



## beatrice tate school

Policy status	Statutory
Adopted by Governing Body	<b>13<sup>th</sup> October 2025</b>
Review date	<b>October 2026</b>

### 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. Version Control

Version	Date	Author	Description of change
<b>September 2022</b>	10.10.22	WH	Original
<b>October 2023</b>	09.10.23	WH	Reviewed – no changes
<b>October 2024</b>	14.10.24	WH	Reviewed – no changes
<b>October 2025</b>	13.10.25	WH	Reviewed – minor updates to web-links and references to SEND Code of Practice; Section 33 of Children and Families Act 2014; Equality Act 2010; and Local Offer

## 2. INTRODUCTION

- 2.1. In Tower Hamlets, as in most Local Authorities (LAs), the majority of children and young people with special educational needs and disability (SEND), including most of those with Education Health and Care (EHC) Plans, are educated in mainstream schools throughout their school career. The Children and Families Act 2014 secures the general presumption in law of mainstream education in relation to decisions about where children and young people with SEND should be educated and the Equality Act 2010 provides protection from discrimination for disabled people.
- 2.2. The SEND Code of Practice reaffirms the Government's commitment to inclusive education of children and young people with SEND and the progressive removal of barriers to learning and participation in mainstream education.
- 2.3. The role of the Local Authority's support services and additional provision, including special schools, is to aid and support mainstream schools in their responsibility to provide education of high quality for all of the children and young people in Tower Hamlets. To a very large degree, that support takes the form of advice for teachers, assistance in the mainstream setting including outreach support from special schools which promotes inclusion by increasing capacity in mainstream schools. Sometimes it takes the form of a placement in an alternative setting which might be a special school; and when that occurs it takes the form of a specialist placement.
- 2.4. In planning for the future, all stakeholders will want to be confident that the quality of education and attainment of all students is enhanced by ensuring that:
  - specialist support continues for schools and students who need it
  - specialist placements are available for students who need them
  - specialist equipment and resources, including ICT, which cannot be universally replicated are consolidated in arrangements which are both efficient and educationally sound
  - in line with the SEND Code of Practice, reasonable adjustments are made to ensure that children and young people with SEND are 'not disadvantaged compared with their peers' in terms of access to high 'quality first teaching' and specialist support through outreach services where appropriate
  - the management and funding arrangements for all specialist provision, particularly for special schools, minimises the obstacles to inclusive practice and encourages liaison across the full range of mainstream and specialist provision, including transition between these at key transition points.
- 2.5. It will also be important to ensure continuity so that, where the Local Authority (LA) and Ofsted have identified high quality of practice, the outstanding elements of that practice can be transferred and so far as possible be used to improve the experience and skills of students and teachers across both special and mainstream provision.
- 2.6. In planning for future provision the LA will aim to create the most inclusive arrangements compatible with the needs of students, parents and schools. It will assume that when a specialist placement is needed, arrangements, including dual registration, can be developed to maintain the child's registration on the roll of a mainstream school, whenever possible at their local neighbourhood school. This approach will encourage local teachers to maintain their sense of responsibility for all the students from their area, the student and their family to retain contacts with other students and families in the neighbourhood and staff in the specialist provision to develop working arrangements with mainstream colleagues.
- 2.7. In drawing up a framework for special educational provision, the LA recognises that there are no hard and fast categories of special educational needs; that each child is unique; and that children's

learning difficulties may encompass more than one area of need. The boundaries therefore between different types of provision are not always clear cut and need to be defined to take account of the complexity of a child's/young person's needs. Children and young people placed in special schools of whatever type are likely to have a complex combination of needs.

- 2.8. Tower Hamlets LA publishes a local offer, setting out in one place information about provision available for children and young people in the area who have SEND, including those who do not have EHC Plans.
- 2.9. The local offer has two key purposes:
  - To provide clear, comprehensive and accessible information about the provision available; and
  - To make provision more responsive to local needs and aspirations by directly involving children and young people with SEND, parents and guardians, and service providers in its development and review.

### **3. GENERAL CONDITIONS FOR ADMISSION TO SPECIAL SCHOOLS & PROVISIONS**

- 3.1. The LA sets out some general conditions that must apply before agreeing to the placement of a student at a special school or in specialist provision and which, in effect, become part of the admissions criteria for each school.
- 3.2. Students for whom admission to a special school is agreed may have a combination of needs. The choice of provision will depend on the main priority identified during the assessment process. However, all teachers are expected to be teachers of students with SEND and all schools are expected to meet a range of needs that students will present.
- 3.3. A student will be admitted to Tower Hamlets special school if:
  - an LA names the school in an Education Health and Care (EHC) Plan in accordance with the requirements set out in the DFE SEND code of practice.
  - his or her admission does not take the number of places at the school significantly above its allocated number.
  - he or she has a severity of special educational need such that no mainstream school has the capacity to meet his or her needs, even with additional staffing, facilities, or other support efficiently provided.
  - all possibilities for support in mainstream provision have been fully explored
  - there is evidence that specialist or technical support is required of a nature that is not normally available in a mainstream school.
  - the placement takes account of the parental or young person's preference in line with Section 33 of the Children and Families Act 2014
  - he or she is, normally, in the designated age range of the school.
  - he or she has an EHC Plan outlining their special educational needs, when full-time provision is required.
  - the assessment leading to the EHC Plan specifies clearly why, from an educational point of view, placement at a special school or provision is regarded as necessary to meet the student's special educational needs.
  - the EHC Plan describes clearly the educational inputs and outcomes to be achieved by special school provision

- 3.4. Before determining that a child's needs cannot be met in a mainstream setting, the Local Authority and schools must ensure that reasonable adjustments under the Equality Act 2010 have been fully considered.
- 3.5. In exceptional cases a child may be undergoing a statutory assessment that is not yet complete. In these circumstances the child will have a severity of need such that, at that particular time, a place in their local mainstream school is not viable for health and/or safety reasons, either for that child or young person or for other students or adults at the school. The special school, in this case, will be a contributor to the assessment process.

## 4. GENERAL CONDITIONS FOR EXIT FROM SPECIAL SCHOOLS & PROVISIONS

- 4.1. The LA sets out some general conditions that must apply before agreeing to the changing of a placement of a student at a special school or provision and which, in effect, become part of the exit criteria for each school.
- 4.2. For students for whom alternative provision is sought whilst they are attending a special school or specialist provision, it will be agreed they will have a significant change to their educational needs. The choice of alternative provision will depend on the priorities identified during the review process. It must be clear why meeting the new ranges of needs are beyond the capability of the school selected for the student.
- 4.3. A student will transfer from a Tower Hamlets special school or provision when:
  - the LA names an alternative school in an EHC Plan of special educational needs in accordance with the requirements set out in the DFE SEND code of practice.
  - they have a severity of special educational need such that the present special school or provision is not the most appropriate provision and or does not have the capacity to meet his or her needs, even with additional staffing, facilities, or other support effectively provided.
  - if the severity of their special educational needs has diminished so that it is now more appropriate that a mainstream school, with (or without) additional staffing, facilities or other support efficiently provided, makes provision.
  - the placement at Beatrice Tate School is in accordance with a clearly expressed parental and young person's preference
  - there is evidence that any specialist or technical support required is available in a mainstream school.
  - he or she has an amended EHC Plan of Special Educational Needs, which recognises the need for a change in provision
  - they are, normally, in the designated age-range of the new proposed school
  - the review leading to changes in the EHC Plan specifies clearly why, from an educational point of view, placement at a different school or provision is regarded as necessary or appropriate to meet the student's special educational needs.
  - the EHC Plan describes clearly the educational inputs and outcomes to be achieved by any new provision or school.
- 4.4. In exceptional cases a child may be undergoing a statutory assessment that is not yet complete. In line with Section 36 of the Children and Families Act 2014, a child undergoing statutory assessment may be placed temporarily in a special school if this is necessary to meet health and safety needs for

that child or for others. The special school, in this case, will be a contributor to the assessment process.

## 5. INDIVIDUAL CRITERIA FOR BEATRICE TATE SCHOOL

5.1. Students admitted to Beatrice Tate School will:

- be within the designated secondary 11 to 19 age range (NC Year 7 to NC Year 14);
- have a primary diagnosis of severe learning difficulty (SLD) or profound and multiple learning difficulty (PMLD), the severity of which results in a mainstream school, not being able to provide for their needs at the particular time they are admitted, even with additional support; and
- have assessments which show clear evidence that all possibilities for support in mainstream provision have been fully explored.

5.2. The number of admissions each academic year are dependent on:

- the total number of students not exceeding the designated Place Factor;
- the number of school leavers in the previous year;
- the number of places available in each age-related Phase.

5.3. Students who already have a sibling attending Beatrice Tate School will take priority for a place, regardless of their year group on admission.

The policy and arrangements for admission to schools are set out in the Local Authority's admissions booklet Starting Secondary School in Tower Hamlets 2025–26, available via the Tower Hamlets Local Offer at <https://www.towerhamlets.gov.uk/localoffer>. A paper copy can be obtained from the Local Authority's Student Admissions Team on 020 7364 5006

Or if you have any general queries call the LBTH SEN Team on 020 7364 4880. You may also wish to contact the Parents' Advice Centre on 020 7364 6489.

## 6. APPENDICES

APPENDIX A - INFORMATION FOR PARENTS AND GUARDIANS

APPENDIX B - BEATRICE TATE SCHOOL ADMISSION PROCEDURES

APPENDIX C – RESPONSE TO LOCAL AUTHORITY CONSULTATION FORM

## APPENDIX A - INFORMATION FOR PARENTS/GUARDIANS

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Students admitted to Beatrice Tate School will:

- be within the designated secondary 11 to 19 age range (NC Year 7 to NC Year 14)
- have a primary diagnosis of severe learning difficulty (SLD) or profound and multiple learning difficulty (PMLD), the severity of which results in a mainstream school, even with additional support, not being able to provide for their needs at the particular time they are admitted
- have assessments which show clear evidence that all possibilities for support in mainstream provision have been fully explored

Parents or guardians are welcome to visit the school without a recommendation by contacting the school to make an appointment, which will include a tour of the school, a meeting with the age-related Phase Assistant Headteacher and the opportunity to ask questions.

Students are never admitted to Beatrice Tate School without a formal referral (Consultation) from the Local Authority (generally Tower Hamlets Education Authority).

Students entering Beatrice Tate School will have an EHCP (Education Health and Care Plan) or may be undergoing assessment towards an EHCP. This is a statutory document of entitlement giving a description of your child's needs and the reasons for recommending placement at a specialist school for SEND learners.

When a consultation letter requesting a place for a prospective student is received from the Local Authority and the EHCP and learning profile match the school's provision, the school will contact parents or guardians in order to make an appointment to for an Assessment Visit.

The prospective student will then be invited for observations at Beatrice Tate School. Parents or guardians will be asked to bring the child or young person to school so they can be assessed in our school setting by the Assistant Headteacher with responsibility for the child/young person's age-related Phase or the Assistant Headteacher with responsibility for Outreach and Community Engagement. The prospective student may also be accompanied by a teacher or teaching assistant from their current setting.

Following the Assessment Visit observations an assessment meeting will be arranged between the observer and the Headteacher prior to the prospective student being offered a place at Beatrice Tate School. At the planning meeting, the needs of the prospective student will be discussed to determine whether Beatrice Tate School is the correct placement.

If the placement is appropriate in meeting the needs of the prospective student, the Headteacher will respond to the consultation to state that they have no objections to the school being named in the child's/young person's EHC Plan.

If the placement is not appropriate in meeting the needs of the prospective student, the Headteacher will respond to the consultation to state they have objections to the school being named in the child's/young person's EHC Plan and will outline the reason(s).

Full details of specialist SEND school admission procedures can be found in the SEND Code of Practice (0–25 years) (January 2015), available at: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

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## APPENDIX B - BEATRICE TATE SCHOOL ADMISSION PROCEDURES

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To ensure that the procedure for the admission of new students to Beatrice Tate School is managed in a professional and efficient manner, taking due regard of the needs of prospective students, their needs and provision as outlined in their EHCP, the SEND code of practice and Tower Hamlets admission policy for special schools.

### Key People

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**Headteacher** - responsible for the admission of all new students.

**Deputy Headteacher** and/or **Assistant Headteachers** - supporting the pre-assessment and admission of all new students

**Home-School Liaison** - supporting with the completion of admission requirements, student record folder and liaison with transport staff.

**Tutor** - responsible for the drafting of Learning Objectives after completion of baseline assessment.

**School Nurse** – responsible for completing a medical needs assessment.

**Therapists** – responsible for completing therapy needs assessments.

**School Link Social Worker** – responsible for completing social care needs assessments (if necessary)

### Procedure

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Admissions usually take place at the start of the academic year unless places are available during the academic year (in-year admissions). The process of admission and commencement is organised according to the individual needs of the prospective student and may vary from case to case. The general framework is outlined below.

#### Stage 1 – Pre-consultation Visit (Pre-assessment Visit)

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*Beatrice Tate School does not have prior consultation paperwork or knowledge of the child/young person*  
With agreement of the **Headteacher**, the parents/guardians visit the school with the prospective student to meet the **Assistant Headteacher** and take a tour of the school and classrooms. Brief details will be taken on the needs of the student, and any other relevant information in preparation for formal consultation.

#### Stage 2 – Formal Consultation

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*Beatrice Tate School has received relevant consultation paperwork*

A 15 day period of formal consultation commences between the consulting Local Authority (LA) and the School. During this period the consultation papers provided by the LA will be assessed by the **Headteacher** and the **Assistant Headteacher for the age-related Phase** and/or the **Assistant Headteacher for Outreach and Community Engagement**. The Assistant Headteacher(s) then meet with the Headteacher to assess if the needs of the prospective student can be met at Beatrice Tate School. If the needs as outlined in the EHCP, accompanying reports and School's provision do not match, the Headteacher will respond to the consultation accordingly. See Appendix C - **Headteacher's Response to Consultation form**. Parents/Guardians are informed by the consulting Local Authority SEND Section.

#### Stage 3 – Assessment Visit

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*Beatrice Tate School may be able to meet the needs of the child/young person as outlined in the EHCP*

If the placement is considered appropriate as outlined in the EHCP, the prospective student attends for at least one visit accompanied by the parent. During this visit the prospective student may join a class group where they will be observed interacting with other students and adults. The Assistant Headteacher, School Nurse and Home-School Liaison will meet with the parent to complete a detailed assessment of the prospective student's needs. If therapy needs are identified, the relevant therapists (Speech and Language, Eating and Drinking, Physiotherapist, Occupational Therapist etc) will also attend the assessment meeting

to assess the prospective student's therapy needs.

If the needs identified in the assessment visit and School's provision DO NOT match, the Headteacher will respond to the consultation accordingly.

If the needs identified in the assessment visit, EHCP, accompanying reports and the School's provision DO match, the **Headteacher** will respond to the consultation accordingly by stating that they have no objections to the school being named in the child's/young person's EHC Plan. Parents or guardians may be offered a place or if the School or age-related School Phase is at capacity, informed that the prospective student's name will go on to a waiting list.

If the prospective student is offered a place, parents or guardians will be invited to School for the Admission Visit.

## Stage 4 – Admission Visit

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*Beatrice Tate School has agreed to meet the needs of the prospective student as outlined in the EHCP*

The parents or guardians meet with the **Home School Liaison** to complete admissions procedures, including arrangements for transport and school uniform.

If necessary and according to the prospective student's assessed needs:

- a more detailed medical needs handover and assessment will take place between the parent/guardian and the **School Nurse**.
- a more detailed behaviour support needs assessment will take place with the Assistant Headteacher and/or Behaviour Support Team member
- a team around the child (TAC) meeting may be arranged with the appropriate professionals to ensure appropriate health, therapy and social care support is in place

## Stage 5 – Commencement

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*Beatrice Tate School is able to deliver the provision as outlined in the EHCP and other assessments.*

All relevant staff are consulted and a date for commencement is agreed with parents/guardians.

On the morning of commencement, parents/guardians arrive at school with their child in order to handover to the Assistant Headteacher and/or Tutor and to complete any outstanding admissions arrangements with the Home-School Liaison and School Nurse including the handover of any medication.

## Stage 6 – Assessment and development of individualised Learning Objectives

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*Beatrice Tate School commences base-line assessment to meet the needs of the prospective student as outlined in the EHCP*

The student's Tutor in consultation with subject teachers undertake baseline assessments in curriculum lessons, break times and other learning and social activities.

The student's Tutor with reference to the student's EHCP and in consultation with subject teachers and the Phase Assistant Headteacher, draft 3-4 Learning Objectives (LOs) and enter these on the School's ARR system, within 6 weeks of the student starting school.


A meeting is arranged with parents/guardians not more than 8 weeks after the date of admission to discuss the individualised Learning Objectives.

## Additional Arrangements

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1. **Team around the Child (TAC) Meeting:** involving all professionals involved with the student and parents/guardians.
2. **Beatrice Tate School Induction/Transition visits:** prospective students spend a whole day or half days at the school prior to admission, accompanied by a TA and/or class teacher.
3. **Current School Transition visits:** staff from Beatrice Tate visit the prospective student's current school and observe them in their class/setting.
4. **Incremental or staggered commencement:** new students may be transitioned into school over a period of up to 2 weeks on a part-day or part-week basis.

## APPENDIX C – RESPONSE TO LOCAL AUTHORITY CONSULTATION FORM

  
**beatrice tate school**

41 Southern Grove, London E3 4PX Tel: 020 8983 3760  
Email: admin@beatricetate.towerhamlets.sch.uk Web: www.beatricetate.towerhamlets.sch.uk Headteacher: Wayne Hazzard

**RESPONSE TO LA CONSULTATION**

Name	Date of Birth	Current School

**Please delete as appropriate:**

Please be advised that:

- I have no objections to the above school being named in the above child's EHC Plan.
- I have objection to the above school being named.

**If you object, please tick the appropriate box below, giving reasons for your objection.**

The school is unsuitable for the child's/young person's age, ability, aptitude, or their special educational needs.  
Reason:

The attendance of the child at this school would be incompatible with the provision of efficient education for the children with whom they would be educated.  
Reason:

The attendance of the child/young person at this school would be incompatible with the efficient use of resources.  
Reason:

**Wayne Hazzard**  
Headteacher  
Date

