

Specialist Teaching and Support Services (STaSS)

Education and Learning

Children's Services

Newsletter — December 2024

STaSS "Our vision is to provide high quality support for all Bradford children and young people using a collaborative approach through transformational learning experiences so that they can flourish, make excellent holistic progress and successfully transition to responsible citizens".

Social, Communication, Interaction and Learning (SCIL) Team



Through the SCIL Team's flexible and responsive support to schools and settings, here are some examples of the impact each team is having.

Early Years for private, voluntary and independent (PVI) (birth-5 years) settings

An Access and Inclusion Officer (AIO) has supported a setting to use the Bradford Early Years sensory profile. The SENCO then used the profile to identify a range of items the child can always access such as a wobble cushion, spinning and bouncing resources.

This has made a big difference for the child. They now ask for their wobble cushion and sit with the rest of their peers to eat food. Over 5 months they have also made huge progress in 'thinking'.



Early Years for Schools

The Early Years Specialist Teachers strive to support all schools across the district. One member of the team has made a notable impact in a school by firstly observing a group of identified children and gathering feedback from staff.

Upon analysing the evidence, they identified unmet sensory needs for all the key children. To support the school a SEND Planning and Support Delivery Document was created including a specific success criteria of '80% of the practitioners provided with training to use the Sensory Profile will have increased confidence'. Through whole-school sensory training, working alongside staff to create sensory profiles and providing a sensory toolkit, the Specialist Teacher supported school to achieve this success criteria and the identified children are now able to access learning.



SEMH Team

Some great feedback was received in the Autumn Term regarding a young person in year 10 whose SEMH needs had been causing concern in year 9.

Through the work of a specialist SEMH teacher in the Summer Term comprising provision first observation, pupil voice, staff interviews, and a bit of detective work chasing up past learning assessment records, the school was able to understand how his unmet learning needs were driving his behaviours.

Now the young person is happily settled on a course at College which motivates him and will enable him to achieve and make progress in his chosen subject which will hopefully lead to further post 16 study.

Communication and Interaction

Extremely positive feedback has been received from a secondary school that has recently begun working with a link teacher from the Communication and Interaction Team. The SENDCo commented on

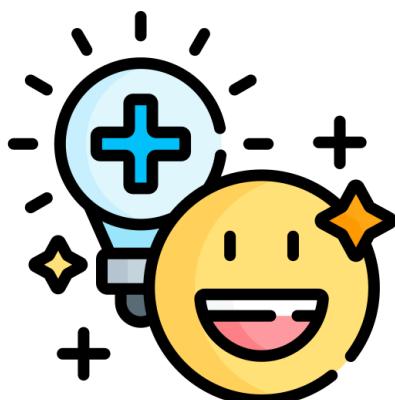
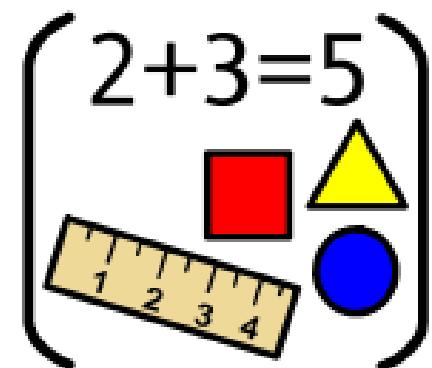
- the availability of the teacher to respond and answer queries in a timely manner.
- the quality of training delivered.
- her supportive approach to all members of staff.
- the extent of her specialist knowledge and how this has been applied in school to develop SEND provision.

In one example, a [Talking Mats](#) activity was modelled with a pupil who was experiencing significant barriers to learning in a number of lessons. The structured and visual nature of this strategy enabled the pupil to express these barriers in more detail to be unpicked with the relevant subject teachers. Staff observing expressed their confidence in using the approach with other pupils.

Learning Support (C&L)

The C&L Team have created a number of new workshops to help schools enhance their SEND provision. One of the workshops is about the use of Maths Manipulatives to support pupils with SEND.

A recent monitoring visit to a school following the workshop showed increased use of maths manipulatives across all year groups, enthused staff and greater engagement of pupils. In Reception classes, children have enjoyed using a five frame to consolidate their understanding of numbers to five. Year 1 has used scales and Numicon to secure their understanding of the commutative law of addition. Year 2 think that base ten is their new best friend! A lot of SEN children are using the base ten manipulatives to secure their understanding of larger numbers. In Year 3 the children have manipulative trays with a selection of different resources. Year 4 and 5 have a 'help-yourself table' with a range of manipulatives to choose from, and Year 6 children have been using Cuisenaire rods to explore and develop their understanding of equivalent fractions.



Children's Community Support Team (C.C.S.T)

A young person was referred to C.C.S.T displaying approximately 455+ behaviours a week of aggressive and self injurious behaviours.

Intensive support was provided at home for 9 months which reduced the behaviours significantly.

Upon closure, the family expressed how they can now see that they were triggers to some of his behaviour and this has shaped their way of thinking and addressing situations in a different way. The family has also expressed how they have been reminded and their knowledge updated on the young person's autism diagnosis.

Deaf and MSI Children and Young People Service



It has been a busy start to the new school year and already so many exciting things have been taking

In September Naomi Williams and Sandie Griffiths from the [Support Team for Deaf Children](#) presented a session at Shipley Town Hall outlining the duties of a QTOD to the Complex Health and Medical Team. There were approximately thirty staff in attendance in the council chambers.

For the first time we have had one of our Deaf Instructors supporting a former resourced provision pupil, Hassan Ali to complete the BSL level 2 qualification at [Oastler's school!](#)



Girlington Primary School have welcomed three new RP children, who started in Reception in September. They are settling in well and it is lovely to see them joining in with the activities in their class. The children are becoming familiar with their routines and a couple of them are learning to follow visual timetables to support them with their daily activities.



Year 4 RP children at **Girlington** participated in designing and making their own pencil cases on DT day. They began by designing a pencil case criterion and deciding on what their pencil case must be like. Then, they began sewing pieces of felt together using a new stitch (whip stitch). They then decorated their pencil cases by using applique. They really enjoyed designing and making their pencil cases and were successful at creating their own, new pencil cases!

Hanson Deaf Resourced Provision Year 11 pupil, Karel, joined our school in March 2024 with very limited English or BSL. He uses Czech sign language fluently, amazingly, he has completed and passed his British Sign Language Level 1 as well as managing to complete and pass the first unit of the BSL Level 2 qualification, all this within 6 months of starting at Hanson.



At **Swain House Resourced Provision**, the children have been learning about different pets in their BSL lessons. We visited Pets at Home to see the animals and learn about their diet and sleeping arrangements. The pupils observed the animals' favourite activities and saw the toys that the animals enjoy playing with. Each child had a turn feeding the fish in the aquariums and then we went to the Morrisons Café, where the pupils purchased drinks for themselves and then sat talking about



The Deaf students at **Hanson's Resourced Provision** celebrated Black History Month in the Autumn Term. Each student chose an inspirational black person to research. They produced some fantastic displays; explaining who their chosen person is/ was and why they found them so inspiring. We had a wide range of people chosen from Mary Seacole to Trevor McDonald.

We thought about why Black History Month is important to all and reflected on the lesson's history has taught us, and how we can use this information for a more positive and inclusive future.

Swain House Resourced Provision hosted the first coffee morning/stay and play organised by the **Support Team for Deaf Children** which we were really pleased with as three families attended! It was lovely to see Anna our new Outreach Deaf Instructor mixing with the families and pre-school children. We're looking forward to the next one.



Other News: Two of our wonderful staff have made it as very much deserved finalists in the Bradford Council Service Excellence Awards

Francis Fjodorovs is a finalist in the Apprentice of the Year Category and Susie Farrar is a finalist in the 'Children at the Heart of What We Do' category. They will attend the awards ceremony in January at the Mercure Bankfield Bradford Hotel on the 23rd of January 2025.



Medical Needs Hospital Education Service (MNHES)



MNHES would like to say a huge thank you for the Freemasons' generous contribution to the Children's Ward (Ward 30) at Bradford Royal Infirmary Hospital. The funding enabled us to purchase the resources we need to enhance hospital care and education and improve the children's environment while they are on the ward. Our hospital teaching staff have recently attended a course 'Making Music with Special Children' run by Jessie's Fund charity. They would like to bring learning through music to the ward. The musical instruments will also help children who have additional and complex needs or serious illness to communicate by using music. Music can provide a powerful and profound way in which children can express themselves and connect with the world around them. [The hospital teaching team would also like to say a big thank you to Jan for all her efforts in helping to make this happen.](#)

The Y7 and 8s learned how to use the light microscopes to examine single strands of hair, pieces of fabric and wool and slivers of onion. There was much in the way of awe and wonder when they looked at the delicate structure of a fly wing.



During Autumn term, Primary Y7 Y8 have been doing all things SCIENCE. We've been learning about the digestive system, bacteria and viruses as well as doing hands on investigations to develop mould on bread.

There have been lots of activity in Key Stage 3/4 during the Autumn Term 2024. Year 9 and Year 10 students have been following their new broader curriculum. This has seen the welcome introduction of new subjects including French, ICT and Science. All pupils in Year 10 are still involved in GCSE studies in preparation for examinations in June 2025 in at least Maths and English.

In addition to intense work studying academic subjects, students have been building up their social, emotional and mental health skills and resilience through a variety of activities including discussion sessions, interactive games and exercise sessions. With a focus this half term on positive interactions including turn taking and consideration of others. Students have been participating in structured "breaktime" activities including games, outdoor activities and a quiet zone.



ART @ MNHES.....

Students in year 9 and 10 have been exploring media and materials using personal designs based upon Day of the Dead and African masks.... They used oil pastels, paint, white crayon and mixed media....



ART: GCSE YEAR 11...

Year 11 Student Ava, is working on her coursework for GCSE Art & Design exploring media and observation based upon Natural Form. Her inspiration is work by Georgia O'Keefe...



S19 have had a wonderful start to the year; we have been busy accessing all areas of our curriculum and engaging our full range of learners. We have used our sensory profile to explore individual sensory needs, as well as developing our early reading skills in other lessons by identifying initial letter sounds and matching them to pictures. We are also excited to be participating in our weekly swimming sessions again, which the pupils (and staff!) are thoroughly enjoying.

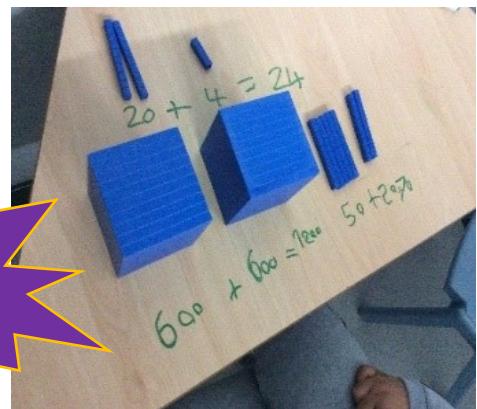


Local Authority Resource Provisions (LARP)



We have had a very busy Autumn Term here at Hollingwood SEMH Resourced Provision. 'KidFit', a coaching company for children in the area, kindly donated pumpkins for the children to carve. There were some very imaginative designs. We also did arts and crafts with leaves and conkers, dressed up for Halloween and made some spooky buns.

Our maths lessons this term have helped us to really understand place value.



Thornton SEMH Resourced Provision pupils attended a seasonal visit to Robertshaw's Farm Shop, Lola Williams really enjoyed her spooky experience.



Students at Appleton Academy Resourced provision have been learning about the Normans and the impact they had on shaping Britain during their topic lessons last term. At the end of the topic they put their knowledge to the test and made Norman keeps. They also learnt about the Bayeux Tapestry and designed their own version.

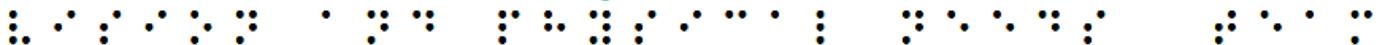


Pupils at Miriam Lord RP have had a great start to the year! Our topic this half term was 'This is Bradford', so In DT we learned about different textiles and made our brilliant BRADFORD banner. In Science we have been learning about floating and sinking. We made and loaded boats; testing them for their ability to stay afloat. In maths we have been sorting shapes in different ways and ordering numbers. In bucket time we have been really creative – finding feathers to make our own colourful birds!



*Great Experience
Hollingwood
Students*

Vision and Physical Needs Team



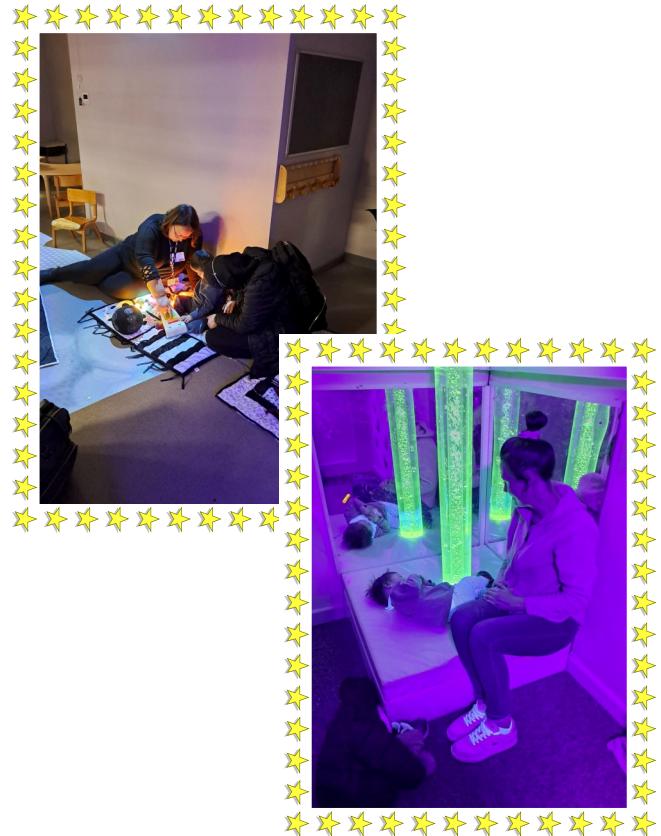
Bright Stars November 2024

The Early Years Vision Impairment Team hosted their first 'Bright stars' group of the year this month.

We were very lucky to be able to use the wonderful facilities at Canterbury Nursery school, including full access to their well equipped sensory room.

The adults who attended the group enjoyed the opportunity to socialise and share ideas and information with other parents, and the children enjoyed a range of visually stimulating activities, including some multi-sensory song time! We also discussed how we can work on using the children's other senses to help them learn— we included the use of some interesting scents into the play session, something the parents found useful and wanted to try at home!

It was a lovely session— thank you to everyone who attended. We hope to see many more children and families at our next one.



Vision Impaired Outreach Team - VIP moving on group

Last week a group of around 10 children and young people with vision impairment met up at the climbing hub for a number of fun and challenging activities. Some of these were individual challenges such as climbing with the automatic belays to the top of the wall. Other challenges required group work and communication skills such as building a structure out of spaghetti and marshmallows. This also required will power so as to not eat all of the marshmallows. The group had a lot of fun and got to meet and make friends with other children with vision impairment from different schools.





Grove House Newsletter



This term we have welcomed 4 new children to the VI resource provision. They have all settled in well and are making great progress.



The children experience lots of new learning. They have been working on lessons with their sighted peers linked to the National Curriculum and in the resource provision they have been focusing on learning from the Curriculum Framework for Vision Impairment (CFVI).



We have been focusing on developing our technology skills to enhance our Touch-Typing using Doorway online and Typing Club. The children have enjoyed using the Dolphin Easy Reader app to read and listen to stories.

