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What types of SEND do pupils have in your school?	Beckfoot Thornton is an inclusive school and welcomes students with a wide range of special educational needs and disabilities (SEND). Our aim is to remove barriers, build independence and ensure every student can participate, achieve and feel a sense of belonging within the Beckfoot Thornton community. Support may be required for students with needs relating to: • Communication and Interaction • Cognition and Learning • Social, Emotional and Mental Health (SEMH) • Sensory and/or Physical Needs We work collaboratively with students, families and external professionals to identify needs and provide appropriate support that promotes progress, independence and inclusion.																																																																																																																																																								
	<table><tr><th rowspan="3">SCH: THORNTON 2026/27 CYCLE 1 SEND DATA</th><th colspan="8">Primary Need by Broad Area of Need</th><th colspan="5">Basic Data</th></tr><tr><th colspan="2">Cognition & Learning</th><th colspan="2">Communication & Interaction</th><th colspan="2">SEMH</th><th colspan="2">Physical & Sensory</th><th>Number of EHCP</th><th>Number of SEND K</th><th>Total Number on Reg</th><th>Number on school roll</th><th>% of the year group SEND</th></tr><tr><th>E</th><th>K</th><th>E</th><th>K</th><th>E</th><th>K</th><th>E</th><th>K</th><th></th><th></th><th></th><th></th><th></th></tr><tr><td>Year 11</td><td>3</td><td>28</td><td>6</td><td>10</td><td>5</td><td>12</td><td>1</td><td>9</td><td>15</td><td>59</td><td>74</td><td>239</td><td>31.0%</td></tr><tr><td>Year 10</td><td>2</td><td>14</td><td>5</td><td>13</td><td>4</td><td>25</td><td>0</td><td>7</td><td>11</td><td>59</td><td>70</td><td>254</td><td>27.6%</td></tr><tr><td>Year 9</td><td>2</td><td>29</td><td>5</td><td>12</td><td>6</td><td>25</td><td>0</td><td>10</td><td>13</td><td>76</td><td>89</td><td>244</td><td>36.5%</td></tr><tr><td>Year 8</td><td>5</td><td>28</td><td>4</td><td>20</td><td>2</td><td>20</td><td>0</td><td>10</td><td>11</td><td>78</td><td>89</td><td>249</td><td>35.7%</td></tr><tr><td>Year 7</td><td>5</td><td>14</td><td>7</td><td>13</td><td>3</td><td>6</td><td>0</td><td>0</td><td>15</td><td>50</td><td>65</td><td>240</td><td>27.1%</td></tr><tr><td>Total Number of Students</td><td>17</td><td>113</td><td>27</td><td>68</td><td>20</td><td>88</td><td>1</td><td>36</td><td>65</td><td>305</td><td>370</td><td>1226</td><td></td></tr><tr><td>% of the School Roll</td><td>1.4%</td><td>9.2%</td><td>2.2%</td><td>5.5%</td><td>1.6%</td><td>7.2%</td><td>0.1%</td><td>2.9%</td><td colspan="4">% of E students whole school</td><td>5.3%</td></tr><tr><td>% of the SEND register</td><td>4.6%</td><td>30.5%</td><td>7.3%</td><td>18.4%</td><td>5.4%</td><td>23.8%</td><td>0.3%</td><td>9.7%</td><td colspan="4">% of K students whole school</td><td>24.9%</td></tr></table>	SCH: THORNTON 2026/27 CYCLE 1 SEND DATA	Primary Need by Broad Area of Need								Basic Data					Cognition & Learning		Communication & Interaction		SEMH		Physical & Sensory		Number of EHCP	Number of SEND K	Total Number on Reg	Number on school roll	% of the year group SEND	E	K	E	K	E	K	E	K						Year 11	3	28	6	10	5	12	1	9	15	59	74	239	31.0%	Year 10	2	14	5	13	4	25	0	7	11	59	70	254	27.6%	Year 9	2	29	5	12	6	25	0	10	13	76	89	244	36.5%	Year 8	5	28	4	20	2	20	0	10	11	78	89	249	35.7%	Year 7	5	14	7	13	3	6	0	0	15	50	65	240	27.1%	Total Number of Students	17	113	27	68	20	88	1	36	65	305	370	1226		% of the School Roll	1.4%	9.2%	2.2%	5.5%	1.6%	7.2%	0.1%	2.9%	% of E students whole school				5.3%	% of the SEND register	4.6%	30.5%	7.3%	18.4%	5.4%	23.8%	0.3%	9.7%	% of K students whole school				24.9%
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	Resourced Provision (The Lighthouse) The Lighthouse is Beckfoot Thornton's Resourced Provision for students with identified communication and interaction needs. Places are allocated by Bradford Local Authority through a formal consultation process prior to admission. The provision accommodates up to 15 students across Years 7 to 11 and provides a personalised package of support designed to meet individual needs, promote independence and enable participation in mainstream lessons and wider school life where appropriate. Provision is reviewed regularly to ensure students are supported to achieve their outcomes and make progress over time. Students in the Lighthouse remain members of the wider school community and access mainstream learning, enrichment and social opportunities wherever appropriate.
How does this school identify children who may have SEND?	Information about students' needs is gathered from primary schools, parents/carers, external agencies and previous settings before students join Beckfoot Thornton. If concerns emerge after a student joins the school, referrals can be made by staff, parents/carers or the student themselves. Information is considered using the graduated approach of Assess, Plan, Do, Review and further assessment may be undertaken where appropriate.
How do you evaluate provision?	We regularly monitor the effectiveness of SEND provision through: • student progress and attainment data • attendance and wellbeing information • student and parent feedback • lesson visits and quality assurance activities • reviews of interventions and support programmes • annual reviews for students with EHCPs

	We also work with Beckfoot Trust colleagues, external professionals and Ofsted to support continuous improvement of SEND provision.
How do you check and review the progress of my child and how will I be involved?	Students are encouraged to reflect on their learning, contribute to discussions about their support and share their views during review meetings where appropriate. Progress is monitored regularly through classroom assessment, teacher observations, students' work and wider information such as attendance and wellbeing. Teachers use this information to adapt support and ensure students continue to make progress. Parents and carers receive information about their child's progress through school reports, parents' evenings and review meetings. Additional communication may take place where appropriate to discuss support strategies and next steps. Students with identified SEND needs will have their provision reviewed regularly through the graduated approach of Assess, Plan, Do, Review. A person-centred approach is embedded throughout this process, ensuring that the voice of the child and the voice of the family are captured, valued and used to inform planning, provision and next steps. Students with an Education, Health and Care Plan (EHCP) will also take part in an Annual Review, involving families, school staff, the student and other professionals as appropriate, to collaboratively evaluate progress, review outcomes and identify any adjustments needed to holistically support the student. Students within the Lighthouse Resourced Provision may receive a more personalised approach to reviewing and reporting progress to reflect their individual needs, strengths and outcomes.
How do teachers support pupils with SEND?	Teachers have high expectations for all students, including those with SEND. All teachers are responsible for the progress, achievement and inclusion of students in their classes and adapt teaching to meet individual needs while maintaining ambitious expectations. Universal Provision The majority of students' needs are met through high-quality teaching and an inclusive universal offer available to all learners. This includes: • strong starts to the beginning of the day and to lessons including consistent classroom routines • positive relationships with trusted adults • dyslexia-friendly classroom practice and accessible resources • adaptive teaching strategies to remove barriers to learning

- scaffolding of learning and instructions
- visual supports and assistive technology where appropriate
- adapted questioning and feedback
- bespoke seating plans and classroom environments that support identified needs
- use of Individual Learning Plans (ILPs) and student information to inform classroom practice

Universal+

Where assessment identifies that a student requires additional support, targeted SEND provision may be implemented alongside high-quality classroom teaching. This may include:

- short-term interventions to develop specific skills
- mentoring and pastoral support
- targeted literacy, numeracy or social communication programmes
- additional monitoring and review through the Graduated Approach

Universal++

Some students may require more personalised and intensive support. This may include:

- support from a Teaching Assistant or Higher Level Teaching Assistant
- bespoke intervention packages linked to individual outcomes
- specialist advice and provision informed by external professionals
- provision identified through an Education, Health and Care Plan (EHCP)

Support staff are deployed according to identified need and intended outcomes rather than being attached to individual students.

Where appropriate, students may be assessed for Exam Access Arrangements in line with Joint Council for Qualifications (JCQ) regulations and evidence of their normal way of working.

How will the curriculum be matched to my child's needs?	Information provided by primary schools, families and other professionals helps us plan appropriate support for students joining Beckfoot Thornton. Most students, including those with SEND, access the full curriculum. Teaching is adapted to meet individual needs through high-quality adaptive teaching, reasonable adjustments and targeted support where appropriate. A small number of students may require a more personalised curriculum to help them access learning, develop independence and achieve their individual outcomes. Support strategies and provision are reviewed regularly through the graduated approach of Assess, Plan, Do, Review. Decisions about additional support or interventions are based on identified need, progress and the impact of previous provision. Students with an Education, Health and Care Plan (EHCP) receive support in line with the outcomes and provision specified within their plan. Progress towards these outcomes is reviewed regularly, with an Annual Review involving the student, parents/carers, school staff and other professionals as appropriate.
How accessible is the school environment?	Beckfoot Thornton is committed to making reasonable adjustments to support students with disabilities and additional needs wherever possible. The school site is located across several buildings and four floors and does not have lift access. As a result, some areas of the school are accessed via stairs, including the dining facilities. Some areas of the school involve frequent movement between floors and buildings during the school day. Due to the design and layout of the site, the accessibility needs of students with significant physical or mobility difficulties are carefully considered as part of the admissions and consultation process. The school works closely with families, the Local Authority and relevant professionals to determine whether the environment can appropriately meet a student's needs and what reasonable adjustments may be required. Further information about accessibility arrangements can be found in the school's Accessibility Plan.

How is additional support allocated and matched to children's SEND?	Resources and support are allocated according to identified need and reviewed regularly through the Assess, Plan, Do, Review process. Decisions are informed by: • assessment information • teacher feedback • student and parent views • advice from external professionals where appropriate Students with EHCPs receive provision in accordance with the outcomes and support outlined within their plan. Provision is reviewed regularly to ensure it continues to meet need and promotes independence.
How will my child be included in activities of the school, including school trips, extracurricular clubs etc?	We are committed to ensuring that students with SEND can participate fully in school life, including lessons, educational visits, enrichment activities and extracurricular opportunities. We believe that successful inclusion is measured not only by attendance and attainment but by whether students feel they belong, participate fully and are valued members of the Beckfoot Thornton community. We prioritise high-quality teaching for all students and are committed to supporting staff to become increasingly expert in adaptive teaching practices. Through our inclusive universal offer, teachers use evidence-informed strategies and reasonable adjustments to remove barriers to learning, enabling students with SEND to access the curriculum, participate alongside their peers and develop independence. We recognise that some students may benefit from quieter spaces, structured activities, trusted adult support or additional adjustments to help them feel confident and successful within the wider school community. To support this, some students may access identified regulation spaces, including the library and other supportive environments, during social times. These provisions are intended to promote wellbeing, emotional regulation, independence and a sense of belonging while enabling students to participate successfully in school life. Individual needs are considered when planning educational visits and wider school activities. We will work with students, families and relevant professionals where appropriate to identify any reasonable adjustments that may support safe and meaningful participation.

	Our approach to SEND is based on removing barriers rather than creating dependency. We aim to develop confident, independent young people who can access an ambitious curriculum, participate fully in school life and develop the skills they need for adulthood.
What support will there be for my child's overall well-being?	We aim to provide a calm, safe and inclusive learning environment where students feel valued and supported. Students have access to pastoral support through their tutor, Year Team and wider school support services. Additional support may be available for students experiencing social, emotional or mental health difficulties following assessment of need. Where appropriate, referrals may be made to external agencies in consultation with parents/carers and the student.
Who can I contact for further information?	For SEND-related enquiries please contact: Isabel Edgley SENDCO SEND@beckfootthornton.org Angela Smith SEND Administrator SEND@beckfootthornton.org Victoria Kemp Resourced Provision (Lighthouse) Lead SEND@beckfootthornton.org The SEND department is line managed by Portia Taylor, Deputy Headteacher.
What training have the staff supporting children and young people with	Our SENDCO is a qualified teacher and member of the school's leadership team. Staff access regular professional development to support inclusive practice and the delivery of high-quality teaching for students with SEND.

SEND had or are having?	Training is reviewed annually and may include areas such as: • SEND identification and graduated response • Autism • ADHD • Speech, Language and Communication Needs • SEMH needs and emotional regulation • Dyslexia and literacy difficulties • Safeguarding • Medical needs and allergy awareness • Emergency procedures, including anaphylaxis training where required School staff also work collaboratively with external professionals to develop knowledge and understanding of specific student needs when required.
What happens if my child needs specialist equipment or other facilities?	We work with a range of specialist services and professionals to identify and support the needs of students with SEND. Where appropriate, advice may be sought from external services to help determine whether specialist equipment, resources or environmental adaptations are required to support a student's access to learning. Provision is considered on an individual basis and reviewed regularly as part of the graduated approach of Assess, Plan, Do, Review. Parents and carers who believe their child may require specialist equipment or facilities are encouraged to contact the SENDCO to discuss their child's needs and the support available.
How are parents/carers involved in discussions about and planning for my child's education, including advising how	We value strong partnerships with parents and carers and recognise the important role they play in supporting their child's education and wellbeing. Parents and carers are encouraged to contact the SEND Team if they have concerns, would like to discuss their child's needs or require advice about how best to support learning at home.

to support my child's learning?	Families are involved in discussions about support and provision through parents' evenings, review meetings, transition meetings and, where applicable, Annual Reviews for students with an Education, Health and Care Plan (EHCP). We work collaboratively with parents/carers and students to ensure that support is appropriate, outcomes are meaningful and provision is regularly reviewed. Parents and carers can support their child's progress by promoting good attendance and punctuality, encouraging independence and organisation, and maintaining regular communication with school. As students move through school, families are involved in key decisions, including discussions about curriculum pathways and future education, employment or training options.
How will my child be involved in his/her own learning and decisions made about his/her education?	We encourage students to be active participants in their learning and to share their views about the support they receive. Students have regular opportunities to discuss their progress, learning and wellbeing with school staff. Their views are considered when planning support, setting targets and reviewing provision. Students with identified SEND are encouraged to contribute to review meetings and, where appropriate, Annual Reviews of their Education, Health and Care Plan (EHCP). We regularly seek feedback from students about their experiences in school, including their learning, wellbeing and the effectiveness of any support they receive. This helps us to ensure that support remains appropriate and responsive to their individual needs.
Who should I contact if I have a complaint about my child's SEND provision?	We encourage parents and carers to raise any concerns at the earliest opportunity so that they can be discussed and resolved promptly. In the first instance, concerns relating to SEND provision should be directed to the SENDCO. If concerns remain unresolved, parents/carers may contact a member of the Senior Leadership Team or follow the school's Complaints Procedure, which is available on the school website.

	We value feedback from families and are committed to working in partnership with parents and carers to support positive outcomes for all students.
What specialist services and expertise are available at or accessed by the school?	Beckfoot Thornton works with a range of specialist services and external professionals to support students with SEND where additional advice or assessment is required. This may include: • Educational Psychologists • Speech and Language Therapists • Specialist Teaching Services • Health Professionals • Social Care Services • SEMH and mental health support services Advice from external specialists is used to help inform assessment, planning and the provision of support within school. Access to specialist services is based on identified need and, where appropriate, the referral criteria of the relevant service.
What services and support are there for parents and families of children with SEND?	Parents and carers are encouraged to contact the SENDCO to discuss their child's needs, available support and any concerns they may have. The SEND Team can also signpost families to additional sources of advice and support where appropriate. Information about services available across the local area can be found through the Bradford Local Offer: https://localoffer.bradford.gov.uk The Local Offer provides information, advice and support for children and young people with SEND and their families.
How will the school prepare and support my	We work closely with students, families, previous settings and receiving settings to support successful transitions.

child to join the school, or transfer to a new school or college?	Information is shared to help us understand a student's strengths, needs and any support required. Additional transition arrangements, such as visits, meetings or personalised support, may be provided where appropriate. For students with an Education, Health and Care Plan (EHCP), the SEND Team works with families, primary schools, the Local Authority and other professionals to plan for a successful transition into Beckfoot Thornton. When a student moves to another school, college or training provider, relevant information is shared to support continuity of provision and a smooth transition. Parents and carers are welcome to contact the SENDCO or SEND Team if they would like to discuss support during any stage of transition.
Where can I find out about other services that might be available for our family and my child?	Families can access information, advice and support through the Bradford Local Offer, which provides details of services available for children and young people with SEND and their families. Bradford Local Offer: https://localoffer.bradford.gov.uk Additional information and support can also be found through: • Bradford Families and Young Persons Information https://fyi.bradford.gov.uk • Treacle Directory of Help and Support https://www.treacle.me • The SEND Team can also signpost families to relevant services and sources of support where appropriate.
My child has SEND, how do they get a place at your school?	Students with SEND are admitted to Beckfoot Thornton in line with the school's admissions arrangements and the SEND Code of Practice.

For students with an Education, Health and Care Plan (EHCP), parents/carers express their school preference through the Local Authority. The Local Authority will consult with the school to determine whether the student's needs can be met within the provision available.

Applications for a place within the Lighthouse Resourced Provision are managed separately through Bradford Local Authority. Places are allocated through a formal consultation process for students whose needs meet the criteria for the provision.

Students with SEND who do not have an EHCP should apply through the standard admissions process via Bradford Council.

Further information about school admissions can be found on the Bradford Council website:
https://oneonline.bradford.gov.uk/CitizenPortal_LIVE/en