

A large, thick blue arc graphic that curves downwards from the top left and then upwards towards the right, framing the school name.

beatrice tate school

Policy status	Statutory
Adopted	29 th January 2024
Review date	January 2025

Safeguarding Statement

At Beatrice Tate School we respect and value all children and young people and are committed to providing a caring, friendly and safe environment for all our students so they can learn, in a relaxed and secure atmosphere. We believe every student should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Beatrice Tate School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our learners by protecting them from physical, sexual and emotional abuse, neglect and bullying.

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1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding students with SEND
- Set out how our school will:
 - Support and make provision for students with special educational needs and disabilities
 - Provide students with SEND access to all aspects of school life
 - Help students with SEND fulfil their aspirations and achieve their best
 - Help students with SEND become confident individuals living fulfilling lives
 - Help students with SEND make a successful transition into adulthood
 - Communicate with students with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the student
- Explain the roles and responsibilities of everyone involved in providing for students with SEND
- Communicate with, and involve, students with SEND and their parents or carers in discussions and decisions about support and provision for the student
- Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

Beatrice Tate is a school where individuals are valued and all are expected to give of their best. Our teaching enables students to make sense of the world and to operate more effectively within it so that, as individuals, they become more contributing and valued members of society.

Beatrice Tate School is a purpose-built school for students aged 11-19 whose educational needs cannot adequately be met in mainstream schools. The school provides a high-quality learning environment for students with an Education, Health and Care Plan (EHCP), where the primary learning difficulty is associated with:

- **Severe Learning Difficulties (SLD)** or
- **Profound and Multiple Learning Difficulties (PMLD).**

The school offers all students a broad balanced and differentiated curriculum with full entitlement to the National Curriculum.

2.1. Our aims

- provide opportunities for all students to learn and to achieve
- promote students' spiritual, moral, social and cultural development
- prepare all students for the opportunities, responsibilities and experiences of life

Our curriculum is the means by which we will meet our school aims.

2.2. Our curriculum

The curriculum at Beatrice Tate School will:

- help students understand the world
- meet the individual needs of all students
- respect their adolescent and young people status
- reflect and celebrate their multi-cultural diversity
- extend their range of experiences
- provide equal access to all students across the curriculum
- celebrate achievement
- give students the opportunity to integrate with others in learning, social and leisure activities
- develop key skills
- meet legal obligations

3. Legislation and guidance

This policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for students with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out Governors' responsibilities for students with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all students whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all students, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all students the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that all students with SEND are included in all aspects of school life.

5. Definitions

5.1. Special educational needs

A student has Special Educational Needs (SEN) if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty** or **disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5.2. Disability

Students are considered to have a **disability** if they have a physical or cognitive impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for students with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3. The 4 areas of need

The needs of students with SEND are grouped into 4 broad areas. Students can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the student’s particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Students with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Students who are on the autism spectrum often have needs that fall in this category.</p>

AREA OF NEED	
Cognition and learning	<p>Students with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where students are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Students may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the student becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Students with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Students may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These students may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. Roles and responsibilities

6.1. The Governing Body

The governing body is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every student with SEND gets the support they need
- Ensure that students with SEND engage in the activities of the school alongside students who don't have SEND
- Inform parents when the school is making special educational provision for their child

- Ensure that the school has arrangements in place to support any students with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for students with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of students with SEND
- Ensure that all students from Year 9 until Year 14 are provided with independent careers guidance

6.2. The Headteacher

The Headteacher will:

- Work with school governors to determine the strategic development of the SEND policy and provision within the school
- Work with school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for students with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual students
- Advise the LA when a student needs an EHC needs assessment, or when an EHC plan needs an early review
- Monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- Regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.3. Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet student needs through a graduated approach
- The progress and development of every student in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching

- Working with the SENCO to review each student's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the student and the school
 - Listen to the parents' concerns and agree their aspirations for the student

6.4. Parents or guardians

Parents or guardians should inform the school if they have any concerns about their child's progress or development.

Parents or guardians of a student on the SEND register will always be given the opportunity to provide information and express their views about the student's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the student's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the student
- Given an annual report on the student's progress

The school will take into account the views of the parent or carer in any decisions made about the student.

6.5. The student

Students will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the student:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The student's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN information report

The school publishes a SEN information report (see Appendix 3) on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1. Assessment

Beatrice Tate School has developed and refined its assessment, recording and reporting (ARR) system and puts the learner at the heart of assessment by ensuring that teachers can effectively track students' progress, diagnose strengths and weaknesses and improve teaching and learning.

This ensures:

- the learner is at the heart of assessment
- assessment provides a view of the whole learner
- assessment is integral to teaching and learning
- assessment includes reliable judgements about how learners are doing

8.2. Curriculum

Beatrice Tate School has adopted a curriculum structure with 3 strands to provide students with experiences that are both relevant and challenging and identify opportunities for progression. Pathways are not defined by age but by need and achievement and each pathway covers skills, knowledge and understanding across a range of subjects. Students may move from one pathway to the next at any time in their school career as part of a seamless continuum.

8.3. Monitoring and evaluation

The school systematically evaluates the quality of teaching, the achievement of students and the impact of leadership and management on learning.

The school self-evaluation form is regularly updated and is available on the school website.

The emerging priorities for improvement from the evaluation process form the basis of the school improvement plan, a copy of which is available on the school website.

8.4. Supporting students and families

- The school's SEND Information Report is available on our website
- The Tower Hamlets local offer (Regulation 53, Part 4) is available via this link:
[Tower Hamlets Local Offer :: Local Offer / Send / Special educational needs \(SEN\) support \(localoffertowerhamlets.co.uk\)](https://www.localoffertowerhamlets.co.uk)
- The SEND information, advice and support service (SEND IASS) is a self-referring service which offers advice, information and support to parents or carers of children and young people with special educational needs and disabilities (SEND) from birth to 25 years old.
- SEND IASS can be contacted by email on TowerHamlets&City.SENDIASS@towerhamlets.gov.uk or call 020 7364 6489 (Monday to Friday, 9am- 5pm).
- SEND IASS is located at the Parents Advice Centre at 30 Greatorex Street, E1 5NP
- National charities that offer information and support to families of children with SEND are:
 - [IPSEA](https://www.ipsea.org.uk)
 - [SEND family support](https://www.sendfamilysupport.org.uk)
 - [NSPCC](https://www.nspcc.org.uk)
 - [Family Action](https://www.familyaction.org.uk)

- [Special Needs Jungle](#)
- The medical conditions of students are effectively managed by the school's healthcare team. See the school's policy on managing the medical conditions of students on the school website.

9. Expertise and training of staff

Training is regularly provided to teaching and support staff. As part of the school's Performance Development procedures, all staff work with their line managers to identify specific training needs. These are incorporated into the school's plan for continuous professional development.

10. Links with external professional agencies

The school works with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

11. Admission and accessibility arrangements

11.1. Admission arrangements

Admission arrangements are outlined in the Admissions Policy and procedure found on our website.

11.2. Accessibility arrangements

Accessibility arrangements are outlined in the Accessibility Plan found on our website.

12. Complaints about SEND provision

The school has a complaints policy, copies of which are available from the school office or website.

13. Monitoring arrangements

This policy will be reviewed by the Headteacher **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing body.

14. Links with other policies and documents

This policy links to the following documents:

- SEN information report
- The local offer
- Admissions policy
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting students with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy

15. APPENDICES

Appendix 1 Curriculum Statement

Appendix 2 Local Offer

Appendix 3 SEND Information Report

APPENDIX 1 – Beatrice Tate School Curriculum

Curriculum structure

In order to provide students across the school with experiences that are relevant, interesting and challenging and to identify opportunities for progression, we have adopted a curriculum structure with 3 broad pathways: pre-formal, semi-formal and formal. These pathways are not defined by age but by need and achievement; students may therefore move from one pathway to the next at any point in their school career. Each pathway covers skills, knowledge and understanding across a range of subjects.

Pre-formal pathway

Students at very early levels of development (typically assessed at P1 to P3) access a curriculum that enables them to develop a sense of security in the school environment, to establish positive relationships with familiar adults, to explore the world around them using their sensory and physical capabilities to the full and to establish behaviours through which they can communicate with other people.

Semi-formal pathway

Students following our semi-formal curriculum pathway learn best when learning is related to their own experience. Some may learn through structured play; others will learn more effectively through functional activities, and yet others will respond well to a topic-based approach. The curriculum content broadly corresponds to the ground covered by the national curriculum (P levels 4 to 8) but the teaching approach will reflect the age and learning style of the students concerned.

Formal pathway

Students following our formal curriculum pathway access the range of National Curriculum subjects for their Key Stage, modified in the light of their developmental level and special educational needs. Specialist areas (the ‘additional curriculum’) are covered both within National Curriculum subjects (e.g. Signing will be developed within English lessons) and in discrete lessons (e.g. a student may be withdrawn to work on visual perceptual skills or independent mobility). As the term ‘formal’ implies, there is a high level of structure. We nevertheless avoid making the formal curriculum too abstract; teachers ensure that learning is linked to practical activities and consolidated and applied in practical sessions.

Curriculum flexibility

As each curriculum pathway has a clearly defined content and approach, planning and teaching is most efficient where a class works within one pathway. There may, however, be valid reasons for mixed grouping; for example, in order to provide students with a peer group of their own age or to challenge students who are making good progress within a particular pathway by enabling them to work alongside students who are achieving in a more challenging pathway.

[Curriculum Statement](#)

[Curriculum overview 2020 Lower School](#)

[Curriculum overview 2020 Middle School](#)

[Curriculum overview 2020 Upper School](#)

APPENDIX 2 – THE LOCAL OFFER

HOW WE SUPPORT CHILDREN/YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES

Students are encouraged to develop skills and abilities which will enable them to be as independent as possible. Students are taught as individuals and learn in a positive and supportive learning environment.

Beatrice Tate School is a secondary school for students with severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). A significant proportion of our learners have additional sensory and physical impairments.

In May 2021, Ofsted judged the school to be outstanding.

School Council and tutorials ensures students have a voice.

All students have an Education, Health and Care Plan (EHCP) and progress towards challenging but achievable targets is monitored using the school's online assessment recording and reporting system. If there is evidence that students are underachieving, tutors provide additional support.

Principles

We believe that our curriculum at Beatrice Tate School should:

- help students make sense of the world
- meet the individual needs of all students
- respect their adolescent and young people status
- reflect and celebrate their multi-cultural diversity
- extend their range of experiences
- provide equal access to all students across the curriculum
- celebrate achievement
- give students the opportunity to integrate with others in learning, social and leisure activities
- develop key skills
- meet legal obligations

What's So Special?

- Student centred curriculum
- Excellent student assessment and tracking system
- High expectations
- Positive and supportive learning environment
- Balanced Curriculum
- Highly trained school staff
- Effective support from health based services

A range of professionals including parents, promote a positive and supportive learning environment, so that all students achieve as much as they can.

Parents can visit the school when they like and have direct telephone/email contact with their child's tutor and the home school liaison officer. In addition, parents receive termly and annual reports. Parents visit the school regularly to attend achievement assemblies and parent meetings.

The school has two school nurses and a health care assistant to meet the health and medical needs of students.

The school works collaboratively with a range of professionals including physiotherapists, occupational therapists, speech and language therapists, yoga, music and dance therapists and external professional who promote sporting activities.

In addition to ongoing educational development, staff receive the appropriate training in manual handling, suctioning, epilepsy management and behaviour management.

All students are included in offsite activities where appropriate. Risk assessments ensure students are safe.

The school is fully accessible with disabled hygiene facilities.

The school has developed an effective transition programmes for students entering and leaving the school.

Parents communicate directly with a range of professionals at the school using email, telephone and informal meetings.

Our offer to children with special educational needs and disabilities was prepared in March 2022 and will be reviewed in March 2023.

BEATRICE TATE SCHOOL



Special Educational Needs and Disability SEND Information Report

The intention of Tower Hamlets local offer is to improve choice and transparency for families. All schools and academies in Tower Hamlets are expected to identify and support students with special educational needs to make the best possible progress.

1. What kinds of special educational needs does the school provide for?

Beatrice Tate School provides education for secondary aged students with severe learning difficulties and profound and multiple learning difficulties. The SEN Reform Act 2014, indicates that students may be regarded as having special educational needs in the following areas:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Sensory and/or Physical needs

2. How does the school know if children/ young people need extra help and what should I do if I think my child/young person may have special educational needs?

- All students attending Beatrice Tate School will have a statement of special educational needs or an education, health and care plan (EHCP) which will set out the required provision for individual students. EHCPs are annually reviewed.
- The EHCP plan looks at all your child's needs and brings together education, health and care services to achieve agreed outcomes. The focus is very much on what is important for children and young people – what they and you want to achieve now and in the future.
- EHC plans are available from birth to 25.
- The plans put children, young people and families at the centre of the assessment and planning process. This is called person centred planning and is all about increasing your choice and control. Sixteen to 25 year olds should be especially involved in the planning.

3. How will both you and I know how my child/young person is doing?

- Beatrice Tate School provides reports for parents at the end of each term. Teachers report on student progress towards individual learning objectives (LOs) agreed with parents during the first half of the autumn term. Annual reports provide a summative report on student progress across the academic year.
- Parents attend the annual review of education and health care plans where there is an opportunity to review progress and agree targets.
- Parents are invited to visit the school at any time. No appointment is required unless they want to speak to a specific member of staff.

4. How will the curriculum be matched to my child/young person's needs?

Special Educational Needs and Disabilities (SEND) Policy

The curriculum at Beatrice Tate School is subject to regular review to ensure that is effectively balanced to meet the learning needs of all students. The school has adopted a curriculum structure with 3 strands to provide students with experiences that are both relevant and challenging and identify opportunities for progression. Curriculum strands are not defined by age but by need and achievement and each strand covers skills, knowledge and understanding across a range of subjects. Students may move from one strand to the next at any time in their school career as part of a seamless continuum.

5. How will school staff support my child/young person?

The school has a performance development programme for teachers and teaching assistants to ensure they have the appropriate knowledge, skills and experience to effectively engage and support students in their education.

6. How is the decision made about what type and how much support my child/young person will receive?

- Students attending Beatrice Tate School are taught in small teaching groups and are staffed according to their ability to work independently. Parents have the opportunity to review this with tutors at any time.
- The decision about additional support such as physiotherapy, occupational therapy, and speech and language therapy is agreed in the education, health and care plan.

7. How will my child/young person be included in activities outside the classroom including physical activities and school trips?

Students have the opportunity to participate in a range of sporting activities and events outside the school. School transport is available and risk assessments are completed by teachers to ensure that safety of students.

8. What support will there be for my child/young person's overall wellbeing?

- The school has health care team consisting of a specialist nurse, school nurse and a healthcare assistant.
- Tutors are responsible for the wellbeing of individual students.
- The school has appointed first aiders in each Phase.
- The school has been awarded the London Healthy Schools award.

9. What specialist services and expertise are available at or accessed by the school?

- Health reviews
- Visual Impairment
- Vision Screening
- Hearing Impairment
- Dental Screening
- Dance Sessions
- Music Therapy

10. What training have the staff supporting children/young people with SEND had?

Special Educational Needs and Disabilities (SEND) Policy

Beatrice Tate is a special school and consequently all training is focused on the developing the knowledge, skills and experience specific to the learning difficulties specialism.

11. How accessible is the school environment?

The school was built in 2013 and is fully accessible to all students.

12. How are parents and young people themselves involved in the school?

Parents can visit the school at any time but are invited to special assemblies and parent meetings as part of the parental engagement programme.

13. How do you involve other agencies in meeting the needs of children/young people with SEND and in supporting families?

Representatives from health and social care are invited to meet with parents to discuss a range of topics.

14. Who can I contact for further information?

Please contact Jilu Rahman (Home School Liaison Officer) on 0208 983 9072 or email jrahman@beatricetate.towerhamlets.sch.uk

15. How will the school prepare and support my child/young person to join the school, transfer to a new school or the next stage of education and life?

The Year 6/7 transfer programme effectively manages the move from primary to secondary education. Transition to adult services begins in Year 12.

16. What other support is available?

Please see: Tower Hamlets Local Offer

[Tower Hamlets Local Offer :: Local Offer / Send / Special educational needs \(SEN\) support \(localoffertowerhamlets.co.uk\)](#)

The council must involve children and young people with SEN and disabilities, and parents and carers in preparing and reviewing the Local offer. If you would like to comment or get more information, please contact the Family Information Service on 020 73646495, or email fis@towerhamlets.gov.uk