

Remote Learning Policy

Thomas Ashton School

1. Statement of Intent

Thomas Ashton School is committed to ensuring continuity of learning for all pupils when they are unable to attend school in person. As an SEMH school, we recognise that remote learning may present additional challenges for pupils with emotional, behavioural, mental health and complex SEND needs, including those experiencing Emotionally Based School Refusal (EBSR).

Remote learning is delivered in a trauma-informed, flexible and inclusive manner, prioritising wellbeing, regulation and engagement over compliance.

2. Scope of the Policy

This policy applies when pupils are unable to attend school due to emotional distress, mental health difficulties, EBSR, medical needs, reintegration plans, crisis situations or other exceptional circumstances.

3. Principles of Remote Learning in an SEMH Setting

Provision is guided by the following principles: wellbeing before curriculum, relationships before tasks, flexibility over rigid expectations, and access over volume of work.

4. Provision for Pupils with EBSR

Remote learning for pupils experiencing Emotionally Based School Refusal forms part of an individualised, graduated response and is not viewed as a long-term alternative to school attendance.

Provision may include short tasks, asynchronous work, wellbeing check-ins, trusted adult contact and gradually increasing expectations aligned with reintegration plans.

5. Pupils Struggling to Access Learning

Some pupils may struggle to engage due to trauma responses, neurodiversity, sensory needs, anxiety, or limited access to learning environments. In such cases, engagement may be informal and expectations adapted.

Lack of task completion is not treated as defiance, but as information to inform further support.

6. Remote Learning Offer

Remote learning may include pre-recorded lessons, short tasks, one-to-one contact, offline activities, wellbeing work and use of approved digital platforms.

7. Roles and Responsibilities

School Pastoral leaders ensure provision is inclusive and monitored. Teachers and tutors adapt curriculum and maintain contact. Teaching Assistants support engagement and regulation. Parents support routines where possible. Pupils engage in ways that feel manageable.

8. Safeguarding and Online Safety

All safeguarding procedures apply during remote learning. Approved platforms are used and concerns are reported immediately in line with school policy.

9. Monitoring Engagement and Progress

Progress may be demonstrated through communication, emotional regulation, engagement or learning activities. Data is used to support .

10. Reintegration

Remote learning is reviewed regularly , in most cases every 2 weeks , but this can be half termly for pupils on specific plans and linked to reintegration planning where appropriate. The aim is always a supported return to in-person education.

11. Review of Policy

This policy will be reviewed annually or sooner if guidance changes.