

Bridge School remote education provision: information for parents and carers

This information is intended to provide clarity and transparency to parents or carers about what to expect from remote education where national or local restrictions require entire cohorts (or bubbles) to remain at home. For details of what to expect where individual pupils are self-isolating, please see the final section of this page.

The remote curriculum: what is taught to pupils at home.

If a pupil is at home during this National Lockdown or has a period of isolation, we are committed to ensuring that they are receiving support for their education and well-being.

The Department for Education understands that for young children and children who have significant special educational needs that home learning will largely be through support from parents/carers. For our pupils we believe it is best to support their individual needs in an individual way. This does take more time to prepare but we believe this is essential to enable children to have the right home curriculum and also each family to have the best support matched to themselves.

Below we have outlined what is already in place. However, we continue to stress to parents/carers the importance of talking to the teacher any queries or worries and of course the things that are going well in terms of learning and achievement.

What is in place to support Remote Learning for pupils who attend the Bridge School?

Individual, personalised home learning packs linked to the 12-month outcomes on the child's EHCP

All parents and carers have packs contain suggested activities for home that will support their child's progress towards the outcomes that were set with through the EHCP or annual review process. Repetition we know is important in learning particularly for children and young adults with severe/profound learning difficulties. Parents and carers are asked to work on them as often as they can.



If any parent or carer needs any further resources to support the work in the packs then they are asked to discuss with child's teacher or email school on A7017@taw.org.uk

If any parent or carer needs more content or ideas or their child is not enjoying the activities, again discuss this with the teacher during the regular calls or email is on A7017@taw.org.uk If a parent or carer is unsure on how to do any of the activities, again the teacher will provide bespoke support and that may include using visual calls or video's to show and model.

Teachers will talk to parents and carers regularly and if the outcomes have been achieved then they can be amended or extended.

The Wider Curriculum

In school pupils access a wide range of subjects and have continued to do so since September 2020 although some things have been modified or restricted due to Covid 19. Some pupils are working on subject specific knowledge and skills. For some pupils, the subjects offer wider contexts for their key EHCP learning outcomes.



For work to be able to be completed in a range of subjects or broader contexts, we are providing subject work packs. These will provide parents and carers with a wide range of activities linked to specific subjects to complete with their

child over time. The packs may also provide additional activities that support learning in relation to each pupil's cross-curricular outcomes set in their annual review, particularly for those who are not working on specific subject skills and knowledge. Not all the examples of outcomes and activities in the subject packs will be appropriate for every pupil. The teacher can discuss with the parent/carer when they call which of the activities/targets would be most appropriate.

When designing the packs teachers have tried to ensure the resources needed are items that will be available in the home. All family homes are different so if you do need support with any of the resources e.g. some activities include going in a garden and you do not have access to one, then please talk to the teacher and we can provide alternative activities or support with resources where possible.

Parents and carers can talk to the child's teacher for individual support and advice or email school.

Online activities

The school website has information about several online sites or apps that may be useful in supporting a pupils learning. These are accessed via www.thebridgeschool.co.uk, clicking on 'Parental/Family Links' then selecting 'Remote Learning Educational Provision', this will take you to the links and give you a brief description of what they do. Links to other sites will be added to our website as they are identified and teachers can signpost to relevant sites. We have purchased subscriptions to some sites to enable you to use them at home. There is of additional sites and information that have been sent to all parents and carers.



Pupils teachers can offer advice on which might be good for individual pupils. We know some parents/carers do not want their child due to e.g. behaviour, to be accessing a computer or other device. For those that do, if they do not have access to a computer, other device or internet then we have asked that this is discussed with the child's teacher who will ensure that this is known in school. Much of our pupil's learning will be met without access to sites but they can enhance and motivate some children and young adults so please do talk to your child's teacher if this is the case.

Internet safety

The school website has information about online safety in the parental/family links section and some parents may have attended the online safety course delivered by school. If any parent has any concerns regarding any internet filters or wants to find out more information on ways to make online learning safe for their child then they can contact their child's class teacher or email A7017@taw.org.uk. School will then be in contact to provide personalised support regarding online safety.

Everyday activities and a daily learning routine

Learning will not only take place when pupils access activities from the learning packs or online activities. The government has issued guidance on home learning and hours. For all our pupils, learning takes place throughout the day. Mealtimes will provide excellent opportunities for personal development e.g. eating and drinking, sitting, waiting, taking turns and also communication and understanding. Personal care routines such as bathing and cleaning teeth are again all opportunities for learning. For those that need full assistance for personal care, these times are still we know used by you for interaction and communication.



Parents and carers will have examples of a home learning day structure and the class teacher can support parents and carers to establish a personal routine for your child, please ask your child's teacher to assist with this. Teachers can provide bespoke advice on how to maximise learning throughout the day.

We believe using everyday routines to support learning is key for pupils within our school.

The home learning examples that we have shared gives examples about how the guided hours and more can be met. This is using a combination of using the natural routines of the day for learning opportunities, accessing the personalised activities in the home learning packs linked to the EHCP outcomes, accessing appropriate activities from the wider curriculum packs, daily exercise and for some, access to therapy advice and equipment. PLEASE see the section above on using everyday activities for learning. **All moments of a day can be educational.**

Each pupil's learning in school is broken down into manageable chunks, linked to attention levels. Time for independent exploration, play and leisure is also an important thing to learn.

If a parent or carer is worried about any aspect of this then the class teacher will provide support and guidance.

The government recommends the following hours for each Key Stage.

- 3 hours a day for Key Stage 1 (years 1 and 2 when pupils are aged between 5 and 7)
- 4 hours a day for KS2 (years 3-6 when children are aged between 7 and 11)
- 5 hours a day for KS3 and KS4 (secondary school up to age 16)

How will we check pupils are engaging in their work?

Parents/carers and teachers know most of our children/young adults very well. For new pupils, a partnership will develop. Teachers should call a minimum of once a week. For some parents/carers due to the supervision needs to their child at home, this may be arranged in smaller more often conversations or the teacher will try and arrange at the most convenient time. The teacher can support ways of engaging a child and the way in which the things they are accessing can be extended to support learning.

How will work and progress be assessed?

The teacher will discuss with parents and carers their observations- this will be the key strategy. The teacher can talk to a parent and carer about what their child has achieved, made progress with or found difficult. They can help to break learning down into small steps and suggest next steps when your child has achieved what they are working on.

Parents and carers can share photographs if they wish and advice has been given on how this can be done. Similarly, videos can be shared. Teachers are doing visual calls e.g. through Skype or Teams and where possible/appropriate this may be a means of sharing work and achievements

Additional support for pupils with particular needs

All our pupils have different needs and the teacher will work with parents and carers to personalise the educational advice and support.

We would highlight the following as examples:

- Parents and carers can contact any professional who is linked with their child to ask for advice and support. Key contact numbers are listed at the end of this document and have been issued to parents and carers.
- Other professionals should be making contact and this will depend on the individual plans for children and young adults in terms of when and how often.
- Parents can discuss with therapists about use of equipment such as standing frames at home or alternative activities.
- Communication systems such as PECS, Communication books, Big Macks are already for most duplicated at home. Any parents/carers who have not got access to communication systems used in schools or are missing things e.g. lost symbols or photos, then we encourage this to be shared with the teacher who can liaise to try to support this. Similarly, the teacher can provide advice, support, guidance, and modelling. Parents and

carers can contact relevant professionals if their child is linked to them or use the helplines for support and advice. If appropriate, school can make referrals to some services or advise on how parents/carers can access them. School can explore accessing resources.

- Some pupils need support systems to engage in learning or to support changes. Teachers can work with parents on the use of existing support systems or strategies at home or to introduce or extend them. Examples would include now and next strips, now/next and later strips, objects or photos or symbols of reference, visual timetables, social stories, talking mats etc. School will support with making of resources and safely dropping off to the house.

Every child and young adult has different needs and therefore parents and carers can work with teachers individually.

Any parent or carer whose child has an eating or drinking profile should contact the Speech and Language Therapist if there are any concerns or seek immediate support for any immediate health issue.

Pupil views and direct engagement

All our pupils have different needs. Some pupils will be able to cope with visual calls, some may find it confusing or unsettling. Some pupils will be able to engage and interact through the screen. For some it may be fleeting or longer interactions. Teachers will work with parents and carers so that it is appropriate.

Visual calls link to the health and well-being checks for each pupils and parents have been provided details of this in letters sent home

Some pupils will have sessions with the teacher and in small groups to support sustaining particular friendships if this is accessible and supported via visual screens.

Sharing with other parents/carers

Parents and carers are aware that they are more than welcome to send in photos of your child doing home learning activities that we can put on the website. If you are sending in a photo for the website then please clearly mark it as – FOR SCHOOL WEBSITE HOME LEARNING. All photo's must be appropriate for school website sharing and if anyone else is in the photo you must have their permission. To view photo's, please go to Parent/Family Links and the Photos From Home.

Parent courses

Teachers will be providing individual support. We are currently considering which of our parents courses we can deliver online, although we know that attending could be tricky if children are at home. We are also going to explore some information packs too. We will share further details when we have planned this further but if you have ideas or thoughts then please speak to the teacher or email school on A7017@taw.org.uk Teachers are providing bespoke support and also modelling if necessary.

Resources

During the last Lockdown teachers made lots of resources - symbols, schedules, communication books, support materials to support home learning etc. Some we emailed if families had access to emails and printers, others we made and delivered to the door.

We also provided where we could and where needed some equipment. Please ask your child's teacher if you do need support with any resources and we will do our very best to provide them. Alternatively email A7017@taw.org.uk

Digital and access and home learning

The remote learning offer does not depend on access to digital or online access at home directly. For some pupil's access to online activities can enhance remote learning. We also understand that for some pupils it can impact on behaviour.

The school has information about family access to devices and internet and has recently completed a survey to update this knowledge. We have sent to parents/carers a range of opportunities to increase access to data, some linked to certain terms and conditions. Parents and carers can discuss any barriers when access is needed. The school may be able to support with device loans and data access.

Access to meetings

Teachers are calling and using apps such as Teams or using Skype. Where parents and carers do not have access, the school can provide technical support and advice e.g. to download or instructions using our IT Team.

Where parents/carers do not have the facilities then the school may be able to support with a device loan and data access.

Technical support

The school IT Technician and team can provide remote support and advice for digital access issues including talking through any issues.

Remote education for self-isolating pupils

Parents and carers have been provided with the packs that are outlined in this document. It can therefore be used if a child is not in school for a period due to them isolating or the bubble isolating. The teacher will be able to provide again bespoke support and links to lessons in school.

Well-being of pupils and families

The well-being and safety of our pupils and families is of paramount importance. Teachers calls will take place to families whose children are not attending school during this Lockdown period due to families wanting to keep their children at home. Teachers will be liaising with senior staff in school if parents/carers have any pressures or concerns. School will also liaise as necessary with other linked professionals. The school Safe-guarding Policy remains in place during this period for all pupils.

Some pupils are currently on extended agreed absence from school due to the C19 Pandemic. Teachers will be requesting to make visual calls to families during this extended absence period. If this is not possible, then we will make alternative arrangements with a family. If we are unable to contact a parent during for the teacher calls, then is it very likely that we will call round (socially distanced) to ensure that children and families are all ok.

If families need any other support e.g. with accessing food, home safety issues, contacting other professionals etc then they are asked to share this with the teacher or email or phone school as we will always do what we can to support.

Key Message

All parents and carers are encouraged to discuss any issues with the teacher or contact school by email or phone to discuss home learning or any issues that maybe being faced at home.