourite toys/objects, communication board	Model choices, narrate actions, celebrate any attempt to communicate	Use AAC, visuals, or gestures for “my turn”, “more”, “finished”
Tue	Sensory Exploration	Sensory cooking (e.g., making fruit kebabs, exploring textures)	Fruit, skewers, bowls, wipes	Support safe exploration, encourage tasting, describe textures	Use symbols for “soft”, “hard”, “sweet”, “sour”
Wed	Emotional Regulation	“Feelings Board” – match faces to feelings, use mirrors	Printed faces, mirror, soft toys	Model naming feelings, use simple language, offer comfort items	Use visuals for “happy”, “sad”, “calm”, “excited”
Thu	Independence	Dressing up for weather – choose and put on coat/hat/shoes	Coat, hat, shoes, weather symbols	Offer choices, support step-by-step, praise effort	Use “first/next” visuals, encourage requesting help
Fri	Music & Movement	Action songs (e.g., “If You’re Happy and You Know It”), instrument play	Music, simple instruments, scarves	Join in, model actions, encourage imitation	Use signs for “stop/go”, “loud/quiet”, “again”

Family Notes:

- Activities can be repeated or adapted to suit your child's interests and routines.
- Any engagement is celebrated—let your child lead.
- Share feedback, photos, or videos with your class lead if you wish.



Appendix 3 - Flourishing (Semi-Formal) Pathway – Sample Weekly Remote Learning Plan

Day	Area of Learning	Suggested Activity	Resources Needed	Adult Guidance	Communication Focus
Mon	Functional Literacy	"Book Exploration" – choose a book, turn pages, match objects to pictures	Book, matching objects, communication board	Encourage page turning, model matching, celebrate interest	Use symbols for "read", "turn", "find"
Tue	Numeracy in Life Skills	Sorting laundry by colour/size, counting socks	Laundry basket, socks, colour cards	Model sorting, count aloud, praise effort	Use visuals for "same/different", "count", "more"
Wed	Community & PSHE	"Role Play Shop" – use pretend money to buy snacks	Pretend coins, snacks, basket	Model exchange, encourage choices, support turn-taking	Use symbols for "buy", "pay", "choose"
Thu	Creative Arts	Collage with natural materials (leaves, twigs, flowers)	Paper, glue, natural items	Model arranging and sticking, encourage creativity	Use visuals for "stick", "choose", "show me"
Fri	Physical Development	Obstacle course (cushions, tunnels, steps), movement games	Cushions, tunnel, step stool	Model each step, encourage participation, celebrate effort	Use "start/finish" visuals, signs for "jump", "crawl", "stop"

Family Notes:

- Activities are suggestions—adapt to your child's interests and what you have at home.
- Focus on participation and enjoyment, not outcomes.
- Let us know what works well or if you need alternatives.

Optional: "Pick and Mix" Menu for Engaged/Flourishing Pathways

- Communication:** Sensory story, object exchange, video call with staff
- Life Skills:** Snack prep, tidying toys, helping set the table
- Physical:** Dance, yoga, outdoor walk, ball games
- Creative:** Painting, music, collage, building with blocks
- Emotional Regulation:** Sensory bottles, quiet time, favourite music



Appendix 4 - Willow Park School – Example Daily Routine Visual Timetable

Time	Activity	Symbol
9:00 – 9:15	Arrive & Self-Registration	
9:15 – 9:30	Sign of the Week / Movement	
9:30 – 10:15	Curious Interaction Time	
9:45 – 10:15	Snack	
10:15 – 10:20	Music/Singing	
10:20 – 10:35	Phonics	
10:35 – 11:00	Play/Toileting	
11:00 – 11:15	Sensology	
11:15 – 12:00	Play/TAC PAC/Arts	
12:00 – 12:15	Lunch Prep/Story/Yoga	
12:15 – 12:45	Lunch	
12:45 – 1:00	Toileting/Outdoor Play	
1:00 – 1:15	Attention Autism	
1:15 – 2:00	Play/PE/Cooking/Art	
2:00 – 2:15	Dough Disco	
2:15 – 2:30	Storytime & Biscuit	
2:30 – 2:40	Home Prep	