

## Remote education provision: information for students and families

This information is intended to provide clarity and transparency to students and families about what to expect if a young person is having to learn from home as a result of the pandemic.

### What will students be learning at home?

An individualised approach is taken regarding the content of curriculum to be covered at home. We have a commitment to continue the student's programmes as closely as possible and this is achievable in some cases. Some learners engage in meeting accredited criteria and complete tasks based on their ASD targets around independence, social communication and repetitive/restrictive behaviours. Other learners struggle to blend home and college environments and can become anxious when asked to complete work from home, so weekly packs are sent out with activities based around their special interests to keep them connected to college. Regular contact occurs weekly, and a log is kept to detail any interaction between college and home.

However in some sites some learners will simply be completing the coursework they have been set by the tutors; they will be covering all of their academic sessions including distance learning. As well as social group/1:1 chats and dialling into transgender awareness sessions. Sessions around work experience and travel training will be limited due to current restrictions, but in house workshops will be completed.

### How will students access and participate in learning at home?

Delivery methods differ from:

- 1:1 Teams meetings paired with home learning packs
- Home learning packs with written instructions for students who are anxious about talking on the phone or appearing on camera
- Phone calls (welfare checks)
- Socially-distanced home visits

Each learner has an individualised home learning plan, and the approach differs slightly in each tutorial group. All parents/carers are encouraged to contact their YP's tutor by

phone if they need support or assistance. The college has recently acquired some laptops from the government, and these can be lent out to students if they are having issues accessing online content. Tutors plan practically, and understand not all households will have access to printers etc.

## **Expectations of students**

Every student receives an individualised approach regarding what is expected of them. Each student has different circumstances and needs, and expectations need to be realistic for each student. Some learners are highly aware of their academic work and will be driven to complete it – these learners expect us to have high expectations of them to participate in scheduled Teams sessions and return their work in a timely manner. These learners are expected to follow all college rules when in virtual lessons, and some additional rules such as dressing appropriately to appear on camera even though they are at home. Other learners may not be aware of their academic work or destination aims, and parents find it easier to keep them entertained and happy at home, therefore they do not engage in virtual learning and the rules are not relevant.

Learners are expected, where possible, to communicate and complete the work set by the college to their best of their ability. The level of work and amount of contribution from staff will be agreed between the college, the learner and their parents/guardians.

If a learner is struggling or needs extra support they are expected to contact the college in regards to this, however, weekly welfare checks will be completed for each learner.

For learners who are not engaging, there is more of an expectation of parents to answer phone calls or other communication from tutors, to provide feedback of how the YP is getting on at home. This way tutors are able to offer additional support.

## **What support will be available to students learning at home?**

We have offered the following support:

- Meal vouchers (requested from one parent)

- Regular contact from tutors (regarding academic work or welfare checks)
- 1:1 learning support on virtual sessions

We have not had any requests for counselling or bursary support, but this could be arranged if required. We have a small number of laptops to loan to students at home, but we have not yet had any requests.

## **What support will be available to parents?**

Our parent support package includes a designated contact in the college, usually the student's personal tutor. A set day and time, convenient to both parties, for contact to occur each week. A letter goes home with any learning packs to provide further information on tasks, and what contribution the task is making to the student's qualification. Finally, a contact number and email address for the designated member of staff to be contacted if support is needed.

## **How will students continue to access therapies?**

Tutors liaise with relevant therapists/counsellors in the event that the student cannot attend. The delivery of these therapies will be embedded into the student's home learning packs as to not overwhelm them with too much during the week. For example, a learner was working on colourful semantics with the SaLT, so these were presented as a literacy task to keep the workload manageable.

All of the counsellors are proactive in contacting and arranging therapies with the learners. All parents/guardians are contacted as well as the learner to schedule times for their sessions. Our counsellors are also available for emergencies; this is to ensure the safety and welfare of the learners. As well as this, all learners are invited and encouraged to attend remotely as a social group or 1:1 chats and to transgender awareness sessions.

Sensory equipment is also sent home with learning packs. This equipment is based on the student's individual sensory diet.

## **How will student engagement and progress be monitored?**

It is a requirement for all tutors to keep regular contact with parents/carers (at least weekly) to monitor engagement and provide feedback. Tutors also seek feedback from parents/carers to see how the student has been getting on, changes in mood/behaviour etc. so that support can be offered.

Tutors input all points from the discussions into a welfare log and send to the College Coordinator each week.