

Cambian Lufton College

Remote Education Provision

Aim

Our aim is to minimise any disruption to learning throughout the pandemic and ensure all of our students engage in a full-time educational programme. Due to the complexities and needs of our young people some parents/carers may choose to take up home learning during any lockdown or period of increased restrictions (either locally or Nationally).

Where this is the case a full virtual learning programme will be provided in line with DFE guidance and appropriate measures taken to safeguard our young people and ensure smooth transitions back to the college, when appropriate.

As a residential college, our young people may remain on site for 38wk and 52 wk periods. In the case of lockdown our young people will receive online learning supported by education staff within their individual homes.

All young people will also have individualised work packs produced to provide alternative learning in the case of technological difficulties, difficulties in engaging or other circumstances regarding the specific needs of the young person.

Supported Home-Learning

We have made the following arrangements for off-site provision:

- Students will have work packs delivered home with individualised activities which will be collected for marking / assessment.
- Students will participate in daily 'Zoom' lessons with subject tutors to provide direct input to those working at home.
- Additional sessions are scheduled to support mental health and well-being, and where appropriate, sessions will be arranged in usual session's groups to ensure peer socialisation can be maintained.
- 3x weekly welfare calls will be made to any student not attending college. Calls are made by the designated link tutor, care staff where appropriate and clinical staff as required. This provides an opportunity to check on the family's well-being and provide any necessary support with either the learning package on offer or from a welfare point of view.
- Weekly therapy input will be scheduled as zoom sessions. If therapy cannot be delivered in this way (Occupational / Sensory) and it is possible to visit students accommodated across the site, the therapist is able to deliver face to face therapy following a negative lateral flow test.
- For students normally additional specialist sessions these will be included in student's individualised timetables and will take place via zoom.
- For those students who require, a weekly 'resource' parcel will be delivered to facilitate the timetabled activities/lessons.
- Where there are any further queries relating to learning activities education staff will provide support via email or telephone.
- We recognise that home-learning is difficult for many parents and that some households may struggle to have adequate access to appropriate technology.

- Students, both at home and on site, have been and will continue to be supported by their staff on a regular basis with daily contact through phone, email and/or Zoom.

On site learning

In the event of lockdown restrictions being reduced students will be able to resume education on their respective sites. In this instance students will follow their normal timetable as closely as possible to ensure the continued all round development of each individual.

Timetables will be adapted to ensure the risk continues to be minimised and that all health and safety protocols and procedures can be met. Timetables will be adjusted to allow house bubbles to be maintained where possible or groups be consider to further minimise persons in contact.

Shared facilities will be timetabled to ensure all students have access for a designated time period and additional cleaning schedules and procedures will be followed.

Those receiving therapeutic support will continue to access this face to face where possible in a designated therapy space where needed. Clinical staff will have 3 covid tests weekly.

On-site provision will be mirrored by the virtual off-site provision where possible to ensure that all students receive equal learning opportunities. This is essential to ensure that no young person is disadvantaged by where their learning takes place and that there is a smooth transition from on-site to off-site learning.

Support within the Curriculum

Due to the need to reduce vocational and community access based provision we have taken this opportunity to develop our PSHE and wellbeing element. The pandemic has, like many, had a significant impact on the mental health and wellbeing of our young people. It has been essential to ensure young people are able to maintain friendships and continue to build social relationships during this time. Special consideration has been given to facilitating wellbeing chats with staff and most importantly peers. We have worked closely with our independent advocate to maintain contact using zoom sessions and to support open conversations and promote the voice of our young people, encouraging them to share their feelings and experiences during this time.

Below is an example of the intent and implementation of the support curriculum.

Intent	Implementation
<p>Adapting to the changes</p> <p>Introduce housekeeping e.g. hand washing, social distancing etc.</p> <p>Provide sessions to gauge student's emotional needs and plan to address these.</p>	<ul style="list-style-type: none"> • Hand washing has been further integrated into their timetable. • Across the college site and in accommodations more symbols have been provided so that students have a visual aid/reinforcement that encourages washing their hands more often due to the current conditions. • Social stories are regularly completed with students when a change in the provision is due or to reinforce/ repeat procedures and messages to reduce risk and keep safe during the pandemic. • This is in addition to their normal routine i.e. when transitioning between activities some students use

	<p>Teachh strategies including a now and next to indicate this transition.</p> <ul style="list-style-type: none"> • Symbols relating to handwashing, wearing masks and reasons for maintaining distance are used. • Staff are required to wash and sanitise their hands as often as possible, between sessions and when using any new equipment or entering and leaving the room. • Staff are allocated to specific areas to reduce movement across site and reduce contact. • Students and staff have their own equipment to prevent cross-contamination.
<p>Maintain social relationships, confidence and skills</p> <p>Re-establish the relationships with known staff and develop ones with new staff</p>	<ul style="list-style-type: none"> • Students will only be supported by the staff team allocated to support students. Within this team, staff may rotate regarding individual support. • Reintroduction of staff to be communicated using social stories as necessary. • Staff allocated to areas maintain contact throughout the day and support with both care and education elements of the provision. •
<p>Ensure provision is maintained to meet individual needs.</p> <p>Managing transitions</p> <p>Developing communication between staff and other pupils.</p>	<p>Individual timetables have been created to ensure specific needs of a young person are prioritised. (A young person who would usually have an outdoor vocational timetable will receive increased allocation of outdoor based sessions. Young people following higher tier qualifications that require set hours and who would become anxious if not receiving their learning as expected receive a higher provision of academic 1:1 sessions with their usual tutor.) Sessions have been timetabled to encourage peer to peer interactions and communication to develop their interpersonal skills such as turn-taking in ‘interactive games’ on their timetable.</p>
<p>Address gaps in learning</p> <p>Investigate what the young person has learnt during lockdown/new learning styles. Begin to re-establish a timetable and student’s engagement.</p>	<p>Tutors and department leads to regularly monitor learning through regularly assessment. Tutors to monitor EHCP and soft skills and to report weekly. Staff to ensure students, parents and carers understand and are aware of student expectations.</p>
<p>Maintain/ Regulate behaviours in response to new challenges posed.</p>	<p>Staff will continue to monitor young people and manage new and existing behaviours. Education staff will be supported by clinical and care staff to monitor student changes and behaviour and where necessary engage in multidisciplinary team meetings to discuss immediate changes and support the young person as needed. Students will begin their lessons at the level they were previously working on prior to the school break before attempting to progress.</p>
<p>Ensure young people continue to</p>	<p>Students who have been unable to engage in all subjects</p>

<p>develop core skills and prioritise most relevant qualification pathway</p> <p>Begin to re-introduce key curriculum areas.</p> <p>Consolidate previous learning.</p>	<p>remotely will begin working at the level they were working at prior on their return before building upon new skills. Functional Maths and English sessions will take priority before reintroducing further curriculum areas. Sessions will be formatted similar to those occurring before the any lockdown restrictions to consolidate previous learning and reintroduce session expectations of students. Functional skills will be heavily emphasised across the curriculum. Learning will continue to be meaningful and purposeful.</p>
<p>Promote and prioritise curriculum aspects that will ensure independent living skills.</p> <p>Implement lessons in a practical, engaging way, building up student's attention span.</p>	<p>Session planning has taken on a more practical approach to emphasise development of student's life skills and independence in the future. Curriculum and skill development delivery expanded creatively to involve 'fun' and practical tasks such as 3D puzzle kits, using games and adjusting qualification requirements and courses to reflect the practical aspects of learning at home or within accommodations. Reintroducing vocational, work based and practical sessions that have been suspended during pandemic to be delivered through building up short skills and repeating and reinforcing skills, ensuring a safe approach and reducing anxieties for young people.</p>

Online Learning

Safeguarding

When delivering learning using an online platform the tutor MUST:

- Ensure the safeguarding of young people is paramount and takes precedence over all
- Identify a suitable environment for the call. Discourage, where possible, young people from making video calls from their bedroom
- Ensure appropriate clothing is worn by all participants
- No personal items visible in the background
- To minimise distractions and disturbances
- Use a headset or headphones if not working in a lone space
- Use of camera where possible
- Adhere to all to relevant behaviour and conduct policies
- Maintain a record of all video calls and contact this should include the link to the call
- Adhere to the pre-agreed policy for the recording of sessions
- Capitalise on engagement opportunities with parents and carers to ensure that they are well-informed (this may include parents/carers observing or participating in sessions)
- Be conscious of confidentiality when working online
- Advocate safe learning practice at all times

Technology

Tutors to consider what technology and Internet connection speed will be required for everyone to participate (e.g. devices). Tutors to allow time for sessions to be set up and to allow for additional time should technology fail during a sessions.

Staff to be mindful of the support needed by parents and carers to facilitate online sessions for our young people and to provide step by step training as required.

Staff to receive training as required either through direct tuition or peer support.

Not all students will have access to technologies that will enable them to participate in online classes and suitable and alternative provision to be made. This could include information about television programmes or YouTube videos which can be accessed by other devices.

Staff to consider activities carefully when planning – online access within the college site will have internet content filtering systems in place that are unlikely to be replicated in the home environment.

Staff to communicate with parents about rising or surprising costs, (e.g. mobile data access charges - (video utilises significant amounts of data) and to mitigate this where possible.