

Together we **B**elieve we can learn
Value each other and
work to **S**ucceed.

Bank View High School



SEND Information Report

Approved by:	Name: Colin Sibbald	Date:14.9.18
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Overview

Bank View is an outstanding special school, based over two sites in the north of Liverpool, for students with complex learning difficulties. Bank View caters for pupils aged 7 to 19. At our provision based at Croxteth Primary we also have a KS1 intervention class.

Our age range on Bank View's roll is from Key Stage 3 (7 years) to Key Stage 5 (19 years)

We currently have places for 210 students. This includes 8 places in our intervention class.

All the students have an EHC plan. Bank View caters for students with complex needs, these needs would be included in the following headings

- Communication and interaction.
- Cognition and learning.
- Social, mental and emotional health.
- Sensory and / or physical

Students are allocated places in Bank View School by Liverpool Local Authority.

Organisation

Primary Department

Bank View Primary department is currently composed of three Key Stage 2 classes across years 3, 4, 5 and 6 and a Key Stage 1 intervention class. Two are based at Croxteth primary school and two at the Long Lane site. Key Stage 1 students are accepted into the intervention class but remain on their own school role, with the aim that high quality intervention facilitates a return to that school.

Class sizes are no more than ten with a teacher and two support assistants. The classes all have their own outdoor space.

Secondary Department

In the secondary department students follow a secondary model timetable with lessons being taught mainly by subject specialists. The form tutors oversee the pastoral needs and the subject teachers the academic needs.

For students requiring additional support academically and / or socially we have a Key Stage 3 and Key Stage 4 base. A place in the nurture group is offered in consultation with staff and parents.

6th form

The 6th form is based upstairs and places are offered for 1, 2 or 3 years depending on numbers and needs identified at annual review. It is designed for our more socially vulnerable students who may need a longer transition to college / work. It concentrates on developing life skills and functionality.

The ARC

The ARC is based upstairs in the Long Lane site and provides high quality intervention and support based on individual curriculum or pastoral needs as identified by students, staff or parents / carers. This can be done in small groups or 1:1 sessions.

Curriculum

Students are offered a broad and balanced curriculum that offers them a personalised pathway through school with opportunities for externally recognised accreditation and therapeutic support. Lessons are taught by subject specialists and lead to accreditation at the pupil's appropriate level at the end of Key Stage 4 (from Entry Level to GCSE).

Underpinning the whole curriculum are opportunities for personal and social development and support for our students to learn how to learn and to be able to self-regulate/ manage their emotions. Each term personal and social targets are set with students and form tutors and shared with all staff and parents via the school planner.

The majority of students would be expected to access this curriculum with high quality teaching and additional classroom support.

As students move through the school we offer a range of opportunities from the enrichment programme to experiences to prepare them for the next step of their lives, for example college placements, work experience and a life skills curriculum

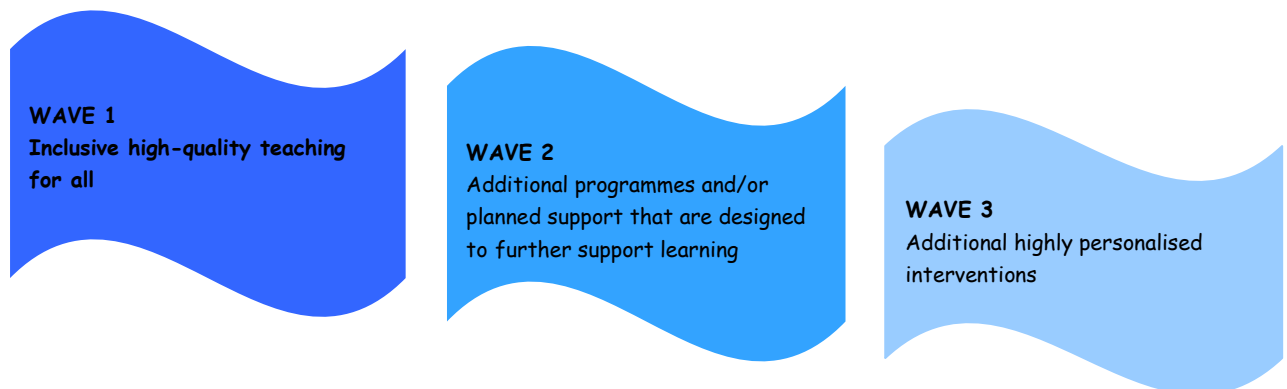
More information about the curriculum is included in the curriculum rationale and subject tabs on the web site.

Ensuring needs are met

Internal processes are in place for monitoring the quality of provision and assessment of need.

Students are assessed on entry and a standardised score in reading, spelling, comprehension and maths are produced by a specialist consultant. These scores are used to monitor progress and if necessary provide wave 2 and 3 intervention.

Bank View has developed its own bespoke assessment system which gives aspirational targets set against mainstream expectations. In each subject, subject staff identify those students not making expected progress and interventions are planned. The assessment lead in school monitors the impact of these interventions.



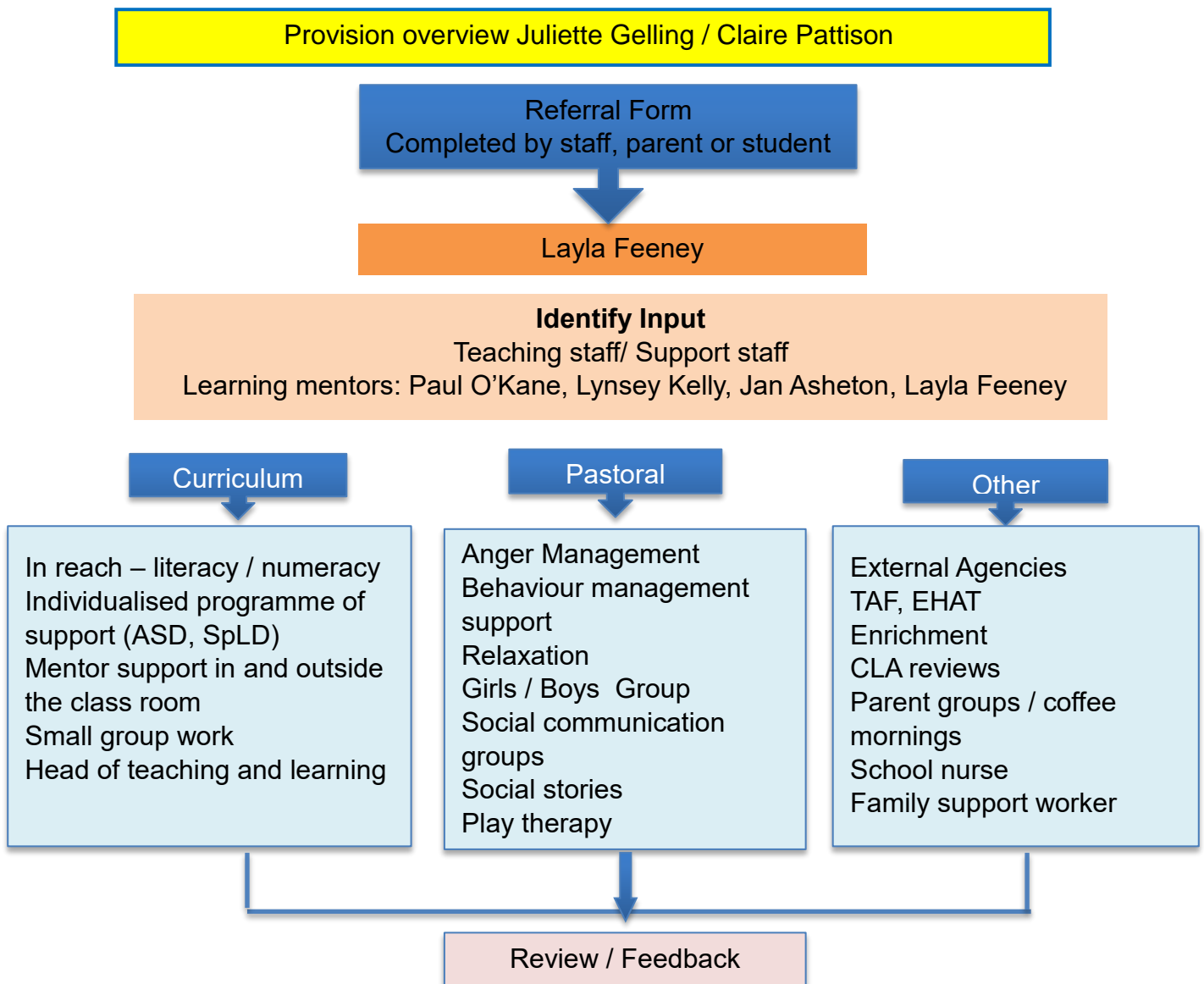
If a student continues to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, additional support from the ARC and SLT will be sought and wave 2 and 3 intervention put in place.

Available support

Support available in wave 2 and 3 may be academic or therapeutic. It can take place within the classroom or in the ARC.

- Support from the ARC – see chart below
- Exploration of alternative provision as part of the personalised pathway
- Sensory support / breaks
- Teaching groupings

ARC



Contacts

Form Tutor

The first point of contact is the form tutor

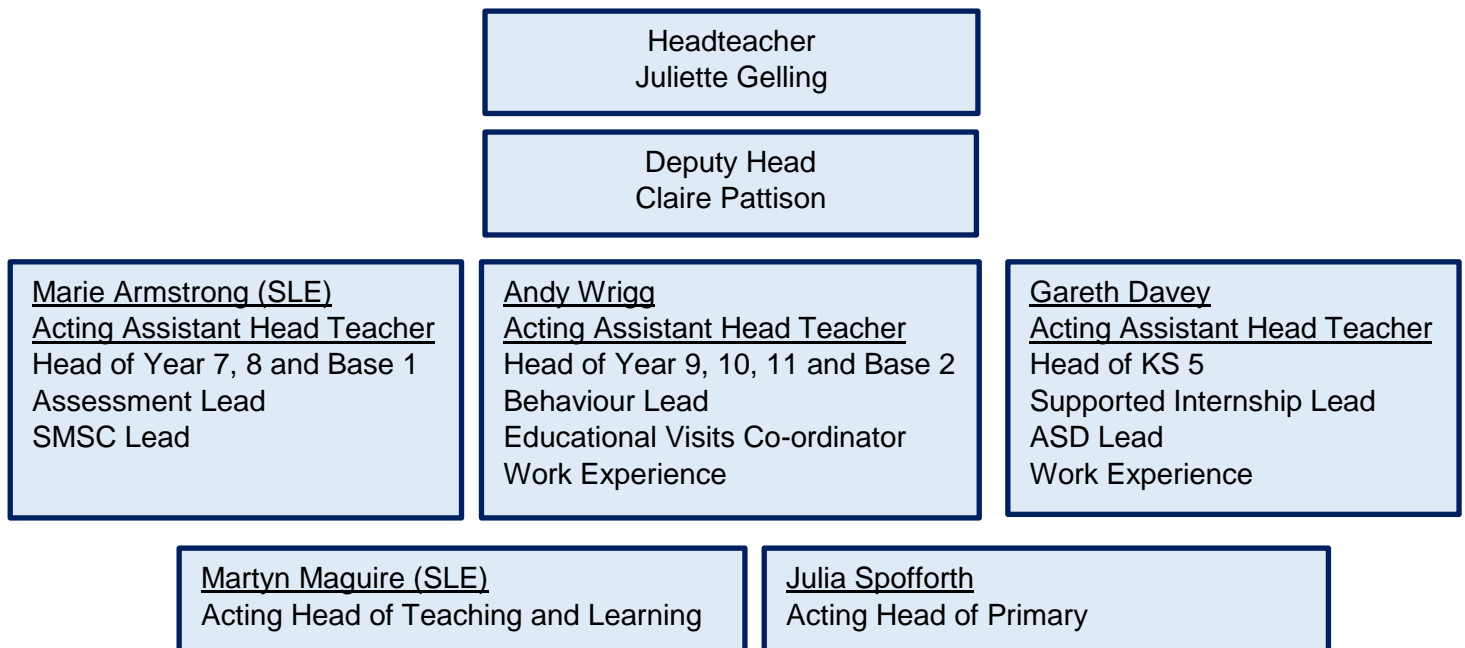
Intervention class @Croxteth	Mrs Roberts
Primary class @Croxteth	Mss Hastings
Primary 1 Long Lane	Miss Spofforth
Primary 2 Long Lane	Miss Devine
7a	Miss Flynn
7b	Mr Tasker
7c	Mr Burns / Ms Campbell
8a	Miss Jones
8b	Miss Armstrong
9a	Mrs Frost / Mrs Fenwick
9b	Mr Lock
Base 1	Miss Goulbourne
10a	Mr Wrigg / Ms Staunton
10b	Mrs McDougall
11a	Mrs Concannon
11b	Mr Maguire
Base 2	Miss Hitchmough
6 th form	Miss Southern, Mr Davey

All class groups have at least one support assistant assigned to them for additional help.

SLT structure

The management structure is shown below with areas of responsibility outlined.

Bank View offers an open door policy.



Additional staff providing intervention

Careers advice	Neil Alecock
1:1 literacy support	Liz Sutton
Sensory support	Louise Farrington
Music	Karl Webb

They can be contacted via the school office

Consulting with young people and their parents

Bank View consults with parents through parent consultation meetings, annual reviews, parents' evenings, parent questionnaire, ParentView, our school app and website.

Consultation with students takes place through their form tutors, school council, schools' parliament, annual review, parents evenings and the ARC.

Staff training and development

Whole staff annual training on:

- Approach
- Safeguarding
- ASD
- Sensory needs
- Meeting medical needs – asthma and epilepsy
- ADHD
- Mental health

Staff training is linked to the school improvement plan and training on an individual level is recorded in the headteacher's report to Governors.

Priorities for this year are curriculum, teaching and learning, behaviour leadership, health and wellbeing and development of primary provision.

We have 3 specialised leaders in education (SLE's) for assessment, literacy and MFL and cultural education.

Bank View holds the NAS accreditation mark and in its assessment was awarded a commendation for the work done around transition.

School partnerships and transitions

Bank View supports students to manage both micro transitions e.g. lesson to lesson / year to year and macro transitions – starting Bankview and also transition to college.

Parents and students are welcome to visit school prior to accepting a place and also once a place has been identified. We also visit students in their existing settings and talk to staff there.

The careers advisor and school staff supports students in college visits and interviews. All year 11 students attend Hugh Baird college on a weekly basis to familiarise themselves with the college setting and gain an understanding of potential college courses.

We have worked with the Hilton Hotel this year as part of the supported internship programme. 3 students will begin their placement there supported by Bank View job coach

The majority of our students come to school via local authority transport and we work with them to ensure this is a positive start to the students day, a number of students have become independent travellers with the support of the independent travel team. Bank View also runs an independence programme in the 6th Form.

We also work with school health and the educational psychology service.

Challenges this year

This year we have increased in number from 178 to 210 on roll. This means lots of new faces which is exciting but will be a challenge as new staff and students settle into the school. We have a new primary class in school (Year 3 and 4 students), this brings us an opportunity to develop our skills to meet the needs of younger students. We have in place a robust induction programme for all new staff.

We continue to see an increase in the number of students who have extremely complex needs e.g. dual diagnosis of ASD/ADHD and serious mental health issues. As a school we continue to develop the skills of all our staff so we can support students to overcome these barriers in order for them to achieve academic and personal success. We also will look this year to promote a whole range of activities that will help students have good mental health.

Our curriculum and in particular our accreditation is ever evolving so that it is meaningful, challenging to all students and promotes independent and living skills.

We have doubled the number of students from 3 to 6 on our supported internship programme, which will mean greater collaboration with other schools and businesses. This of course is a great positive but as the programme expands it will require extra resources in terms of training, management/staff time and finance.

Areas for development

These are detailed in the school development plan but focus on the following areas:

- Teaching and Learning
- Behaviour Leadership
- Health and Wellbeing
- Development of Primary Provision

Complaints

Complaints can normally be dealt with informally with the teacher concerned or the Headteacher or Deputy Headteacher. If, following this, parents/carers are still dissatisfied then there are more formal procedures. These ensure that all complaints receive, fair, full and speedy consideration. However, the need for these procedures are very few. Our Complaints Policy can be viewed on the school website or is available on request from the school office

Accessibility

Bank View moved into a new building in September 2015. It is fully accessible. The school was designed to meet the needs students 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 students have access to 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. The school accessibility plan is available from the school either as an electronic copy or paper copy on request.

Local offer

Our contribution to the local offer is:

<http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/organisation.page?id=iDUWYRoEIJg&familychannel=10>

Liverpool authority's local offer is published here:

<http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/localoffer.page?familychannel=10>

Sefton authority's local offer is published here:

<https://www.sefton.gov.uk/localoffer>