

Victoria School Remote Learning Policy

We strongly believe in, and actively promote the importance of Education and Therapy to support our children and young people. We will always advocate the need for this to take place in school, but wherever this is not possible due to the impact of Coronavirus (COVID-19) or extended periods of illness or other authorised periods of absence, we will use all reasonable endeavours to deliver provision through remote / blended learning.

Rationale:

During the National Lockdown in March, the school was challenged to implement a new, creative and innovative approach to online learning to keep everyone safe whilst fulfilling our statutory duties. The school needs to have the hardware and software capability and agreed protocols to switch from classroom teaching to remote provision immediately in case of local lockdowns or self-isolation.

The Coronavirus Act 2020 details our legal duty to provide remote education for state-funded, school-age children unable to attend school due to coronavirus (COVID-19).

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/923539/Remote Education Temporary Continuity Direction - Explanatory Note.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/923539/Remote_Education_Temporary_Continuity_Direction_-_Explanatory_Note.pdf)

As **Guiding Principles**, in delivering remote learning, we shall endeavour to:

- Maintain our statutory safeguarding priorities (see also our safeguarding policy).
- Support staff and students to access and make effective use of digital technology such as virtual learning environments, video conferencing and digital resources and storage.
- Take account of the skills and confidence of our teachers in using technology and teaching online and ensure that teachers are supported to develop their skills and confidence in planning and delivering online through peer support and targeted training.
- Provide students and parents with clear expectations of engagement with remote education.
- Take account of differences in home learning environments, giving additional support to the students and parents who may need it to engage in, and learn remotely and safely.

In consultation with parents, we have established the following information from 46 recorded responses. (54% of parents).

% of Responses									
	Does your child have access to the internet?	Is there a quiet space in the home for learning?	Is a family member able to support learning?	Is a sibling able to support learning at home?	Would you consider staff in the home to support?	Are you able to print resources at home?	Are you able to collect resources from school?	Would you prefer live / recorded teaching session?	Do you have the resources to attend Zoom Meetings?
Yes	93%	87%	96%	35%	84%	83%	84%		93%
No	7%	13%	4%	65%	16%	17%	16%		7%
Live Recorded								47%	
Total	100%	100%	100%	100%	100%	100%	100%	53%	100%

During the National lockdown, the vast majority of our parents had some internet access. Only 7% of our families reported to have no internet access and with further analysis this is believed to be even less as some reasons given were related to the age of the child or demand on the internet from other family members required to 'work from home'.

Our Virtual Learning / Blended Learning policy outlines:

- The expectations of staff for delivering that learning.
- The modes of delivery that are possible during local or national lockdown.
- Any preference or need for a blended learning provision for individual vulnerable students.

It includes the approach the school takes to ensure young people stay safe online both at home and in school. All of our School policies can be found on the Victoria School (VEC) website:

<https://www.victoria.poole.sch.uk/about-us/school-policies/>

In the event of switching to remote or blended learning, we want to sustain a sense of belonging and connection to the school for all our families, and to fulfil our statutory service delivery model obligations as far as reasonably practical.

1. Our minimum Remote Learning Curriculum Expectations are summarised below

	Full internet access	Some internet access	No internet access
Full Closure			
Minimum Expectations of Teachers	Online lessons (live or recorded) Access to a minimum of two per day or equivalent provision	Online lessons (recorded) Access to a minimum of two per day or equivalent provision	Printed lessons / resources (posted, collected or delivered) Provided a week at a time for two sessions per day or equivalent provision
Minimum Expectations of Therapists	Weekly online / Phone conversations to ensure Therapy Needs are met (all disciplines)	Weekly online / Phone conversations to ensure Therapy Needs are met (all disciplines)	Weekly Phone conversations to ensure Therapy Needs are met (all disciplines)
Feedback: <ul style="list-style-type: none"> • Parents to receive weekly feedback on the work completed that week. • Selected students to receive weekly certificates (including from the HT). 			
	Full internet access	Some internet access	No internet access
Partial Closure			
Minimum Expectations of Teachers	Online lessons (live or recorded) and appropriate. Access to a minimum of one per day or equivalent provision	Online lessons (recorded) Access to a minimum of one per day or equivalent provision Daily interactions with teacher.	Printed lessons / resources (posted, collected or delivered) Provided a week ahead at a time Phone/ Written interactions with teacher on a weekly basis
Minimum Expectations of Therapists	Weekly online / Phone conversations to ensure Therapy Needs	Weekly online / Phone conversations to ensure Therapy Needs	Weekly Phone conversations to ensure Therapy Needs

	are met (One Therapist to lead and feedback to colleagues)	are met (One Therapist to lead and feedback to colleagues)	are met (One Therapist to lead and feedback to colleagues)
Feedback: <ul style="list-style-type: none"> • Parents to receive weekly feedback on the work completed that week. • Selected students to receive weekly certificates (including from the HT). 			
	Full internet access	Some internet access	No internet access
Long Term Authorised Absence			
Minimum Expectations of Teachers	Online lessons (live or recorded) and appropriate. Access to a minimum of one per day or equivalent provision	Online lessons (recorded) Access to a minimum of one per day or equivalent provision	Printed lessons / resources (posted, collected or delivered) Provided a week ahead at a time if deemed appropriate and requested by parents.
Minimum Expectations of Therapists	Weekly online / Phone conversations to ensure Therapy Needs are met (One Therapist to lead and feedback to colleagues)	Weekly online / Phone conversations to ensure Therapy Needs are met (One Therapist to lead and feedback to colleagues)	Weekly Phone conversations to ensure Therapy Needs are met (One Therapist to lead and feedback to colleagues)
Feedback: <ul style="list-style-type: none"> • Parents to receive weekly feedback on the work completed that week. • Selected students to receive weekly certificates (including from the HT). 			

- In addition to this, for an extended period of closure or absence, and where it is reasonable and practicable and welcomed by parents/carers, we would anticipate that a weekly home visit is made either by a member of the Education or Therapy Teams.

2. Curriculum & Department for Education (DfE) expectations

In response to the DfE Guidance (in bold), here is how we will endeavour to meet their expectations of ALL schools and in recognition of The Coronavirus Act 2020 and our legal duty to provide remote education.

We expect settings to:

- ***Use a curriculum sequence that allows access to high quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations***

Victoria School has four distinct curriculum pathways:

- EYFS
- Blue Pathway
- Semi-Formal
- Formal

Therefore, remote learning will be adapted to meet the needs of the students on each pathway.

Virtual learning resources

To meet these curriculum requirements, a range of 'lessons' will be provided through:

YouTube, Zoom interactive sessions, Radio Shows (live and recorded), Evidence for Learning: Activity Channel, Email signposting to relevant websites and activities, eBooks, Google Docs for example. The long-term aim is that the school will operate a Google Classroom model to create an interactive learning environment tailored to individual class requirements and with education specific functionality. The initial implementation and pilot of this has already begun.

EYFS:

- Activities/resource packs delivered weekly
- Evidence for Learning – Activity Channel – for story reading videos to 'connect'
- Weekly home visit wherever possible
- Support through information and advice from teacher regarding issues such as behaviour, regulation, engagement etc.

Blue Pathway:

- Timetable to include activities of learning domains – Communication, Discovery, Sensory.
- Evidence for Learning – Activity Channel – personalised to and teacher explanations to activities, links to demonstrational videos and other useful links.

Semi-Formal:

- At home activities such as class growing competitions, backed up with instructional videos. Paper based activities sent home to support learning, for example story stick puppets, size ordering and craft templates. Parental and student engagement encouraged by sharing photographs on the School Facebook site.
- Home learning based around a story that then links to a wide range of curriculum areas.
- Theme based learning to focus on six key areas of: Discover, Explore, Create, Outdoors, Wellbeing and Random.
- Home visits include delivery of objects as 'hooks' in to learning for the following week's activities: bubbles, stickers etc.

Formal:

- Virtual Classroom on Facebook. Stories and discussions. Interactions through games. LifeSkills problem solving tasks.
- Weekly lesson ideas sent by email with tasks to complete identified. PowerPoint lessons.

a. Give access to high quality remote education resources:

- The school is working closely with its umbrella organisation; Livability to move towards a Google Classroom Environment as we believe this will give our Teachers the best functionality through which to deliver remote learning.
- In the interim, we will be using a combination of Zoom and Teams to meet our remote learning requirements.

b. Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use:

We are rolling out the use of the Evidence for Learning App across all curriculum pathways to provide short student focused activities such as videos, links to worksheets and/or websites. In addition to this, we will use the parent portal facility to obtain feedback and evidence from parents and allow assessment and review next steps for teachers and therapists.

c. Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access:

We are very aware that we need to consider that online access may not be readily available to all families. To address this, we will provide printed or emailed worksheets, PowerPoints, lesson plans and website links at parental request. This will enable the student to 'access' learning at a different time to fit in with individual home circumstances or without online facilities. We will consider providing printing consumables – especially for Pupil Premium students and those identified as vulnerable to financial hardship. This will be at the school's discretion and in response to reasonable requests.

d. When teaching pupils remotely, we expect settings to: Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects.

- Teachers are expected to provide a weekly timetable on the Friday of the previous week with suggested activities linked to themes and topics and linked to appropriate websites to support this.
- The activities are required to reflect their individual curriculum pathways and cover a broad and balanced range of subjects tailored to their individual needs and EHCP requirements.
- This includes access to specialist teaching – for example the option to join a weekly Online Choir lead by our Music Specialist.

e. Teach a planned and well sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject:

- Personalised Learning Plans and EHCP Targets and Therapy Plans must be regularly shared, reviewed and updated in partnership with parents.
- Evidence for Learning or alternative recording methods are to be kept to record student progress
- Collaborative sharing of specialist teacher and subject resources – e.g. PE, Art, Music through a range of recorded sessions and resource and website signposting.
- A weekly music, arts, food and sports specific 'lesson' per week for each class, delivered or signposted by the specialist and MFL, if appropriate.
- Links with the Music Hub to be developed to increase access and engagement with Music.
- Targeted, specific interventions such as individual beat-box sessions, Eyegaze to be in place for identified students.

f. Provide frequent, clear explanations of new content, delivered by a teacher in the setting or via high quality curriculum resources or videos:

This will be provided through a range of means. For example; Evidence for Learning Parents' Section, Teacher YouTube channels, Zoom and moving towards the Google Classroom Environment.

g. Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work:

- Parents should expect weekly feedback on the work completed that week.
- Significant student achievements should be recognised each week and weekly certificates should be sent on the same basis as if we are in school – VEC Apps/Intranet/Student Awards.
- Teachers and Therapists need to provide parents with at least half-termly feedback on how students are progressing towards their EHCP targets and ideally shared via the Evidence for Learning App to ensure consistency across the school setting and the ability to obtain meaningful and data easily and quickly accessed and interpreted by a range of stakeholders. Where this is not yet possible, alternative means can be used.

h. Enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations more to ensure pupils' understanding:

The virtual learning environment can still operate in a similar way to the school based context. Teachers are highly skilled professionals who can respond accordingly during interactive sessions or through parental or student feedback. This will then feed into future planning as would be the same within the school environment.

i. Plan a programme that is of equivalent length to the core teaching pupils would receive in their setting and would ideally include daily contact with teachers:

- Parents will be provided with symbols linking to the sessions and activities on offer and provided with a weekly timetable to provide daily structure at home they can implement that could mirror the school day depending on their individual home circumstances.
- The provision offered should be of AT LEAST a minimum of guided delivery of one hour of Education by a Teacher each day of the week or equivalent provision.
- There should also be the availability to access AT LEAST a minimum of one hour of a recorded, high quality Educational delivery or equivalent provision.
- Teachers and Therapists will be expected to be 'available' via email for Parents for AT LEAST a minimum of two hours per day between the hours of 9-3pm to respond to concerns and requests for support.
- Teachers and Therapists will be expected to work a minimum of five hours per day. This can be managed flexibly depending on their individual circumstances and their own personal commitments, but must include AT LEAST an hour's availability during the school day of 9-3pm for direct teaching and guidance input.

3. Parents / Carers

We are keen to extend our support as far as possible to our parents/carers during these unprecedented times. We acknowledge the enormous impact of a break in routines, loss of daily 'respite' and time away from their child's daily intensive therapeutic support.

Teachers and Therapists will be available to listen to parental concerns and offer practical and emotional support. They will also be able to signpost parents / carers on to further specialist support or external services if required.

We ask that parents support their child to engage with their learning and provide regular feedback to teachers and therapists. This is important so they can adapt provision and respond to identified areas of need swiftly.

It is also beneficial for parents to share photographic and video evidence of achievements to sustain the connection and sense of belonging during a period of extended school closure or absence from the classroom. This can be done through the Parental Portal on Evidence for Learning, Facebook pages or through Google Classrooms when this feature is enabled.

Recommended Resources:

This is not a definitive list but may prove useful amongst staff and parents as a quick reference.

Oak National Academy, provided by the DfE has specialist content for pupils with SEND. This covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy. Their provision for the next academic year will include an expanded range of content for the specialist sector. In addition to this, we are helping parents to support learning at home, including by publishing a list of [online learning resources for children with SEND](#).

Sensory Drama: <https://www.youtube.com/playlist?list=PLyT3Pg06NjOt1qZh-7BtbM9Lahh8-EB5A>

Sensory Spectacle: <https://www.sensoryspectacle.co.uk/>

BBC Bitesize: <https://www.bbc.co.uk/bitesize>

Oak National Academy: <https://www.thenational.academy/>

Facebook Groups: <https://www.facebook.com/groups/526341694047625/>

EfL Activity Channel: <https://www.evidenceforlearning.net/eflactivitychannel/>

YouTube Inc Personalised Channels: <https://www.youtubekids.com/>

First News: <https://www.firstnews.co.uk/>

Barefoot Books: <https://www.barefootbooks.com/>

Pinterest: <https://www.pinterest.co.uk/irieris2/sen/>

Maths Specific: <https://www.senteacher.org/printables/mathematics/>

White Rose Maths Online Resources: <https://whiterosemaths.com/resources/>

Numbergym: http://www.numbergym.co.uk/NGS_The_Number_Gym.html

Topmarks: <https://www.topmarks.co.uk/>

NESSY: <https://www.nessy.com/uk/>

DK Findout: <https://www.dkfindout.com/uk/>

MyMaths: <https://www.mymaths.co.uk/>

PE Specific: <https://www.teachingideas.co.uk/subjects/games>

KS1/2 Super Movers: <https://www.bbc.co.uk/teach/supermovers>

Change for Life Activities: <https://www.nhs.uk/change4life/activities>

10 minute Shake Up Games: <https://www.nhs.uk/10-minute-shake-up/shake-ups>

Music Specific: <http://www.abccreativemusic.com/abc-resources-for-sen-music/>

Sharon Durant's YouTube Channel: <https://www.youtube.com/channel/UChNzplXYya6rneZcDBzUyKg>

English National Opera SEND online workshops: <http://englishtouringopera.org.uk/news/online-workshops-for-children-with-send/>

Art Specific: <https://senresourcesblog.com/category/kids-craft/>

BBC Ten Pieces at Home: <https://www.bbc.co.uk/teach/ten-pieces>

Oak Academy Specialist: <https://classroom.thenational.academy/specialist>

Channel 4 Grayson's Art Club: <https://www.channel4.com/programmes/graysons-art-club>

Twinkl: <https://www.twinkl.co.uk/>

Food Tech Specific: <https://www.twinkl.co.uk/search?term=food%20technology>

Food - A Fact of Life: <https://www.foodafactoflife.org.uk/>

BBC Food: <https://www.bbc.co.uk/food>

Let's Get Cooking: <https://letsgetcooking.org.uk/>

PSHE Specific: <https://www.pshe-association.org.uk/pshe-education-guide-parents>

The Kindness School Foundation: <https://www.kindness-school.org/>

English Specific: <https://www.twinkl.co.uk/resources/send-inclusion-teaching-resources/specialeducationalneeds-sen-parents-curriculum-support/specialeducationalneeds-sen-parents-curriculum-support-english>

Oxford Reading Owl free eBooks: <https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/>

MFL Specific: <https://www.twinkl.co.uk/resource/t3-c-144-how-to-help-your-child-with-mfl-parents-guide>

Duolingo App: <https://www.duolingo.com/>

Soundabout: <https://www.soundabout.org.uk/tv/>

Music Technology: <https://www.themusicworks.org.uk/school/special-schools/>

Garageband Apps: <https://apps.apple.com/us/app/garageband/id408709785>

TES Resources: <https://www.tes.com/teaching-resources>

4. Therapies

Victoria School prides itself on our Therapeutic Service Delivery. We are acutely aware that our students' need access to appropriate, personalised and responsive therapeutic intervention. When this cannot happen due to school closure or other extended periods of absence, adaptations to practice will need to be implemented.

The expected responses if we need to switch to Remote / Blended Learning of Therapies are:

Occupational Therapy:

Week 1	<ul style="list-style-type: none"> • Telephone call to all parents on active caseloads and prioritise those according to need. • Prioritise and relay parent feedback and concerns regarding therapy requirements at home across the team and allocate roles to the team. • Complete and distribute all OT goal programmes to parents (where applicable) and begin to address OT priorities and allocate. • Establish Zoom meeting with OT team. • Implement OT virtual timetable through Zoom to begin in Week 2.
Week 2	<ul style="list-style-type: none"> • Share Virtual Timetable with parents (where applicable) and send out Zoom invites to commence this week. • Begin 1:1 or Group Zoom Sessions. • Where Zoom is not possible / suitable, advise and send out parent booklets and activities relative to student needs and goals.
Week 3	<ul style="list-style-type: none"> • Virtual timetable continues and is set up in line with EHCP requirements and Caseloads distributed between OTs and OTAs. • Phone-calls to all parents fortnightly who are not accessing Zoom sessions.
Weekly Reviews	<ul style="list-style-type: none"> • Zoom Meeting to discuss caseloads, raise Safeguarding Concerns. • Head of Occupational Therapies to feedback to Head of Therapies.
Monthly Reviews	<ul style="list-style-type: none"> • Offer a Home Visit where possible and in agreement with parents and the need arises with each student on our caseload. • Update records and record progress. • Phone call to all on caseload to update records and progress and feedback if a home visit is not possible. • This would include: writing and reviewing of IAP goals and targets, writing of EHCP reports, writing and reviewing of Functional Care Plans and Personal Care Plans.
Useful Websites & Sources of Support	<ul style="list-style-type: none"> • https://theimaginationtree.com/40-fine-motor-skills-activities-for-kids/ FMS ideas and play • https://littlebinsforlittlehands.com Sensory play • https://natwest.mymoneysense.com/home Natwest bank resources for students working on budgeting and planning money • https://www.pinterest.co.uk Pinterest is a great resource for all things OT related, life skills activities, FMS, messy play etc.

Physiotherapy:

Week 1	<ul style="list-style-type: none"> • Liaise with parents and prioritise getting all necessary equipment home. • Telephone all parents on active caseloads and prioritise those according to need. • Prioritise and relay parent feedback and concerns regarding therapy requirements at home across the team and allocate roles to the team. • Complete and distribute all Physio goals and exercise programmes to parents (where applicable) and begin to address Physio priorities and allocate. • Establish Zoom meeting with Physio team. • Implement Physio virtual timetable through Zoom to begin in Week 2.
Week 2	<ul style="list-style-type: none"> • Share Virtual Timetable with parents (where applicable) and send out Zoom invites to commence this week. • Begin 1:1 or Group Zoom Sessions. • Where Zoom is not possible / suitable, advise and send out parent booklets and activities relative to student needs and goals.
Week 3	<ul style="list-style-type: none"> • Virtual timetable (to include an offer from Physio Assistants – for example Yoga, Relaxation and Mindfulness sessions) continues and is set up in line with EHCP requirements and Caseloads distributed between Physios and Physio Assistants. • Virtual timetable commences according to each Physio and physio assistant (including yoga sessions via zoom etc.) on their timetable. • Phone-calls to all parents fortnightly who are not accessing Zoom sessions. • Home visits and clinic visits if required (emergencies only) and in agreement with parents.
Weekly Reviews	<ul style="list-style-type: none"> • Zoom Meeting to discuss caseloads, raise Safeguarding Concerns. • Head of Physiotherapy to feedback to Head of Therapies.
Monthly Reviews	<ul style="list-style-type: none"> • Offer a Home Visit where possible and in agreement with parents and if the need arises with each student on caseload. Update records and record progress. • Phone call to all on caseload to update records and progress and feedback if home visits are not possible. • This would include: writing and reviewing of IAP goals and targets, writing of EHCP reports, writing and reviewing of Functional Care Plans and Personal Care Plans.
Useful Websites & Sources of Support	<ul style="list-style-type: none"> • These will be signposted to parents based on individual needs. • Any problems with orthotics please inform your physiotherapist and the orthotics department in Poole hospital on : 01202 442298 • Any wheelchair issues can be raised with the wheelchair clinic on: 01202 892874 or via dhc.wheelchair.service@nhs.net

Speech and Language Therapy:

<p>Week 1</p>	<ul style="list-style-type: none"> • Liaise with parents and prioritise getting all necessary equipment home. • Telephone/email all parents on active caseloads and prioritise those according to need. • Prioritise and relay parent feedback and concerns regarding therapy requirements at home across the team and allocate roles to the team. • Complete and distribute all SaLT goals and communication programmes to parents (where applicable) and begin to address SaLT priorities and allocate. • Establish Zoom meeting with SaLT team. • Implement SaLT virtual timetable through Zoom to begin in Week 2. • SaLTs to offer programming and technical support for communication aids.
<p>Week 2</p>	<ul style="list-style-type: none"> • Share Virtual Timetable with parents (where applicable) and send out Zoom invites to commence this week. • Begin 1:1 or Group Zoom Sessions. • Where Zoom is not possible / suitable, advise and send out parent booklets and activities relative to student needs and goals.
<p>Week 3</p>	<ul style="list-style-type: none"> • Virtual timetable (to include an offer from SaLT Assistants – for example recorded early communication group sessions and attention and listening sessions) continues and is set up in line with EHCP requirements and Caseloads distributed between SaLTs and SaLT Assistants. • Virtual timetable commences according to each SaLT and SaLT Assistant on their timetable. • Phone-calls/emails to all parents fortnightly who are not accessing Zoom sessions.
<p>Weekly Reviews</p>	<ul style="list-style-type: none"> • Zoom Meeting to discuss caseloads, raise Safeguarding Concerns. • Head of Speech and Language Therapy to feedback to Head of Therapies.
<p>Monthly Reviews</p>	<ul style="list-style-type: none"> • Offer a Home Visit where possible and in agreement with parents and the need arises with each student on our caseload. Update records and record progress. • Phone call/email to all on caseload to update records and progress and feedback if this is not possible. • This would include: writing and reviewing of IAP goals and targets, writing of EHCP reports, writing and reviewing of Eating and drinking guidelines and Communication Care Plans.
<p>Useful Websites & Sources of Support</p>	<ul style="list-style-type: none"> • Practising signs/ learning to sign a song – see the Makaton website and Makaton Facebook pages for weekly signs and videos or: https://singinghands.co.uk/ • Sensory Communication ideas using items at home from: http://www.thesensoryprojects.co.uk/ • Use google images to make functional choice boards. • Learning new vocabulary through sharing songs/ books/ videos/experiences.

- Playing with interaction – taking turns/listening/copying/identifying sounds (See The Communication Trust: <http://www.thecommunicationtrust.org.uk/early-years/> and [https://www.thecommunicationtrust.org.uk/media/20506/summer_talk - 2012 version.pdf](https://www.thecommunicationtrust.org.uk/media/20506/summer_talk_-_2012_version.pdf))
- Board games such as Charades, Guess Who, Uno and Headbandz – every game can be adapted and always requires communication.
- Using books and stories to talk about, re-call, ask what happens next, make a review, describe the characters etc.
- Early language and play ideas for 0-5 year olds: <https://www.bbc.co.uk/tiny-happy-people>
- Videos and ideas for parents of young children age 0-5 years: <https://hungrylittleminds.campaign.gov.uk/>
- Ideas for games and crafts, books to share together to encourage communication: <https://small-talk.org.uk/>
- Extra resources for language and speech activities for families and schools: <https://www.twinkl.co.uk/resources/specialeducationalneeds-sen/specialeducationalneeds-sen-communication-and-interaction/specialeducationalneeds-sen-speech-language-therapy>

If your child has a problem with their communication aid, please contact the tech support for that company. The main suppliers are:

- Liberator (Telephone:01733 370470 Email: info@liberator.co.uk)
- Tobii Dynavox (our local rep is John Liddle, email: John.Liddle@tobiidynavox.com)
- Smartbox (The Grid software) or Inclusive Technology: support@inclusive.co.uk
- The latter two support a wide range of software and will help or signpost you to the right help, as will the ACE Centre who have a Free helpline number: [0800 080 3115](tel:08000803115).

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 October, 2020
 To be reviewed January, 2021