



HOMEBROOK WOODS

Independent Special School

Ages 5–11 | Autism Spectrum Condition (ASC), Speech, Language and Communication Needs (SLCN) and Associated Emotionally Based School Avoidance (EBSA)

Remote Education Policy

Independent School Standards

Part 1 – Quality of Education

Part 3 – Welfare, Health and Safety of Pupils

Part 8 – Quality of Leadership and Management

Proprietor:	Vonika Shelley
Headteacher:	Vonika Shelley
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This policy should be read in conjunction with the following Homebrook Woods policies and guidance:

- Safeguarding and Child Protection Policy
- Behaviour Regulation and Positive Support Policy
- Attendance Policy
- SEND Policy
- Curriculum Policy and Implementation Framework
- Online Safety Policy
- Data Protection Policy
- Acceptable Use Agreements (Staff and Pupils)
- Educational Visits Policy
- Supporting Pupils with Medical Conditions Policy
- Equality, Diversity and Inclusion Policy
- First Aid Policy
- Staff Code of Conduct

STATUTORY COMPLIANCE STATEMENT

This policy has been written in accordance with:

- The Education (Independent School Standards) Regulations 2014
- Independent School Standards:
 - Part 1 – Quality of Education
 - Part 3 – Welfare, Health and Safety of Pupils
 - Part 6 – Provision of Information
 - Part 8 – Quality of Leadership and Management
- Keeping Children Safe in Education (KCSIE) 2026
- Working Together to Safeguard Children (2023)
- Equality Act 2010
- SEND Code of Practice: 0–25 years (2015)
- Data Protection Act 2018
- UK General Data Protection Regulation (UK GDPR)
- Department for Education Guidance: *Providing Remote Education*
- Department for Education Guidance: *School Attendance*
- Department for Education Guidance relating to online safety and digital safeguarding.

Homebrook Woods recognises that remote education should only be used where attendance at school is temporarily not possible or appropriate. For pupils attending Homebrook Woods, face-to-face learning remains the preferred method of education because of the highly personalised, therapeutic and communication-centred nature of our provision.

Where remote education is required, the school will provide learning that remains ambitious, accessible and appropriately adapted to each pupil's individual needs, while ensuring safeguarding, wellbeing and meaningful engagement remain central to all decision making.

In accordance with **Keeping Children Safe in Education (2026)**, safeguarding remains everyone's responsibility. Any remote education arrangements will be delivered within the school's established safeguarding culture, ensuring pupils continue to feel safe, supported and connected to trusted adults.

CONTENTS

1. Introduction
2. Aims of Remote Education
3. Principles of Remote Learning at Homebrook Woods
4. Circumstances in Which Remote Education Will Be Used
5. Our Remote Education Offer
6. Curriculum Delivery
7. Supporting Pupils with SEND
8. Communication, Engagement and Attendance
9. Safeguarding and Online Safety
10. Roles and Responsibilities
11. Monitoring, Evaluation and Quality Assurance
12. Equality Statement
13. Review of Policy

1. Introduction

Homebrook Woods is an independent specialist primary school for children aged 5–11 with Autism Spectrum Condition (ASC), Speech, Language and Communication Needs (SLCN) and associated Emotionally Based School Avoidance (EBSA).

The school provides highly personalised education within a nurturing, therapeutic environment where communication, emotional regulation and relationships underpin all learning.

We recognise that our pupils make the greatest progress when learning takes place within the structured routines, specialist teaching environments and trusted relationships that Homebrook Woods provides. Remote education is therefore not intended to replace face-to-face provision, but to ensure continuity of education where attendance at school is temporarily not possible.

Any remote education provided by Homebrook Woods will reflect the same principles that underpin our curriculum:

- ambitious expectations for every pupil
- communication-centred teaching
- therapeutic and regulation-informed practice
- personalised learning
- meaningful engagement
- close partnership with families
- safeguarding at the heart of all practice.

Provision will always be tailored to the individual needs of each pupil and should never place unrealistic expectations upon families.

2. Aims of Remote Education

The aims of this policy are to ensure that Homebrook Woods:

- provides continuity of education whenever pupils are temporarily unable to attend school
- maintains pupils' connection with their teachers, peers and wider school community
- delivers learning which remains ambitious, personalised and accessible
- supports pupils' emotional wellbeing alongside academic learning
- continues to work in partnership with parents and carers
- safeguards pupils throughout any period of remote education
- complies with statutory guidance relating to remote education and safeguarding.

Remote education at Homebrook Woods is based upon maintaining meaningful learning experiences rather than attempting to replicate a full school timetable within the home.

3. Principles of Remote Learning at Homebrook Woods

Remote education reflects the ethos and values of Homebrook Woods and remains consistent with the school's Curriculum Policy and Implementation Framework.

Our remote education offer is built around five key principles.

3.1 Relationships First

Positive relationships underpin learning.

Maintaining trusted relationships between staff, pupils and families is considered equally as important as the completion of learning activities.

Where pupils experience anxiety around school attendance or change to routine, regular contact with familiar adults may be prioritised over academic tasks.

3.2 Communication-Centred Practice

Communication remains the foundation of learning.

Remote education reflects the school's Total Communication approach and may include:

- spoken language
- visual supports
- symbols
- communication boards
- Makaton signs
- AAC systems
- photographs
- social stories
- visual timetables
- now-and-next boards.

Activities are adapted according to each pupil's Communication Profile and Individual Learning Plan.

3.3 Therapeutic and Regulation-Informed Practice

Many pupils attending Homebrook Woods require support with emotional regulation before they are ready to learn.

Remote education therefore prioritises:

- predictable routines
- low-demand activities where appropriate
- sensory regulation
- movement breaks
- co-regulation strategies
- emotional wellbeing
- achievable learning goals.

Where a pupil is experiencing heightened anxiety or dysregulation, wellbeing will take priority over curriculum coverage.

3.4 Personalised Learning

No two pupils at Homebrook Woods learn in exactly the same way.

Remote learning will therefore reflect:

- EHCP outcomes
- Individual Learning Plans
- communication needs
- sensory profiles
- developmental stage
- current curriculum targets
- family circumstances.

Success is measured through meaningful engagement and progress rather than the quantity of completed work.

3.5 Partnership with Families

Parents and carers know their children best.

Homebrook Woods values collaborative working and recognises that successful remote education depends upon open communication between home and school.

Families will never be expected to become teachers.

Instead, staff will provide practical guidance, reassurance and flexible support so that learning can take place naturally within everyday routines wherever possible.

4. Circumstances in Which Remote Education Will Be Used

Remote education may be provided where a pupil is temporarily unable to attend school due to:

- short-term illness
- medical recovery following treatment
- infectious illness where attendance is not appropriate
- severe weather
- emergency closure of the school site
- exceptional individual circumstances agreed by the Headteacher
- public health guidance requiring temporary remote learning.

Each situation will be considered individually.

For many pupils attending Homebrook Woods, face-to-face education will remain the most appropriate form of provision and remote education may only be suitable for a limited period.

Where a pupil's absence becomes prolonged, the school will work collaboratively with parents, the Local Authority and other professionals to determine the most appropriate educational arrangements.

5. Our Remote Education Offer

Remote education will be carefully planned to reflect the Homebrook Woods curriculum while remaining achievable within the home environment.

Learning may include:

Communication and Language

- reading together
- storytelling
- vocabulary development
- conversation activities
- speech and language targets
- communication games
- visual communication activities.

English

- phonics practice
 - shared reading
 - writing activities
 - handwriting where appropriate
 - comprehension
 - functional literacy tasks.
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Mathematics

- practical counting
 - number games
 - measuring during cooking
 - money activities
 - shape hunts
 - problem-solving using household objects.
-

Life Skills

- preparing snacks
 - organising belongings
 - dressing independently
 - following routines
 - helping with simple household jobs
 - developing independence.
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Emotional Regulation

Activities may include:

- mindfulness
 - breathing exercises
 - sensory activities
 - movement breaks
 - outdoor learning
 - regulation strategies identified within Individual Learning Plans.
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Creative Learning

Pupils may access:

- art
- music
- craft
- imaginative play
- construction
- photography
- nature-based activities.

Learning Through the Homebrook Woods Curriculum Themes

Where appropriate, remote learning will continue to reflect the school's six curriculum themes:

- Myself and My World
- My Community
- The Natural World
- People and Relationships
- Independence and Life Skills
- Preparing for the Future.

Learning activities will remain linked to each pupil's current curriculum pathway wherever possible to ensure continuity and familiarity.

6. Curriculum Delivery

Remote education at Homebrook Woods is designed to provide continuity of learning whilst recognising that learning at home cannot fully replicate the specialist environment, therapeutic support and social opportunities available within school.

Where remote education is required, teachers will plan learning that reflects the school's Curriculum Policy and Implementation Framework, ensuring that pupils continue to access a broad and balanced curriculum appropriate to their age, aptitude and individual needs.

Planning will remain ambitious whilst recognising that activities undertaken at home should be realistic, meaningful and manageable for both pupils and their families.

Curriculum Drivers

Remote learning will continue to reflect the three curriculum drivers that underpin all teaching at Homebrook Woods:

- **Language and Communication**
- **Therapeutic and Regulation-Informed Practice**
- **Independence and Life Skills**

These curriculum drivers will continue to be embedded across all learning experiences, regardless of where learning takes place.

Developmental Curriculum Stages

Learning activities will be planned according to each pupil's developmental stage rather than chronological age.

This may include learning focused upon:

Stage One – Regulation and Engagement

Supporting pupils to:

- develop emotional regulation
- sustain shared attention
- engage in sensory learning
- communicate intentionally
- establish routines.

Stage Two – Communication and Cognition

Supporting pupils to:

- develop expressive and receptive language
- access structured teaching
- build early literacy and numeracy
- develop social communication
- increase independence.

Stage Three – Application and Independence

Supporting pupils to:

- apply learning in everyday situations
- develop functional literacy and numeracy
- prepare for transition
- generalise skills across different environments
- increase independence within home and community contexts.

Remote learning activities will always be proportionate to each pupil's developmental stage and current learning priorities.

7. Assessment, Feedback and Monitoring Progress

Assessment remains an integral part of teaching and learning, including during periods of remote education.

Teachers will continue to gather evidence of learning through:

- conversations with pupils and families
- photographs (where parents choose to share them)
- completed activities
- video or telephone discussions
- observations shared by parents and carers
- professional judgement.

Assessment will continue to inform future planning and support personalised provision.

MAPP Assessment Framework

Where appropriate, progress will continue to be monitored using the Homebrook Woods assessment framework based upon **MAPP (Mapping and Assessing Personal Progress)** alongside ongoing formative assessment.

Teachers will continue to consider progress across a range of areas including:

- communication
- emotional regulation
- engagement
- independence
- academic development
- social interaction
- application of learning.

The school recognises that meaningful progress during periods of remote education may look different from progress achieved within school.

Small steps of progress will continue to be recognised, celebrated and recorded.

8. Supporting Pupils with SEND

Every pupil attending Homebrook Woods has identified Special Educational Needs and Disabilities.

Remote education will therefore be highly personalised and adapted to meet individual needs.

Planning will take account of:

- Education, Health and Care Plan (EHCP) outcomes

- Individual Learning Plans
- Communication Profiles
- sensory processing needs
- regulation strategies
- interests and motivators
- family circumstances.

Learning expectations will remain flexible and responsive.

Where appropriate, learning may be significantly adapted to reduce anxiety and maintain positive engagement.

Total Communication

Homebrook Woods operates a Total Communication approach.

During remote education pupils may continue to access:

- visual timetables
- communication boards
- symbols
- photographs
- objects of reference
- AAC systems
- signing
- spoken language
- written language.

Communication methods will reflect each pupil's preferred means of understanding and expressing themselves.

Therapeutic Collaboration

Where appropriate, advice from external professionals may continue to inform remote provision.

This may include:

- Speech and Language Therapy
- Occupational Therapy
- Educational Psychology
- other professionals involved in supporting the pupil.

The school will continue to work collaboratively with parents, carers and professionals to ensure learning remains consistent with agreed outcomes.

9. Attendance, Engagement and Communication

The school recognises that engagement with remote education will vary according to individual needs and circumstances.

For many pupils attending Homebrook Woods, maintaining emotional wellbeing and positive relationships is a more appropriate indicator of successful engagement than the completion of a prescribed amount of work.

Communication with Families

Teachers will maintain regular communication with parents and carers through agreed methods, which may include:

- telephone calls
- email
- secure online platforms
- video meetings
- learning updates.

Parents and carers are encouraged to contact the school whenever they require additional support or advice.

Engagement

Staff will monitor engagement through ongoing communication with families.

Where concerns arise regarding a pupil's engagement or wellbeing, staff will work collaboratively with parents and carers to identify appropriate strategies and, where necessary, involve external agencies.

The school recognises that parents and carers may be balancing a range of responsibilities.

Learning activities will therefore remain flexible and realistic.

Parents are not expected to recreate the school day or deliver formal teaching.

10. Safeguarding and Online Safety

Safeguarding remains the highest priority during any period of remote education.

All staff will continue to follow the school's:

- Safeguarding and Child Protection Policy
- Online Safety Policy
- Staff Code of Conduct
- Acceptable Use Agreements.

Remote education will be delivered in accordance with **Keeping Children Safe in Education (KCSIE) 2026**, ensuring that safeguarding remains central to all aspects of practice.

Remote Communication

Staff will:

- use only approved school communication systems
- communicate using school email accounts and authorised platforms
- maintain professional boundaries at all times
- ensure online interactions are appropriate, purposeful and proportionate
- avoid the use of personal devices or personal social media accounts for communication with pupils
- report safeguarding concerns immediately in accordance with the school's safeguarding procedures.

Online Safety

Parents and carers will be encouraged to:

- supervise children when accessing online learning where appropriate
- ensure pupils access learning in a suitable environment
- report any concerns relating to online safety to the school without delay.

The school will continue to promote safe online behaviours through age-appropriate learning and regular communication with families.

Safeguarding Concerns

Any safeguarding concern identified during remote education will be responded to in exactly the same way as concerns arising within school.

Staff will follow the school's safeguarding reporting procedures immediately, ensuring concerns are passed to the Designated Safeguarding Lead without delay.

11. Roles and Responsibilities

Proprietor and Headteacher

The Proprietor and Headteacher are responsible for ensuring that:

- the school complies with statutory requirements relating to remote education

- safeguarding remains effective throughout any period of remote learning
- appropriate systems are in place to support pupils, families and staff
- staff receive appropriate guidance and support
- the quality of remote education is monitored and reviewed
- reasonable adjustments are made to ensure equitable access for all pupils
- resources are available to support learning where reasonably practicable.

The Headteacher will determine when remote education is appropriate and will oversee its implementation.

Teachers

Teachers are responsible for:

- planning high-quality, personalised learning activities
 - ensuring learning reflects EHCP outcomes and Individual Learning Plans
 - maintaining regular communication with pupils and families
 - adapting learning to meet individual needs
 - monitoring engagement and progress
 - providing encouragement and constructive feedback
 - identifying any concerns regarding wellbeing, attendance or safeguarding
 - maintaining accurate records of communication where appropriate.
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Teaching Assistants

Teaching Assistants will support teachers by:

- preparing and adapting learning resources
 - maintaining communication with families where agreed
 - supporting individual pupils during remote learning where appropriate
 - contributing to observations of progress
 - promoting engagement and emotional wellbeing.
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Designated Safeguarding Lead (DSL)

The DSL will:

- ensure safeguarding arrangements remain effective during periods of remote education
- respond promptly to safeguarding concerns
- provide advice and guidance to staff
- liaise with external agencies where appropriate
- ensure safeguarding records remain accurate and up to date.

Parents and Carers

Parents and carers are encouraged to:

- support their child's engagement with learning wherever possible
- maintain communication with school staff
- notify the school of any concerns affecting learning or wellbeing
- provide a safe and suitable space for online learning where appropriate
- encourage positive routines and emotional wellbeing.

Parents and carers are not expected to replace teachers or deliver a full school curriculum at home.

Pupils

Where developmentally appropriate, pupils will be encouraged to:

- engage positively with learning
 - communicate with trusted adults if they need support
 - use equipment safely
 - follow agreed online safety expectations
 - take pride in their achievements.
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12. Monitoring, Evaluation and Quality Assurance

The effectiveness of remote education will be monitored by the Headteacher through:

- review of learning activities
- communication with families
- pupil engagement
- progress information
- safeguarding records
- staff feedback
- parental feedback
- professional reflection.

Evaluation will consider:

- whether learning remains appropriately ambitious

- accessibility of learning
- pupil wellbeing
- continuity of curriculum
- effectiveness of communication
- equality of access
- safeguarding arrangements.

Findings will inform future improvements to remote education provision.

13. Equality Statement

Homebrook Woods is committed to providing an inclusive education for every pupil.

Remote education will be planned in accordance with the principles of the Equality Act 2010.

Reasonable adjustments will be made to remove barriers to participation and ensure that pupils can continue to access learning appropriate to their individual needs.

When planning remote education, staff will consider:

- disability
- communication needs
- sensory differences
- emotional regulation
- English as an Additional Language (EAL)
- cultural background
- access to technology
- family circumstances.

Where barriers to learning are identified, alternative approaches will be considered to ensure pupils continue to receive meaningful educational opportunities.

The school recognises that equitable provision does not always mean identical provision.

14. Review of Policy

This policy will be reviewed annually by the Proprietor and Headteacher.

An earlier review will take place where:

- legislation changes

- the Independent School Standards are amended
- Keeping Children Safe in Education is updated
- Department for Education guidance changes
- significant operational changes occur within the school
- monitoring identifies improvements that should be made.

The policy forms part of the school's wider safeguarding, curriculum and quality assurance framework and should be read alongside the related policies listed at the beginning of this document.

Appendix A

Homebrook Woods Remote Education Offer

The exact nature of remote education will be determined according to each pupil's individual needs and circumstances.

Provision may include:

Communication and Language

- Shared reading
- Storytelling
- Vocabulary activities
- Speech and language games
- Communication boards
- Social stories

English

- Phonics practice
- Reading
- Writing
- Handwriting
- Functional literacy

Mathematics

- Practical number work
- Shape
- Measure
- Time
- Money
- Mathematical games

Independence and Life Skills

- Preparing food
- Personal organisation
- Daily routines
- Household responsibilities
- Self-care

Physical Development

- Movement breaks
- Outdoor learning
- Gross motor activities
- Fine motor activities
- Mindfulness
- Yoga

Creative Learning

- Art
- Music
- Drama
- Construction
- Nature activities

Emotional Regulation

- Sensory activities
- Relaxation strategies
- Zones of Regulation activities
- Breathing exercises
- Wellbeing check-ins

Curriculum Themes

Where appropriate, activities will continue to reflect the school's six curriculum themes:

- Myself and My World
- My Community
- The Natural World
- People and Relationships
- Independence and Life Skills
- Preparing for the Future

Activities will always be adapted to ensure they remain achievable, enjoyable and meaningful for each pupil.

End of Policy