

Bank View High School



1. How will I be involved in discussions about and planning for my child's education?

Bank View has an annual review meeting and a parents evening in the autumn and summer term, these are used to discuss progress and plan new targets.

Additional meetings can be arranged at parent's request.

2. How will school staff support my child?

Most pupils follow a secondary style timetable moving from lesson to lesson taught by subject specialists. The form tutors oversee the pastoral needs and the subject teachers the academic needs. Bank View offers additional support when required through the Additional Resource Centre (ARC) The ARC offers academic, pastoral and social support via the learning mentor team, specialist literacy teachers and learning support assistants.

We also have a nurture group for our more vulnerable students which follows a primary model. A place in the nurture group is offered in consultation with staff and parents.

The sixth form curriculum is designed to develop the students' life skills and independence whilst continuing to develop functional literacy and numeracy and provide a bridge between school and college.

The progress of your child is measured regularly via school data and national data. This data is then used to track pupil progress and inform future support and target setting.

Parents are encouraged to complete the annual parent satisfaction survey and attend parent consultation meetings.

3. How will the curriculum be matched to my child's needs?

Work may be differentiated within lessons to match a pupil's level or to meet a specific need e.g. ASC. Some pupils will have differentiation within their timetable e.g. ICT courses at college, Inreach support for reading and maths and vocational opportunities for example childcare and hairdressing courses.

The curriculum is designed to ensure your child achieves their full potential in all areas. We want to ensure maximum academic progress, where pupils achieve a range of nationally recognized qualifications. In order to achieve those qualifications most pupils will need to develop their personal and social skills. Opportunities to develop these skills are found across the school and personal and social development underpins the whole curriculum. We want all our students to have the life skills and qualifications to be able to access tertiary education or employment when they leave us.

You will be invited into school twice a year to discuss progress. Staff are also available by phone and additional meetings can be arranged as required.

Students have a diary they are responsible for to note in homework / messages home.

The school uses Classroom Monitor, an online assessment system, to record and track progress. We also test reading and maths levels annually. These are used to identify pupils needing support.

Staff, parents and students can refer to the ARC for support. Each term sample of pupils' work is recorded in the SPECTRUM folder.

We employ an independent Careers Advisor to help with planning from Year 9 onwards as we begin to prepare your child for their next step.

4. What support will there be for my child's overall well-being?

Form tutors and head of key stage provide pastoral support aided by the learning mentors. Learning mentors run children's philosophy groups, relaxation sessions, friendship groups and support many more activities to help pupils engage with their peers appropriately. They also work with pupils, on an individual basis, on a range of issues such as 'keeping safe on the internet', building resilience and sex and relationship education.

We have links with local children's groups including FUSION. The Education Welfare Officer is also able to give support when needed.

If a pupil has a medical need staff are trained to support the child and named staff give medication to pupils at set times as required. First aiders provide care for minor injuries and personal care. (All support

staff had a days training in pediatric first aid). There is a school nurse who provides a weekly drop in session and she advises school staff on individual medical risk assessments for pupils.

We run an ASDAN Life Skills Challenge group for boys and girls, within this group pupils discuss health and personal care issues.

Senior teachers, form tutors and mentors work with pupils to pre-empt inappropriate behaviour and encourage positive behaviour. A list of actions and consequences has been agreed with the School Council and these provide consistency. School uses an electronic reward system based on the pupils receiving 'dojos' for effort and behavior, pupils can earn rewards and 'Golden Time'. Early contact with parents makes sure that the school and home work effectively together. Outside of lesson time, for example on the yard, there are high levels of staffing to support positive play and all staff are trained in de-escalation of challenging behaviour. Pupils can choose to spend time in the ARC at break and lunchtime. There are a range of clubs on offer at lunchtime.

Students are encouraged to share their views via the School Council which has pupils elected from each class who discuss issues and meet with the Governing Body. Once a week each class has circle time where children can raise issues. There is an annual pupil satisfaction survey and a member of staff will discuss the annual review with your child before the meeting and record their views. Pupils are invited in to their annual review to make their contribution.

5. What specialist services and expertise are available at or accessed by the school?

All staff are skilled in dealing with pupils with Special Educational Needs; some staff also have qualifications in speech and language, dyslexia, ASC, ADHD and bereavement among other areas. All staff have regular training in de-escalation, positive physical handling and safeguarding. All staff have had extensive training on ASD approaches including TEACCH and sensory processing.

We access a number of services including educational psychology, speech and language therapy service and mental health services. The school nurse holds regular sessions and the education welfare service offers regular

support. Pupils can also be referred to FUSION for access friendship groups and respite.

6. What training are the staff supporting children and young people with SEND had or having?

The main focus of training has been ASD to meet the needs of the growing numbers of pupils with a diagnosis of ASD in the school. This has included training on sensory processing issues and managing pupils with more severe ASD. Regular training includes the areas of safeguarding, de-escalation and physical handling. Support staff receive training in how to improve pupils' basic literacy and numeracy skills.

7. How will my child be included in activities outside the classroom including school trips?

All activities are open to all pupils and are supported by suitable transport and support.

Newsletters are sent home to inform parents of future events and include comments from trips. Letters will be sent home giving details and asking for permission for specific trips. We may also phone you for a discussion of a planned activity or trip.

8. How accessible is the school?

Bank View moved into a new building in September 2015. It is fully accessible.

The school was designed to meet the needs of pupils with special educational needs and particularly those with ASD. Features such as wide corridors, large classrooms and additional teaching and learning spaces all help to create a calm atmosphere in school which is conducive to learning. All pupils have access to a low arousal environments and the school also has 2 sensory rooms. The new school has been designed with careful consideration of the auditory and visual environments.

If required the school has access to the interpreter services to translate documents or provide translation during meetings. Ipads with apps could also be used if needed.

9. How will the school support my child to join the school and how will the school support my child in transferring to the next stage of education?

Prior to starting Bank View you and your child will be invited for a visit. We have a learning mentor responsible for transition. A programme for transition to Bank View can be arranged as required with your child's previous school.

The curriculum is designed for pupils to progress from year 7 to year 11 developing their independence and vocational skills. We have a careers advisor who will meet with older pupils to plan their next stage of education. Pupils will experience college placements, work experience and take appropriate qualifications in year 11.

Bank View has an outstanding sixth form. Strong links with the local college help facilitate a smooth transition which can include visits and supported placements.

10. How are the school's resources allocated and matched to a child's or young person's special needs?

The school receives 3 elements of funding for each pupil attending the school with the 3rd element being a top up dependent on their needs as identified in their statement / EHCP. This budget is then allocated to:

- provide small teaching groups, no more than 14 in a class.
- additional support staff
- learning mentors
- additional enrichment activities

11. How is the decision made about what type and how much support my child receives?

Parents, staff and students themselves are able to refer to the ARC if they feel additional support is required. Decisions about support are made

by the ARC staff, overseen by senior managers. Decisions are made on an individual need and will be for specific purposes. This support can be on a 1:1 basis or small group. It can be to support academic needs, social skills or medical needs. Support from the ARC takes place in discussion with the child and parent.

12. How are parents involved in the school? How can I be involved?

We welcome parents to work in partnership with the school for the good of your child's development both socially and academically.

We have an annual parent satisfaction survey with an action plan to make sure we are meeting the needs of parents.

Parents are on the Governing Body.

Monthly coffee mornings for parents often have a specific focus and are a good source of information. There are regular, planned coffee mornings for parents and these may include training for example ICT, relationship education and ASC.

Learning Mentors are running Connect 5 course for parents.

Bank View has a parent app.

The Head teacher holds a parent consultation meeting in the autumn and summer term.

13. Who can I contact for further information?

If you would like to visit the school please phone the school office on 0151 330 5101

The SENCO is Claire Pattison who can be contacted through the school office 0151 330 5101 or via email c.pattison@bankview.liverpool.sch.uk

Places at Bank View school are allocated by the Local Authority (0151 233 3000)