

Strategic Plan 2025

Sufficiency of Specialist Places for Children and Young People in Bradford



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Glossary

Acronym	Definition
AP	Alternative Provision
ASD	Communication and Interactions needs including Autistic Spectrum Disorder
DfE	Department for Education
EHCP	Education Health and Care Plan
LARP	Local Authority Resourced Provision
OLA	Out of Local Authority
PMLD	Profound Multiple Learning Difficulty needs
RP	Resourced Provision
SCIL Team	Social, Communication, Interaction and Learning Team
SEMH	Social, Emotional and Mental Health needs
SEN	Special Educational Needs
SEND	Special Educational Needs and Disabilities
SLCN	Speech Language and Communication Needs

1. Context

Bradford Metropolitan District Council (the Local Authority) has a statutory duty under The Education Act 1996 Section 14(1) to ensure that there are a sufficient number of school places for all children and young people who are resident within the Bradford District.

- The Authority has specific duties to ensure that there is sufficient specialist provision available for children and young people with Education, Health and Care Plans (EHCPs), where their EHCPs determine that their needs should be met in specialist provision.
- The DfE SEN Code of Practice (2015) states that all children are entitled to an education that is appropriate to their needs, promotes high standards and enables them to fulfil their potential.
- In March 2017, the DfE announced the High Needs Strategic Review which required LA's, alongside schools, to review provision for pupils with Special Educational Needs & Disabilities (SEND) in order to ensure that there are sufficient good school places which meet the changing needs of all young people.
- Local authorities are responsible for arranging suitable full-time education for permanently excluded pupils, and for other pupils who – because of illness or other reasons – would not receive suitable education without such provision

Accountability and links with SEND and Education strategy

Local Area SEND Strategic Partnership Board

The purpose of the Local Area SEND Strategic Partnership Board (LASSPB) is to act as the Strategic Governance Body to oversee the delivery and implementation of Bradford's SEND Strategy and the Local Area Improvement Plan (LAIP), across the Local Area (Local Authority, ICB and Public Health). The partnership has agreed to the [Bradford District and Craven Strategic Partnering Agreement](#) (SPA) which is a set of key principles about how partners will work together in a cooperative and joined up way, to deliver better outcomes for the people of Bradford district and Craven

The Board receives progress reports from operational workstreams, tasked with delivering key elements of the SEND Strategy and in turn will report progress and risks in-line with the agreed governance structure. Co-production is fundamental to all activities relating to the role of the LASSPB and associated workstreams.

The sufficiency of places for children and young people with SEND is an integral part of the SEND strategy to ensure children and young people have equitable access to good quality education. This works alongside these strategies and work in partnership with the teams to ensure we are focusing places to meet the needs of the children and young people in the district

The Sufficiency strategy details how the Local Authority and its statutory partners will address the fundamental challenges being faced in meeting increasing demand for school places for children and young people with SEND within the available resource envelope and how we intend to address this.

2. What is our vision?

The vision of our SEND sufficiency strategy is:

- We want, wherever possible, to successfully support children and young people with SEND with an EHCP to have access to the right type of provision to meet their needs

We will have a tiered approach for specialist provision

- Tier one is the universal approach where children with an EHCP will have their needs met in their mainstream school
 - Tier two is the targeted approach where children need more support to access mainstream curriculum, and Resourced provision will provide a safe environment for interventions and specialist support to be given
 - Tier three is the specialist support where children will access their education in a special school
- We will have good quality educational facilities that will meet the need of all Bradford children and young people regardless of complexity of need who need more specialist provision
 - We will have sufficient good quality Alternative Provision (AP) and learning experiences for children who need this
 - We will develop a clear educational pathway for children with SEND and those needing AP so that parents can easily navigate.

This strategy aligns to the wider district strategies, supporting the collective ambition to:

- Ensure all babies, children and young people have equity of access to the resources and support available to help them prepare for adulthood, reaching their full potential.
- **And** that all children and young people with SEND to achieve, have choice and control and lead happy, healthy fulfilled lives.

[Bradford District Children and Young People's Strategy 2023-2025](#) and [Our Strategy for children and young people with Special Educational Needs and Disabilities](#)

3. What is the current picture for SEND sufficiency in Bradford?

A. Introduction

To analyse the current status of SEND in the Bradford district, we draw upon data housed within the council's information management system, Capita. We enhance our analysis through structured dialogue with colleagues specialising in SEND. This helps bring nuance into our data interpretation.

The following section will outline the primary pressures facing SEND sufficiency, including the number and type of places and specific areas of need. By identifying these pressure points through an evidence-based approach, we can ensure our strategy aligns accurately with providing the best learning experience for the children and young people of Bradford.

The data used in this section is a combination of local authority-held and DfE-held national EHCP data. Unless otherwise stated the data pertains to September and October 2024.

B. Headline Figures

Current number of children and young people aged 0-25 with an EHCP.

7309

September 2024. Up from **6259** in November 2023

Current number of school-aged children and young people with an EHCP

5223

September 2024. Up from **4481** in November 2023

EHCP Rate Bradford (% of school-aged population)

4.5%

In 2023/24. Up from **3.9%** in 2022/23

National average **4.8%** in 2023/24.

Yorkshire and Humber average **4.3%** in 2023/24.

Current number of school-aged children and young people receiving SEN Support

13973

September 2024. Up from **13288** in November 2023

Bradford Specialist Provision Occupancy

88.7%

October 2024. **102.5%** occupancy in special schools

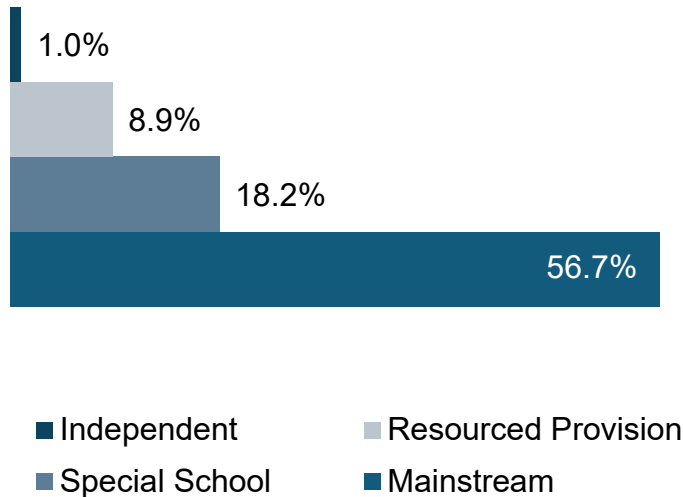
Total Number of SEND Specialist Places

2289

October 2024

C. EHCP Placements

Primary - EHCP Placement



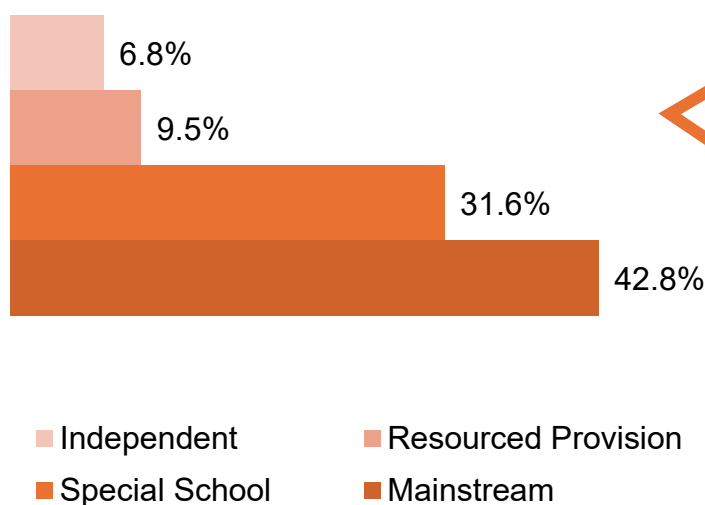
Amongst **primary-aged** children and young people with an EHCP, the **majority** have their EHCP placement in **mainstream school**.

Whilst the majority of children and young people have their EHCP placement in mainstream school, their needs are not always fully met when more specialist spaces are required.

There is significant under-supply of specialist places due to the rapid increase in the EHCP cohort over recent years.

This means that those requiring a specialist place are not always able to immediately access them.

Secondary - EHCP Placement



Amongst the **secondary-aged** population, a **larger share** of the EHCP cohort have their needs met in **special schools** when compared with the primary-aged cohort.

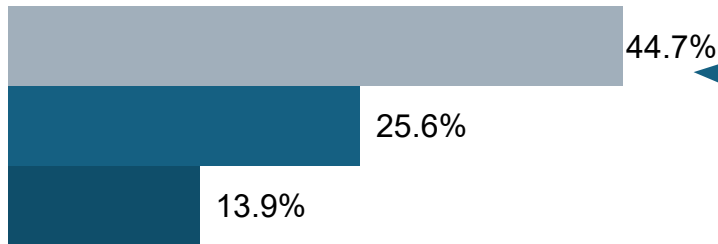
The majority of the secondary-aged EHCP cohort have their placement in mainstream school.

**The remaining EHCP placements not shown in the graphics above include Alternative Provision, Other and Blank*

D. Primary Need – The Three most prevalent needs

i. Primary Need in Bradford

Primary-aged EHCP Primary Need



■ SLCN ■ ASD ■ SEMH

SLCN – Speech Language and Communication needs

ASD – Communication and Interaction needs including Autistic Spectrum Disorders

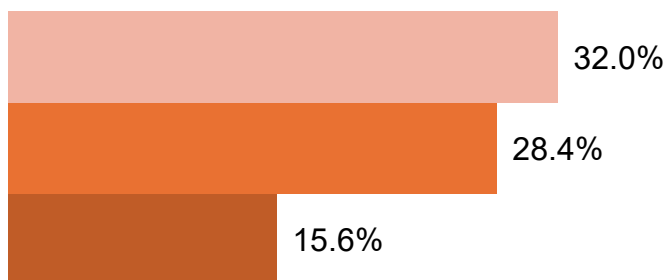
SEMH – Social, Emotional and Mental Health needs

There are 2510 Primary- Aged children with an EHCP the most prevalent needs relate to SLCN (1301) and ASD (745)

ASD and SLCN fall broadly under communication and interactions needs. It is often the case that SLCN needs on an EHCP could be undiagnosed ASD. Therefore, it is important to view the two needs in conjunction with another when considering the pressures faced by SEND system.

It is clear that the largest pressure we face in terms of current need are communication and interaction areas (ASD & SLCN) and SEMH for both primary and secondary.

Secondary-aged EHCP Primary Need

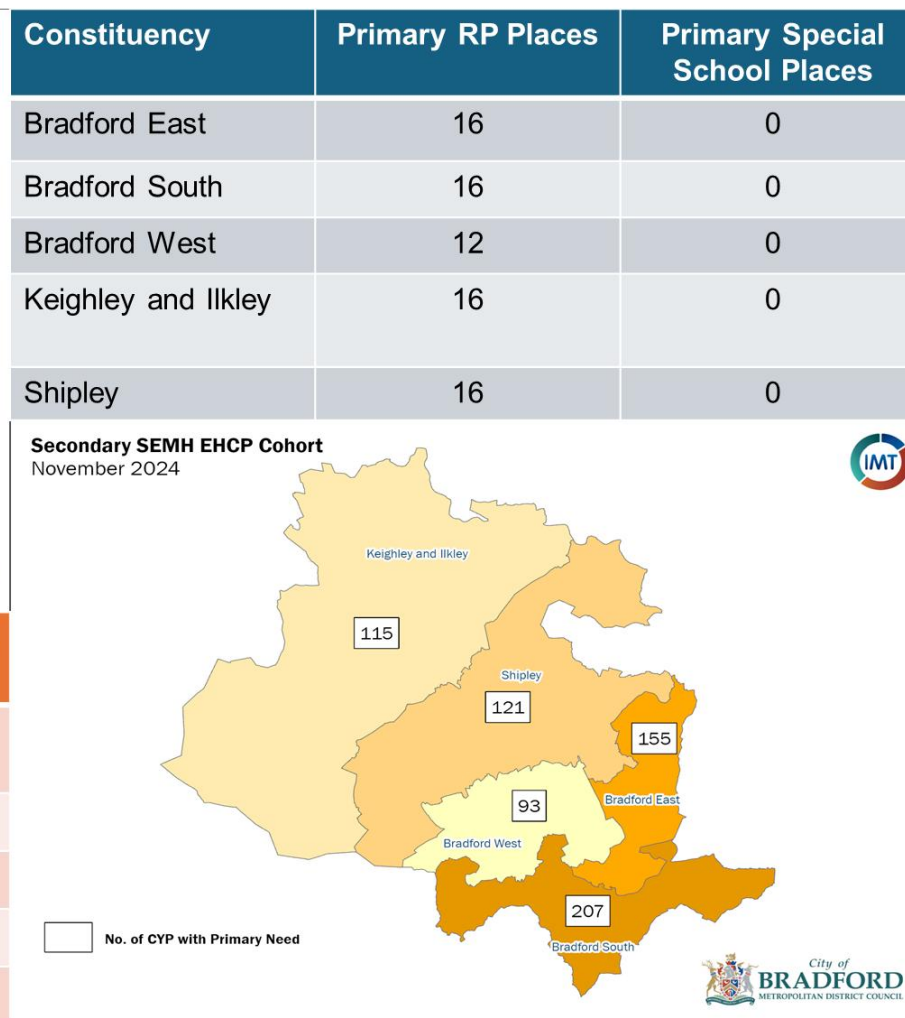
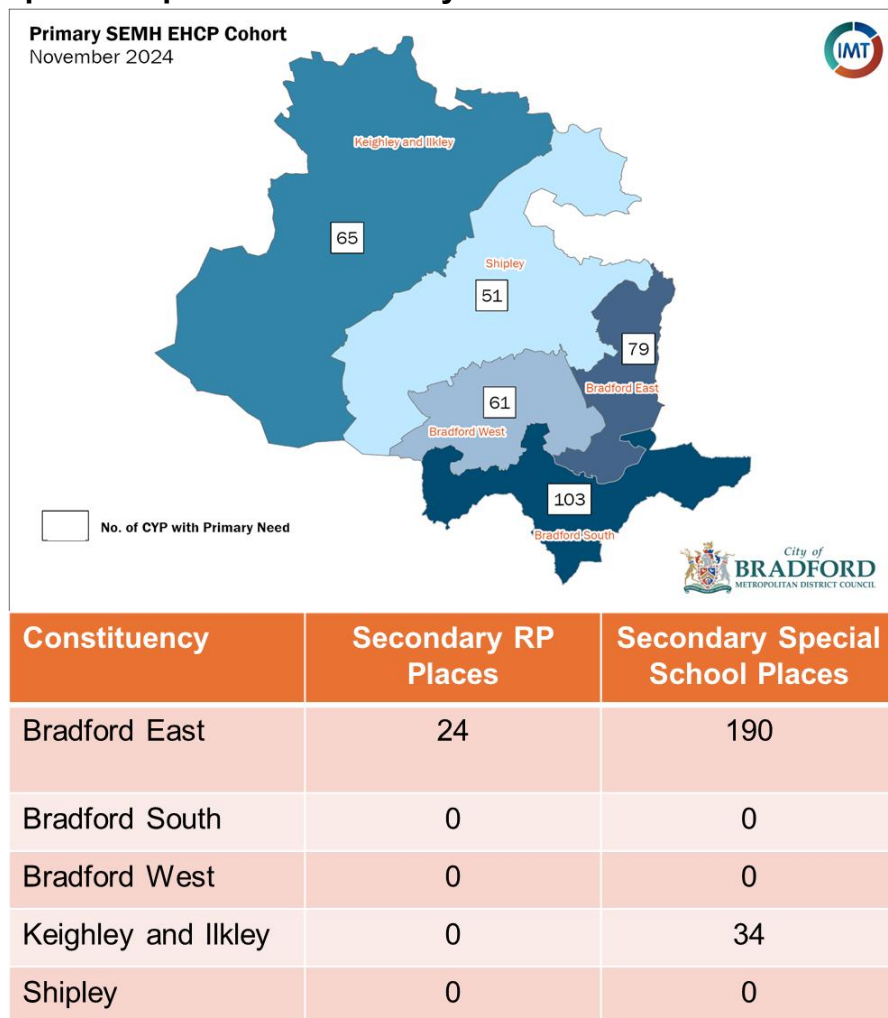


■ SEMH ■ ASD ■ SLCN

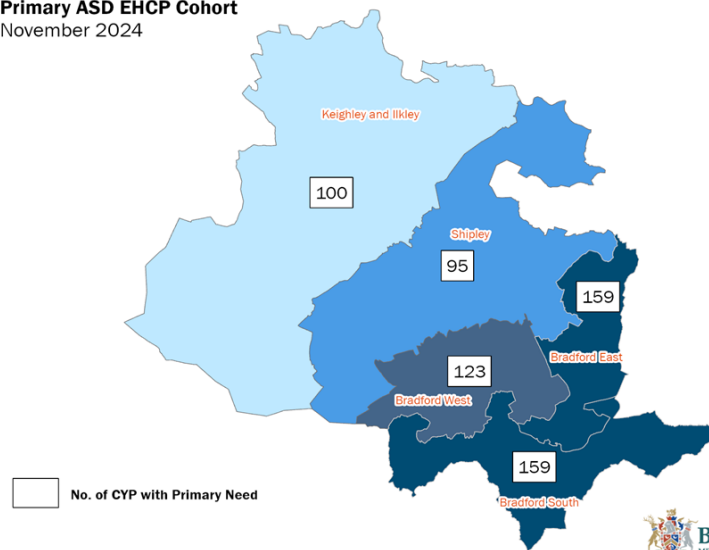
There are 1459 secondary-aged children with an EHCP. The most prevalent need cohort is **SEMH**(739) closely followed by **ASD** (657).

ii. Primary Need and Specialist Places by Constituency

Below shows the numbers of EHCP's for each constituency in Bradford, by the top three primary needs and the number of specialist places we currently have for these needs

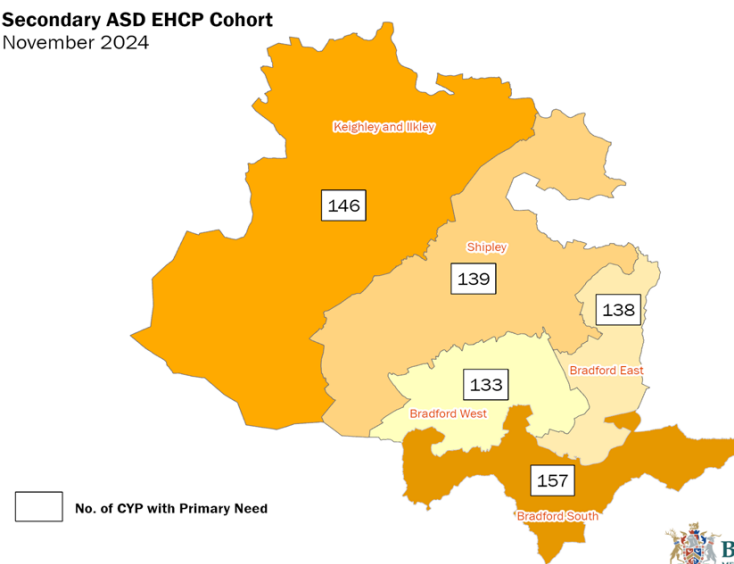


Primary ASD EHCP Cohort
November 2024



Constituency	Primary RP Places	Primary Special School Places
Bradford East	12	171*
Bradford South	24	70*
Bradford West	70	304**
Keighley and Ilkley	32	102*
Shipley	24	0
Total	162	635

Secondary ASD EHCP Cohort
November 2024



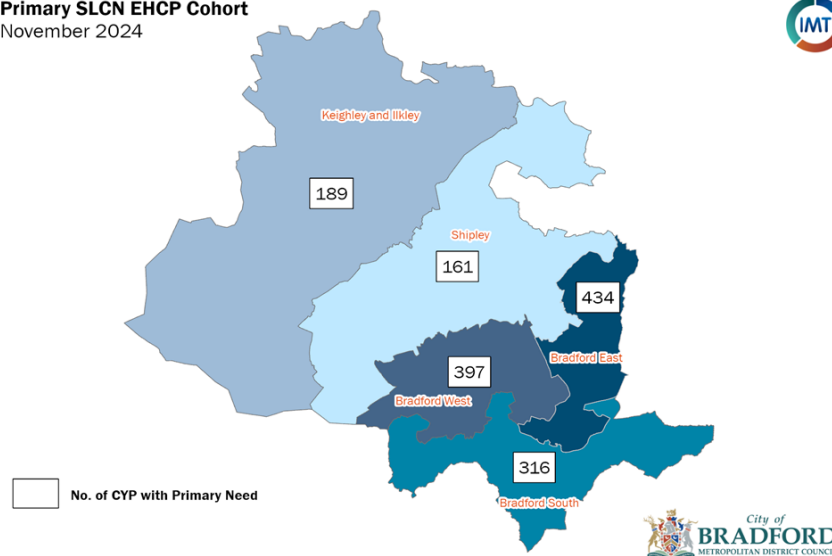
Constituency	Secondary RP Places	Secondary Special School Places
Bradford East	12	278*
Bradford South	44	360*
Bradford West	0	114**
Keighley and Ilkley	44	114*
Shipley	48	144*
Total	148	1010



*These places are at generic special school settings. Therefore, children and young people with a need other than ASD may take this place up

**This figure is inclusive 114 places at an All-Through Special School. These places are therefore divided up between Primary and Secondary Phase.

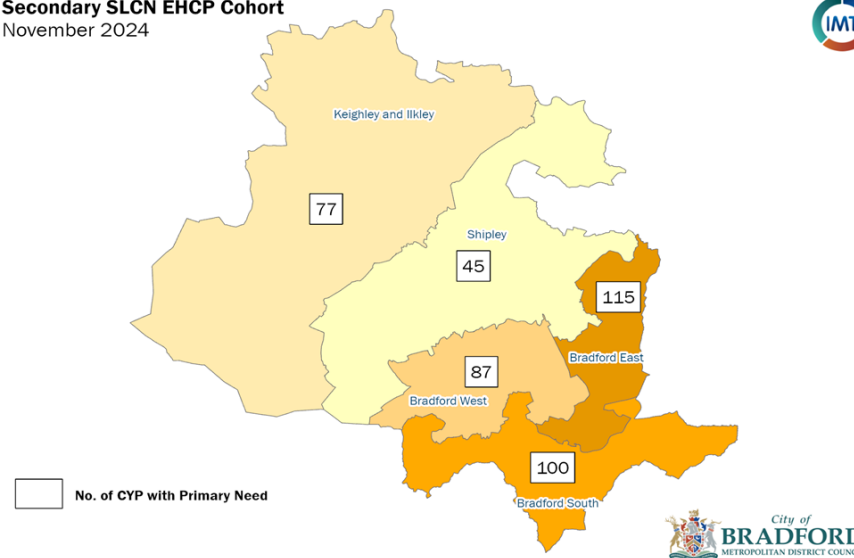
Primary SLCN EHCP Cohort
November 2024



Constituency	Secondary RP Places	Secondary Special School Places
Bradford East	0	278*
Bradford South	0	360*
Bradford West	16	114**
Keighley and Ilkley	0	114*
Shipley	0	144*
Total	16	1010

Constituency	Primary RP Places	Primary Special School Places
Bradford East	0	171*
Bradford South	0	70*
Bradford West	12	292**
Keighley and Ilkley	0	102*
Shipley	6	0
Total	18	635

Secondary SLCN EHCP Cohort
November 2024



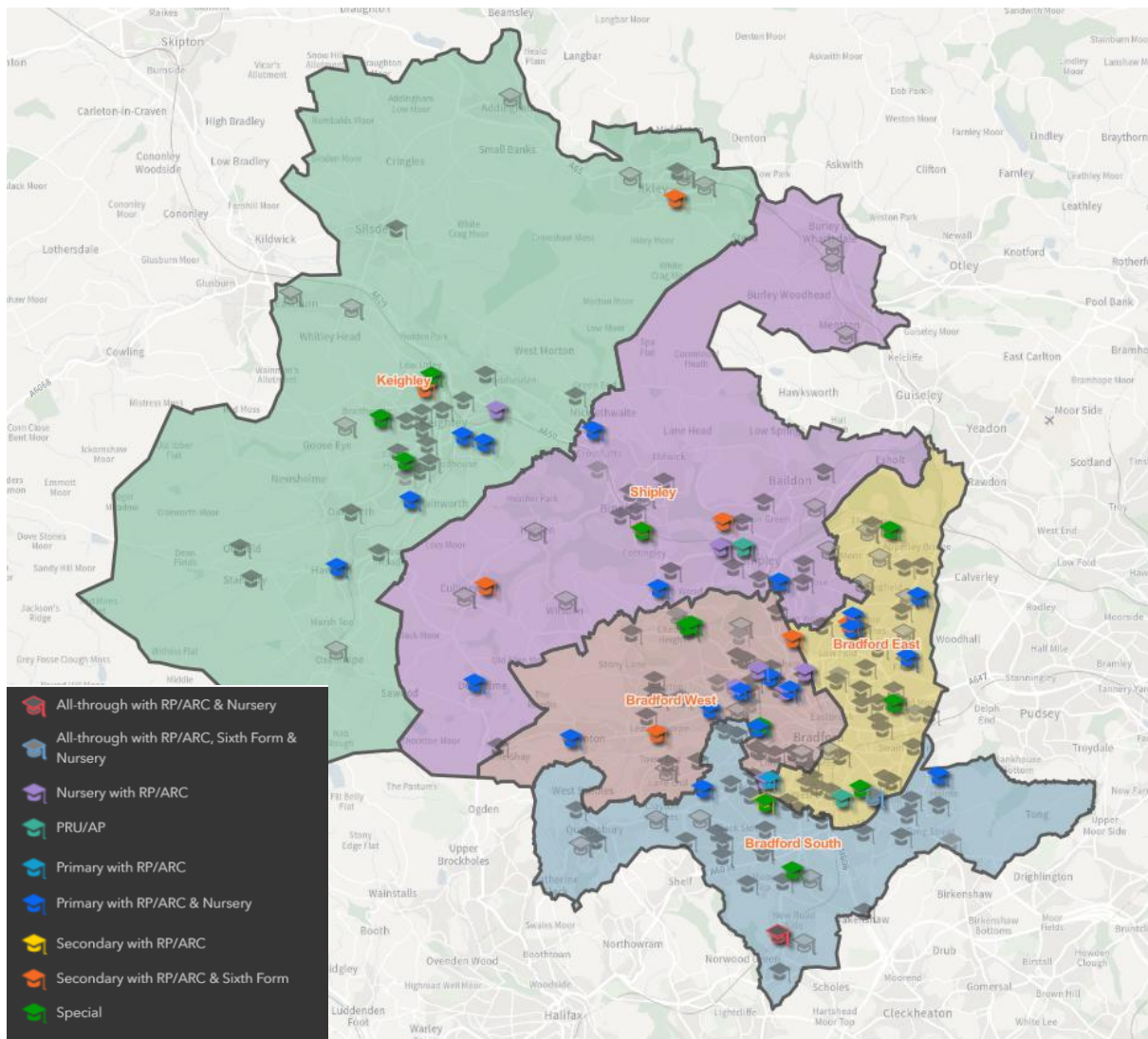
*These places are at generic special school settings. Therefore, children and young people with a need other than ASD may take this place up

**This figure is inclusive 114 places at an All-Through Special School. These places are therefore divided up between Primary and Secondary Phase

E. Specialist Provision and Places

i. Where are specialist places within Bradford?

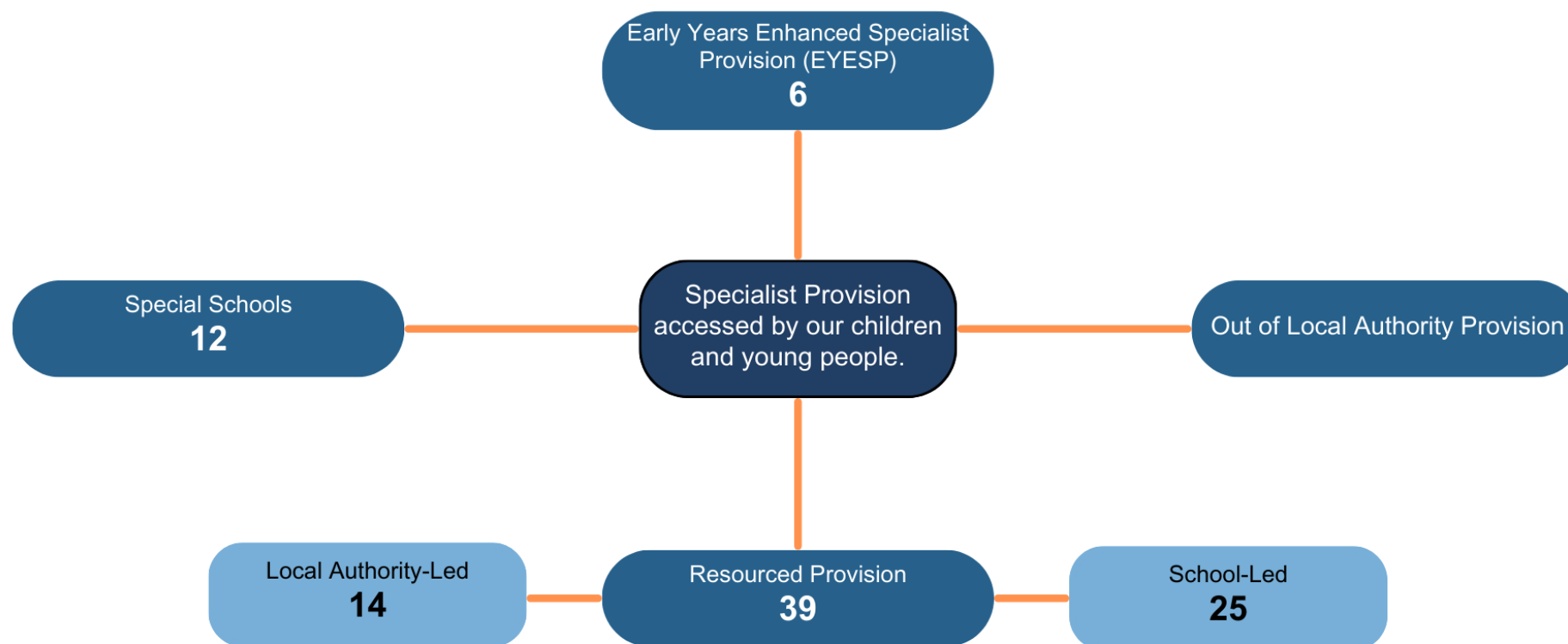
The below map shows the location of all specialist provision within Bradford.



For a full list of specialist provisions see Annexe 1.

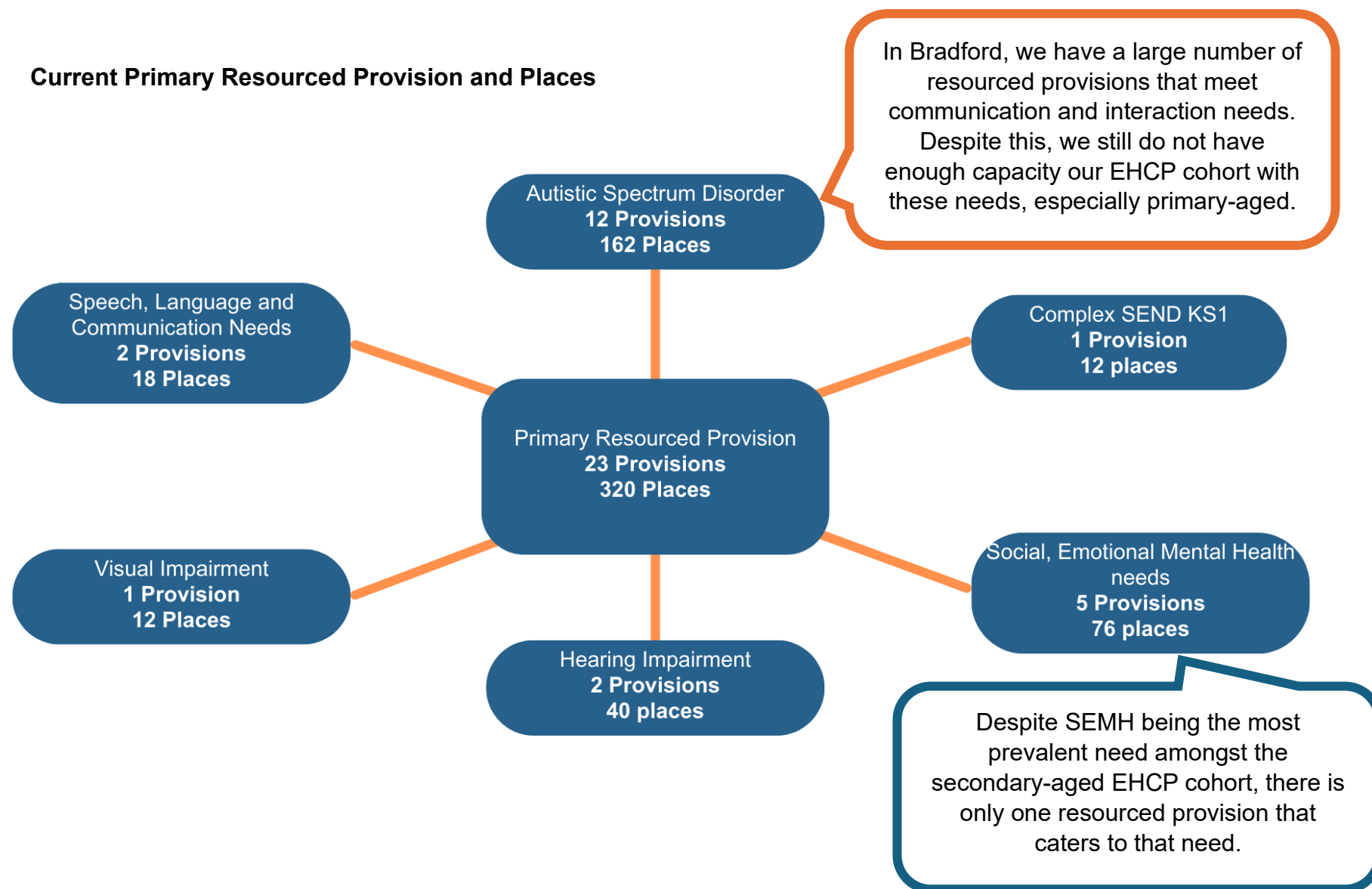
For a full list of Alternative Provisions within Bradford click [HERE](#).

ii. Where are specialist places within Bradford?

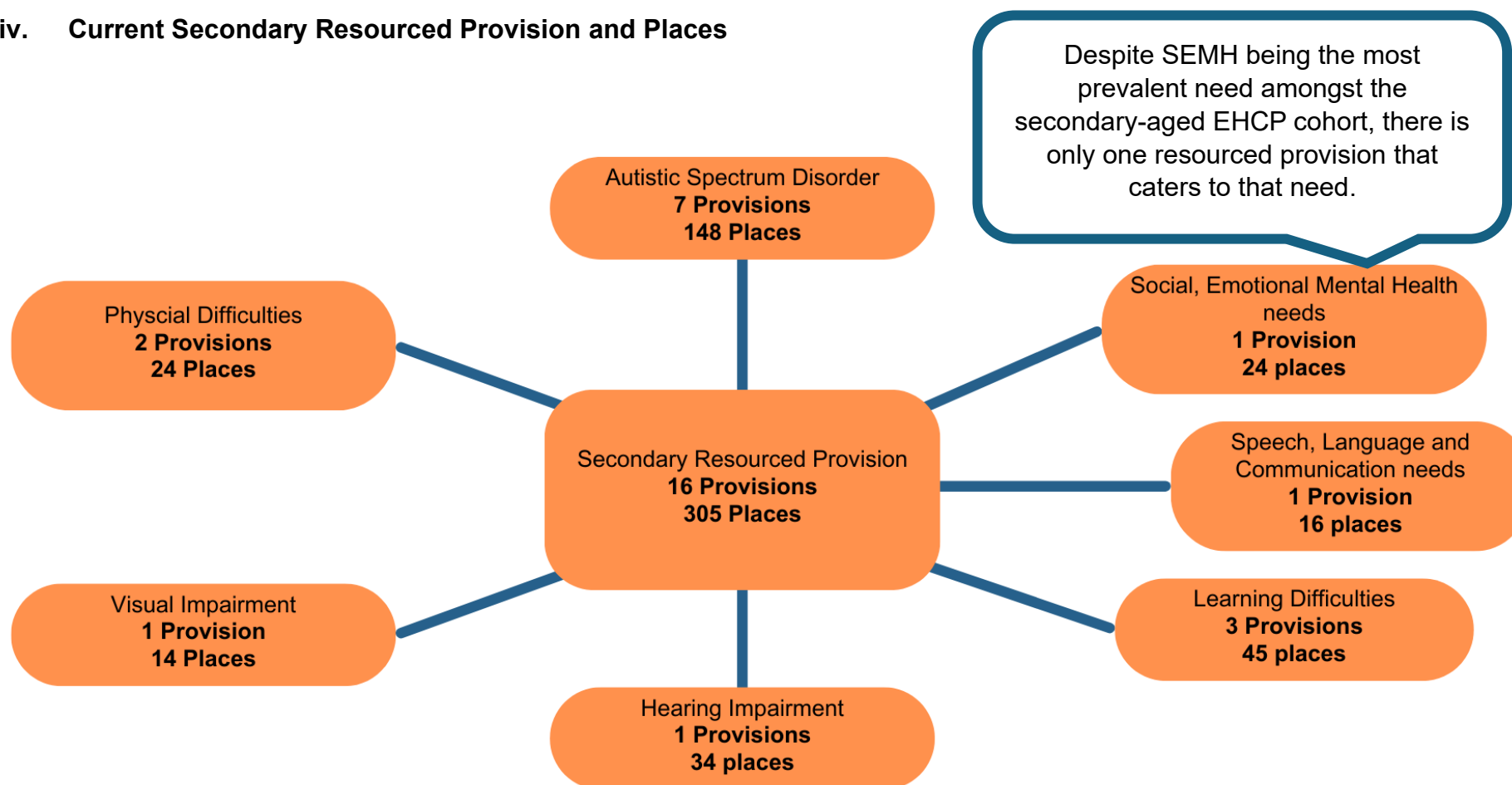


See Annex 2 for a full description for each type of these provisions

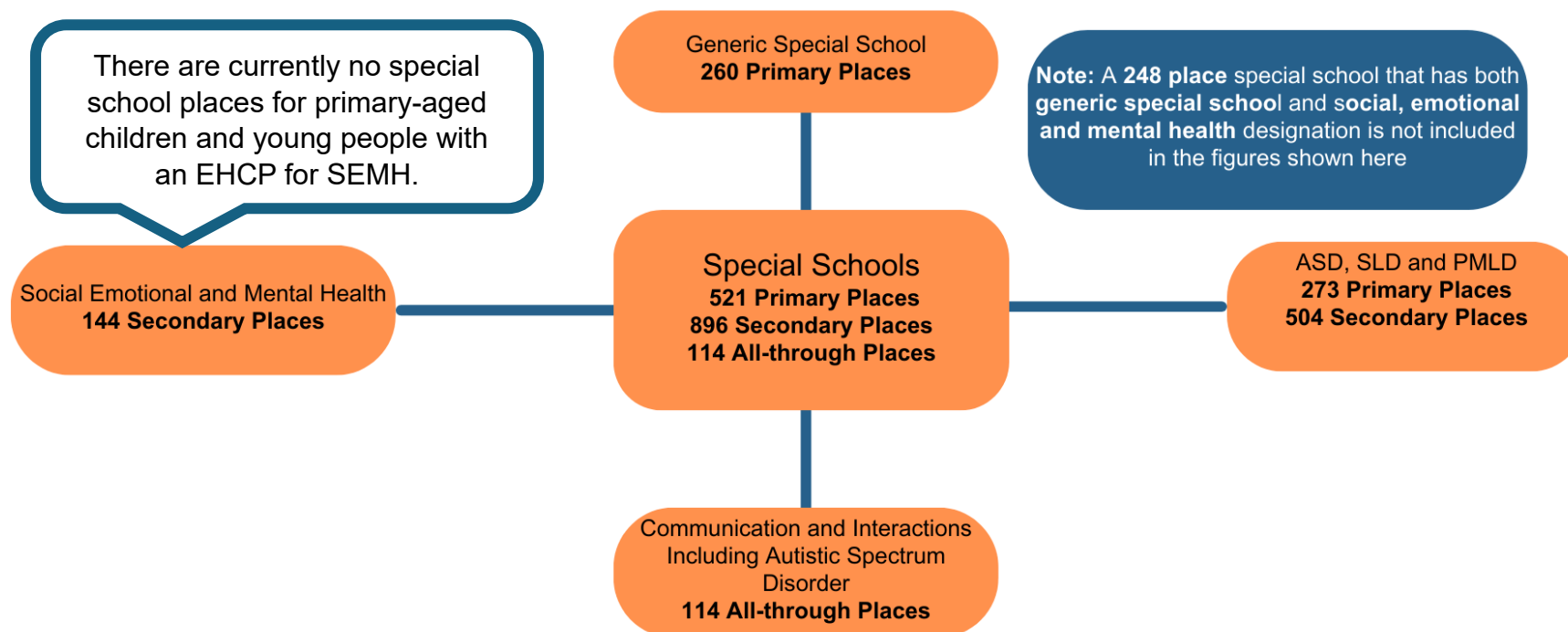
iii. Current Primary Resourced Provision and Places



iv. Current Secondary Resourced Provision and Places



v. **Current Special School Provision and Places**



F. Out of Local Authority Placements

Children with the most complex needs typically have their needs met in independent special schools. As Bradford does not have any independent special schools, placements for children and young people with most complex needs tend to be outside of local authority.

Data shows that if a child has a placement out of the authority, they are unlikely to return for their education to the authority.

The cost of an out of local authority (OLA) placement costs on average £23,101.04 per year compared to a child accessing education in Bradford, which is an average of £9,864.58. In addition to placement costs, increasing transport costs are financially impacting on the on the council with the average cost to transport a child OLA being £3,000 more compared to travelling within the district. This equates to around £2.4m per year.

The most prevalent need of children going out of the local authority is ASD and SEMH.

For ASD this is mainly for children from Year 4 up to Year 14 where the bulk of the 220 children are accessing provision and predominately in bordering authorities (Leeds, North Yorkshire , Calderdale and Kirklees) costing £4.1 million per year

For SEMH this is mainly for children in Year 6 up to Year 15 again in the bordering authorities mentioned above costing £5 million a year. The majority are in Special Independent schools or Post 16 provision

4. What developments have been completed in the last year?

We projected we would develop 100 to 120 specialist places between the academic year of 2023 to 2024. As schemes have taken longer than anticipated to develop we have achieved less than anticipated. The following have been developed:

School/ Academy	Expansion/ New Provision	Phase of Education	Number of Additional / new Places	Total operational places	Primary Need	Date opened
Bingley Grammar School	New Provision RP	Secondary	24	24	Communication and Interaction including ASD	January 2024
Ilkley Grammar School	Expansion of RP	Secondary	12	24	Communication and Interaction including ASD	September 2024
Parkside School	Expansion of RP	Secondary	12	24	Communication and Interaction including ASD	June 2024
Chellow Heights Special School	Expansion of Special School	Primary	12	260	Generic Special School	September 2024
Oastlers Special School	Expansion of Special School	Secondary	10	144	Social, Emotional Mental Health	September 2023

5. What do we need to change to achieve the vision?

There are five significant areas we need to address to make a change in the district that will help realise our vision:

- A. Reduction of out of authority placements.
- B. Enabling children to access their education in their mainstream school wherever possible.
- C. Creating sufficient good quality places within the district focusing on creating places for children and young people with needs relating to communication interactions, ASD and SEMH as well as primary and secondary special school places. Including SEMH Primary aged special school provision.
- D. Creating sufficient good quality alternative provision and learning experiences for children who need this.
- E. Creating a clear educational pathway that parents can navigate easily.

A. Reduction of out of authority placements

We will ensure we are not over reliant on out of local authority placements and reduce the number of children we place externally by having good quality provision that meets the needs of children within the district. Evidence and intelligence outlined in this plan show that the most complex SEMH and ASD needs are being met outside the local authority. By developing more SEMH and ASD provision in special schools in the next 3-5 years, we can reduce the number of children and young people with an EHCP requiring placement out of local authority.

However, it should be noted that, for some children, out-of-authority placements will remain necessary. The goal is to reduce, not eliminate, these OLA placements

B. Enabling children to access their education in their mainstream school wherever possible

These are linked to Our Strategy for children and young people with Special Educational Needs and Disabilities

- Introduction of new posts and teams to identify gaps in provision including marketplace lead and the contract and quality service.
- Continue to train and upskill all professionals so that we have a highly skilled workforce able to support the needs of those with SEND.

The key strand is training, which the Social, Communication, Interaction and Learning (SCIL) team and the experienced Special Schools will be supporting to enable staff in schools to be able to support children with a wide range of EHCPs.

However, we also want to work with schools to enable them to have environments that will support children to remain in their mainstream school of choice.

For example, awarding small capital grants to develop nurture facilities or sensory and breakout rooms to enable children who need time away from a busy classroom environment to self-regulate. Developments will be monitored and regulated by the authority to ensure it meets needs.

This will not suit all students, but the aim is to reduce the number of students not having their needs met in mainstream by creating better facilities to support students.

C. Creating enough good quality places within the district focusing on creating places for children and young people, with an EHCP, with needs relating to SEMH and communication and interactions including ASD.

In the past ten years most new Resourced Provisions and Special School places have meant large scale building works due to limited space within the school estate.

Currently places, on average, take around 18 months from initial concept to delivery. As soon as these places are developed and available they are fully subscribed.

Working with our internal partners we will identify schools where the following can be developed:

- Resourced Provisions for primary aged children for ASD or SEMH
- Specialist school places for primary aged children for ASD or SEMH
- Resourced Provision for secondary aged children with an EHCP for SEMH
- Specialist school places for secondary aged children for ASD or SEMH
- Potential SEN Units on satellite sites for children from Year 4 to 14 for SEMH

Recently an internal piece of work has enabled us to identify 19 primary schools with potential surplus space, due to falling rolls, where we can potentially develop resourced provision. In the next year we will use this list to target our approach when developing primary resourced provision. This will assist in reducing the amount of time needed to create new places.

D. Creating sufficient good quality alternative provision and learning experiences that meets the 3- tier model approach for children who need this.

Tier 1: Targeted Support in Mainstream Schools; At this level, efforts are focused on providing additional support within mainstream schools to prevent exclusion or address early signs of disengagement.

Tier 2: Time-Limited Placements: When students face challenges that cannot be fully addressed within mainstream schools, they may transition to alternative provision settings.

Tier 3: Transitional Placements: involves more intensive and longer-term placements in alternative provision.

Since Covid the number of exclusions have been rising. Some children who are on Tier 2 & 3 support are going on to be assessed for an EHCP. We will work with the Exclusions team to ensure there are sufficient places within the district.

We will develop additional places to meet current need and keep this under review.

E. Creating a clear educational pathway that parents can navigate easily.

Parents and the children and young people need to be clear on the potential educational pathways they may take.

We need to develop a simple online tool that can be shared on the Local Offer website and schools websites so it is clear what type of facility they are attending and what will be the next steps for the child.

6. What are our next steps?

In the next three years:

- Develop primary and secondary special schools places by expanding onto satellite sites for SEMH and communication and interaction needs and create additional secondary generic special school places to meet current need.
- Expand and create primary and secondary resourced provision places for both SEMH and communication and interaction needs. Below are priority areas based on evidence outlined in this plan.

Primary RP - Constituency Priority Ranking			
Ward	SEMH	ASD	SLCN
Bradford East	2	1	1
Bradford South	1	2	3
Bradford West	4	5	2
Keighley and Ilkley	3	4	4
Shipley	5	3	5

Secondary RP - Constituency Priority Ranking			
Ward	SEMH	ASD	SLCN
Bradford East	2	2	1
Bradford South	1	3	2
Bradford West	5	1	4
Keighley and Ilkley	4	4	3
Shipley	3	5	5

- Develop specialist SEN units on the site of mainstreams schools with surplus space that will meet the needs of children with SEMH and communication and interaction needs.
- We will engage with parents and schools to develop a user friendly online tool so parents and children understand their educational pathway

Annexe 1 – List of All Specialist provision in Bradford District

List of Specialist Provisions in Alphabetical Order

Name	Type	Provision	Type*	Phase of Education	No. of places	Constituency
Abbey Green Nursery	EYESP	Generic 0-5 years	M	Nursery School	10	West
Appleton Academy	RP-LA	Communication and Interaction Inc. Autistic Spectrum Disorder	A	Secondary	20	South
Appleton Academy	RP-LA	Communication and Interaction Inc. Autistic Spectrum Disorder	A	Primary	12	South
Beckfoot Phoenix	Special School	ASD , SLD and PMLD	A	Primary	102	Keighley
Beckfoot School	RP-SL	Physical Difficulties	A	Secondary	12	Shipley
Beckfoot Thornton	RP-SL	Learning Difficulties	A	Secondary	15	West
Beechcliffe Special School	Special School	Generic Special school	M	Secondary	248	Keighley
Beechcliffe Thackley	Special School	Social, Emotional Mental Health	M	Secondary		East
Bingley Grammar School		Communication and Interaction Inc. Autistic Spectrum Disorder		Secondary	12	Shipley
Bradford Academy	RP-SL	Communication and Interaction Inc. Autistic Spectrum Disorder	A	Secondary	12	East
Bradford Academy	RP-SL	Physical Difficulties	A	Secondary	12	East
Bradford Academy	RP-LA	Social, Emotional Mental Health	A	Secondary	24	East
Bradford** Forster Academy	RP-SL	Learning Difficulties	A	Secondary	0	East
Canterbury Nursery School	EYESP	Generic 0-5 years	M	Nursery School	28	East
Carrwood Primary School	RP-SL	Communication and Interaction Inc. Autistic Spectrum Disorder	M	Primary	12	South
Chellow Heights South	Special School	Generic Special school	M	Primary	248	South
Chellow Heights West	Special School	Generic Special school	M	Primary		West
Co-op Academy Delius	Special School	ASD , SLD and PMLD	A	Primary	171	East
Co-op Academy Delius @BD7	Special School	ASD , SLD and PMLD	A	Primary		East
Co-op Academy Grange	RP-SL	Communication and Interaction Inc. Autistic Spectrum Disorder	A	Secondary	24	South

Name	Type	Provision	Type*	Phase of Education	No. of places	Constituency
Co-op Academy Princeville Primary School	RP-LA	Communication and Interaction Inc. Autistic Spectrum Disorder	A	Primary	22	West
Co-op Academy Southfield	Special School	ASD , SLD and PMLD	A	Secondary	360	South
Cottingley Primary School	RP-SL	Social, Emotional Mental Health	A	Primary	16	Shipley
Crossflatts Primary School	RP-SL	Communication and Interaction Inc. Autistic Spectrum Disorder	M	Primary	16	Shipley
Crossley Hall Primary school	RP-SL	Communication and Interaction Inc. Autistic Spectrum Disorder	A	Primary	24	West
Denholme Primary School	RP-SL	Communication and Interaction Inc. Autistic Spectrum Disorder	A	Primary	8	Shipley
Fagley Primary School	RP-LA	Communication and Interaction Inc. Autistic Spectrum Disorder	M	Primary	12	East
Girlington Primary School	RP-LA	Hearing Impairment	M	Primary	20	West
Green Lane Primary School - ASD	RP-SL	Communication and Interaction Inc. Autistic Spectrum Disorder	A	Primary	12	West
Green Lane Primary School - SLCN	RP-SL	Speech, Language and Communication Needs	A	Primary	12	West
Grove House Primary School	RP-LA	Visual Impairment	A	Primary	12	East
Hanson School - Hearing Impairment	RP-LA	Hearing Impairment	M	Academy	34	East
Hanson School - Visual Impairment	RP-LA	Visual Impairment	M	Academy	14	East
Haworth Primary School	RP-SL	Communication and Interaction Inc. Autistic Spectrum Disorder	A	Primary	12	Keighley
Hazelbeck	Special School	ASD , SLD and PMLD	A	Secondary	144	Shipley
Hirst Wood Nursery School	EYESP	Generic 0-5 years	M	Nursery School	10	Shipley
High Craggs Primary Leadership Academy	RP-SL	Speech, Language and Communication Needs	A	Primary	6	Shipley
High Park	Special School	Communication and Interaction Inc. Autistic Spectrum Disorder	A	All Through	114	West

Name	Type	Provision	Type*	Phase of Education	No. of places	Constituency
Holling-wood Primary School	RP-LA	Social, Emotional Mental Health	A	Primary	16	South
Holybrook Primary School	RP-SL	Social, Emotional Mental Health	A	Primary	16	East
Horton Park Primary	RP-SL	Complex SEND KS1	A	Primary	12	East
Ilkley Grammar	RP-SL	Communication and Interaction Inc. Autistic Spectrum Disorder	A	Secondary	24	Keighley
Long Lee Primary School	RP-SL	Social, Emotional Mental Health	M	Primary	16	Keighley
Midland Road Nursery School	EYESP	Generic 0-5 years	A	Nursery School	10	West
Miriam Lord Primary School	RP-LA	Communication and Interaction Inc. Autistic Spectrum Disorder	M	Primary	12	West
Oasis Academy Lister Park	RP-SL	Speech, Language and Communication Needs	A	Secondary	16	West
Oastlers School	Special School	Social, Emotional Mental Health	M	Secondary	144	East
Oastlers School @ Keighley	Special School	Social, Emotional Mental Health	M	Secondary		Keighley
Parkside School	RP-SL	Communication and Interaction Inc. Autistic Spectrum Disorder	M	Secondary	24	Shipley
Parkwood Primary School	RP-SL	Communication and Interaction Inc. Autistic Spectrum Disorder	A	Primary	12	Keighley
St. Edmunds Nursery School	EYESP	Generic 0-5 years	M	Nursery School	33	West
Strong Close Nursery School	EYESP	Generic 0-5 years	M	Nursery School	30	Keighley
Swain House Primary School	RP-LA	Hearing Impairment	M	Primary	20	East
The Holy Family Catholic School	RP-SL	Communication and Interaction Inc. Autistic Spectrum Disorder	A	Secondary	20	Keighley
Thornton Primary	RP-LA	Social, Emotional Mental Health	A	Primary	12	West
Titus Salt School	RP-SL	Learning Difficulties	M	Secondary	30	Shipley
Worth Valley Primary School	RP-SL	Communication and Interaction Inc. Autistic Spectrum Disorder	A	Primary	8	Keighley
Total					2277	

* M – Maintained A – Academy

** * Bradford Foster Academy is not open to new admissions

Annexe 2 – Provision Type Description Guide

Bradford offers a range of educational provision to meet the needs of children and young people with Special Education Needs and Disabilities (SEND). This includes provision in both Local Authority Maintained Schools and Academies including:

- Mainstream Schools
- [Special Schools](#)
- [Resourced Provisions led by the school \(RP-SL\)](#)
- [Resourced Provisions led by the Local Authority \(RP-LA\)](#)
- [Early Years Resourced Provision \(EYRP\)](#)
- [Alternative Provision \(AP\)](#)

For full descriptions of these, click on the links above.