



Policy status	Statutory
Adopted	23 rd March 2026
Review date	March 2028

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
- 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 maintained secondary special school for students aged 11 to 19 whose Education, Health and Care Plans identify severe learning difficulties or profound and multiple learning difficulties as their primary need. All students attending the school have an Education, Health and Care Plan and require highly specialised teaching and support.

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 adult 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, SEND co-ordinators (SENDCOs) and the special educational needs and disability (SEND) 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

This policy also takes account of the following statutory guidance and publications:

- SEND Code of Practice: 0 to 25 years (2015)
- Keeping Children Safe in Education (latest edition)
- Working Together to Safeguard Children (2023)
- Supporting students with medical conditions at school
- Mental Health and Behaviour in Schools (DfE guidance)
- Preparation for Adulthood guidance (DfE)

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.

The school recognises that inclusive practice in a special school context involves ensuring that provision is highly personalised and responsive to the complex needs of each student.

5. Definitions

5.1. Special educational needs and disabilities (SEND)

A student has Special Educational Needs and Disabilities (SEND) if they have a learning difficulty or disability that requires special educational provision.

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	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. Students who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Students with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • 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

AREA OF NEED	
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Students may have: • 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 These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the student becoming withdrawn or isolated.
Sensory and/or physical	Students with these needs have a disability that hinders them from accessing the educational facilities generally provided. Students may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These students may need ongoing additional support and equipment to access all the opportunities available to their peers.

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 SEND 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
- Ensure that SEND provision is aligned with the school improvement plan and that staff have the training and resources necessary to meet students' needs.
- 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 SEND, 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 personalised teaching approaches appropriate to students with complex learning needs.
- 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 SEND 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 SEND 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

Person centred approaches are used wherever possible to ensure students' views, wishes and feelings inform planning and decision making. Students 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. SEND information report

The school publishes a SEND 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 \(SEND\) support \(localoffertowerhamlets.co.uk\)](https://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](#)
 - [SEND family support](#)
 - [NSPCC](#)
 - [Family Action](#)
 - [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 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 2 years**. 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:

- SEND 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