

Specialist Teaching and Support Services (STaSS)

Education and Learning

Children's Services

Newsletter

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".

The [Bradford district's Local Offer](#) website brings together clear information about services, support groups, activities, and guidance for children and young people aged from birth to 25 years, with special educational needs, and/or disabilities (SEND) or who are neurodivergent.



Monthly SEND newsletter - sent straight to your email

You can sign up to receive the free monthly Bradford district SEND newsletter straight to your email inbox. Read previous editions and sign up to receive the next newsletter [here](#).

The newsletter offers you regular news, information, updates, training, activities and feature articles each month.

Social, Communication, Interaction and Learning (SCIL) Team



I'm delighted to share that the SCIL Team has recently opened an **Intervention Centre** that is located at Margaret McMillan Primary School.

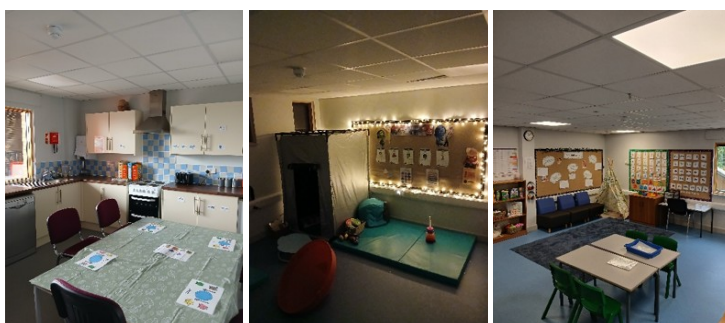
The intervention centre is within the **specialist** level of the SCIL Team's **offer** in line with the team's vision and values. Its **mission** is to equip school staff with knowledge, skills and strategies to **understand children's needs** and successfully **implement provision** required to stabilise their current mainstream school placement.

Primary school children attend the centre in the **morning**, Monday to Thursday and return to their mainstream schools in the afternoon.

Mainstream school staff **come alongside** to give them an opportunity to **see provision in practice at the centre**. SCIL Team staff will model the provision and support school staff to replicate it back in school.

The centre aims to be a **caring, welcoming, stable and friendly** environment which offers a **skills-based curriculum** alongside **supporting social, emotional and life skills**.

Take a look at the wonderful space that's been created...





Team Feedback

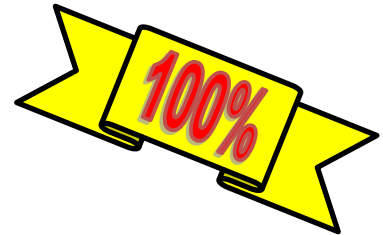
As we approach the end of the academic year, we have sought **feedback** from staff, families and the young people we have supported.

Of the responses, **100% of schools and settings** told us they **strongly agreed** or **agreed** that:

- ✓ our communication is good.
- ✓ the support provided by the SCIL Team has had an impact identification and assessment of need.

SCIL Team staff have worked alongside key staff to

- ✓ share specialist knowledge, skills and experience.
- ✓ develop the inclusive practice of staff.
- ✓ Support the graduated approach.



What Families Said

"She always offered helpful advice, checked in regularly, and made a real difference throughout the process. I'm very thankful for all her help and support."

- ★ Helpful advice
- ★ Regular contact
- ★ Positive impact

"She was extremely supportive and empathetic. She related well to both myself and my family and gained a good insight into the issues we faced. We were tremendously impressed with how she followed up our concerns."

- ★ Strong relationships
- ★ Responsive support
- ★ Effective follow-up

"I feel like I have received lots of support regarding my child's needs, helpful information and clear next steps. This has really impacted my child's learning and development at home and in the nursery setting."

- ★ Practical guidance
- ★ Clear next steps
- ★ Improved outcomes



Deaf and MSI Children and Young People Service



We have had an amazing year, with many exciting things happening across our service. Here are just some highlights from this term

Deaf Footballers Inspire Pupils



Children from Girlington and Swain House Resourced Provisions met a Deaf footballer, who had represented Scotland and Great Britain in many matches. He showed us his incredible collection of trophies and medals and explained the importance of staying active. It was very inspiring to hear his story, and the children took part in a tournament of their own!

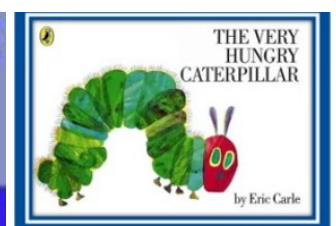


Girlington Primary School was also delighted to welcome Hashim, a talented Deaf footballer, who visited the school to share his inspiring journey in football. The children were fascinated to learn about Hashim's football career, including his achievements playing for the England Deaf Football Team and representing Great Britain. He encouraged pupils to believe in themselves, never give up on their dreams, and to always work hard to reach their goals.

Development of BSL resources – This year our team of dedicated staff have been working hard to develop a range of stories and pieces of information in BSL for parents and carers to access at home. This work is ongoing and all the pieces so far are shared on our Local Offer page.

[Bradford Local Offer | Deaf and MSI Children and Young People Service](#)

Here are a couple of the QR codes linking to some signed stories:





Parent Audiology Morning

On Wednesday 20th May, Girlington Primary School RP hosted a cross-service audiology information morning for parents and carers. All the feedback from parents was positive. Parents said that they were provided with useful information, and that if they wanted to clarify or explore something further, they felt able to ask lots of questions. They learned to understand their own children's audiograms, found out about the cochlear implant assessment process, re-tubed a hearing aid and learnt about deaf awareness and good communication habits in the home.

Parents enjoyed the relaxed and sociable atmosphere and felt comfortable sharing their own experiences and asking questions. Many said that they felt more confident maintaining their children's hearing aids now.



Whole Service Sports Day

On 23rd June our 3 resourced provisions came together with some pupils from schools supported by the Support Team for Deaf Children for a sports day at Hanson Delta Academy. The pupils all met on the field, where they took part in a variety of relay races and running activities, inside there were even more fun events, including the egg and spoon race, sack race and other exciting team challenges. The pupils showed great enthusiasm, teamwork and determination throughout the day and all received a medal for taking part. After all the activities, everyone enjoyed a delicious lunch in the main dining hall, with chicken burgers followed by chocolate cake.



Local Authority Resource Provisions (LARP)



The summer term has been an exciting time for the RP service, we've had plenty of visits and trips, engaged in fun learning experiences and our Yr11's have worked tremendously hard to see the exam season through.

Below are some highlights from some of our RPs this term:

Lidget Green RP



As part of our rivers and oceans topic we embarked on a visit to The Deep in Hull. We all had a fantastic time and used the experience to build on our knowledge and understanding of aquatic life and the impact of plastic pollution.



Our younger learners continue to find ways to be creative whilst building on their pencil control, fine motor skills and social skills. They are always very busy and love to get messy too!



Miriam Lord RP

The summer term has been great fun at Miriam Lord RP. We have made the most of the weather in the last weeks enjoying lots of outdoor play and parachute games.

In our topic 'Going for Goals' we have learned about winning and losing.

We have had our own sports day and had lots to celebrate.

Hollingwood RP

At Hollingwood RP, we have enjoyed learning all about the environment and how to take care of the local area. We went on a litter pick around the playground and collected rubbish so that we could play in a clean area. We read and answered retrieval questions about The Messy Magpie and we also used our amazing adjectives to write a setting description. We made links from the story in maths and sorted recyclable materials. We used the data to make tally charts, bar graphs and pictograms.

In art and DT we used natural materials to design and create. We enjoyed collecting twigs, leaves and other natural materials to design our own patterns in art and made our own weaving boards and threaded wool and string. We listened to the story 'The scarecrow' and then made scarecrows out of clay. We have also enjoyed a range of activities to support our emotional regulation. We have completed our daily check-ins and enjoyed Thera play, blowing bubbles and playing the balloon game, we have also practised our breathing to help us to calm down and participated in sensory play.



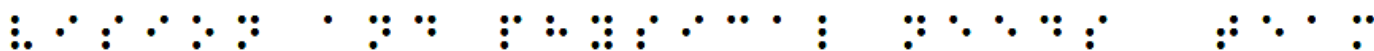
NEST Provision – Nurture ~ Engage ~ Support ~ Thrive

We have had another fantastic term in NEST, with our children continuing to grow, develop and achieve across a wide range of learning experiences. It has been wonderful to see the enthusiasm, confidence and resilience they have shown as they have engaged in so many different areas of the curriculum.

Our children have taken part in a variety of activities designed to support their individual needs and interests, including developing social skills, communication and interaction, engagement with learning, horticulture, swimming, forest schools and much more. Each opportunity has helped our children build independence, confidence and a sense of belonging.

A particular highlight this term has been seeing the huge progress in communication and interaction skills. The children have worked hard to develop their ability to express themselves, connect with others and build positive relationships. It has been fantastic to see them apply these skills beyond the classroom and into the wider community through our visits to The Lego Cafe, where they have had opportunities to practise communication, social interaction and independence in a real-world setting.

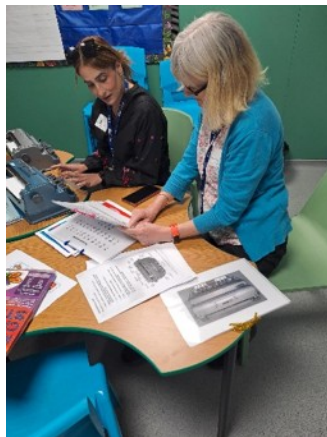
Vision and Physical Needs Team



Braille workshop

Last half term, the resourced provision worked alongside the outreach team to host a braille workshop for parents at Grove House Primary School. The aim of the workshop was to give parents more information about the mechanics of braille, and to shared useful, accessible braille activities which they could do with their children at home.

The event was very well received, with parents keen to attend more sessions! The parents enjoyed the opportunity to find out how braille works, and to have a go at using a perkins braille to record some braille themselves. We also advised parents on how they could continue to learn braille at home, through signposting online braille courses.



We hope everyone who attended found the workshop useful and look forward to seeing more parents at further workshops next year.



Physical Needs Team

It has been a busy term for the Physical Needs Team! This term we welcomed Rachael Thorpe to the team who has taken up our new Specialist Practitioner role. Rachael has been working alongside the Specialist Teachers to deliver support for students with their handwriting skills as well as taking an active part in our manual handling support and advice around accessibility.



Following a very successful evaluation visit we are delighted that Home Farm Primary School are the latest setting to receive our Physical Friendly Setting award! This award celebrates the school's commitment to inclusion for children with physical needs and we were impressed with both the accessible provision and flexible approach to meeting the needs of pupils with physical needs. For further information about the process, please see our page on Bradford Schools Online [Physical Needs Team | Bradford Schools Online](#)

This term, two members of the team supported a group of students from Dixons Allerton Academy attend a pupil voice event at City Hall. The day was a powerful opportunity for the students to work together to consider how their needs are met in school and the community and the students also had the chance to develop their independence skills using public transport for the journey there and back!

Thank you!
AND FAREWELL

After nearly 10 years working in the Physical Needs Team, we are sad to be saying goodbye to Ann Tolan who is leaving the team at the end of term. Ann has been an asset to the team; we will miss her and wish her all the best for the future.



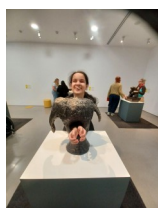
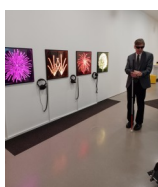
Hanson Academy Choir at St George's Hall

After weeks of rehearsals, hard work learning the lyrics, initially in Braille, and then memorising from listening to the songs on YouTube, both Aiza Qasim and Anaya Khan performed with the Hanson Academy choir at St George's Hall. It was a very exciting and successful evening. The audience certainly showed how much they appreciated the entertainment they had been treated to.



Beyond the Visual Exhibition

The students and staff from the vision impairment Resourced Provision were determined to visit a groundbreaking exhibition at the Henry Moore Institute in Leeds. This is a famous venue where exhibitions focus on sculpture. We visited the Beyond the Visual exhibition. What was unique about the experience was that all the exhibits were created to be accessible to be explored by touch, smell and sound. What's more the majority of the exhibits had been created by vision impaired artists. One of the artists arrived during our visit, flying in from his home in Canada. He explained that he had lost his vision progressively as a young person. He remembers enjoying firework displays in his home city, so he decided to create sculptures on glass back lit by bright coloured light to represent fireworks as the burst in a night sky. Before we left the gallery we were able to explore by touch an original Henry Moore sculpture called Mother and Child.



The second part of the visit was a creative sculpture workshop. The idea of the workshop was to create a vertical sculpture using a range of unusual tactile objects and materials, which could be strung and stacked together to create unique totem poles. All in all it was an unusual and entertaining experience. which opened up so many possibilities for creativity and participation in the arts.

On 7 May, the VI Resource Provision hosted its first parent coffee morning — the first of what we hope will become a regular termly event. The morning gave parents and carers of our VI students the chance to meet, connect and share experiences over refreshments, while also hearing from a guest speaker.

This term, we were pleased to welcome Justyna Wieglosz from the Royal Society for Blind Children, who spoke about the support available through the Families First initiative and shared advice on building resilience in young people with VI.

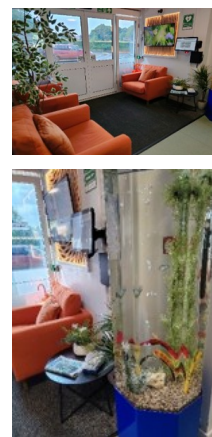
The event was very well received, and we are already looking forward to future coffee mornings. If you would like more information, or access to the materials shared during the session, please email elkissj@hanson.org.uk.



When you go on a 2 night Y7 residential you know you'll be challenging yourself to try new experiences, overcome your fears, make new friends and have plenty of fun. That's what two Year 7 students; one from the Deaf and one from the VI resourced provisions threw themselves into for two days in mid April! We went to North Yorkshire and in the parkland and woods of a 18th century mansion we tried out so many climbing challenges over 10 metres, plus archery and probably the most popular: laser tag chase. 'We want to go on more adventures while we are at Hanson Academy!!!!' was the response.

Medical Needs Hospital Education Service (MNHES)

Our reception area was redesigned to create a more therapeutic, welcoming and calming environment for students, parents and visitors. The space now features a soft, neutral colour palette, ambient lighting and comfortable seating to promote a sense of wellbeing and reduce anxiety. Thoughtful additions such as plants, relaxing music and clear accessible information displays help create a positive first impression while supporting emotional regulation. The layout encourages a feeling of safety and inclusivity, ensuring that everyone entering the building feels valued, supported and at ease from the moment they arrive.

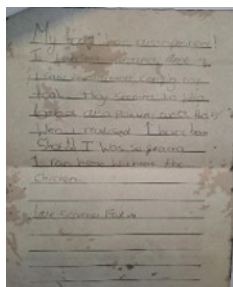


A fish tank was introduced as a calming focal point, providing gentle movement and visual stimulation that can help reduce stress and support emotional regulation.

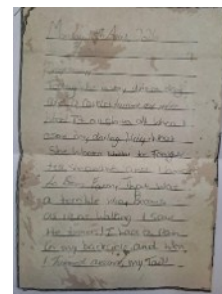
Primary

What a fun, action packed term we have had in the Primary team! The children have been engaging enthusiastically in lots of different learning. We now have a therapeutic area in the classroom where the children can sit, relax, and have some down time. We have introduced weighted, stuffed hug animals into the area too and the children love wrapping the bears/animals' arms around them. They have been a huge hit and have bought lots of comfort for the children alongside the wobble cushions we also have. Even some of the staff have been seen having a go!!

English - Our focus texts this term have been 'The Iron Man' and 'Fantastic Mr. Fox'. The children have produced some lovely pieces of work including designing a new trap to capture The Iron Man and a 'Wanted' poster to capture Mr. Fox.



The children have enjoyed creating some fabulous newspaper reports, menus for a restaurant that sells things iron related as well as describing the setting in detail. They have also made some amazing predictions on what they think the text is going to be about before they started reading it. They have produced character descriptions, completed diary entries as well as had the opportunity to do a bit of role play through hot seating some of the characters they have been introduced to. This was a definite highlight during the lessons as the debating around the questions being asked to the characters got heated at times! We can't wait to see how both these texts end.



Maths - Lots of concentrating in maths this term! The pupils have been investigating fractions, decimals and percentages. For our younger pupils we have been looking at column addition, subtraction and multiplication. We can use lots of hands on maths to help embed their understanding of processes. Now we have turned our attention to Algebra. We will be covering this as well as "time" this half term.

Science - This half term in science, our students have been exploring electrical circuits. They have thoroughly enjoyed the hands-on, practical activities, building their own circuits and experimenting with different components such as bulbs, switches, and batteries.

Key Stage 3

Our curriculum has been fun packed again this term with Year 9 students studying Leisure and Entertainment in History where they learnt about music from the 80s; how television used to be and how music didn't always come through the Spotify app!!

In **science** all year groups have been looking at Space and the planets. The students have been watching videos and learning how large each planet is in comparison to the Earth. They then did research on their chosen planet to add to the science working wall.



In **maths**, the focus this half term has been on Algebra. Although some students can find this a tricky area of maths they have all worked to the best of their ability and will continue to work on this topic at various times throughout their next school year. As always, we continue to ask all students to practise their times tables as often as possible which will help with all mathematical calculations and improve their mental maths skills. **English** lessons have focused this term on Spelling, Grammar and Punctuation. All students have learnt that these are the key areas when writing a piece of text and how without it our writing just wouldn't make sense.

Key Stage 4

There has been lots of activity in Key Stage 4 during the Summer Term 2026. Year 11 students have been following the curriculum and have concluded their studies at MNHES by sitting a wide range of GCSE examination subjects at both Foundation and Higher levels. All students in Year 10 are still involved in GCSE studies in preparation for examinations in June 2027 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. 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 Water Safety.

Horizons & Forest School

This term, students attending Horizons and Forest School have continued to develop their confidence, resilience and social skills through a range of engaging outdoor and practical activities.

Forest School has provided opportunities for students to learn new skills, work together, solve problems and build self-esteem in a calm and supportive environment. Whether through woodland activities, team challenges or simply enjoying time outdoors, students have shown fantastic progress in their confidence and willingness to engage. In **Horizons**, students have continued to take positive steps in their learning journeys, developing independence, building relationships with staff and peers, and celebrating personal achievements. It has been wonderful to see many students growing in confidence and participating in a wide variety of activities that support both their wellbeing and educational development.



Fire Station Visit - Students recently enjoyed an exciting and informative visit to the local Fire Station, where they had the opportunity to meet firefighters, explore the fire engines and learn more about the important work carried out by the fire and rescue service. The visit gave students a valuable insight into fire safety, emergency response and the wide range of skills required to work within the service. They asked some excellent questions, showed great enthusiasm throughout the day and represented MNHES brilliantly. A huge thank you to the firefighters for taking the time to make the visit so engaging and memorable for our students.



Mini-marathon – Students in KS3 have been getting fit and ‘marching a mile’ in their PE lessons. This was a national event that the students enjoyed being part of. Everyone that completed the challenge received a certificate and a medal.



BRI & AGH Children's Ward

Using Stories for Belonging - Staff from MNHES attended the ‘Using Stories for Belonging’ conference on the 16th of April 2026 held at Bradford Arts Centre. This provided an insight into how books can support children's sense of identity and place in Bradford. From September 2026 hospital schools at BRI and AGH are introducing a new curriculum. The Story Project is an award-winning educational programme that uses high-quality children's literature to deliver PSHE, wellbeing, and literacy lessons. It is research-backed, teacher-created, and currently used by numerous schools across Bradford to help children navigate their big emotions, build empathy, and improve communication skills. The PSHE curriculum will be offered to primary school children admitted on to the children's wards at BRI and AGH