

Beckfoot School SEND Information Report

September 2026

Question	Response
What types of SEND do pupils have in your school?	Students are identified as having SEND when they have a significantly greater difficulty in learning than the majority of students the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for students of the same age in schools within the area of the Local Authority (SEND Regulations 2014). Students at Beckfoot have a range of difficulties including communication and interaction; Cognition and Learning; Social, Emotional and Mental Health difficulties and Sensory or Physical difficulties.
How does this school identify children who may have SEND?	When a student first joins Beckfoot we use information from a range of sources to help identify SEND and other needs. These include: information from parents/carers; primary school teachers; end of key stage 2 levels; base line testing; literacy and numeracy tests; application form information; subject teachers; specialist colleagues and external agencies. Our class teachers, Heads of Faculty and Heads of Year closely monitor the progress and attainment of all students, including those who have or may have SEND. The continuous monitoring of students during their time at Beckfoot will further identify pupils with a special educational need. This identification may come from tutors, subject teachers, support staff, Heads of Year, outside agencies, parents/carers or the pupils themselves. We use a range of assessments depending on the area of needs. If it is thought a family needs support, we have excellent working relationships with outside agencies and a referral can be made to them. We follow a graduated approach to identifying and assessing needs, using the 'Assess, Plan, Do, Review' model. The triggers for intervention could be the teacher's or support colleague's concern, underpinned by evidence, about a pupil who, despite receiving differentiated learning opportunities, does not make expected progress. There is also a referral system in place to SEND for colleagues within Beckfoot.

	All students with SEND are on the SEND Register which is accessible to all staff. Staff use this information and more detailed additional needs profiles to inform their lesson planning, teaching and student learning activities. Targeted interventions are planned and delivered where appropriate. This may include small group or individual work across a range of activities.
How do you evaluate provision?	All students, including those with SEND, are assessed on a regular basis, in accordance with the School's Assessment Policy. Teachers formally assess and review progress and attainment and this is communicated to parents/carers by a report that is sent home. Additionally, Parents Evenings are held once a year when there is an opportunity to discuss progress, attainment and next steps. All students with an Education Health Care Plan have an Annual Review. SEND students who are on the register will have their information and progress reviewed 3 times a year by the SEND and Pastoral teams. The school has a Quality Assurance process that assesses the effectiveness of Teaching and Learning for all students, including those with SEND and the outcomes of these evaluations are used to create and implement development plans for all aspects of school life.
How do you check and review the progress of my child and how will I be involved?	The school will send home reports at key points during the academic year, which will provide information on your child's progress, attitude to learning, home learning, attendance, lateness, start point and End of Year target. Heads of Faculty, Heads of Year and teaching staff will monitor and review your child's progress and where concerns are identified an appropriate intervention will be put in place. We welcome the involvement of parents/carers and want to keep you up-to-date and involved with your child's progress. We do this through parent's evenings; ClassCharts announcements; email; telephone calls; letters; website; appointments made with the SEND team and/or pastoral team. The school provides information for parents through Class Charts, the Buzz Magazine; information on the website; Open/Information days; Parent's Evenings.
How do teachers support pupils with SEND?	Our teachers have high expectations of all students, including those with SEND. All teachers will be told about your child's individual needs and will adapt their lessons to meet these requirements. Teachers have experience and/or are trained in doing this. This may involve using different strategies, more practical/adaptation of resources and activities to ensure all students have the best chance of accessing the lessons. Within school there are a variety of staff roles to help us fully support your child around school and during lessons based on their level of need. There are a range of interventions and additional subject support which are available and should your child need this, this would be discussed with you.

	When your child embarks on courses that include external examinations, we may assess and apply for exam Access Arrangements in accordance with the regulations outlined by the Joint Council for Qualifications, which are reviewed and updated annually. The granting of Access Arrangements may entail your child receiving additional support and/or extra time to complete examination papers. If your child typically uses a laptop or tablet as a means of support for recording work during lessons, this accommodation may also be included as part of their Access Arrangements.
How will the curriculum be matched to my child's needs?	All of our students have access to a broad and balanced curriculum. Adaptations to the lessons are made in line with students' needs to support them in accessing the curriculum alongside their peers. Pathways for GCSE are tailored to need based on school assessment and additional support provided where needed.
How accessible is the school environment?	Due to the modern nature of the building and the lift, all areas of school are accessible at all times. In the event of a fire we have access to Hazelbeck fireproof lift, the SEND Team are trained to use the Evac chairs for our students with physical disabilities to descend the stairwells. Our Resourced Provision has additional hygiene and hoist facilities for students who are in a wheelchair and need additional personal care. (Please refer to our Accessibility Policy).
How is additional support allocated and matched to children's special educational needs?	We have a wide range of staff to support pupils and address any additional needs they may have, including pupils with SEND. This includes the SENDCo; Deputy SENDCo; higher level teaching assistants; teaching assistants; heads of year and support and challenge team. Resources are allocated based on evidence of need and effectiveness. Teaching assistants are allocated to support students in lessons based on need. Staff liaise closely with them to ensure maximum effectiveness. They have a range of skills to offer in supporting students directly and indirectly, assisting staff and helping parents/carers. Students with EHCPs will have targets and strategies set by the SENDCo, support staff and subject teachers. Annual Reviews involving the student, parents/carers, subject staff and other professionals evaluate these targets and strategies and assess their impact.
How will my child be included in activities of the school, including school trips, extracurricular clubs etc?	A large range of academic and hobby/interest clubs are available at Beckfoot. They are open to all students, including student with SEND. Details of these clubs are available on the school website, under extra-curricular activities. Additionally, we run a wide range of activities to support SEND students including games club, home learning hub, lunch support, Lego, gardening and table cricket.

	The Extra-Curricular timetables (sport, music and arts) are available on the school's website and if it is felt appropriate students will be invited to take part in SEND clubs and activities. All children in the school are encouraged to take part in extra activities at SPA and after school. Day and residential trips are open to all children and your child's specific needs can be discussed if they wish to join such a trip.
What support will there be for my child's overall well-being?	At Beckfoot we take our pastoral responsibilities seriously. We pride ourselves on providing a high level of student support and guidance. One way we support our students is by assigning them to a form tutor who will (in most cases) remain with them as they progress up in the school. This provides continuity and builds a strong relationship between tutor and students. There are additional members of staff who are able to provide pastoral support, these include: heads of year; pastoral managers, SENDCo; Deputy SENDCo; higher level teaching assistants; teaching assistants and the Safeguarding team. We run an in house counselling service through the charity 'Place2Be.' This service allows students to be referral by an adult or for self-referral to either Place2Talk or Place2Be. We also have excellent relationships with a number of external agencies, for example: The Educational Psychology Service; the Communication Support Service; SCIL Teams; the Visual and Hearing Impairment teams; the Social Emotional and Mental Health (SEMH) Support Service and the Child and Adolescent Mental Health Service (CAMHS).
Who can I contact for further information?	Please contact the main reception: admin@beckfoot.org The SENDCo is Mrs Claire Smith. The Lead Teacher for the Resourced Provision is Mrs Smith The Deputy SENDCo is Mrs Clare Graham.
What training have the staff supporting children and young people with SEND had or are having?	We have a SEND team which is made up of the SENDCo, Deputy SENDCo, two higher level teaching assistants and a team of teaching assistants and a SEND administrator. The school also has a Resourced Provision for children with physical difficulties. We have staff who have a range of experience and training covering various SEND needs including the National SENDCo (PGCE) Qualification. Training is provided to all staff, including teachers and teaching assistants, as the need arises and there is ongoing training for all staff as well as opportunities to further develop skills. Staff who are new to the school follow an induction programme which includes training and information on SEND. As a school we can call on support from specialist organisations from within the Local Authority as well as Health Professionals from both Airedale and Bradford area NHS services.

What happens if my child needs specialist equipment or other facilities?	As a school we can access a range of services including Visual and Hearing Impaired and the Physical Difficulties Team. These services are contacted when necessary and appropriate, according to your child's needs. If you believe your child needs specialist equipment or other facilities, please contact the SENDCo or discuss the issue at the next review.
How are parents/carers involved in discussions about and planning for my child's education, including advising how to support my child's learning?	We need you to support us and your child by encouraging them to fully engage with their learning and any interventions offered by: • Helping them to be organised for their day (including bringing the right equipment and books). • Full attendance and good punctuality. • Completion of home learning. • Checking ClassCharts. • Attending parent's meetings. • Attending any meetings specifically arranged for your child. We will support you by making sure that you are aware of the key staff in school with whom you can raise issues or concerns and we will use planners and the school website to make sure you are kept informed. You will also be given guidance and advice by your child's teachers on how you can support their learning when you attend parent's evenings or review meetings and staff will be happy to discuss this with you at other times should you wish.
How will my child be involved in his/her own learning and decisions made about his/her education?	Students regularly evaluate their work in lessons; attend review meetings; contribute to target setting and reviewing and reflect on their learning and achievements at, and prior to, review meetings. Where appropriate students are assigned a mentor or key worker whom they meet regularly to review achievement and progress, to acknowledge success and address any concerns.
Who should I contact if I have a complaint about my child's SEND provision?	The school's complaints procedure is available on the school's website: Homepage – About Us – Policies and documents – Trust Policies – Complaints procedure
What specialist services and expertise are available at or accessed by the school?	As a school we can access a range of services including Place2Be, Child and Adolescent Mental Health Service (CAMHS); Social Care; School Nurse Service; Educational Psychology Services; Connexions; Speech and Language Service as well as a range of specialist educational support services and NHS services.

	These services are contacted when necessary and appropriate, according to your child's needs. If you believe your child needs support from a specialist, please contact the SENDCo/Deputy SENDCo or discuss your concerns at the next review/parents evening.
What services and support are there for parents and families of children with SEND?	To discuss what support is available in school please contact the SENDCo/Deputy SENDCo, who may also be able to advise you on advice and support services available in the local area. Additional information can be found here: • FYI Bradford – a free, impartial service offering advice, information and signposting to children, young people and families within the Bradford district. https://fyi.bradford.gov.uk/ • Bradford SENDIASS – for parents and carers of children and young people 0-25 with special educational needs and disabilities (SEND) in the Bradford area. https://www.barnardos.org.uk/what-we-do/services/bradford-sendiass • TREACLE.ME – this website signposts to all the support that can be accessed in the Bradford area. https://www.treacle.me/ For the comprehensive list of Local Authority and voluntary support services please refer to 'The Guide', which is the Bradford and District Local Offer. This can be found at https://localoffer.bradford.gov.uk or a printed copy of the booklet can be obtained from Bradford Families Information Services by calling 01274 437503 or 439261
How will the school prepare and support my child to join the school, or transfer to a new school or college?	We liaise closely with primary schools and support services and provide additional transition support both before your child starts and afterwards if it is needed. All children receive advice on careers and are encouraged to visit colleges to explore post-16 courses. If additional support is needed this will be put in place. We work closely with Connexions and local colleges to ensure that post-16 providers are fully aware of a young person's needs and how they might best be supported as well as ensuring that all relevant paperwork is completed for students with EHCPs.
Where can I find out about other services that might be available for our family and my child?	The Bradford and District Local Offer can be found at https://localoffer.bradford.gov.uk or a printed copy can be obtained from Bradford Families Information Services by calling 01274 437503 or 439261.
My child has SEND, how do they get a place at your school?	Bradford admissions team coordinate and allocate places in mainstream schools. The school itself do not allocate places. For further information, please visit https://bsc.bradford.gov.uk/content/admissions

	If a child has an Education Health Care Plan (EHCP) in place then Bradford SEND will ask the family during the Annual review in KS2 to nominate which schools the family would like their child to attend, those schools are consulted and the authority make a decision on placement.
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