

## **SEND : PREPARING FOR REMOTE LEARNING**

**~ A mixture of mainstream advice/ SEND practitioner experience and research ~**

### **Prepare staff**

- 1) Be clear about safeguarding arrangements and make time for e-safety training.
- 2) Train teachers on the most appropriate platforms, interventions and techniques you want used.
- 3) Provide clear instructions to TAs and other support staff about how they can be effective in delivery, preparation and resourcing.
- 4) Consider how to upskill new staff and include IT skills in recruitment procedures.
- 5) Name a leader with responsibility for remote learning.

### **Prepare students and families**

- 6) Make sure all pupils at home have suitable devices.
- 7) Set up regular communications between school and home which includes feedback to enable you to refine your whole school and individual pupil offers.
- 8) Provide pupils with schedules, timetables, social stories: so that they know what to expect and when to expect it just as you would on site.
- 9) Include how the teacher will provide feedback for the work they produce/ the lessons they engage with / tasks they undertake.
- 10) Explain to the care giver the learning points/ relevance to their child of any resource provided.

### **Planning and preparation**

- 11) Have a single platform/ storage space. Because of the diverse range of resources likely to be accessed consider class padlets. Primaries often use class dojo or showbie.
- 12) Video lessons: one benefit of recorded lessons is that families with more than one child to support at the same time/ only one device/ or if pupil attention is likely to be erratic, lessons can be accessed at any time of day.
- 13) Live lessons: helpful if teacher is teaching on site at the same time as supporting pupils at home.
- 14) Consider VI and HI pupils in the production and delivery of online resources
- 15) Ensure that learning is planned as incremental and scaffolded just as on site learning would be, targeting individual objectives.
- 16) Audit pupil EHCPs section F and check that all provisions are catered for. If they cannot be then discuss with families the nearest possible arrangement. For example, how to set up a sensory circuit at home.
- 17) Involve MDT members to dovetail services to provide holistic support to pupils; communicate with each other about who is providing what and when.

- 18) Discuss, agree and record any reasonable adjustments made to the recommended amount of provision by government. Guidelines are:
- Key Stage 1: 3 hours a day on average, less for younger children
  - Key Stage 2: 4 hours a day
  - Key Stages 3 and 4: 5 hours a day.

## Delivery

- 19) Use a variety of tools to engage and motivate but not at the expense of quality first teaching. Consider: school produced lessons/ Oak Academy/ online resources / resources shared between schools and teachers / BBC bitesize/ resources associated with specific curriculum areas such as White Rose maths / printed resources
- 20) Scripted routines: start and end live and recorded lessons with familiar scripts. Provide a suitable amount of repetition and rehearsal within lessons. Use a lesson structure template.
- 21) Match delivery closely to pupils' communication needs: simplified language/ use of symbols and photographs/ signing support.
- 22) Use a variety of techniques to check engagement and understanding: for example, use of chat "complete this sentence....." Quizzes / modelling / direct instruction (scripted routines)/ give examples "my turn your turn" "I say you say" / key vocabulary banks.
- 23) Social Skills learning can be particularly appropriate : set tasks (eg cooking task/ homecare task), provide scaffolding to support care givers (photographic/ symbol explanations ); consider how to record success (photograph back to teacher ) and how to provide feedback (usual school reward and praise systems).

## Further.....

- 24) Consider how students and families might be networked together to facilitate social contact and minimise the effect of isolation for pupils and care givers
- 25) Consider "mastery classes": what would that look like for your pupils? Could you invite guest teachers to be involved?

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With acknowledgements to the staff of [Unity Schools Partnership](#)

