St Hugh's School

Remote Education Policy

Reviewed Autumn 2026 Next review Autumn 2027

Purpose and principles

This policy sets out how St Hugh's will maintain suitable education when some or all students cannot attend in person and remote education is appropriate. Remote education is not an equal alternative to attendance. It will be considered only as a last resort after it has been established that attendance at school is not possible, and normally as a short-term measure while barriers to attendance are addressed.

The school will keep sufficient capability to provide remote education at short notice where required, while prioritising in-person education, safeguarding, accessibility and reintegration.

2. Legal and guidance context

- DfE: Providing remote education - guidance for schools (non-statutory).
- School Attendance (Pupil Registration) (England) Regulations 2024 and current Working Together to Improve School Attendance statutory guidance.
- Education Act 1996, section 19 and statutory guidance on education for children with health needs who cannot attend school.
- Children and Families Act 2014 and SEND Code of Practice, including duties relating to students with Education, Health and Care Plans.
- Equality Act 2010, including reasonable-adjustment and Public Sector Equality Duty requirements.
- Keeping Children Safe in Education 2026 and current safeguarding/remote-education guidance.
- Data Protection Act 2018, UK GDPR and the school's Online Safety, Acceptable Use, Staff ICT/Electronic Devices and data-protection requirements.
- Current DfE emergency-planning guidance where closures or restrictions on attendance arise.

3. When remote education may be used

- where the school, a class or part of the site cannot open safely and no suitable in-person alternative is available after reasonable options have been explored;
- where an individual student is absent for a limited period but is well enough to learn and remote provision is judged appropriate and supportive of a return to school;
- where an agreed period of remote education forms part of a wider attendance, medical, SEND or reintegration plan involving relevant professionals.

For individual students, the school will continue to prioritise attendance and reintegration. Decisions should be made with parents/carers and, where appropriate, the student and relevant medical professionals. If the student has an EHCP or a social worker, the local authority will also be involved where required by current DfE guidance.

Where health or other absence may engage the local authority's section 19 duty, the school will work closely with the local authority and relevant professionals. In line with current health-needs guidance, this includes acting where it becomes clear that a child is likely to be unable to attend for 15 school days or more during the school year, whether consecutive or cumulative.

Remote education will not be used to justify informally sending a student home because of behaviour. Any suspension or permanent exclusion must follow the relevant statutory process; work during such periods is governed by the school's suspension/exclusion arrangements and current national guidance.

4. Attendance, review and reintegration

Students receiving remote education who are not physically present at school remain absent in the attendance register. The most appropriate current attendance code must reflect the actual reason and arrangement for non-attendance; the provision of remote work does not itself determine the code.

- Individual remote arrangements will have a clear purpose, time limit or review point and planned route back to in-person education.
- Where remote education forms part of a reintegration plan, its efficacy and the barriers to attendance will be reviewed regularly with the student, family and relevant professionals.
- Remote education will be reduced or ended where it is not supporting education, wellbeing or reintegration, or where a more suitable arrangement is required.

5. Quality and accessibility of provision

Remote learning will be high quality, meaningful, ambitious and linked as far as practicable to the curriculum the student would otherwise receive. The exact model will depend on the reason for absence, likely duration, the student's needs, home circumstances and available resources.

- Learning will be appropriately sequenced and cover an appropriate range of subjects, with provision ready as soon as reasonably practicable and proportionate to the likely disruption.
- Where possible, the overall learning expectation will broadly reflect core teaching time while taking account of age, developmental stage, SEND, independent-study skills, home environment, screen time and the level of adult support reasonably available.
- Staff may combine digital, recorded/live, practical, reading and non-digital approaches. Printed resources or other forms of communication will be used where digital access is unsuitable.
- Current curriculum resources with established home-access functionality include Twinkl Phonics and Rhino Readers where appropriate; other platforms/resources will be school-approved and kept under operational review rather than fixed permanently in this policy.
- Feedback and assessment will follow the Feedback and Assessment Policy and will be proportionate to the remote arrangement.
- Staff using remote platforms will be supported to understand relevant security and accessibility features.

6. Safeguarding, welfare and engagement

The school will have systems for checking, on each school day that remote education is in place, whether students are safe at home and engaging with their remote education. This does not require a separate live telephone/video call to every

student every day: the method and frequency of direct contact will be proportionate to need, vulnerability, engagement, length of absence and any existing plan.

- The Deputy Headteacher has operational oversight and will agree how educational and welfare contact is allocated in each case, with the DSL/DDSL, attendance, SEND and other relevant staff involved as appropriate.
- Safeguarding concerns must be acted on in line with the Safeguarding and Child Protection Policy and recorded on CPOMS. Urgent concerns must also be raised directly with the DSL/DDSL and must not wait for electronic recording.
- Where engagement reduces or welfare concerns arise, staff will escalate through the school's existing attendance, safeguarding, Early Help and multi-agency processes as appropriate.
- Where a student who is eligible for benefits-related free school meals is receiving remote education, the school will make appropriate arrangements in line with current DfE guidance and the school/catering arrangements in force at the time.

7. Technology, communication and access

- Only school-approved accounts, platforms and communication methods will be used for school business and remote education.
- Parents/carers will be contacted through approved school channels, currently including the Connect Parent App and school email/telephone routes as appropriate.
- Where a student needs a school-owned device, the school may provide one under the current Device Loan Agreement, subject to availability and individual need. The school will consider connectivity barriers and possible solutions where necessary and practicable.
- Specialist access technology and individual communication systems will be considered where required and available. The policy does not create an automatic entitlement to a particular device or specialist item; decisions will reflect individual need, existing provision and availability.
- Students using school-owned or personal devices at home must follow the relevant Online Safety and Acceptable Use expectations.
- Where staff use a personal mobile phone, tablet or other personal device for authorised school work, including access to school email, they must comply with the Staff ICT/Electronic Devices Policy, Acceptable Use requirements, data-protection requirements and professional boundaries. School information must be accessed and communicated only through approved school accounts and systems.

The former COVID-era E-learning/Digital Remote Education Strategy (including its self-isolation/local-lockdown arrangements and fixed 2020 platform/device references) is not treated as the governing operational document for 2026-27. Current approved systems and procedures are maintained through live school guidance and the linked policies above.

8. Responsibilities

- Deputy Headteacher - overarching operational lead for the quality and delivery of remote education; coordinates decisions, attendance/reintegration, accessibility and cross-team arrangements and keeps procedures under review.
- DSL/DDSL and relevant senior leaders - ensure safeguarding, attendance, SEND, welfare and multi-agency responsibilities are considered together.
- Teachers - provide suitable learning and proportionate feedback within their working arrangements, use approved systems and raise barriers, non-engagement or concerns promptly.
- Technical/IT support - supports secure, current and accessible use of approved systems and devices in line with the Online Safety and cyber-security arrangements.
- Parents/carers - support agreed routines, communication and safe access where reasonably possible and tell the school about barriers to participation.
- Students - are supported to participate as independently as possible and to communicate difficulties, concerns or support needs.

9. Monitoring and review

Remote education procedures and any current platform guidance will be kept under review so that they remain relevant to the school's context and do not create unnecessary burdens for staff or families. The effectiveness of individual arrangements will be considered through existing attendance, curriculum, safeguarding and leadership monitoring.

This policy is reviewed through the school's established annual policy process and sooner if statutory guidance, attendance requirements, safeguarding expectations or school systems change materially.

Linked policies and documents

- Attendance Policy / Children Missing Education arrangements
- Safeguarding and Child Protection Policy
- Online Safety Policy / Acceptable Use agreements / filtering and monitoring arrangements
- Staff ICT and Electronic Devices Policy
- Device Loan Agreement
- SEND / Inclusion and EHCP arrangements
- Supporting Students with Medical Conditions
- Data Protection and Confidentiality
- Feedback and Assessment Policy
- Curriculum Policy
- Suspension and Permanent Exclusion arrangements
- Critical Incident / Emergency Closure arrangements
- Staff Code of Conduct