



Remote Education Provision Policy

This policy has been produced in accordance with the Equality Act 2010 and the Special Education Needs Disability Act 2001, the SEND Code of Practice 2014 and the Children and Families Act 2014. It has been reviewed in accordance with all other school policies and related Acts.

The Governors and staff of Lowton Church of England High School are committed to the provision of a high quality education in a Christian context. We aim to provide a school where we can live out our ethos of Caring, Learning and Succeeding on a daily basis. At the heart of the commitment is the notion of the uniqueness and infinite worth of the individual, that every person is valuable in the eyes of God.

Date effective from	1 st April 2026
Date of next review	1 st July 2027
Review period	Annually
Status	Approved
Person responsible	Headteacher
Version	1 – in this format

Purpose

At Lowton Church of England High School, we believe that every pupil has the right to a high-quality education. Rooted in our Christian values, we are committed to supporting all members of our community — including when circumstances temporarily prevent in-person attendance. This policy sets out our approach to remote education provision in line with the Department for Education's non-statutory guidance Providing remote education: guidance for schools (updated August 2024).

We recognise that face-to-face education in school is always the priority. Remote education is not an equivalent alternative to attendance; it is a contingency measure of last resort when attendance is not possible. Our goal in any period of remote provision is to maintain high standards of learning, pastoral care, and safeguarding, consistent with our school's values and ethos.

Scope

This policy applies to all teaching and support staff, pupils of compulsory school age, and their parents and carers. It also provides information to governors, trust colleagues, and other stakeholders. This policy does not apply to pupils above compulsory school age unless they are explicitly included in an agreed remote education plan.

Guiding Principles

In delivering remote education, the school will be guided by the following principles, drawn from DfE guidance:

- Attendance in school is always the first priority. Remote education will only be activated after a decision has already been made that a pupil cannot attend school.
- Remote education will be of high quality and as consistent as possible with what pupils would receive in school.
- The school will act swiftly to identify and remove barriers to attendance, with the aim of reintegrating pupils at the earliest opportunity.

- All decisions about remote provision for individual pupils will be made collaboratively, involving the pupil, parents or carers, and where appropriate relevant medical professionals.
- Remote education will never be used as a disciplinary measure. It cannot be used in lieu of, or to justify, suspension or exclusion, which must follow statutory procedures.
- The wellbeing and safeguarding of all pupils will be maintained throughout any period of remote education.

Circumstances in Which Remote Education May Be Used

1. School Closures or Restrictions on Attendance

There may be exceptional circumstances in which the school is unable to open safely or where opening would be contrary to local or central government guidance. In such cases, after all options to remain open have been exhausted, the school will implement remote education to support continuity of learning. The school will consult DfE emergency planning guidance in the event of any such closure.

The school will maintain a remote education contingency plan that is kept up to date, reviewed regularly in consultation with staff, and published or shared with parents and pupils as appropriate. This plan will identify any remote education procedures for staff, pupils, and families, recognising that emergency closures can occur at short notice.

2. Individual Pupils Unable to Attend

In limited circumstances, individual pupils may be absent from school but well enough to continue learning. In line with DfE guidance, such circumstances may include:

- Recovery from a short-term infectious illness
- Preparation for, or recovery from, a medical procedure or operation
- Recovery from injury where attendance might inhibit recovery

In exceptional cases, remote education may also be considered where a pupil's attendance is affected by a special educational need or disability (SEND) or a mental health issue. In such cases, the school will consider provision on a case-by-case basis only, as part of a formal reintegration plan, and only where it is judged that remote provision will not adversely affect the pupil's return to school. Reference will be made to DfE guidance on mental health issues affecting a pupil's attendance.

Remote education will always be a short-term measure. Where a pupil has long-term health or other needs, the school will work with the local authority under its section 19 duty (Education Act 1996) to ensure appropriate longer-term provision is in place. The local authority becomes responsible for arranging suitable education where absence is likely to total 15 or more school days in the year.

3. What Remote Education Is Not

Remote education must not be used:

- As a substitute for in-school attendance where the pupil is able to attend
- As a response to misbehaviour or as a sanction
- To justify or replace suspension or exclusion procedures
- Where the pupil is not well enough to engage in learning remotely

Attendance and Registration

Pupils receiving remote education remain absent from school for registration purposes. The school will record their absence using the most appropriate absence code in line with the School Attendance (Pupil Registration) (England) Regulations 2024 and the DfE's statutory Working Together to Improve School Attendance guidance (August 2024). Remote education provision does not convert an absence into an attendance mark.

The school may and will monitor engagement with remote education and will credit pupils for their participation and effort. Engagement records may inform attendance support planning but do not alter the registration code applied.

The school will continue to work proactively to remove barriers to attendance throughout any period of remote provision, maintaining regular contact with pupils and families.

Quality of Remote Education

Where remote education is activated, the school will seek to provide provision that is equivalent in quality and ambition to what pupils would receive in school. This includes:

- Setting meaningful and ambitious work aligned to the school's curriculum
- Providing a suitable blend of recorded or live-streamed teaching and independent tasks, where appropriate and feasible
- Offering opportunities for pupils to ask questions, receive feedback, and maintain connection with their teachers and peers
- Considering whether one-to-one sessions may be appropriate for pupils with SEND or those requiring pastoral support, subject to safeguarding protocols

Provision for Pupils with Special Educational Needs and Disabilities

The school recognises the additional burdens remote education may place on staff and families. Plans will be proportionate and will not unreasonably increase workload for teachers.

The school will consider the individual needs of all pupils with SEND when planning remote education. Where required, adaptations will be made to ensure remote provision is accessible and appropriate. For pupils with an Education, Health and Care Plan (EHCP), the relevant local authority will be involved in any decision to use remote education, and the plan will be followed.

The school's SENCO will advise on suitable adaptations and will maintain contact with pupils with SEND during any period of remote provision. For pupils with long-term needs affecting attendance, the section 19 duty of the local authority will be considered in conjunction with the school's own responsibilities.

Safeguarding

The school's safeguarding responsibilities remain in full force during any period of remote education. The school will implement the following safeguarding measures in accordance with Keeping Children Safe in Education (KCSiE) and the school's Safeguarding and Child Protection Policy:

- The Designated Safeguarding Lead (DSL) and relevant deputies will maintain oversight throughout any period of remote provision
- Vulnerable pupils and those subject to child protection plans or with a social worker will receive regular contact, including check-in calls or visits as appropriate
- Staff will actively monitor engagement and will report any concerns through normal safeguarding channels
- Any live or recorded remote sessions must comply with the school's Online Safety Policy and be conducted in accordance with professional standards: sessions will involve at least two adults where required by risk assessment, and will not take place via personal devices or platforms
- Pupils will be reminded of expectations for safe and appropriate online conduct
- The DSL will hold regular briefings with staff to review safeguarding arrangements during periods of remote provision

Remote education must not be used to maintain contact with pupils who have been suspended or excluded. Statutory exclusion duties remain in force, including the requirement to set work for the first five days of a fixed-period suspension.

Digital Access and Reducing Disadvantage

The school is committed to ensuring that remote education does not disadvantage pupils from lower-income families or those with limited access to technology. In the event of a period of remote provision, the school will:

- Assess the digital needs of pupils, particularly those who are disadvantaged, and seek to address gaps in device or connectivity access
- Consider the loan of school-owned devices to pupils in need, subject to a user agreement
- Provide alternative means of access to learning where digital access is not possible (for example, printed materials)
- Ensure that pupils eligible for Free School Meals continue to receive appropriate food support in line with DfE guidance during any closure period

These considerations will form part of the school's contingency planning and will be reviewed regularly.

Agreeing and Reviewing Individual Remote Education Arrangements

Where remote education is being considered for an individual pupil, the school will:

- Ensure that the arrangement has the mutual agreement of the school, parents or carers, and where appropriate the pupil and any relevant medical professional
- Involve the local authority where the pupil has an EHCP or a social worker

- Put in place a formal review plan with clear timescales and review points
- Identify any additional support or flexibilities that can assist the pupil in returning to school at the earliest opportunity
- Ensure remote education does not become a long-term solution in lieu of proper reintegration support

Any formal arrangement will be documented and reviewed regularly by the relevant member of the Senior Leadership Team. The review process will include consideration of whether the provision continues to support — rather than inhibit — the pupil's return to in-person education.

Roles and Responsibilities

1. Headteacher

- Authorises the activation of remote education provision
- Ensures this policy is kept up to date and reviewed annually
- Oversees quality assurance of remote education where activated
- Ensures staff workload considerations are taken into account

2. Senior Leadership Team

- Develops and maintains the school's remote education contingency plan
- Coordinates the delivery of remote education provision for whole-school or individual pupil scenarios
- Liaises with parents, carers, local authority, and external professionals as required

3. Designated Safeguarding Lead

- Maintains safeguarding oversight throughout any period of remote provision
- Ensures vulnerable pupils are appropriately supported and monitored
- Holds regular briefings with relevant staff

4. SENCO

- Advises on and coordinates adaptations for pupils with SEND
- Liaises with the local authority where required by EHCP obligations

5. Teaching and Support Staff

- Deliver remote education to a high standard in line with any activated plan
- Monitor pupil engagement and report concerns promptly
- Maintain professional standards in all remote interactions, in accordance with the school's Online Safety and Safeguarding policies

6. Parents, Carers and Pupils

- Engage constructively with remote provision and communicate any difficulties to the school promptly
- Ensure pupils use devices and online platforms in line with the school's expectations
- Participate in reintegration planning discussions as appropriate

Policy Review

This policy will be reviewed annually by the Headteacher in consultation with the Senior Leadership Team and the Local Governing Body. It will also be reviewed in response to any significant changes to DfE guidance, legislation, or the school's operational context.

Staff will be consulted in any review, with particular consideration given to workload implications. Parents and pupils may be consulted as part of ongoing transparency about the school's remote education approach.

Related Documents and Guidance

- DfE: Providing remote education: guidance for schools (non-statutory, updated August 2024)
- DfE: Working Together to Improve School Attendance (statutory, August 2024)
- DfE: Keeping Children Safe in Education (KCSiE) (statutory, September 2024)
- DfE: Mental health issues affecting a pupil's attendance: guidance for schools
- DfE: Statutory guidance on education for children with health needs who cannot attend school
- DfE: Emergency planning and response guidance for education settings
- School Attendance (Pupil Registration) (England) Regulations 2024
- Education Act 1996, s.19
- Lowton CofE High School: Attendance Policy
- Lowton CofE High School: Safeguarding and Child Protection Policy
- Lowton CofE High School: SEND Policy
- Lowton CofE High School: Online Safety Policy
- Lowton CofE High School: Behaviour Policy