



SPAGHETTI BRIDGE

Blended Learning Policy

Policy Owner	Operation Director
Applies to	This applies to all services
Associated Documents	<p>This policy is linked to:</p> <ul style="list-style-type: none">Child protection policy and coronavirus addendum to our child protection policyData protection policy and privacy noticesICT and internet acceptable use policyOnline safety policyThe Coronavirus Act 2020 Provision of Remote Education (England) Temporary Continuity DirectionRemote education good practiceStudent Focused Intervention ProcedureExclusions PolicyAttendance PolicyCurriculum Policy
Review Frequency	This policy will be reviewed annually
Date of Implementation	December 2022
Review Date	January 2026
New Review Date	January 2027
Approved by Chief Executive Officer	<p><i>Dan Alipaz</i></p> <hr/> <p>Dan Alipaz (Jan 21, 2026, 8:27am)</p>
Approved by the Chair of the Board	<p><i>Stephen Bradshaw</i></p> <hr/> <p>Stephen Bradshaw (Jan 21, 2026, 10:11am)</p>

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1. Introduction

Purpose/Aim

This Blended Learning Policy sets out how the school ensures continuity, quality and equity of education for students of compulsory school age who face barriers to full-time on-site attendance. This policy works in conjunction with the Relational Approach Policy.

Attendance at school remains the priority. Blended or remote learning is used only as a last resort, where it has already been established that a student is unable to attend school in person but is well enough to continue learning, and where the alternative would be no educational provision.

The procedure provides a structured, personalised and time-limited blended learning offer that enables students to remain engaged with their education, maintains safeguarding oversight, and supports reintegration into full-time on-site attendance at the earliest appropriate opportunity.

The procedure ensures that:

- Students continue to access a broad, balanced and ambitious curriculum aligned with the school's curriculum intent
- Blended learning is used only where it is in the best interests of the child, is exceptional, time-limited and reviewed regularly
- Attendance barriers are actively identified and reduced alongside any blended learning provision
- Safeguarding, wellbeing and relational support remain central
- Practice is compliant with the Independent School Standards, DfE Remote Education Guidance and Ofsted inspection expectations

2. Legal and guidance framework

This procedure is informed by and complies with:

- Education Act – Right to full-time education
- Education Act 1996, Section 19 (local authority duty)
- Independent School Standards (Part 1, 3, 5 and 8)
- Equality Act 2010 – reasonable adjustments for disability and SEND
- Children and Families Act 2014 – SEND duties and best endeavours
- SEND Code of Practice – graduated response and regular review
- DfE Guidance on Remote Education (2023)
- DfE Guidance on Part-Time Timetables (exceptional, short-term and reviewed)
- School Attendance (Pupil Registration) (England) Regulations 2024
- Keeping Children Safe in Education (September 2025)

Blended learning and part-time timetables are used only as exceptional, temporary measures, with clear reintegration plans and regular review.

3. Scope

This policy applies to:

- Students of compulsory school age accessing blended or remote education
- Teaching and support staff involved in delivery
- Parents/carers and external professionals involved in planning or review
- Local authority partners where applicable

4. Prioritising Attendance

Attendance is essential for students' attainment, wellbeing and wider life chances. Blended or remote education is not an equal alternative to in-person attendance and must never be used to

replace it. It should be used to support students to overcome barriers and re-integrate into the school environment.

Before blended learning is implemented, the school will:

- Seek to identify and remove barriers to attendance
- Work collaboratively with the student, parents/carers and relevant professionals
- Consider reasonable adjustments and additional support

5. Core Principles of Blended Learning

Blended learning at the school is underpinned by the following principles:

- **Student-centred:** tailored to individual needs, strengths and circumstances
- **Curriculum-led:** a continuation of the planned curriculum, not a replacement
- **Relational:** prioritising connection, wellbeing and belonging
- **Safeguarded:** clear oversight of student location, activity and engagement
- **Time-limited:** with clear review points and reintegration goals monitored through Student-Focused Meetings (SFMs)

All blended learning programmes must:

- Provide **up to 20 hours or more** of meaningful education per week where possible, adjusted to individual need and circumstances of the student
- Include progressive on-site learning wherever possible
- Be reviewed through Student-Focused Meetings (SFMs)

6. Eligibility and Reasons for Blended Learning

Blended learning may be considered only in limited circumstances where attendance is not currently possible and the student is able to learn, including:

- Cognitive or social overload
- School-based trauma, anxiety or mental health needs
- Short-term medical needs or recovery from illness or injury
- Chronic fatigue or low physical energy
- Housing instability leading to extended travel times
- Young carer responsibilities
- Access to specialist Alternative Provision not available on site

Blended learning is not a long-term substitute for attendance and must always form part of a plan to support reintegration into full-time education.

7. Blended Learning Modalities

A student's blended learning programme may include a combination of:

- On-site learning at school
- Live online learning delivered by Spaghetti Bridge teachers (via Google Classroom)
- Printed home learning packs
- Research-based or project learning
- Work experience
- Alternative Provision (AP)
- Pre-recorded teaching and shared digital resources (including high-quality external resources where appropriate)

Blended learning will align with the school's curriculum framework.

8. Governance, Planning and Oversight

Student-Focused Intervention (SFI)

Every student accessing blended learning must have:

- A Student-Focused Intervention (SFI) plan
- A clearly documented rationale, timetable and review cycle in line with the SFI procedure
- A risk assessment covering all learning contexts
- Evidence of agreement from parents/carers and relevant professionals

Student focused interventions are quality assured by the Senior Leaders, Regional Operation Leads and members of the wider Spaghetti Bridge Group Support team.

Extensions of Blended Learning beyond 12 weeks requires approval from the ROL and/or HoQO

9. Curriculum Delivery and Progress Monitoring

Blended learning:

- Continues to embrace Enterprise Learning and our relational approach
- Continues the planned curriculum as closely as possible
- Includes daily English and Maths where appropriate
- Is sequential, progressive and builds on prior learning

Provision is designed to be high-quality, meaningful and ambitious, while taking account of:

- The stage and phase the student is in (overcoming barriers, 21st century skills, community ready)
- Age (where appropriate)
- SEND and additional needs
- Screen time and wellbeing
- Home learning environment
- Demands placed on parents/carers

Progress is monitored through:

- Work samples (physical and digital)
- Evidence from live sessions
- Student self-assessment
- Support for engagement
- Support for learning
- Support for safety
- Attendance (including increase in onsite attendance)
- Online assessment tools (e.g. BKS, Accelerated Reader)
- Parent/carer feedback

Progress is discussed and monitored in Student Focused Intervention meetings

10. Relational Support and Communication

- Base staff maintain **twice-daily contact** (start and end of day) to foster the relationship between school and the student
- Barriers to attendance are analysed and documented
- The Student Focused Intervention plan is actively monitored by the CC
- Relational Support Leads (RSLs) continue therapeutic or relational interventions where required to support re-engagement and improved attendance

Regular communication with parents/carers reinforces:

- Engagement expectations
- Online safety
- Safeguarding and wellbeing

11. Safeguarding and Online Safety

Safeguarding is central to all blended learning activity.

- Staff must know where students are at all times
- Risk assessments are reviewed regularly
- Online sessions follow secure, school-approved protocols
- Attendance at live sessions is logged
- Daily welfare checks are embedded
- Any concerns are logged immediately and escalated to the DSL and recorded on Bridgelink

The DSL maintains oversight in line with **Keeping Children Safe in Education (2025)**. Safeguarding policies reflect blended and remote learning arrangements.

12. Data Protection, Digital Access and Acceptable Use

All staff delivering blended learning must:

- Use school devices and school-approved platforms only e.g. Google classroom
- Access student data via secure systems (e.g. Bridge Link)
- Follow Acceptable Use Agreements and professional standards
- Ensure recordings are made in safe, appropriate environments

The school will take reasonable steps to overcome digital barriers, including:

- Auditing access to devices and connectivity
- Loaning devices where possible
- Providing printed resources where digital access is limited

13. Roles and Responsibilities

Teaching Staff

- Plan and deliver high-quality blended learning aligned with the curriculum
- Differentiate appropriately

- Provide feedback and celebrate progress
- Maintain communication and safeguarding logs

Base Teachers/team

- Main parent/carer contact
- Relational check-ins
- Safeguarding oversight

Online Teachers

- Deliver high-quality live sessions
- Communicate regularly with base staff
- Communicate twice a week as a minimum with parents/carers
- Maintain attendance, progress and safeguarding records

Curriculum Coordinators

- Lead SFI planning and reviews
- Monitor progress and reintegration timelines
- Quality assure provision

Senior Leaders and members of the governance team (SLT, ROL, HoQO)

- Approve blended learning offers
- ROL/HoQO to approve blended learning offers extending past 12 weeks
- Quality assure impact and compliance
- Monitor KPIs, safeguarding and workload implications

14. Suspension, Exclusion and Behaviour

Blended or remote learning must never be used as a substitute for lawful suspension or exclusion.

Any removal from the school site for disciplinary reasons must follow the school's suspension or exclusion procedures, even if remote learning is provided during that period.

15. Monitoring, Evaluation and Quality Assurance

Quality assurance includes:

- SFI reviews
- ROL impact debriefs
- DHT observations in line with learning visit schedules
- CC-led snapshots and work scrutiny
- GCP quality assurance visits

This ensures blended learning demonstrates clear intent, strong implementation and measurable impact, in line with regulatory expectations.

16. Complaints and Escalation

If parents/carers feel the blended learning offer is not of suitable quality or quantity, concerns should be raised with the teacher or Headteacher in the first instance. Unresolved concerns may be escalated in line with the school's complaints procedure.



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