



# **STUDENT REMOTE ACCESS POLICY & PROCEDURES**

**2026/27**

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### **Responsibility**

**SMT member:**       **Principal**

**Together with:**     **SMT**

### **Policy Statement**

Hereford Sixth Form College is committed to supporting students to access their education and achieve positive outcomes. The College recognises that, in exceptional circumstances, a period of remote learning may be appropriate to support a student's health, wellbeing, or recovery. However, the College is fundamentally designed and resourced to deliver high-quality education through face-to-face teaching and is therefore unable to provide full-time remote learning across a student's entire programme of study.

Remote learning arrangements will only be granted in exceptional circumstances and will be considered as a temporary adjustment rather than a long-term alternative to attendance at college.

### **1. Scope**

This policy applies to all students enrolled at Hereford Sixth Form College and outlines the circumstances under which remote learning may be considered, the process for requesting support, and the arrangements for review and monitoring.

### **2. Principles**

The College believes that students achieve the best educational, social and pastoral outcomes through regular attendance and engagement in face-to-face learning.

Remote learning arrangements:

- Will only be agreed in exceptional circumstances.
- Will normally be temporary and subject to regular review and have an assigned end date.
- Must be in the best interests of the student.
- Must support progression towards a return to face-to-face education where appropriate.
- Will be developed collaboratively with students, parents/carers, College staff, and relevant medical professionals.

The College cannot provide full-time remote learning as a permanent arrangement across a student's entire programme of study. This is because

the College is not structured, staffed, or resourced to deliver all aspects of its curriculum at the quality expected through a fully remote model. Students seeking a full-time remote education package should be directed to contact their Local Authority to discuss alternative educational provision.

### **3. Exceptional Circumstances**

Examples of exceptional circumstances that may lead to a request for remote learning being considered include, but are not limited to:

- Recovery from an operation or medical procedure.
- Temporary mobility issues that prevent attendance on site.
- Eating disorders where a temporary adjustment forms part of a wider support plan.
- Chronic health conditions that result in significant fatigue or tiredness.
- Other short- to medium-term medical or wellbeing needs supported by professional advice.

Each request will be considered on its individual merits and approval is not automatic.

### **4. Requests for Remote Learning**

Requests for remote learning may be initiated by:

- The College pastoral system.
- Teaching staff.
- Parents or carers.
- The student, supported by appropriate evidence.

All requests must be referred to the appropriate member of the Senior Management Team (SMT).

Where there is uncertainty regarding the correct SMT contact, the Executive Assistant to SMT should be contacted for guidance and referral.

Supporting evidence may be requested, including information from medical professionals or other relevant agencies.

The decision to approve a period of remote learning will be made by the relevant SMT member following discussion and consultation with:

- The student
- Parents/carers (where appropriate).
- Relevant College staff.

- Medical professionals or external agencies, where applicable.

These discussions will ensure that any arrangement:

- Meets the student's educational and wellbeing needs.
- Is proportionate, realistic and achievable.
- Supports engagement and academic progress.
- Promotes recovery, resilience and independence where relevant.

When considering a request, SMT will assess whether periods of remote learning are likely to improve the student's ability to access education and participate successfully in College life, or whether they may inadvertently reinforce or prolong the difficulties being experienced.

## **5. Individual Support Plans**

Where remote learning is approved, SMT will work with the student and parents/carers to establish an individual timetable and support plan.

This may include:

- Agreed periods of remote access.
- Specified rest days.
- Reduced timetables.
- Hybrid attendance arrangements.
- A phased return to face-to-face education.
- Agreed academic support and assessment arrangements.

The plan will clearly identify expected outcomes, review dates, and responsibilities of all parties.

## **6. Assessment and Academic Progress**

The impact of remote learning on assessment, coursework, examinations, and progress monitoring must be considered when arrangements are agreed. Assessment cycles and any necessary adjustments will be reviewed in good time to ensure:

- Students are not disadvantaged.
- Awarding body requirements can be met.
- Appropriate support mechanisms are in place.
- Academic progress remains under regular review.

## **7. Review Arrangements**

All students accessing remote learning will be reviewed periodically by SMT. Reviews will consider:

- Educational progress.
- Attendance and engagement.
- Welfare and wellbeing.
- Medical advice and recommendations.
- The continuing appropriateness of remote learning arrangements.

Remote learning plans may be adjusted, extended, reduced, or withdrawn based on the outcomes of these reviews.

## **8. Relationship with the Fitness to Study Policy**

The College recognises that circumstances may arise where remote learning is no longer in the student's best interests or is not enabling meaningful engagement with education.

Where this occurs, the College may determine that alternative support processes are more appropriate. In such circumstances, the College's Fitness to Study Policy may be applied to ensure that the student's needs are properly assessed and that appropriate educational pathways are considered.

## **9. Monitoring and Review of this Policy**

This policy will be reviewed periodically by the Senior Management Team to ensure it remains effective, fair, and aligned with the College's commitment to supporting students whilst maintaining high-quality educational provision.