

Specialist Teaching and Support Services (STaSS)
Education and Learning
Children's Services
Newsletter — Autumn Term 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".

Social, Communication, Interaction and Learning (SCIL) Team



Our vision

To offer a flexible and responsive service, supporting schools, 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

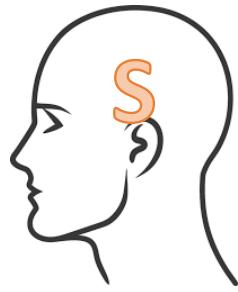
Resourcing i.e. equipping schools/settings/families to meet the needs of children and young people with SEND

Social Emotional and Mental Health (SEMH) Team

We have been relaunching S.T.A.R. analysis for schools and settings to support children and young people manage their feelings and actions.

S.T.A.R. helps adults think about how the settings and what people are thinking might affect what they do.

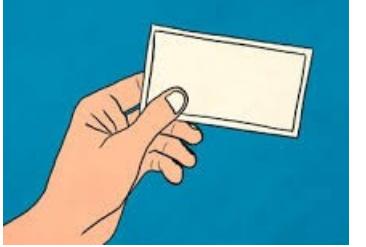


				
Settings can be anything in the environment, or...	Settings can also be thoughts and feelings	Triggers set the action off	Actions are what children do that we want to help them with	Results are what is achieved by doing the action

Parents can use this framework too for puzzling things they see at home. If we know what influences the actions, we can help the person to change it.



Here are some changes that schools and setting made after they did a S.T.A.R. analysis:

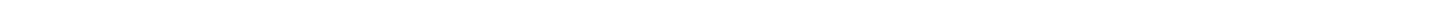
A year 5 girl had extra support from a key adult and more time to make positive relationships with peers. Her grades improved and she can now work more independently in the classroom.	
	Staff were able to help a year 3 boy manage his sensory needs using movement breaks and providing a pop-up tent with weighted blankets to use as a safe base when needed. Now he spends a lot more time in the classroom learning.
A year 8 girl was able to use an early entry and exit pass to improve her punctuality so she could use the corridors when they were less crowded.	

We are now working with children to help them make their own S.T.A.R. analyses.

Deaf and MSI Children and Young People Service



Created on www.british-sign.org.uk



Created on www.british-sign.org.uk

Created on www.british-sign.org.uk

Created on www.british-sign.org.uk

We have had an amazing first term of the 2025-2026 academic year, here are just some highlights:

This term the children at **Swain House Resourced Provision** have been involved in trips to Malham and Bradford City Stadium. The year 4 pupils went on a residential trip to Malham and had a fantastic time despite the poor weather.

The Year 5 pupils visited Bradford City Stadium where they learned about the tragic fire in 1985 and reflected on how it affected the local community. It was an engaging and memorable learning experience for all.



Hanson Resourced provision for Deaf Children was visited by Samantha Allen and her Hearing Dog for the Deaf, Zena. The Year 8 and 9 pupils had the opportunity to see how Zena supports Samantha and ask lots of questions!



Girlington Primary School Resourced Provision organised a visit from a Deaf Veterinary Nurse, Julie Beckett and Deaf pupils from **Swain House and Hanson** went to join in so that they could all learn about the work that she does.



Julie shared her experiences of life and work as a veterinary nurse, explaining how she cares for animals and supports vets in their daily practice. She also set up hands on activities designed especially for deaf children, giving them the chance to role play as vet nurses. Pupils practiced looking after animals, carrying out mock operations, and even learning how to use bandages and give injections.



The Support Team for Deaf Children hosted a coffee morning at Swain House Primary for families with early years children. It was a fantastic opportunity for families to connect with other deaf children and their parents. Attendees enjoyed a guided tour of the Resourced Provision and met a range of children who use hearing aids and cochlear implants, communicating through both spoken and British Sign Language. The event helped give families a better understanding of the range of education provision available in Bradford and meet other deaf people who use a variety of communication modes.

British Sign Language Success!

There are lots of **British Sign Language** success stories to share, well done and congratulations to all!

BSL Level 1:

One of our pupils, Khalifah Azam, who is supported by the Support Team for Deaf Children has now completed and passed his Level 1 BSL qualification and some parents who were learning at Swain House Resourced Provision have also passed.



BSL Level 2:

Teacher of the Deaf, Elizabeth Dokoupil and Specialist Support Worker, Mohammed Zeeshan have both passed their Level 2 BSL qualification. Congratulations!! Liz has now moved on to the Level 3 qualification.

Medical Needs & Hospital Education Service (MNHES)

Primary

What a fabulous term we have had in the Primary team! Alongside all the hard work that is happening during English, maths and science lessons, we have enjoyed watching the children flourish in all aspects of life here at MNHES.

A particular highlight last half term was the opportunity to do some pumpkin carving. The children enjoyed making their own designs and then collaboratively, using different tools, carving out their pumpkins.

As you can see from the photos, they were so proud of their result as were we!



In English we have been doing lots of exciting work based on the books 'The Hodgeheg' and 'The Little Red Hen'. The children have had opportunities to use lots of different media to produce some wonderful pieces of writing as well as lots of chances to develop their speaking, listening and talking skills. One of the highlights of the lessons has been the incorporation of phonics and SPAG games. The children have really enjoyed the interactive games, especially when they have come first, beating the teacher!

In maths, we have explored the topics place value, addition and subtraction; enjoying games to consolidate our learning. One of the favourites has been the 'nice or nasty game' and it has been wonderful to see the look on the children's faces when they realise, they have beaten the teacher!

The children have also enjoyed developing their multiplication skills through dice games, with the children challenging themselves to roll several dice to multiply together, to enable them to move further along the game board so that they can win!!

In maths the children have created 3D stars as well as completed Christmas word problems. In English the children are following instructions very carefully to create decorations and make things all crafty!

We can't wait to see the finished products.



Throughout the term we have seen teamwork, creativity and leadership in action: supporting each other to be the best we can be, inclusive games, and those everyday moments of kindness where pupils look out for one another. The balance of stretch in lessons and freedom in play is helping our children grow into resilient, thoughtful and joyful learners... we couldn't be prouder.



Key Stage 3

This term there has been lots happening in KS3.

Firstly, exciting times! - We are currently in the process of transforming our classrooms into therapeutic learning hubs where all our students can feel calm, safe and inspired. The classrooms will have neutral walls, softer lighting and calming spaces. We will update you with further information as we complete each room.



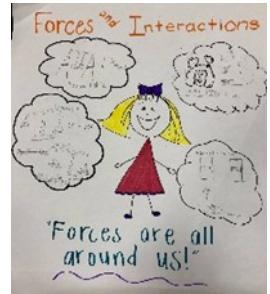
Our curriculum has been fun packed this term with Year 9 students learning about Crime and Punishment in history; Year 7 and 8 students having discussions around deforestation in geography and lots of French speaking and listening on food and drink and how to order when in a café.



Science has been all about forces with experiments galore!

In maths, all students have been working on number, angles and shape and in English, the focus has been on instruction writing for Year 7 and 8 and Poetry for our Year 9s.

We look forward to welcoming our students back in the new year!



Key Stage 4

There has been lots of activity in Key Stage 4 during this term. Year 10 students have been continuing their English, Maths and Biology GCSE curriculum. Year 11 students have been involved in GCSE studies in preparation for examinations in June 2026, which has included a highly successful mock exam week in December.



In addition to intense work studying English and maths, 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.

Pupils were also involved in number of weeklong activities focussing on safe relationships as part of the PSHCE program. Activities involved staying safe online and maintaining respect in a relationship

Horizons (Wednesday afternoons)

Horizons focuses on wellbeing and therapeutic activities. Getting to know our students and what works well for them has been the baseline of our new therapeutic offer... art, knitting, baking, creative writing, fitness and sport with visiting staff from Pupil Voice and Step 2....



Forest School

This term, students have really embraced our Forest School sessions, developing their teamwork, confidence, and resilience through outdoor learning. Each week, pupils have explored new skills such as fire building, safe tool use, and natural crafting, while also learning about the importance of caring for the environment.

The sessions have encouraged problem-solving, independence, and emotional regulation, with many pupils sharing how much they enjoy the calm, reflective space that being outdoors provides. We've seen excellent engagement across all groups, and it's been fantastic to watch students challenge themselves, support one another, and grow in confidence.



Hospital Cinema



Bradford Royal Infirmary has become the first hospital in Yorkshire to install a cinema on one of its wards.

The big cinema screen has been added to Children's Inpatient Unit on ward 30

The Hospital Cinema can also be used to make story time immersive and engaging! Using technology to adjust themes, lighting, music, and visuals can really spark imagination and keep students captivated.

Local Authority Resourced 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. For this term update, we are delighted to share the fabulous work of two of our provisions, Lidget Green RP and NEST, as they have worked tirelessly to settle into their new locations, please read on for further information.

Lidget Green Resourced Provision



It's been a very busy first term for all staff and pupils at Lidget Green RP as we have settled into our new school after our move from Princeville Primary in the last week of the last academic year.



It has been a very positive experience for all involved and we are extremely proud of how our pupils have taken this transition in their stride.

Pupils have enjoyed making use of the food tech room and have followed many recipes whilst also honing their fine motor skills in grating, chopping and slicing a huge variety of ingredients.



Our pupils continue to enjoy their daily sensory circuit and our excellent outdoor space in which they are making good use of the scooters and low level trim trail.



They have also enjoyed many learning experiences across our three classes and have been extremely resilient and focused while more improvements to our RP building continue around them.





NEST Provision – Nurture ~ Engage ~ Support ~Thrive

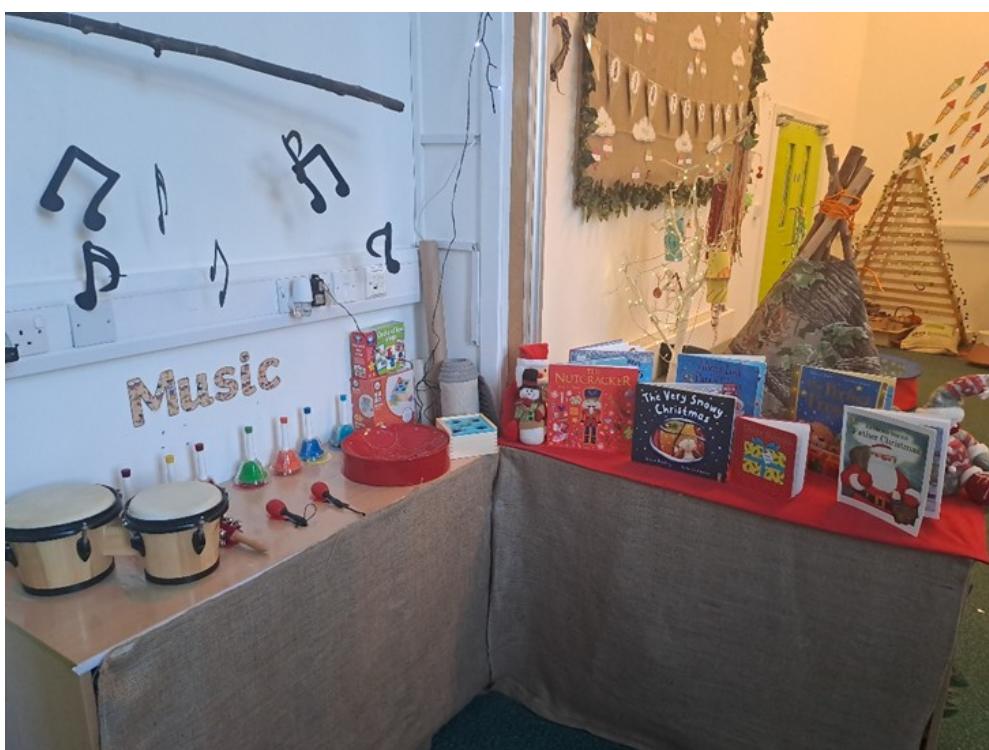
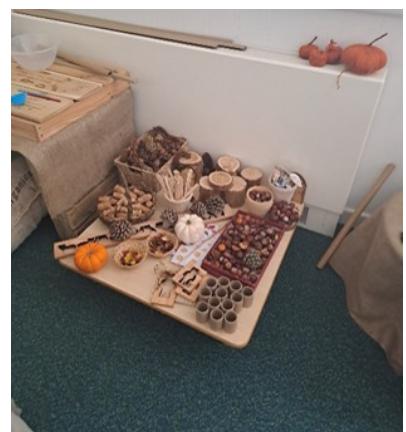
We are delighted to share the wonderful news that, after months of planning and preparation, we have officially transitioned from S19 to NEST and have successfully relocated from MNHES in Shipley to our new home at Strong Close Nursery in Keighley.

This move represents a fresh start and an exciting opportunity to enhance the support we provide for our children and young people. The whole team has worked incredibly hard to create an engaging and welcoming environment that meets the needs of our SEND learners. Looking at our new space, you'll notice our focus on developing a natural learning environment, with carefully selected natural materials and resources. We believe this approach helps create a calming, sensory-rich atmosphere where children can explore, learn, and thrive.

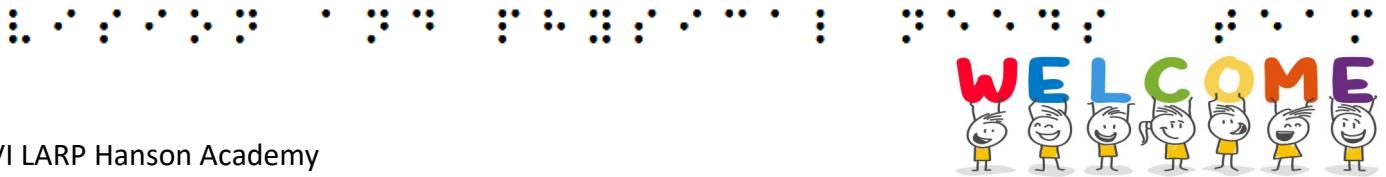
We couldn't be prouder of the children, who have made this journey with us. They have shown remarkable resilience throughout the transition to our new setting. While we know that change is often difficult, particularly for our learners, we have navigated this challenge together as a team with positive attitudes and support for one another. Seeing the children settle in and begin to flourish in their new surroundings has been truly rewarding.

As we establish ourselves at Strong Close Nursery, we are keen to share our new NEST provision with the wider community. We warmly welcome visits from other professionals, who would like to see our setting firsthand and learn more about our approach. If you would like to come and see what we're about, please don't hesitate to get in touch to arrange a visit.

We look forward to this exciting new chapter and to continuing to provide the highest quality provision for our SEND learners in our new environment.



Vision and Physical Needs Team



VI LARP Hanson Academy

We welcomed 3 new students to the Resourced Provision in September 2025. They have all settled in well. In addition, we welcomed a new member of teaching Staff- Miss Elkiss. She is a trainee teacher of the vision impaired and a Teacher of science. We were successful in filling the one remaining vacancy for a VISSA. Teaching and Learning has been impactful across all three Pathways. Here is a summary of each one.

Ocean Pathway

Pupils learn in mainstream lessons for all subjects and their progress and effort in these is in a separate report. In addition, pupils access specialist teaching of the Curriculum for Vision Impairment.

Fjord Pathway

Pupils learn maths, English and science in small groups with their vision impaired peers, taught by Qualified Teachers of the Vision Impaired who are also subject specialists. Pupils follow the National Curriculum, GCSE or Functional Skills programmes. In addition, pupils access specialist teaching of the Vision Impairment Curriculum. Details of their progress and effort in option subjects are in a separate report.

Lagoon Pathway

Pupils access all their lessons in the LARP and follow an Engagement Curriculum. In addition, they have instruction and support in the VI Curriculum.



Exam Access Arrangements

Year 11 students have sat two complete sets of mock exams. One in October and the second at the very end of November. This gives our students an opportunity to experience the exam environment, to build confidence in maximising their access arrangements and in knowing where the gaps in their knowledge are so they can ask for support to consolidate their learning.

Vision impaired students can be awarded 100% extra time, rest breaks, use of a separate room, use of assistive technology such as voiceover to 'read' the text by audio methods, dictation to write text and they have access to a practical assistant.



Y11 Extended timetable

Parents of Y11 students have been hugely supportive in funding transport home where needed so that their young people can access all their timetable including lessons from 2.30-3.30. Come results day in August 2026 we are sure that the students will be delighted with their results and all this hard work going on now in the Autumn Term will have paid off.

Rewards and Awards

In recognition of hard work and collaborative learning, students enjoyed a day trip to Alton Towers, a Year 7 trip to the cinema to see the latest seasonal movie: Christmas Karma. Throughout the term VI students have been collecting Tristars and Proud Thursday rewards scoring some of the highest reward points in their Year group.



Physical Needs Team Newsletter 2025

The Physical Needs Team have had a busy start to the year! In September, we introduced a 3-tier model of support which allows us to give focused support to the settings and students who most need it, working with SENCOs to plan effective interventions and support. A pupil passport document has been developed, giving personalised advice relating to meeting pupils' physical needs and this new format replacing our visit reports has been well received.

So far this year, focused work has been delivered in the areas of IT and assistive technology, P.E. access, increasing self-advocacy in students to name a few! This work has been delivered through a range of approaches such as modelling, training, joint working with staff and feedback from observations. We continue to update and add to our resources section on Bradford Schools Online so that all settings have access to advice before a referral is made.

Our Physical Friendly Setting Award continues, and alongside current settings completing their action plans, we also have 2 settings who hope to have their evaluation visit to see whether they have achieved the award soon. It is great to see the commitment the settings are showing to supporting CYP with physical needs! Please see our page on BSO for more information about the award and the assessment process.



Tuesday mornings at our Early Years Group, Hand in Hand, with Portage continues to be lots of fun. We have had some new children join and it is lovely to see the progress the children make during their time with us. This term we have seen some great progress in relation to communication skills. The group is by invitation only and is for children under 5 who have complex physical needs who are known either to Portage or the Physical Needs Team.

EARLY YEARS EVENT 2025

Early Years VI Team Event at Shipley Library

On Tuesday, 25th November, the Early Years team who support the Vision Impaired children hosted a fantastic event at Shipley Library with a great turnout from our outreach schools. Parents, carers, teachers, and teaching assistants all made the effort to attend.

The theme was woodland, and activities included creating habitats, exploring a Gruffalo-themed sensory tray, and making hedgehogs out of clay. We were also joined by the wonderful Fran from Holmes Dance, who delivered a sensory dance session inspired by *We're Going on a Bear Hunt*. Both children and adults got fully involved, sharing a truly memorable experience.

These events provide a valuable opportunity for parents, carers, and school staff to connect and support each other, helping to bring the community together. It's also a chance for children to catch up with their VI peers and make new friends. Many of the children now recognise one another and enjoy spending time together thanks to these regular sessions.

We're delighted to share that we received **100% excellent feedback** from our survey!

Shout out:

A special mention goes to the fantastic team at Grove House Resourced Provision who support Vision Impaired children. They work incredibly hard, truly understand their children's needs, and collaborate effectively to ensure every child can make progress.

We'd also like to recognise Sarah Whitaker, who is currently covering maternity leave and has stepped into the role of Teacher in Charge. Although Sarah has been part of the VI Outreach Team for many years, primarily focusing on early years, this has been a new and exciting challenge for her.

The whole team is doing a brilliant job, and we want to say a big thank you for their dedication and commitment!

