

# Specialist Teaching and Support Services (STaSS)

## Education and Learning

### Children's Services

## Newsletter — July 2025

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".



Bradford Hospital and Home Education Service BRI & AGH Hospitals School News

Medical Needs Hospital Education Service (MNHES)

### KEY STAGE 3/4

There have been lots of activity in Key Stage 3/4 during the Summer Term 2025. Year 9 and Year 10 students have been following the embedded broader curriculum. This has seen the welcome introduction of new subjects including French, Thematic Studies, Business and Science. All students in Year 10 are still involved in GCSE studies in preparation for examinations in June 2026 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 Resilience and the PRIDE activities.

Students have been participating in structured "breaktime" activities including games, outdoor activities and a quiet zone.

Check-in activities have now been formalised with a Theme of the Week in place. Students have enjoyed learning about the RSPCA, learning some Sign Language and Volunteering.







The hospital schoolteachers would like to say a big well done to all our pupils who sat their SATs and GCSE exams this summer. We are very proud of you all and wish you all the best in the next stage of your lives.

The team wishes all children, young people and **school** staff a safe and happy **summer holiday**.

# Social, Communication, Interaction and Learning (SCIL) Team



## Our vision

*To offer a flexible and responsive service, supporting schools, private, voluntary and independent (PVI) (birth-5 years) settings and parent/carers to better understand and meet the needs of children and young people across Bradford to improve outcomes and life chances.*

## Our values

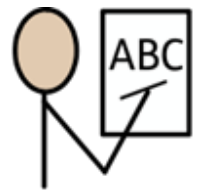
**Recognising** i.e. supporting schools/settings/families to better identify and understand need

**Responding** i.e. the right support at the right time in the right place

**Resourcing** i.e. equipping schools/settings/families to meet the needs of children and young people with SEND



## Precision Teaching to support reading fluency and spelling across Bradford schools



Precision Teaching is an evidence-backed, structured, daily, one-to-one intervention that can be used to teach any skill to automaticity. The Cognition and Learning Team have delivered training with a focus on high-frequency word reading and spelling to a number of Bradford Schools.

### Implementation

#### Initial Training (requested through the school SCIL Link Teacher)

- Initial training was delivered to small groups of TAs in schools, ideally supported by the SENDCo. All necessary resources to set up the intervention were provided.
- The training was delivered in a single session and included a video demonstration of a Precision Teaching session.



### Developing Resources

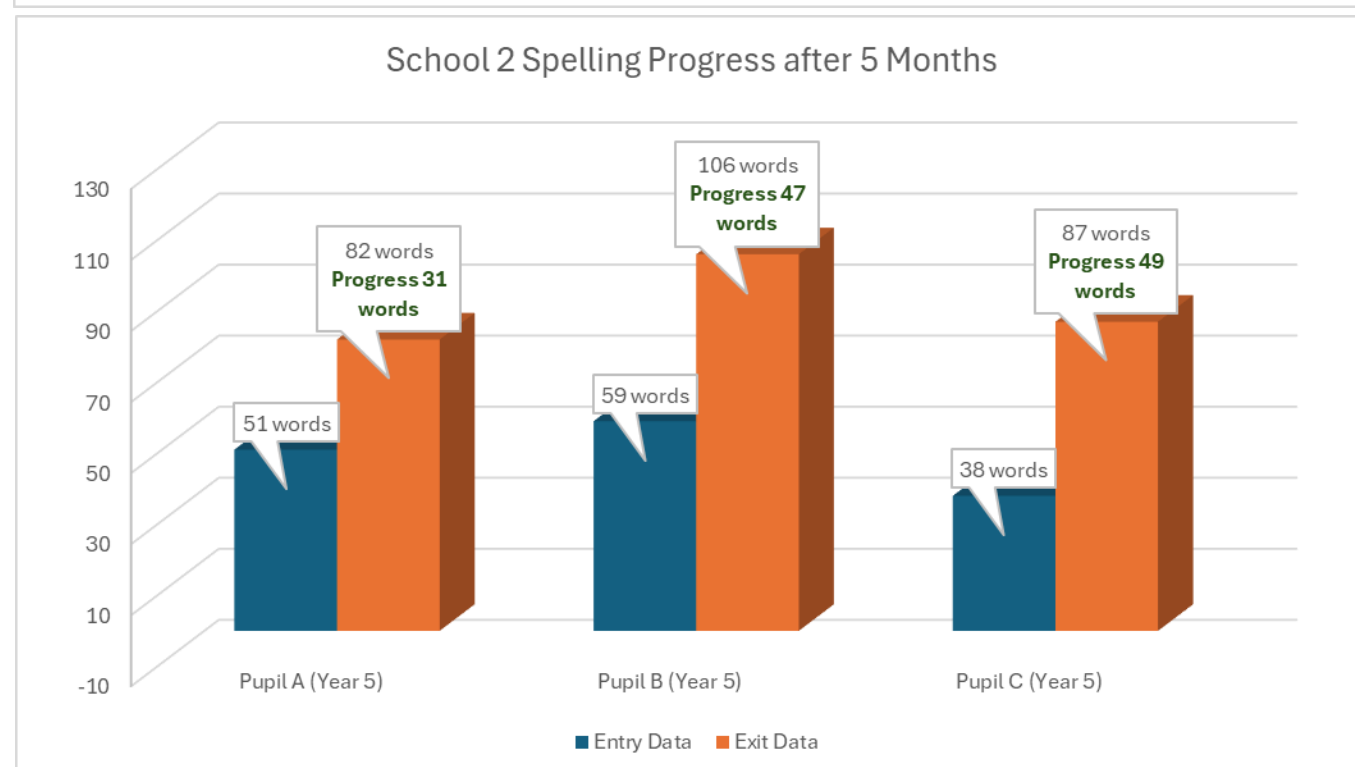
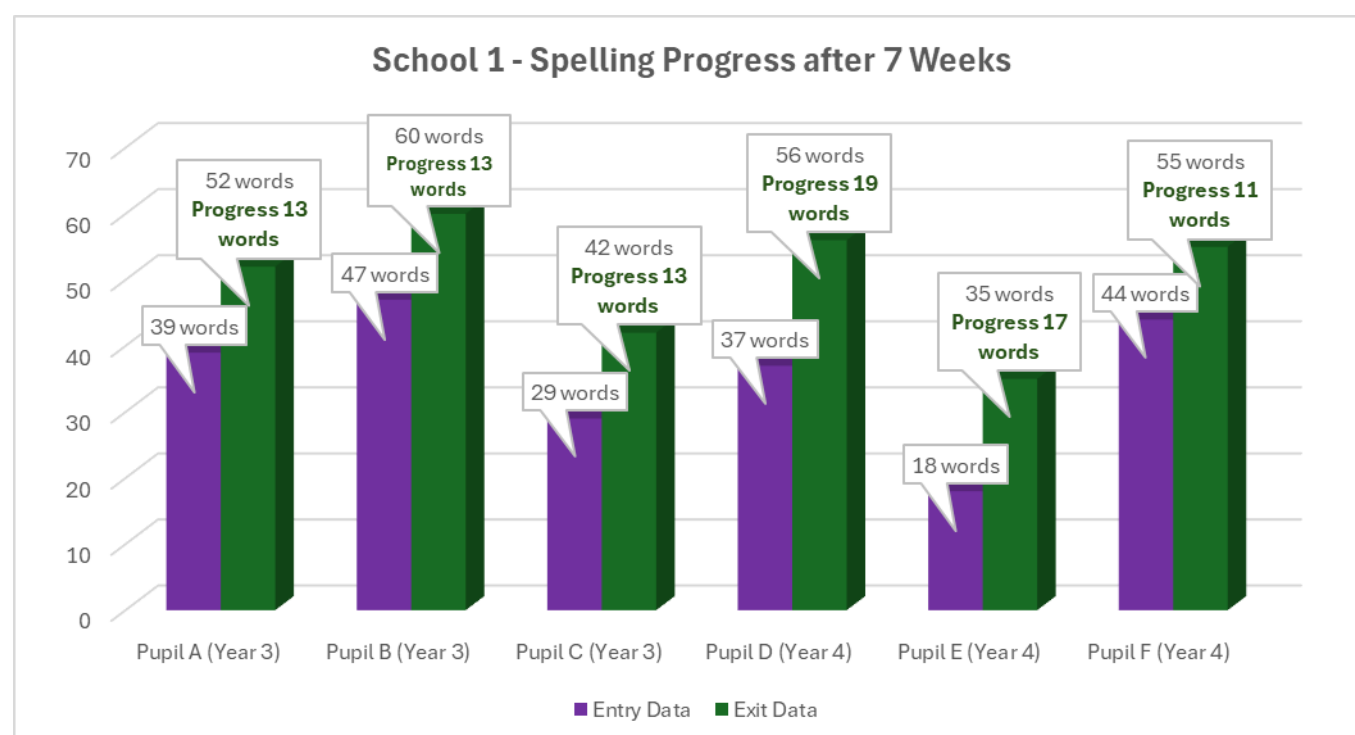
- School staff were encouraged to create a centrally stored Precision Teaching box of resources accessible to all staff. The boxes include a variety of multi-sensory resources and games to support the delivery of the one-to-one sessions.

## Follow-Up Support

- A subsequent visit involved modelling and coaching staff on best practice with pupils.
- This was followed by a monitoring visit to troubleshoot ensure consistency of approach.

## Outcomes

- Feedback from school staff was very positive, emphasising the impact Precision Teaching had on pupils' reading fluency and spelling skills. Below, you can find data from two schools demonstrating the improvement in spelling for groups of Year 3, 4 and 5 pupils with significant spelling difficulties.
- Some schools expanded this intervention to target areas such as maths calculations (number bonds, times tables, number facts). This shows the flexibility of the intervention, allowing it to be tailored to meet the specific needs of individual pupils.





# Deaf and MSI Children and Young People Service

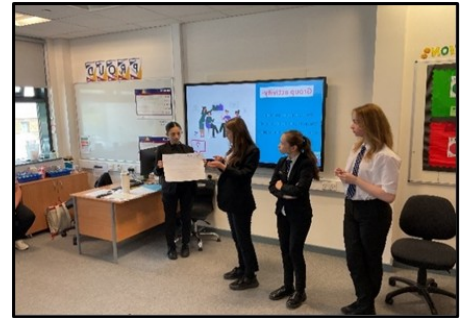


## Hanson Delta Academy Resourced provision for Deaf and MSI Children

The Deaf Charity 'Sign Health' was invited into school to deliver a range of educational workshops. The content of the workshops was designed to develop the Deaf students' understanding of acceptable and unacceptable behaviour in the real world, so that they can stay safe.

When the workshops were completed, the pupils gave feedback to several members of staff, stating that they felt that they understood and were more aware of the dangers of social media.

These sessions support the existing Relationship and Sex Educations (RSE) lessons that are delivered to students in their year groups by a Teacher of the Deaf.



## Girlington Primary School Resourced Provision for Deaf Children

The Principle Trust Children's Charity offers free holidays to underprivileged families in Bradford and when we put the application in for Oluwadunmininu's (Daniel) family from the Resourced Provision at Girlington, they were very lucky to have been chosen for the Marton Mere holiday park in Blackpool.

Daniel's mother sent a lovely email to school to thank us for putting in the application for Daniel:

*'... this experience has impacted positively on Oluwadunmininu "Daniel" Omotayo's mental & psychological well-being as is level of excitement, confidence & communication since we arrived the venue & up till now, has moved Upwards.'*

*'...I would like to thank all staff & management of Girlington Primary School for the referral of our Son; Oluwadunmininu "Daniel" & also a big KUDOS to The Principle Trust Children's Charity for selecting & sponsoring his entire family for this unforgettable & fantastic holiday experience. THANK YOU!! & THANK YOU ALL!'*



## Swain House Primary School Resourced Provision for Deaf Children

We have had special visitors coming to school as part of our topic of Deaf Role Models in Deaf Education. We have been researching about deaf schools and learned about Thorn Park School in Bradford and Mary Hare School in Newbury.

Amaan Bano came to talk about his experiences at Thorn Park and Swain House schools. He explained how much he enjoyed being with his deaf peers at school and Georgie Paul came to talk about her experiences at Thorn Park, Hanson and Mary Hare school. She explained what it was like in both mainstream and deaf only schools.



We also had another very special visitor—Zena the hearing dog—who came to see us with her owner, Samantha Allen. Samantha works in media, creating and filming accessible content for deaf people. Zena helps Samantha in her everyday life by alerting her to important sounds at home, at work, and in public

## Support Team for Deaf Children

The Support Team for Deaf Children hosted their third coffee afternoon this year on 22<sup>nd</sup> May 2025 in partnership with Swain House Primary School.

The focus for this session was parental voice and exploring what families feel is working well in terms of the support that they receive from the early years team. It was truly heartwarming to hear how the work that they do is appreciated and positively impacts on the parents and their children.

The Early Years Support Team for Deaf Children have been regularly hosting coffee mornings at Girlington and Swain House Primary Resource Provisions for over two years. Families who have attended have found them to be a supportive environment where they can talk about their shared experiences in a safe environment.



# Local Authority Resource Provisions (LARP)

This term at Bradford Academy SEMH RP we have used our weekly cooking sessions exploring how to create quick, simple, healthy meals for ourselves in 30 minutes or less! This has ranged from stuffed peppers to Chinese chicken balls and egg fried rice, from Quesadillas to chicken and bacon salads! We have focused on cutting skill, how to use kitchen equipment safely and how to make well balanced meals using the 5 main food groups.

In our baking sessions we have had lots of fun following our topic for this term 'Animals' and creating our own versions of certain animals using all types of baking techniques and ingredients. We have made shortbread and fondant Bee's, pancake and fruit Foxes and Bears and even a dinosaur cupcake! We have focused on following the recipes and using our maths skill to make sure our amounts are just right to create the perfect taste!



Fagley students have really been enjoying their Maths lessons and managed to receive Rockstar rewards in assembly. Mrs Pitts mentioned both Maira and Ismail have been working hard on their timetables and are moving on up.



During our Summer term, the students here at Hollingwood SEMH Resourced Provision have been busy visiting and working on 'Jamie's Farm'. We have helped to care for farm animals including sheep, pigs, chickens and some cows. This was very hard work; mucking out and making sure the animals were all fed but we worked as a team and got the job done! We also learnt some new cooking skills with produce from the farm and made different treats for all of our friends.





At Miriam Lord, we have had a lovely first half of the summer, as much as possible enjoying the good weather and accessing activities outside.

Awais and Dahl class really enjoyed mark making outside and using the giant chalk.

Elijah has begun accessing mainstream reception activities and has really enjoyed them, and Musa has continued to develop his literacy and numeracy skills by joining Walliams class.

In Walliams class, Mohamed and Maryam helped gather soil and plant the potatoes in bags, we are looking forward to using our harvest to make crisps and chips!!

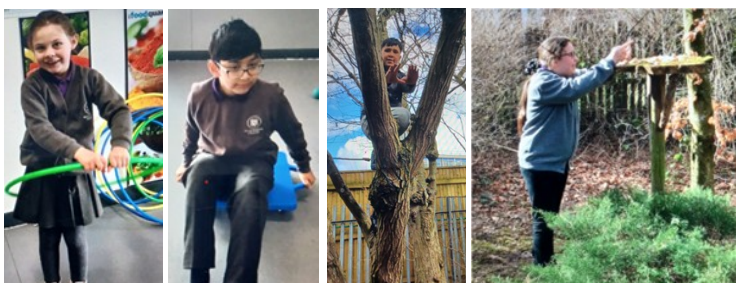
Maryam has enjoyed accessing mainstream Maths and PE along with Awais.



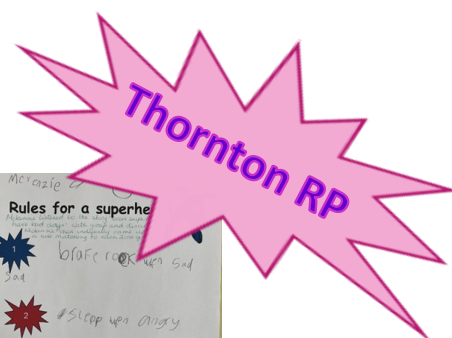
Our farm to fork topic allowed us to explore and research where our food comes from and which foods are eaten in different countries. We also thought carefully about how our food grows and what we need to eat for a healthy, balanced diet.

We had an exciting trip to Swithens farm as part of our topic and enjoyed feeding the animals and petting them immensely!

We have explored a variety of texts in Literacy this year. Recently, we have loved reading and writing about 'Meerkat Mail'. We were able to sequence events in the story, think about the different settings and even write postcards!

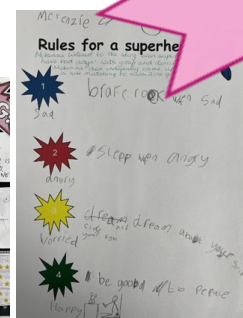


Forest school, sensory circuit and outdoor play have kept us all fit and healthy. We have explored moving in a variety of ways and enjoyed exploring the forest school area.



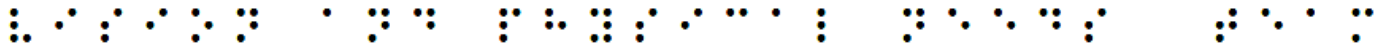
This half term the pupils at Thornton RP have been learning about Superheroes. The pupils created their own superheroes and made comics that they shared with their peers.

Pupils listened to the story 'Even Superheroes Have Bad Days' and then wrote some Rules for a Superhero that related to each of the four Zones of Regulation.





# Vision and Physical Needs Team



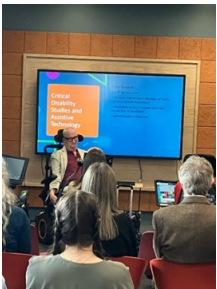
## **Barnsley Assistive Technology 10 year celebration event.**

Ann Gabriel from the PN Team attended the Barnsley Technology event which celebrated 10 Years of Specialised Assistive Technology provision across the Yorkshire and Humber region

Speakers included expert researchers, practitioners and AAC users including Jon Toogood, a writer, academic and leading researcher in Alternative Augmentative Communication (AAC) from Sheffield University. Jon delivered a thought-provoking presentation on critical disability studies and assistive technology.

Other speakers included Award winning AAC advocate and academic Beth Moulam.

Beth's tag line is: Living life to the full celebrating cerebral palsy, speech and hearing impairments and using Augmentative and Alternative Communication AAC. Further information about Beth and her work can be found on her website: <https://www.bethmoulam.com/>



## **Driver Assessment Centre and learning how to drive.**

On the 27<sup>th</sup> of March Ann Gabriel and 2 students who are wheelchair users, visited the William Merritt, Driver Assessment Centre.

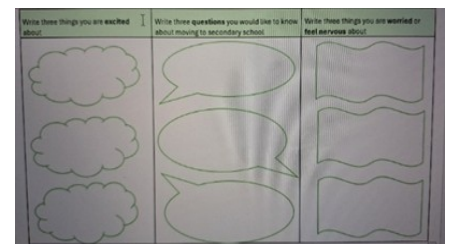
Specialist disability driving instructors took them through the process of how to get on the road with their own vehicle from applying for the provisional driving license at 15 year and 9 months, through to qualifying as a driver whilst they are still 16.

We were shown some adapted vehicles, and the students were able to sit behind the wheel and get a feel of what driving could be like for them.

Ann has produced a leaflet explaining the process which can be downloaded from the PN Team page on BSO <https://bso.bradford.gov.uk/content/special-educational-needs-and-disabilities/0-25-specialist-teaching-and-support-service-staff/sensory-and-physical-needs-service/physical-and-medical-team>

## **Year 6 Transition Session**

The year 6 pupils on caseload have been invited to attend an 'Online Transition Session' in July arranged by the Physical Needs Team. They will meet pupils from their chosen secondary schools and not only hear real stories about experiences of transition, but will also have their prepared questions answered, and will have a chance to share their worries and excitement about the move.



## **'Thank you for opening the doors for Hassan'.**

As a wheelchair user who loves sports, Hassan Ali Ahmed was disheartened when he thought he would never be able to join a football club until he attended a 'Wheelchair Skills Training' session delivered by the Physical Needs Team.

He enjoyed it so much that he joined a Powerchair Football Club shortly afterwards. He now plays in the 'Spartans' team and attends training on a fortnightly basis and participates in various competitions throughout the year. He has found his passion and is unstoppable !

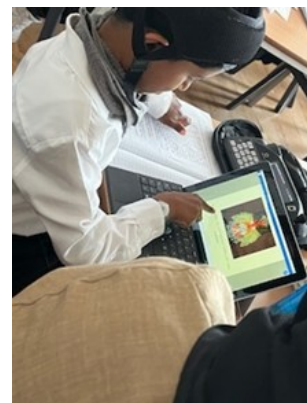


Finding his passion has been amazing for his confidence. Hassan, a previously quiet boy, found new situations challenging. With his newfound confidence, he has gone on to join a variety of extracurricular activities. He is learning to play the drums and has joined the school band. He is actively pursuing his dream of becoming a singer and happily performs in front of the whole school. He is supported every step of the way by his wonderful mother, Shaida, who spends many hours locating accessible clubs and providing endless encouragement to pursue his dreams, as well as Mr Ruddock School's Senco.

'The wheelchair skills training is the best thing that has ever happened to Hassan. I am happy to know that his disability cannot limit him. Thank you for opening the doors for Hassan.' (Shaida Hassan's mother)

### Clicker Webinars

This year, the Physical Needs Team have run 3 Clicker and 3 DocsPlus support webinars, in association with Andrew Cumming, Cricksoft representative for Bradford. The webinars are free and their purpose is to support schools already using the software to continue to get the most out of it. This could be: the need to introduce staff who are new to the software; advice around making the most of a handful of licenses to ensure the maximum impact across school or exploring a particular feature, such as planning for writing or the apps for ipads/chromebooks. We encourage staff members when registering, to say what they would like support with so that we can include it.



Green Lane is a high user of Clicker and have had staff attend the webinars. Here is a picture of one of their students who uses it successfully in several ways to record his work. The sendco describes: 'we use Clicker to enhance his reading and writing experiences. He can hear what he is reading, and what he has written, and makes use of predictive text to speed up the process. He has become adept at finding a book he is interested in reading and working with increased independence at associated activities.' We will continue to run the webinars next year and will advertise the dates regularly in the BSO

### VI cricket event

The VI outreach team hosted a cricket event on Friday 20<sup>th</sup> June at Bowling Old Lane Cricket club which was run by Bradford & District Visually Impaired Community Club coaches and players. The aim of the day was to help students develop their confidence, resilience, communication and independent living skills to aid their transition to their next educational setting. Pupils in KS2, 3 and 4 attended from different schools to take part in an adapted, competitive sport and learn more about the club and other sporting opportunities. It was a very warm day, so plenty of drinks and rest breaks were needed but overall, the students all had a great time. We observed new friendships being made and it turned out we have some talented students who have been invited to play for their team!



### VI Tennis Event—June 2025

This June, the Vision Impairment Team were joined by our children in early years to year 4, their school staff, and families, for a VI tennis event at Lister Park. We were lucky to be joined by trained VI tennis coaches, who introduced our children to a range of VI tennis skills during a structured coaching session.

The VI tennis coaches were incredibly inspiring and the children really enjoyed trying something new and active, which many of them said they were keen to try again. There were lots of children who showed lots of talent and potential!

We ended the event altogether with a fun dance session run by our habilitation specialist Gemma, followed by a picnic altogether in the sunshine— this was a useful opportunity for children, staff and families to network and socialise.

Thank you again to everyone who attended the event. We hope the event inspired the younger children we support to keep active through sport.

