Blended Learning Offer for The Children's Trust School

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Approved By Educational Governance Committee	**Ratified Date** November 2024
Published Date November 2024	**Next Review Date** November 2026

Policy

1   Purpose and Objectives

The Children's Trust School strives to offer high-quality, purposeful, holistic and specialist education to all our learners, all of whom have complex Education Health Therapy and Care needs resulting in multiple barriers to learning.

Our Education, Health, therapy and Care offer is delivered primarily within the context of the school however there are certain circumstances when remote or a blended approach to learning maybe required. As a school we would with best endeavours deliver high quality remote or blended learning on the residential schoolhouse and in family households.

As a school we strive to be forward looking to ensure that we can break down unnecessary barriers, meaning that in times of remote learning, all pupils are able to access the required quality of provision as those who are attending face-to-face school. We do prioritise onsite attendance to school.

The aims of this Blended Learning Policy are to:

- Work with parents / families / residential houses to provide access to the school's core function of delivering a highly specialised curriculum to TCTS learners.
- Work with parents / families / residential houses to best meet the provision outlined in learners EHCPs.
- Ensure consistency in the approach to blended learning for all pupils who aren't in school through use of quality online and offline resources and teaching videos.
- Provide clear expectations to members of the school community with regards to delivering high quality interactive remote learning.
- Include continuous delivery of the school enrichment opportunities.
- Support effective communication between the school and families and support pupil attendance in learning activities and sessions.
- Bridge the digital poverty, the school intends to ensure equality of access via Pupil Premium Funding.
- Manage and reduce the risk of potential spreading of illnesses to an already vulnerable cohort.
- Provide clear thresholds levels for blended learning.
- Comply with relevant laws and regulations.

Relevant laws and regulations include but are not limited to:

- The Education Act 2002
- The Education and Inspections Act 2006
- Education Inspection Framework September 2023
- SEND code of practice: 0-25 years 2014
- KCSIE
- DfE Providing remote education: non-statutory guidance for school August 2024
- Working Together to improve school attendance August 2024
- DfE Emergency Planning and response for education guidance – updated May 2023

2   Scope

This policy applies to:

- The pupil absent because they are awaiting test results and the household is required to self-isolate.
- The pupil who is unable to attend school due to health challenges, medical needs, or other health related reasons.
- Parents and carers.
- Staff at the Children's Trust School.

3   Definitions

Unless otherwise stated, the words or expressions contained in this document shall have the following meaning:

Department level policy/ procedure	a policy, procedure or guidance which is applicable to a defined group of colleagues based on their job role;
SEND	Special Educational Needs and Disability
the Charity / organisation/ TCT	means The Children's Trust;
DfE	Department for Education
Policy	a statement of the overall aims, objectives and principles that underpin a practice;
Guidance	a description of recommended action(s) or 'best practice' to inform a way of working;
the School	means The Children's Trust School;
on House	residential houses;
EHCP	Education, Health, Care Plan
PMLD/ABI	Profound and Multiple Learning Difficulties/Acquired Brain Injury
SMT	School Management Team
SOP	Standard Operating Procedures
MDT	Multi-Disciplinary Team

4   Policy Statement

The creation of this policy endeavours to make sure that all pupils are able to access educational provision, whether this is through face-to-face learning in school, virtual remote learning at home or a blended learning approach of the two.

Circumstances where it might not be possible for pupils to receive in person education fit into two broad categories:
• School closures or restrictions on attendance, where school access for pupils is restricted
• Individual cases where a pupil is unable to attend school but is able to learn

5   Related Policies and Procedures

The following policies and procedures stated below support the effective application of this policy and SOP:

- Attendance and Timekeeping Policy for The Children's Trust School
- IP&C Sections 10 & 11 – Infection and Management of Infectious Conditions
- IP&C Section 12 & 16 – Management of children in isolation
- IT Acceptable Use & IT User Policy
- SEND Information Report
- Use of Electronic Devices Policy

6   External References and Guidance

The following external resources and guidance were consulted in drafting this policy and SOP:

- Ofsted – Education Inspection Framework
- SEND Code of Practice 0-25
- Keeping Children Safe in Education

Standard Operating Procedures (SOP)

Roles and Responsibilities

At The Children's Trust School, all staff are a Leader of Learning, however we recognise that staff will hold specific responsibilities to ensure that all children have access to the remote education provision.

The Class Teacher/Specialist Teacher is responsible for: (in absence of teacher SSTA)

- Ensuring blended learning as part of planning for medium term and weekly/daily so that learning can be easily adapted and inclusive of all pupils in your class. This includes working collaboratively with specialist staff to ensure that music education and other essential provisions continue, even in cases where supply staff are required.
- Be prepared to implement a flexible teaching timetable that integrates both in-person and blended learning components, that allow for real-time adjustments.
- Ensuring that pupils' mental health and emotional well-being is put at the forefront of the blended learning offer.
- Following timeline of blended learning offer and liaise with class therapists to allocate who is sending which resources home.
- Creating and sharing a combination of pre-recorded audio and visual, and live sessions, where appropriate.
- Ensuring that digital safety and safeguarding continue to be a priority.
- Keeping in touch with pupils who aren't in school and their parents.

The Supporting Classroom Staff are responsible for:
- Supporting the class teacher with developing resources suitable for blended learning.
- Contributing to recording of progress using evidence PowerPoints and Class Dojo.
- Contributing to pre-recorded and live sessions, where appropriate.
- Ensuring that digital safety and safeguarding continue to be a priority.

The Supporting House Staff are responsible for:
- Maintaining communication with the school via the Class Teacher.
- Engaging in the blended learning as fully as possible, liaising with the class teacher to develop the offer so that it is specific to the children they are supporting.
- Sharing engagement in learning with the Class Teacher via Class Dojo.
- Ensuring that digital safety and safeguarding continue to be a priority.

The Senior Management are responsible for:
- Overall co-ordinating of the Blended Learning offer for pupils who are not able to attend school.
- Setting the threshold for when blended learning is required.
- Ensuring that all families are supported to send their child to school when is it safe to do so.
- Ensuring a considered approach to blended learning (face-to-face teaching and remote learning) is taken so that teacher workload is manageable, containing breaks and PPA.
- Maintaining staff well-being and mental health as a priority.
- Ensuring that digital safety and safeguarding continue to be a priority.
- Ensuring educational opportunities for all pupils is fair.
- Celebrating the successes of the blended learning offer with pupils, families, teaching teams, therapists, health and social care.
- Maintain and adjust organisation risk and opportunity register
- Review and adjust daily staff allocation based on annual leave and known sickness, ensuring readiness to shift to blended learning if staffing thresholds are met.
- Ensure school website is updated in virtual learning resources.
- To budget & recruit to 'bank' 'supply teacher' or use of senior STA to cover general classroom duties

The Lead DSL and Deputy DSL are responsible for:
- Encouraging parents and carer to ensure safe online access for the pupil by sharing relevant guidance and resources, includes information on the TCT filtering and monitoring systems.
- Ensuring all school staff continues to be vigilant and know how to report concerns if identified during home learning sessions
- Acting on raised concerns to ensure the safety of all pupils accessing remote or blended learning and those within school.

The Designated Teacher for Looked after Children (and previously looked after) is responsible for:
- Ensuring Local Authority social workers are made aware via Pupil services Lead of pupils accessing remote or blended learning.
- Supporting teachers to request devices for home learning via PPG money for individual pupils if lack of device is a barrier to accessing education.

The parent/families (including those of parent loco) are responsible for:
- Supporting the pupil to engage in their learning offer by interacting with the provided resources and the Leader of Learning.
- Endeavour to join virtual sessions on time and stay for the duration of the offer.
- Provide constructive feedback to the Leader of Learning, at a suitable time, regarding the engagement of the pupil in the learning and the resources provided.
- Raise any safety concerns to the teacher / DSL as soon as possible
- Contact school management for additional support if needed.

The therapy team are responsible for:

- Endeavour to support the pupil with therapy provision as set out in EHCP for the individual
- Liaising with the class teacher / leader of learning to provide resources for therapy offer
- Continuous support with equipment for the pupil within residential houses and liaising with community therapy team (Early Year's) regarding equipment at home if needed.

The Pupil Services Lead is responsible for:

- Maintain pupil register on the pupil continuous observation / or care / shared staff status
- Register pupils on blended learning offer, with correct DfE attendance code.

Process/Procedure

- Register and attendance sheets to be completed by class teams to record and monitor school attendance, including virtual, and ensure that all pupils are receiving continued high quality educational provision. This will also show if any families or placements need more support.
- Management to ensure that there enough devices available to lend to residential houses or families who do not have access, in order to facilitate blended learning.
- Where possible, record blended and virtual learning for the evidence to be uploaded for annual review template / ClassDojo.

The procedures for delivery of virtual/blended education

	Scenario	Delivery of Education / ACTION In all cases action sits with communication to key stakeholders (family / LA / residential)	Owner/s	Threshold reached for blended learning	When to implement
1	Child unwell	Registered as absent from school as according to DfE attendance codes **ACTION** Follow school attendance and timekeeping policy.	Class teacher Pupil services Lead	No	
2	Residential House in isolation and child is well	Education session/resource offered to residential house **ACTION** Direct to school website 'virtual learning' Offer educational resource bag/s to home	SMT Class teacher	Yes	School house in isolation
3	Class with both well and isolating children	Teacher remains in school with resource to residential house supporting education **ACTION** Direct to school website 'virtual learning' Offer educational resource bag/s to home	Class teacher	Yes	School house in isolation

4	Child requires a phase time in school	Education session to be in school with offer of resource to undertake task on house **ACTION** Direct to school website 'virtual learning' Offer educational resource bag/s to home	SMT Class teacher	Yes	
5.	Staffing (school) establishment not sufficient in a classroom / school. Bank staff available STA / SSTA / therapy / full nurse team available	**To keep staff levels safe** Ensure bank school staff are utilised and adjust schedules for specialised staff (seniors) so they can support classrooms while fulfilling critical EHCP duties. Review all roles across education, therapy, and health services, reallocating staff to prioritise named student support and ensure educational continuity. Inform parents of the reallocation and provide a potential timeframe for these changes. Pause extra provision offers such as TADDIES / SOI rehab. **ACTION** Deploy bank staff to fill gaps in classroom coverage. Connect SEN supply teacher agencies/ bank teacher to cover classroom duties. Adjust the senior STA/equivalent staff schedules to fill classroom gaps. Devise flexible timetabling with best efforts given to the scheduling of all sessions. (music / yoga) Teachers/class teams identify pinch points in day. Redistribute staff (therapy /nurse) to prioritise direct support for named students and at pinch points of the day. Work with HR and recruitment needs.	SMT Class teachers	No	
6.	Staffing (school) establishment not sufficient in a classroom / school. Residential staffing available	**To keep staff levels safe** Reallocate CSA support staff in identified classrooms, ensuring that children who are allocated 1:1 support **but not on** continuous observation can be supervised alongside other students. **ACTION** Refer to ECR for each child's status by class and available staff. Inform house managers / Head of Nursing & Care.	SMT Class teacher	No	

7	Staffing (school) establishment not sufficient in a classroom / school.	Step 3 - to keep staff levels safe / reduce demand of session to protect workload. Adopt flexible timetables. Review short term planning to reduce session pace and adjust style. ACTION Consider activities that minimise cleanup and reduce physical demands on staff. Consider use of 24 acre site for outdoor learning. Arrange for in-class therapy support to assist with sessions or positioning	Class teacher With the MDT	No	Use in time of increased staff workload
8	Staffing (school) establishment not sufficient in a classroom / school.	**To keep staff levels safe / reduce demand of session to protect workforce.** Pause staff training meetings between 4 and 5 p.m. daily, allowing class teams time to discuss the day and providing opportunities for integrated supervision from senior staff. Maintain weekly briefings to keep all staff informed of updates on the situation. **ACTION** Identify and prioritise staff needing supervision	SMT	Yes	Use in times of Increased staff workload & wellbeing
9	Staffing (school) establishment not sufficient in a classroom / school.	**To keep staff levels safe / reduce demand of session to protect workload.** Combine two classes in a larger space for team teaching. Hall timetable flexible for this to happen. **ACTION** Combine two classes based on age and staff skill set. Ensure all aware of fire routes out of building.	SMT	Yes	Daily staff allocation & forward thinking indicates the need to combine two class groups
10	Staffing (school) establishment not sufficient in a classroom / school. Best of Interest decision on CYP to receive blended learning	**staff levels assessed as unsafe** Teachers and staff will remain at the school with a number of children, ensuring the school can safely accommodate them. Both physical and virtual resources will be utilised in the residential houses by residential staff. Priority given to day pupils attendance to school building. **ACTION** Identify residential child for blended learning. The offer may be for the whole day or for a session. Full week / part of week.	SMT	Yes	Daily allocation indicates the need for specific children to engage in blended learning due to a shortage of 1:1 staffing cover. If there is a known staffing shortage blended learning will be implemented automatically.

		Provide physical resource / activity / use from website virtual learning resource for blended learning			
11	Staffing (school) establishment not sufficient in a classroom / school. Capacity in classrooms is sufficient to take CYP	**Staff levels assessed as unsafe** Place one child from the smallest class into a different class, distributing across class environments. ACTION Fire plan to be revised	SMT	No	Forward planning notes required need to distribute children
12	Circumstance causing school to close	Virtual resources used at home/ residential house obtained from school website	SMT	Yes	Emergency

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