



Horizons Therapeutic Education Trust

Remote Education Policy

Policy | Updated for Trust Board approval: 11 May 2026

Trust / setting	Horizons Therapeutic Education Trust (HTET)
Policy owner	Head of Provision / DSL / IT Lead
Version	2.0
Approval route	Trust Board
Next review	May 2027 or sooner if statutory guidance changes
Publication / circulation	Website and all HTET employees, trustees and relevant partners

Summary of May 2026 revisions

Area	Revision made	Board assurance point
DfE guidance	Updated to reflect DfE remote education guidance that remote learning is a last resort and not an equal alternative to attendance.	Supports attendance compliance.
Safeguarding	Added online safety, DSL oversight, consent and risk-assessment requirements.	Reflects KCSIE 2025 and HTET risk profile.
AP context	Clarified remote education for individual cases, site closure, transition and therapeutic engagement.	Reduces risk of remote provision being used incorrectly.

Policy statement

HTET’s primary expectation is that young people attend their commissioned education provision in person wherever it is safe and possible to do so. Remote education is not an equal alternative to attendance in school and must only be used as a last resort where attendance is not possible, contrary to government/local guidance, or part of an agreed, time-limited and reviewed plan.

When remote education may be used

- temporary site closure or restricted attendance because the site cannot open safely;
- individual cases where a young person is unable to attend in person but is well enough and able to continue learning;
- a time-limited transition, reintegration or stabilisation plan agreed with the commissioner, parent/carer and relevant professionals;
- short-term safeguarding, health, mental health or transport circumstances where remote education is better than no education and is reviewed frequently.

Remote education must not be used to avoid making reasonable adjustments, commissioning appropriate support, addressing attendance barriers or providing a suitable in-person AP offer.

Attendance and registration

Pupils absent from site and receiving remote education must still be recorded accurately in the attendance register using the correct statutory code. Remote education does not automatically convert absence into attendance. Attendance concerns must be reviewed in line with statutory attendance guidance, safeguarding procedures and commissioner expectations.

Safeguarding and online safety

- The DSL must be informed of any remote education arrangement that lasts beyond short-term operational disruption or relates to safeguarding, mental health, risk or welfare.
- Staff must follow the HTET Safeguarding and Child Protection Policy, Staff Code of Conduct, online safety arrangements and data protection requirements.
- Teams/video calls must use approved systems, professional accounts and appropriate settings; personal accounts must not be used.
- One-to-one online contact must be risk assessed and recorded; where possible, arrangements should include transparency, scheduling, parent/carer awareness and appropriate staff oversight.
- Any welfare concern, non-engagement, disclosure or online safety concern must be recorded and escalated through the safeguarding system immediately.

Curriculum expectations

Remote education should be matched to the young person's current outcomes, stage of engagement, SEND, literacy, communication needs, mental health and access to technology. The volume and format of work should be realistic and should not increase distress or disengagement.

Roles and responsibilities

Role	Responsibilities
Head of Provision	Authorises remote education arrangements, monitors quality and reviews attendance/engagement.
DSL	Reviews safeguarding risks, non-engagement, welfare concerns and safe online contact.
Teachers / practitioners	Set appropriate work, maintain contact, record engagement and raise concerns.

Keyworkers / therapists	Provide agreed relational, therapeutic or engagement support within professional boundaries.
Parents/carers/homes	Support agreed routines, safe access, communication and attendance expectations.
Commissioner / placing school or LA	Confirms placement expectations, attendance coding/reporting and review requirements where relevant.

Access to technology

HTET will consider whether the young person has access to suitable device, connectivity, quiet space and support. Where barriers exist, these should be raised with commissioners and partners. The Trust will not assume digital access or independent study capacity.

Review

Remote education arrangements for individual young people must be reviewed at least weekly unless the arrangement is very short term. Review must consider attendance, safeguarding, engagement, mental health, curriculum progress, technology access and return-to-site planning.

Key statutory and regulatory framework

- Keeping Children Safe in Education 2025 (KCSIE 2025), statutory guidance for schools and colleges.
- Alternative Provision: statutory guidance for local authorities, headteachers and governing bodies, updated February 2025.
- SEND Code of Practice: 0 to 25 years.
- Working Together to Improve School Attendance, statutory guidance, effective from 19 August 2024.
- DfE remote education guidance and statutory guidance on the cost of school uniforms where relevant.
- School Attendance (Pupil Registration) (England) Regulations 2024.

Where statutory guidance changes, the CEO, DSL, CFO and/or relevant policy owner will review the affected policy and bring amendments to the Trust Board or appropriate committee at the earliest practical point.

Approval and review

Approved by	Trust Board
Date approved	11 May 2026
Next review date	May 2027 or sooner if statutory guidance changes
Policy owner responsible for review	CEO / Senior Leadership Team