

Wandsworth Sensory Support Service Remote Learning Protocols

Definition

The Department for Education (DfE) has no expectation that teachers should livestream or pre-record lessons. Schools should consider the approaches that best suit the needs of their pupils and staff (DfE, 2020).

- Provision of contact with families on the WSSS caseload in a manner which meets the needs of the individual family and child.
- Can include phone, email, text and online platform contact.
- Is provided in line with their NatSIP criteria. The WSSS specialist team also consider the individual needs of the child and family so that the frequency of contact reflects their particular situation.
- Method and frequency of contact determined in consultation with the family.
- Support materials can be sent electronically where possible and with the family's agreement.

Remote Learning Model & Components of Remote Learning

- Remote learning uses a coaching approach rather than a direct service approach to children in many instances. The focus of the sessions is on the strategies, skills, engagement and interaction between parent and child/young person and how this impacts the global development of the child.
- In the Early Years the primary purpose is to build confidence and competence in parents/caregivers to provide for their communication and language needs as well as supporting the global development of their young child. For children and young people, receiving direct access to their teacher or habilitation specialist provides opportunities to promote communication and language skills, support their social and emotional development and enrich their global skill development through the use of technology in a safe and accessible manner. For Children and Young People with a Visual Impairment (CYPVI), receiving direct access to their habilitation specialist provides opportunities to promote independent living skills, safe movement, self-advocacy, support their social and emotional development and enrich their global skill development.
- Open positive communication is at the core of this approach in alignment with the Family Partnership Model.
- Families of children and young people above the age of 5 can access direct teaching services from WSSS via online learning. A parent/caregiver must be in the same room throughout the session. The content of these sessions would include activities similar to those delivered in face to face service including remote audiological equipment checks, vocabulary development, topic support, independent living skills, advocacy skills etc. Content of the sessions is based on the individual plan for each child or young person. This is also discussed with the families to ensure we are meeting the current needs.
- Online sessions include opportunities for ongoing social contact and promotion of positive mental health. This benefits families, children and young people.
- The service will use an online platform such as ZOOM, SKYPE etc. This web-based platform provides the opportunity to have 1:1 sessions and group sessions. All

sessions must be initiated by the Sensory Service with an invitation sent directly to all participants. Invitations should not be shared beyond the list of required participants.

- Remote learning is a part of the regular schedule of visits and activities carried out by the Sensory Service. Families are kept informed of individual support packages.
- Preparation – provider and family – to be expanded for how the family is prepared and written information
- WSSS staff will consider the access needs of the families, children and young people and implement tools such as captioning, recorded information, written transcripts etc. Various software tools such as LOOM and Live Transcribe will be implemented where necessary.

Components of Remote Learning

Wandsworth Sensory Support Service provides ongoing support to families enrolled on the service through the virtual platform. The types of activities can include

- Home Visits with individual families and children.
- Social Groups
 - Parent to parent
 - Student to student
- Learning Groups

Where the activity is a social group the session will be staffed by at least two members of the sensory service.

Risk Assessment & Safeguarding

All safeguarding rules and procedures continue to be relevant to the remote learning situation. WSSS providers must follow the same standards during remote learning that would be considered for a face to face experience.

Before commencing remote learning opportunities with a family the following needs to be considered and addressed

- Consent – ensure families and children understand the benefits and risks of online learning. Information flyer will be shared and written consent must be obtained from families prior to commencing online sessions.
- Consider who is ‘in’ the session. Prior to the sessions commencing a discussion between WSSS and the family about who is involved in sessions such as other family members, siblings etc. Explanation that this is to ensure effective use of the remote learning experience and to keep clear who is involved. Members should be included on the signed consent form.
- Recording Sessions – there is the potential to record sessions. Before this is considered it must be decided the purpose of the recording and agreement on where these recordings are stored and who has access to them. This will be included on the signed consent form. Recordings must not be used on social

media without further discussion and joint agreement and signed consent.

- Consider where and how the professional sets up their location for providing remote sessions. Background should be neutral and not include personal object/items. Professionals must comply with the professional code of conduct related to their job and this is applied to the remote learning environment.
- Professionals must present themselves in the manner outlined by their employer including professional behaviour, attire and presentation.
- Sessions must always include parent/caregiver and if working directly with the child the parent must be present in the same room throughout the session. If the parent/caregiver leaves the room during the session WSSS staff will close the meeting at that time.
- Families should participate in the sessions in a general living area of their home such as living room, kitchen, dining room. Sessions should not be conducted in a bedroom.
- All communication with children must be through parents' email addresses and phone numbers.
- Professionals must use school/service accounts to communicate with families and children. Providers are not to use personal accounts to communicate with families.
- All group members will be invited into a waiting room and the session host will admit them into the Zoom room. A password may be required for admittance.
- Room links, Room ID's and passwords must not be shared.

The way in which the service is currently operating in response to COVID-19 is fundamentally different to how we would normally operate, however, a number of important safeguarding principles remain the same:

- The welfare of children remains our key priority;
- The best interests of children will always continue to come first;
- If any staff member or volunteer has a safeguarding concern about any child, they will continue to respond appropriately, pass on concerns to the DSL and appropriate and timely action will be taken
- A DSL or deputy will be available, either onsite or remotely;
- Unsuitable people will not be allowed to enter the children's workforce and/or gain access to children;
- Children will continue to be protected when they are online.

Designated Safeguarding Leads (DSL)

The DSL is: Sarah Norris

Deputy DSL: Deborah Rix

Email: safeguarding@lindenlodge.wandsworth.sch.uk or

heretohelp@lindenlodge.wandsworth.sch.uk

A trained DSL will be available to staff at all times and will be available to be contacted via mobile or online video link through Microsoft teams. Staff have been provided with contact details for all key members of staff.

Duties of the DSL and deputies will include:

- Managing access to child protection files;
- Liaising with the DSL (or deputy);
- As required, liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments
- Reporting any changes or concerns;
- Ensuring safeguarding checks are carried out and recorded.

Staff Preparation for Remote Learning Sessions

- Staff will have appropriate training in the chosen platform and tools for provision of remote learning activities.
- Staff will have the opportunity to practice and become comfortable and confident with use of technology.
- Peer-to peer support will be available to support staff in the use of tools and provision of learning via a remote platform.
- Staff will be encouraged to practice using technology in various settings

Beginning Remote Learning Sessions

- Develop a learning programme which meets the child or young person's needs in the home situation.
- Develop targets/topics in conjunction with the family.
- Provide supporting questions before each session to ensure everyone is focussed for the session.
- Materials and equipment – needs to be creative and use what is available rather than particular specialist equipment. This equipment should be readily available in the home.
- Use Routines/Interests/Strengths model for building sessions on.

Family Preparation for Remote Learning

- Provide information and/or training and support for using online platform and resources to families
- Focus questions sent a couple of days before each scheduled visit.
- Suggested resources to use during the session.

Specific Strategies

Prepare Your Environment - Provider

- Choose an optimal space based on the planned activity. Make sure the background does not include personal information or is particularly 'busy'.
- Make sure there isn't glare coming from uncovered windows/doors
- Have all materials for the activity available and within reach
- If possible remove other items/toys from visual view
- Mute phones that may interrupt. Turn off any other noise sources including TV's, radios. Consider any other auditory/visual distractions.
- Test all devices and ensure batteries are working, have spare batteries available
- Make sure your computer is well charged, plugged in, not due for updates of any sort.
- Ensure other members of your household are aware you are in a work meeting.

Prepare Your Environment - Parents

- Think about where you will set up your 'classroom' – include access to power, best lighting, lack of clutter/distractions.
- Have all the materials you need within reach.
- Mute all extra sound sources – phones, t.v.'s
- Make sure your computer is well charged, plugged in, not due for updates of any sort.
- Run any tests on your computer and platform where possible
- Ensure all life necessities are covered where possible.
- Have snacks & drink beforehand – unless they are part of the session
- Meet essential needs of children (take them to the toilet, change nappy, etc)

Prepare the Child/Young Person

- All the environmental considerations for the parents applies to working with children and young people
- Prepare the CYP about the expectations of using technology to participate in learning.
- Set in place strategies for troubleshooting issues for CYP.

General Strategies

- Set up a regular time.
- Identify the exact time the session will begin and end
- Post "Do Not Disturb" signs, if needed
- Turn on the computer
- Make sure the camera and microphone are connected and working

- Log off of any other programs/windows that are open on the computer
- Log onto the program being used using your username and password
- Consider posting it by the computer in a discrete location
- Run the “test” feature, if available
- If recording the session ensure all parties understand the purpose of the recording and have agreed to it being recorded.
- Have other contact information mobile phone number for the provider/parents available if an internet connection cannot be made.

Ending the Session

- Check in at the end to ensure they have understood what has happened during the session.
- Share a key thing from the session to consider throughout the week. Discuss any problems with the connection or session.
- Determine the date and time of the next session
- “Hang up” and close down the session for everyone = don’t just leave the meeting.
- Notify others in your home, school or office that you have ended the session
- Write your summary as a follow up . This should include:
 - Start and ending time of each session
 - Who was a participant in the session
 - Key things covered
 - Targets to focus on during the next time period
 - What needs to be gathered for the next session.

Resources

1. Consent Form
2. Questions for sessions
3. Parent Information Brochure
4. Coaching model for remote sessions – Early Years
5. Model for school aged sessions.
6. What Parents Need to Know about Zoom – Brochure
7. Summary Form Templates – Visit notes/planning notes
8. Planner templates
9. Routines Based Inventory
10. Additional Resources
 - a. Troubleshooting documents