Green Lane
Southampton
SO16 9FQ

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Remote Learning Position Statement

Our Position

At Compass School, remote learning forms part of our commitment to ensuring that pupils continue to access education when they are unable to attend school in person.

As a specialist provision supporting pupils with social, emotional and mental health needs, we recognise that barriers to attendance and engagement are often complex and individual. Our approach to remote learning is therefore flexible, personalised and relational, rather than a one-size-fits-all model.

Our Approach

Where a pupil is unable to attend school due to illness, injury or risk assessment, staff will work with the pupil, family and relevant professionals to establish an appropriate remote learning offer. This may include:

- Live or recorded teaching and learning
- Bespoke learning activities and resources
- Online learning platforms and digital resources
- Structured work packs or practical learning activities
- Regular contact with trusted adults to maintain relationships and engagement

Learning will be appropriately differentiated and linked to the pupil's curriculum, individual needs, and current priorities.

Safeguarding and Staff Responsibilities

To ensure remote learning is delivered safely and appropriately:

- Two members of school staff should always be present in the online classroom
- Where two members of staff cannot be present, the lesson must be recorded
- Lessons may only be recorded with the prior consent of the pupil's parent/guardian. A record of pupils for whom recording consent has been provided is maintained on SIMS
- Where consent has not been provided, a second member of staff must be timetabled to attend the online lesson. If this cannot be arranged, the lesson must not go ahead
- Staff must be familiar with and adhere to the school's Safeguarding and Child Protection Policy, ensuring that any safeguarding concerns identified during remote learning are reported immediately to the DSLO
- Where a pupil does not make contact or engage with the scheduled remote learning session, the member of staff must contact the parent/guardian to establish the reason for non-engagement and inform the Attendance Officer

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- If pupils become dysregulated and heightened or use inappropriate language and gestures we will use agreed de-escalating strategies to support the pupil as well as communicate with parents/carers

Key Principles

Our remote learning provision will:

- Maintain continuity of education and reduce disruption to learning
- Provide accessible and purposeful curriculum
- Promote engagement, independence, and positive learning behaviours
- Maintain positive relationships between pupils, staff and families.
- Identify and respond to barriers preventing engagement
- Ensure safeguarding remains central to all remote learning arrangements
- Be regularly reviewed and adapted according to the pupil's needs and engagement

Our Intended Impact

Remote learning should not simply replicate the classroom at home. For pupils experiencing significant barriers to attendance and engagement, it can provide an important bridge between home and school, maintaining connection, routine, and access to education.

Our aim is to use remote learning as part of a wider nurture, inclusive and trauma-informed approach to support pupils to overcome barriers, re-engage with education and achieve positive outcomes.