

Specialist Teaching and Support Services (STaSS)
Education and Learning
Children's Services
Newsletter — March 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)

Primary Y7 Y8 Team Spring 2025

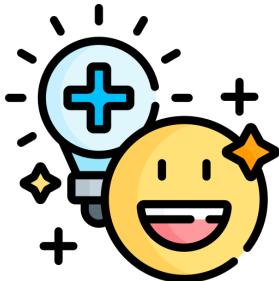
Spring term has been a busy one as our numbers have grown and attendance has improved. There is a buzz in the air and it has been wonderful seeing our young people gain confidence and make new friendships.

Art has definitely been a highlight this term and Asia has planned some fabulous activities that has produced some vibrant and inspiring works of art. Using cross curricular links to war poetry and the emotive book 'The boy in the striped pyjamas', pieces of art depicting the London Blitz are ongoing projects. We also now have wonderful displays depicting landscapes inspired by Monet's Waterlillies and Van Gogh's .



KEY STAGE 3/4

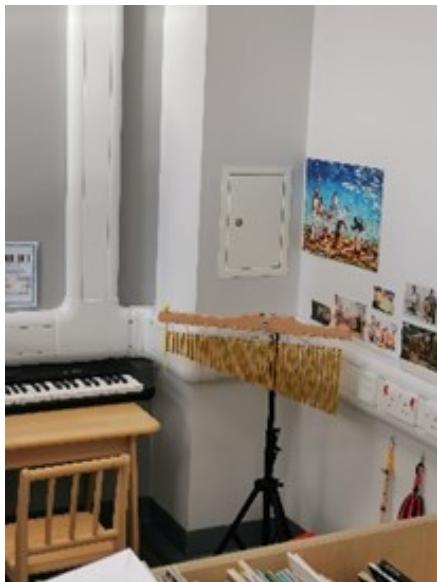
There have been lots of activity in Key Stage 3/4 during the Spring Term 2025. Year 9 and Year 10 students have been following the embedded broader curriculum. This has seen the welcome introduction of new subjects including French, Thematic Studies, Business and Science. All students in Year 10 are 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 emotional intelligence and the world around us.

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 Fairtrade and The Commonwealth.



Hospital Classroom

It has been lovely to see more children attending the classroom during this half term. Where possible, we do encourage children to have their session here. However, this is not always possible due to infection prevention.

Pupils continue to feel safe and thrive in their education at AGH and BRI. One of the pupils attending AGH said, *“There’s nothing that could have been better. The laptop helped with staying connected with school and keeping on top of homework, and the teacher was patient and made the lessons interesting. I looked forward to lessons every day”*.



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

Implementing a Visual Communication System

St Oswald's CofE Primary School

The Communication and Interaction Team were asked to deliver a piece of Additional SEND Support work at St Oswald's CofE Primary. The goal was to create a visual communication system to support learners with minimal or no verbal language to express their wants and needs.

Implementation

• Initial Training

- * The Picture Exchange Communication System (PECS®) was introduced at workshops for teachers and support staff.
- * Key features of PECS® were explained and demonstrated.
- * Discussions with staff led to a plan for rolling out the approach in Early Years and Key Stage One.



• Developing Resources

- * Staff in the Early Years department created valuable resources, including a communication book and a set of laminated symbols bespoke to their pupils' interests.



• Follow-Up Support

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

Outcomes

- Pupils are actively engaging with the visual communication system.

Pupils are beginning to initiate communication exchanges on their own.

This piece of work was a fantastic collaboration between St Oswald's and the SCIL Team and we look forward to continued cooperation.

Photos of resources and activities below provided by school.



Delivering a Parent/Carer session at Sherwood Green Nursery

Through SEND Specialist Support, an Access and Inclusion Officer (AIO) delivered a parent/carer session at Sherwood Green Nursery. The aim was to share information about how support to the nursery is provided as well as other SEND processes.

Focus of the session

The AIO explained:

- * An overview of the SCIL Team, what SEND Specialist Support is, for example how the nursery is supported to developing SEND provision in their rooms, resources etc to meet the needs of the children who attend.
- * The criteria for placing children on the nursery SEN register and how the staff team is supported to meet those individual needs through accurate assessments, training, advice and guidance.
- * What parents may expect from Sherwood Green following the support – eg discussions around early years inclusion funding, EHCP, My Support Plan meetings, more bespoke planning, referrals to other agencies etc.

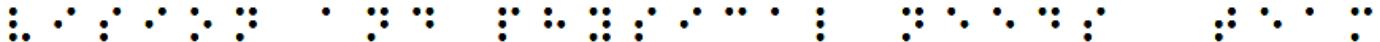
An open Q&A session was also facilitated.

Feedback

Parents said that they appreciated having a specialist in Early Years SEND who can speak knowledgeably about all 4 areas of learning – Communication and Interaction, Personal Social and Emotional Development, Physical and Sensory Development and Cognition and Learning. They thanked the AIO for providing a space to understand how their child's needs are identified and met in that particular nursery and to ask questions relating to their child's educational progress face to face without a specific agenda.



Vision and Physical Needs Team



Physical Needs Team

Focus on – Webinar support!

The Physical Needs Team continues to run a range of online support for school staff and Sendcos and this term the focus was on P.E. provision. Participants from primary and secondary schools joined the session where useful tips and links to resources were shared. The session also included feedback from parents of children with physical needs about how they feel their child is included in P.E. and how it could be improved. For anyone who missed the webinar, a copy of the slides are available, please contact the team for more information.



We continue to deliver our regular Clicker and DocsPlus webinars this term. The most recent Clicker webinar was attended by eight schools and the feedback has described that they are very helpful. We are open to schools requesting a theme for the webinars around their needs, and we welcome questions throughout. We design the webinars to be a refresher of existing software knowledge for staff, an introduction to staff who are new to working with the software and we explain throughout, how it can be applied to different learners' needs.

The Clicker software interface shows a 'Writer a Traditional Story' template. On the left, there are four boxes: 'Long, long ago', 'Once upon a time', 'Far, far away', and 'In a land far away'. On the right, there are four boxes: 'beautiful', 'magician', 'wicked', 'witch', 'wise', 'wizard', 'poor', and 'fairy'. Below these are buttons for 'and', 'but', 'then', and 'because'.

They are advertised in the BSO news feed and also by emailing schools who are currently using Clicker and DocsPlus – look out for

HANSON TRIP TO BRADFORD COLLEGE

Older pupils at Hanson Academy with vision impairment went in February for a pre transition trip to Bradford College. Before the trip one of our members of staff who is Vision Impaired and went to a local College himself, shared his experiences. Here one of the pupils, Ali, recounts the



.... Mr Zahid told us about his experiences at Shipley College at Hanson. He explained that it is a big college and you are expected to be more independent there. If you need support then you need to ask. He explained that you can wear your own clothes at college. I was pleased to hear that you can go into takeaways, Broadway or one of the cafes in college for your lunch!

We went inside the college and sat down. We sat in a cafe and had a talk all about college from a lady called Susan and we could ask questions. We went on a tour round and down lots of passages. It felt like we were in Hogwarts from the Harry Potter books as there were massive tall and dark passages.

Afterwards, we went up in a massive lift that could carry 23 people, like in the book Charlie and the Great Glass Elevator. We went to the third floor and they explained all about the iPads and braille and equipment they had there. We then went up in the lift again to the fourth floor where the cafe was and then went to a gaming room on the second floor. In that room there was a table tennis, a snooker table and an X box. After that we returned to school.



On March the 6th, staff at Hanson Academy including staff from the resource provisions, dressed up as witches, Cats in the Hats, Gangster grannies and Land Girls for the day to celebrate World Book Day.

Students discussed favourite books in lessons and agreed that reading is so much fun whether in Large Print or Braille.

Trailing techniques used when learning pre cane skills with VI students.

The VI Habilitation Team have been introducing new mobility and orientation techniques and resources when teaching trailing as part of pre cane skills with our younger children. When first introducing trailing, it helps if the surface being followed is continuous and uninterrupted (i.e. with no doors or obstacles) and of a reasonable length. This ensures that the young person maintains a straight line of travel, feels grounded and aids proprioception.

The below images show how we use the resources to make a 'treasure hunt' style session whilst maintaining correct hand, arm and body position for trailing.



Suction Toys – spaced out for children / young people to locate



Suction Spinning Toys – the spinning element adds interest.

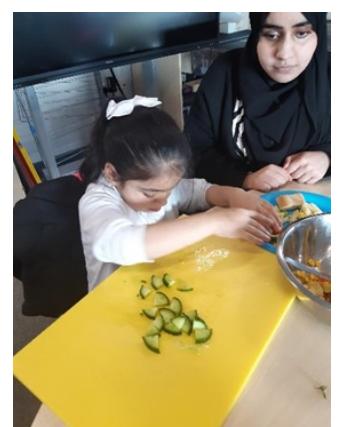


Sound Pegs / buttons – To tell a story as they locate each peg.

ILS The children from Grove House VI Resourced Provision have weekly independent living skills (ILS) at Hanson. They walk up every Tuesday afternoon, which is a great opportunity for them to practice their long cane and body protection skills. They also have the opportunity to talk to the pupils, who are positive role models from the VI Resourced provision at Hanson.

This half term they have been practicing their culinary skills to create delicious pancakes and vegetable salads. Surprisingly, the children enjoyed their salads more than the pancakes! Children with a VI need more time to explore the feel, texture and taste of new foods as they sometimes miss out on this incidental learning. We were impressed by their willingness to explore new foods and how the different flavours would taste together.

The children were very knowledgeable about how eating a balanced diet can have lots of positive benefits on their bodies.



Deaf and MSI Children and Young People Service



We started off this term with an amazing achievement. One of our Deaf Instructors won the 'Apprentice of the Year' award in the Bradford Council Service Excellence Awards. Francis is one of our ex deaf students and attended Hanson Resourced Provision. He is now a member of our team of dedicated Deaf staff providing the best education for the deaf children of Bradford and we couldn't be prouder of this amazing and well deserved award.



It's been a busy term at **Girlington Primary Local Authority Led Resourced Provision**

As part of their science topic, Year 6, including the RP pupils, have been learning how to classify animals. They visited the Yorkshire Wildlife Park to learn more about different types of animals and saw many amazing creatures, including polar bears, lemurs and wallabies!



Hanson Deaf Local Authority Led Resourced Provision pupils have had the opportunity to train with a rowing coach from the charity, 'London Youth Rowing Club.' Mr Davidson has taught a group of students the correct form and how they can improve their stamina.

The students have practised weekly in preparation for a trip to Roundhay Park in the summer term, where they will have the opportunity to transfer these skills from a rowing machine to a rowing boat.



Congratulations to Wasee Naqvi - Year 7, for outstanding academic achievements in maths and English! He scored in the top 5% across the Delta Academies. A fantastic achievement!

At Girlington Primary School, we had a World Book Week! Instead of dressing up for the day, we focussed on reading for pleasure and celebrated books for the week. There were many reading activities carried out such as creating reading rivers and picking their favourite book from home or school and sharing it with their class. Here are some of the activities the RP pupils at Girlington carried out during the week.



Sign Language Week 2025 – Resourced Provision

We had a busy morning on Tuesday, 11th March, with a visit from the Bradford City of Culture 2025 Social Media Team! They came to follow Sign Language Week 2025 and to explore this year's theme: **"More than a language – culture, community, and belonging."**

These three words are imperative to our Local Authority Led Resourced Provision (RP) at Swain House Primary School, where British Sign Language (BSL) and English are equally valued. This ensures that our Deaf children develop strong language skills and a positive sense of identity.

Our Deaf children have access to both Deaf and hearing staff who are all highly competent in BSL. This creates a culturally rich learning environment with direct teaching in both languages. As a result, Deaf children at Swain House Resourced Provision genuinely feel a sense of belonging!



Monday 17th March was the start of Sign Language Week 2025 and all the children came in dressed in blue and yellow. The RP children went to the Early Years classes and carried out a session, teaching the younger children the signs for colours. The whole school joined in the colour theme and the dinner hall was decorated to celebrate the Sign Language Week.



The RP children led a whole school assembly and they enjoyed teaching the children signs for all the different types of transport. They all had an amazing time showing the children how to sign and use the correct handshapes alongside using facial expressions to make the whole experience fun for the learners. Our children embraced being Deaf and felt proud to share BSL with their hearing peers. They showed such confidence, and all the RP staff were extremely proud of them!

The children at Swain House Local Authority Led Resourced Provision have been talking and learning about their emotions by using the Zones of Regulation. They are learning to express how they feel and how they can make small changes to improve how they are feeling. They all have a turn to picking an emotion and then explaining why they feel that emotion, followed by a group discussion to support understanding of emotions.



We had a workshop for parents and carers so they could understand how Zones of Regulation work with children and how they can help their children at home to deal with emotions on a daily basis.



Local Authority Resource Provisions (LARP)



The Local Authority Resourced Provision Service has been working hard to continue meeting needs for children and young people across the district who are in receipt of an EHCP for Communication and Interaction needs (inc. ASC) and SEMH. Please see below for some of the fantastic work that has been carried out throughout the Spring term so far.



Our floating and sinking topic allowed us to explore different objects and if their weight or what they were made from helped them to float or made them sink. Through this topic we also explored a variety of boats and learnt about the Titanic's famous journey.

At Princeville we continue to explore a variety of ways for our pupils to learn and explore. This has helped to *build* on knowledge and understanding in all subjects, including English and Maths. We have also enjoyed exploring maps and how to use and read them. This allowed the pupils to showcase a lot of thinking and practical skills.



Princeville RP pupils have enjoyed learning about the seasons, in particular Autumn. This has been incorporated into a variety of subject areas and allowed all pupils to use a lot of their skills.



Rhonda's weekly Art sessions have inspired everyone at Thornton RP. The pupil's designed their own board games and then created them. Harry made his Minecraft themed game by collaging pictures and drawing his favourite characters.



Miriam Lord

In the Resourced Provision at Miriam Lord, we have enjoyed a great half term. The snow was lots of fun in early January but we are very glad it's gone and we can have everyone getting back into school safely.



We are all very proud of Elijah who is settling in to his new class (Dahl) and joining in with all activities. He has really enjoyed sensory sessions, mixing and making cornflour in science.



Appleton

Appleton Secondary Resource Provision have been working hard in their horticulture lessons this half term learning about indoor gardening. The students researched terrariums and designed their own. They went out into the schoolgrounds to find things that they could use as decoration in them before following the steps to make their own.

Hollingwood

Hollingwood students have really been enjoying their Science lessons, making liquids foam and fizz. Last week was Mental Health and Well-being week, so we made sure we knew what kind of things we could do to improve our feelings of well-being - cooking and eating healthy food, enjoying outdoor time and relaxing in our home-made spa.

