

Key Dates	Alan Black (HEAD TEACHER)	Glen Camden (CHAIR OF GOVERNORS)
Approval		
9 <sup>th</sup> February 2015		
Review		
February 2016		
Review		
February 2017		

## Safeguarding Statement

At Beatrice Tate School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil 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 pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

## COMPLIANCE

The Special Educational Needs Policy (SEN policy) is one of the most important documents a school can develop when determining how the school will meet the special educational needs of pupils. It is based on guidance found in the Special Educational Needs and Disability Reform Act which came into force on 1 September 2014.

The SEN policy is available on the school website or from the school office.

## A POSITIVE CHOICE

Beatrice Tate is a school where individuals are valued and all are expected to give of their best. Our teaching enables pupils 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 day school for pupils aged 11-19 whose educational needs cannot adequately be met in mainstream schools. The school was built in 2013 and provides a high quality learning environment for 75 pupils, all of whom have a Statement of Special Educational Need. The school offers all pupils a broad balanced and differentiated curriculum with full entitlement to the National Curriculum.

## AIMS OF THE SCHOOL

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

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

## PRINCIPLES

The curriculum at Beatrice Tate School will:

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

## AIMS OF THE SEN POLICY

- ensure that practice reflects our school aims;
- ensure pupils receive the provision set out in their Statement of Educational Need and their Education Health and Care Plan
- identify the changing needs of pupils and respond to these changing needs so that pupils achieve as much as they can

## OBJECTIVES

### These aims will be achieved by:

- providing all staff with up to date and relevant information on the needs of pupils;
- providing staff with regular opportunities to discuss pupils needs;
- providing staff with performance development opportunities to develop their knowledge, skills and experience of special educational needs
- providing a structure within which information on pupils can be collected, provided and processed systematically;
- acting promptly on decisions made

## CURRICULUM

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

See Appendix 1 “Curriculum Statement 2014” for more information on the curriculum

## ASSESSMENT

Beatrice Tate School has developed and refined its current assessment, recording and reporting system over a three year period and puts the learner at the heart of assessment by ensuring that teachers can effectively track pupils’ progress, diagnose strengths and weaknesses and improve teaching and learning.

Key issues:

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

## MONITORING AND EVALUATION

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

## SUPPORTING PUPILS AND FAMILIES

- The school’s SEN Information Report *is attached as Appendix 3*
- The Tower Hamlets local offer (Regulation 53, Part 4) is available via this link: [http://www.towerhamlets.gov.uk/ignl/education and learning/local offer/what is the local offer.aspx#.VM9QF9KsU1](http://www.towerhamlets.gov.uk/ignl/education%20and%20learning/local%20offer/what%20is%20the%20local%20offer.aspx#.VM9QF9KsU1)
- The Parent Advice Centre (PAC) can provide parents with impartial advice and support and explain your options. The PAC can also provide information on other sources of help for parents if they feel their views are not being heard.

Address: Parents Advice Centre, 30 Greatorex St, E1 5NP  
Contact details: Tel: 020 7364 6489 Email: [pac@towerhamlets.gov.uk](mailto:pac@towerhamlets.gov.uk)

- Beatrice Tate School is an 11 to 19 secondary school for pupils with severe learning difficulties. All referrals are made through Tower Hamlets Local Authority. Prospective parents who have not made a formal application are welcome to make an informal visit to the school.
- The school provides a 3 year 6<sup>th</sup> Form training course and support for pupils as they make the transition from school to further education or social care.
- The medical conditions of pupils are effectively managed by the school's healthcare team. See Appendix 4 schools policy on managing the medical conditions of pupils on the school website

## ACCESSIBILITY

The new Beatrice Tate School is a fully accessible school and was opened in September 2013. The school environment consists of a three storey building with two playground areas, which provide space for quiet and active activities. The building has a large social hub, ten classrooms, an art, design and technology room, a food technology room, music room, three studios, and a medical room.

## DEALING WITH COMPLAINTS

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

## BULLYING

The school has an anti-bullying policy, copies of which are available from the school office or website.

## SECTION 12: REVIEWING THE POLICY

- This policy will be reviewed annually.

## SCHOOL CONTACT INFORMATION

Name	Designation	Telephone	Email
<b>Alan Black</b>	Headteacher	0208 983 9070 Direct Line	<a href="mailto:head@beatricetate.towerhamlets.sch.uk">head@beatricetate.towerhamlets.sch.uk</a>
<b>Jilu Rahman</b>	Home School Liaison Officer	0208 983 9072 Direct Line	<a href="mailto:jrahman@beatricetate.towerhamlets.sch.uk">jrahman@beatricetate.towerhamlets.sch.uk</a>
<b>Michaella Bassick</b>	School Receptionist	0208 983 3760	<a href="mailto:receptionist@beatricetate.towerhamlets.sch.uk">receptionist@beatricetate.towerhamlets.sch.uk</a>

## APPENDICES

<b>Appendix 1</b>	<b>Curriculum Statement 2014</b>
<b>Appendix 2</b>	<b>Supporting Medical Needs</b>
<b>Appendix 3</b>	<b>Local Offer</b>
<b>Appendix 4</b>	<b>SEN Information Report</b>

## APPENDIX 1 – CURRICULUM STATEMENT 2014

### Rationale

Beatrice Tate School has adopted a curriculum structure with 3 levels to provide pupils with experiences that are both relevant and challenging and identify opportunities for progression,

Levels are not defined by age but by need and achievement and each level covers skills, knowledge and understanding across a range of subjects. Pupils may move from one level to the next at any point in their school career as part of a seamless continuum.\*

### Pre-formal

The pre-formal curriculum is based on the Castle Wood School model developed by Dr Penny Lacey, Senior Lecturer in Education at University of Birmingham. The pre-formal curriculum enables pupils at very early levels of development (typically assessed at P1 to P3) to:

- develop a sense of security in the school environment;
- establish positive relationships with familiar adults;
- explore the world around them using their sensory and physical capabilities to the full;
- establish behaviours through which they can communicate with other people.

The curriculum is personalised for each child based on assessments of individual needs and personal targets are identified in consultation with families, classroom staff and representatives from partner agencies. Targets focus on learning fundamental skills and gaining basic understanding of the world: communication, cognition, physical and self-help and independence.

‘Welsh Routes for Learning’ (WRfL), a fit-for-purpose assessment for learners with profound and multiple learning difficulties, is the main assessment tool for pupils following the pre-formal curriculum. It takes a holistic view of learners and focus on how they learn and assessment takes account of learners’:

- preferred learning channels and ways of processing information (visual, auditory, tactile)
- ways of communicating
- ways of integrating new experiences with prior learning
- ability to remember and anticipate routines
- approaches to problem-solving situations
- ability to form attachments and interact socially.

### Semi-formal

Pupils following the semi-formal curriculum learn best when learning is related to their own experience. Some may learn through structured play whilst others learn more effectively through functional activities or topic-based approach.

The curriculum content broadly corresponds to the content of the national curriculum (P levels 4 to 8) but the teaching approach reflects the age and learning style of the pupils. The semi-formal curriculum is supported by curriculum subject materials from EQUALS, a registered charity committed to supporting the work of teachers of pupils with profound, multiple and severe learning difficulties. EQUALS, a professional organisation, managed by teachers for teachers, seeks to deliver the highest standards of education to pupils with learning difficulties.

At semi-formal level, PIVATS (performance indicators for valued added target setting), developed by Lancaster County Council, is used for as the main assessment tool for pupils who progress beyond

WRfL levels. PIVATS is an extended version of the revised P Scales and national curriculum levels. Each of the level descriptions expressed as P1(i) to P8 and 1C to 4 has been differentiated into five stepping stones to lead to the P Scale milestone and National Curriculum level 4.

## **Formal**

Pupils at the formal level are taught national curriculum subjects which are modified in line with their learning difficulties. Whilst the formal curriculum is highly structured, teaching and learning is often linked to practical activities and consolidated by repetition and reinforcement.

The formal curriculum is based on the EQUALS schemes of work and PIVATS is the main assessment tool.

### **\*Curriculum flexibility**

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

## **National accreditation**

The school provides courses nationally accredited by ASDAN and Arts Award. ASDAN's range of courses, preparation for life and work, enrichment subjects, PSHE and citizenship are designed to develop learners' personal and employability skills through an engaging and challenging curriculum of activities, leading to a certificate of accreditation or achievement. The school is registered for external accreditation through the ASDAN Foundation Learning qualification 'Entry Level 1 - Personal Progress'.

The Arts Award is managed by Trinity College London in association with Arts Council England. Pupils may gain a nationally recognised qualification in further education and employment. Arts Award has five levels, four of which (Explore, Bronze, Silver, Gold) are accredited qualifications on the Qualifications and Credit Framework (QCF). Arts Award Discover is an introductory level.

## APPENDIX 2 SUPPORTING PUPILS WITH MEDICAL NEEDS

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### Definition

Pupils' medical needs may be broadly summarised as being of two types:

1. Short-term affecting their participation in school activities which they are on a course of medication.
2. Long-term potentially limiting their access to education and requiring extra care and support (deemed special medical needs).

### Rationale

LAs and schools have a responsibility for the health and safety of pupils in their care. The Health and Safety at Work Act 1974 makes employers responsible for the health and safety of employees and anyone else on the premises. In the case of pupils with special medical needs, the responsibility of the employer is to make sure that safety measures cover the needs of all pupils at the school. This may mean making special arrangements for particular pupils who may be more at risk than their classmates. Individual procedures may be required. The employer is responsible for making sure that relevant staff know about and are, if necessary, trained to provide any additional support these pupils may need.

The Children and Families Act 2014, from September 2014, places a duty on schools to make arrangements for children with medical conditions. Pupils with special medical needs have the same right of admission to school as other children and cannot be refused admission or excluded from school on medical grounds alone. However, teachers and other school staff in charge of pupils have a common law duty to act in loco parentis and may need to take swift action in an emergency. This duty also extends to teachers leading activities taking place off the school site. This could extend to a need to administer medicine.

The prime responsibility for a child's health lies with the parent who is responsible for the child's medication and should supply the school with information. The school takes advice from the school specialist nurse and her professional team. The team can be contacted on 0208 983 9073.

### Aims

The school aims to:

- assist parents in providing medical care for their children;
- educate staff and children in respect of special medical needs;
- adopt and implement the LA policy of Medication in Schools;
- arrange training for staff to support individual pupils;
- liaise as necessary with medical services in support of the individual pupil;
- ensure access to full education if possible;
- monitor and keep appropriate records.

### Entitlement

The school accepts that pupils with medical needs should be assisted if at all possible and that they have a right to the full education available to other pupils. The school believes that pupils with medical needs should be enabled to have full attendance and receive necessary proper care and support.



The school accepts all employees have rights in relation to supporting pupils with medical needs as follows:

- choose whether or not they are prepared to be involved;
- receive appropriate training;
- work to clear guidelines;
- have concerns about legal liability;
- bring to the attention of management any concern or matter relating to supporting pupils with medical needs.

## Expectations

It is expected that:

- parents will be encouraged to co-operate in training children to self-administer medication if this is practicable and that members of staff will only be asked to be involved if there is no alternative; where parents have asked the school to administer the medication for their child they must ask the pharmacist to supply any such medication to be dispensed in a separate container, containing only the quantity required for school use. The prescription and dosage regime should be typed or printed clearly on the outside
- the school will only administer medicines in which the dosage is required 4 times a day. The name of the pharmacist should be visible. Any medications not presented properly will not be accepted by school staff. Pupils should not bring in their own medicine. This should be brought into school by the parent
- employees will consider carefully their response to requests to assist with the giving of medication or supervision of self-medication and that they will consider each request separately.
- the school will liaise with the School Health Service for advice about a pupil's special medical needs, and will seek support from the relevant practitioners where necessary and in the interests of the pupil.
- Any medicines brought into school by the staff e.g. headache tablets, inhalers for personal use should be stored in an appropriate place and kept out of the reach of the pupils. Any staff medicine is the responsibility of the individual concerned and not the school.

## Policy into Practice

The school nursing team is responsible for ensuring that the documentation relating to the administration of supporting children with medical needs in school is maintained and updated.

# SPECIAL EDUCATIONAL NEEDS POLICY

## APPENDIX 3 LOCAL OFFER

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

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

Beatrice Tate School is a secondary school for pupils with severe learning difficulties.

In 2011, Ofsted judged the school to be outstanding.

School Council and tutorials ensures pupils have a voice.

All pupils have a statement of special educational needs and progress towards challenging but achievable targets is monitored using the school's online assessment recording and reporting system. If there is evidence that pupils are underachieving, tutors provide additional support.

#### Principles

We believe that our curriculum at Beatrice Tate School should:

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

#### What's So Special?

- Pupil centred curriculum
- Excellent pupil 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 pupils achieve as much as they can.

# SPECIAL EDUCATIONAL NEEDS POLICY

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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 pupils.

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

The school is fully accessible with disabled hygiene facilities.

The school has developed an effective transition programmes for pupils 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 July 2014 and will be reviewed in July 2015.

# SPECIAL EDUCATIONAL NEEDS POLICY

## APPENDIX 4 SEN INFORMATION REPORT

### BEATRICE TATE SCHOOL

#### *Special Educational Needs and Disability SEN 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 pupils 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 pupils with severe learning difficulties and profound and multiple learning difficulties. The SEN Reform Act 2014, indicates that pupils may be regarded as having special educational needs under the following headings:

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 pupils 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 pupils. Statements and EHCPs are annually reviewed.
- The new 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 new 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 pupil progress towards individual learning targets agreed with parents during the first half of the autumn term. Annual reports provide a summative report on pupil progress across the academic year.
- Parents are invited to attend the annual review of statements or 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.

# SPECIAL EDUCATIONAL NEEDS POLICY

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

The curriculum at Beatrice Tate School is subject to regular review to ensure that is effectively balanced to meet the learning needs of all pupils. The school has adopted a curriculum structure with 3 levels to provide pupils with experiences that are both relevant and challenging and identify opportunities for progression. Levels are not defined by age but by need and achievement and each level covers skills, knowledge and understanding across a range of subjects. Pupils may move from one level 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 pupils in their education.

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

- Pupils 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?

Pupils 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 pupils.

## 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 pupils.
- The school has appointed first aiders.
- The school has been awarded the 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

# SPECIAL EDUCATIONAL NEEDS POLICY

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

Beatrice Tate is a special school and consequently all training is focussed 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 pupils.

## 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](mailto: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?

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](mailto:fis@towerhamlets.gov.uk)

Parents who want to be more involved in developing and reviewing the Local offer can contact PACSEN (Tower Hamlets parent/carer forum) email [pacsen@yahoo.co.uk](mailto:pacsen@yahoo.co.uk) or telephone 020 7364 6489.

Children and young people who want to be more involved in developing and reviewing the Local offer can contact Jenny Miller email [jenny.miller@towerhamlets.gov.uk](mailto:jenny.miller@towerhamlets.gov.uk) or telephone 020 7364 7127