

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

# Bank View School



# SEND Information Report

## Contents

<b>Overview</b> .....	3
<b>Organisation</b> .....	4
Primary Department.....	4
Secondary Department .....	4
6 <sup>th</sup> form.....	4
The Wellbeing Hub .....	4
<b>Curriculum</b> .....	5
<b>Ensuring needs are met</b> .....	5
<b>Available support</b> .....	6
Form Tutor .....	7
Management Structure and responsibilities.....	8
Additional staff providing interventions: .....	9
<b>Consulting with young people and their parents</b> .....	9
<b>Staff training and development</b> .....	10
Whole staff .....	10
<b>School partnerships and transitions</b> .....	10
<b>Accessibility</b> .....	12
<b>Local offer</b> .....	12

## Overview

Bank View is an outstanding special school, based over three sites in Liverpool, for students with complex learning difficulties.

Our age range on Bank View's roll is from EYFS to Key Stage 5.

BankView@Croxteth has three classes, early years to year 4.

Bank View Speke – 60 year 7 places

Bank View Fazakerley – year 4 to year 14 places

We currently have places for 340 students.

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 composed of 5 classes. Three are based at Croxteth primary school and two at the Long Lane site.

Class sizes are usually no more than ten with a teacher and two support assistants. The classes all have their own outdoor space. The outdoor spaces have been enhanced as part of the Opel project.

### 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 of the learners and the subject teachers the academic needs.

For learners requiring additional support academically and / or socially we have five base classes which follow a primary model of teaching. A place in the base provision is offered in consultation with staff and parents.

In September 2023 we opened our third site based in Speke for 60 year 7 learners.

### 6<sup>th</sup> form

The 6<sup>th</sup> form is based in Fazakerley on the 1<sup>st</sup> Floor, places are offered for 1, 2 or 3 years depending on the needs of the student identified at annual review. The 6<sup>th</sup> form is designed to support our more socially vulnerable students who may need a longer transition to college / employment. From September 23, we have set up a 6<sup>th</sup> form base class. The 6<sup>th</sup> form curriculum is based around personal and social development and functional skills in English, maths and ICT. It also delivers the supported internship programme.

### The Wellbeing Hub

There are Wellbeing Hubs on the Fazakerley and Speke sites which provide high quality intervention and support based on individual curriculum or pastoral needs as identified by students, staff or parents / carers. These bespoke outcome based interventions are delivered via 1-1 and group work, with the sole purpose of cultivating resilient independent young people.

The mentors from both Hubs offer support to the Croxteth site.

## Curriculum

Students are offered a broad and balanced challenging and well sequenced curriculum that offers them a personalised pathway through school with opportunities for externally recognised accreditation and therapeutic support.

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.

The majority of students would be expected to access the curriculum with the support of high quality teaching which encompasses a whole range of strategies to overcome barriers to learning.

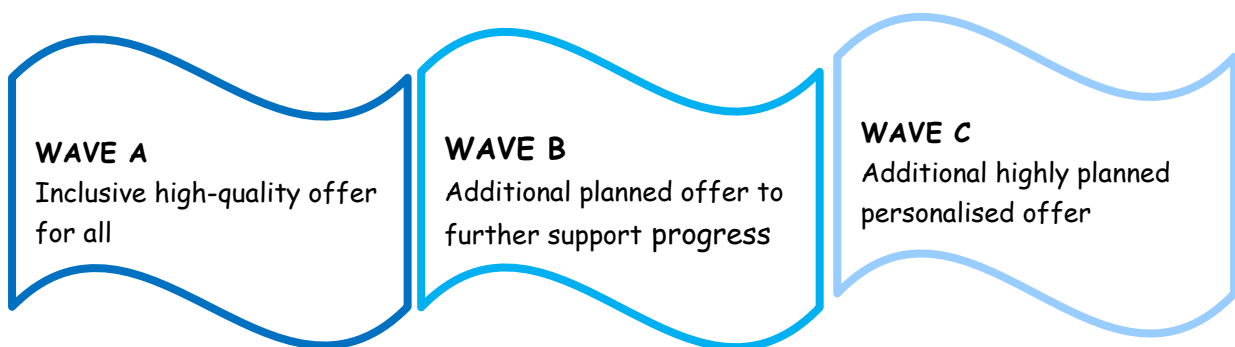
As students move through the school we offer a range of opportunities from the enrichment programme to experiences to prepare them for the next step of their lives, for example college placements, work experience and a life skills curriculum.

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

## Ensuring needs are met

All our students access an inclusive high quality offer which results in the vast majority of them achieving the outcomes in their EHC plan.

Some students may need additional support to meet these outcomes in one or more area of their EHCP, this is Wave B and C support and will be detailed in the Wave B or C personalised support plan.



Students are also assessed on entry and a standardised score in reading, spelling, comprehension and maths are produced. This is then completed annually.

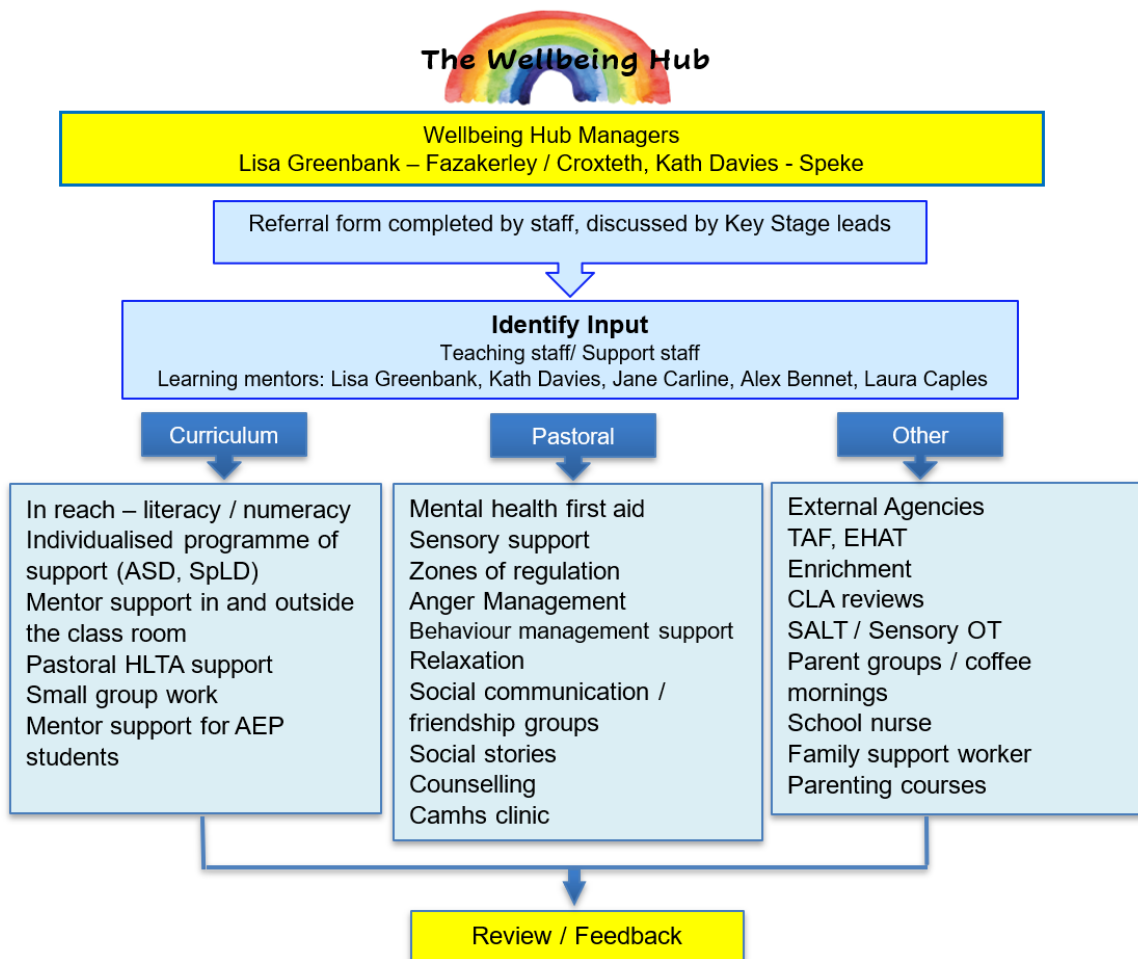
Bank View assessment within the classroom is used to check understanding and inform teaching, it helps students embed and use their knowledge. We are updating our teaching, learning and assessment policy to reflect the fact that we are using the curriculum as the progression model i.e. progress is shown as our students learn the curriculum.

## Available support

Support available in Wave B and C may be academic or therapeutic.

It can take place within the classroom, additional learning spaces or in the Wellbeing Hub.

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



## Contacts

### Form Tutor

The first point of contact is the form tutor

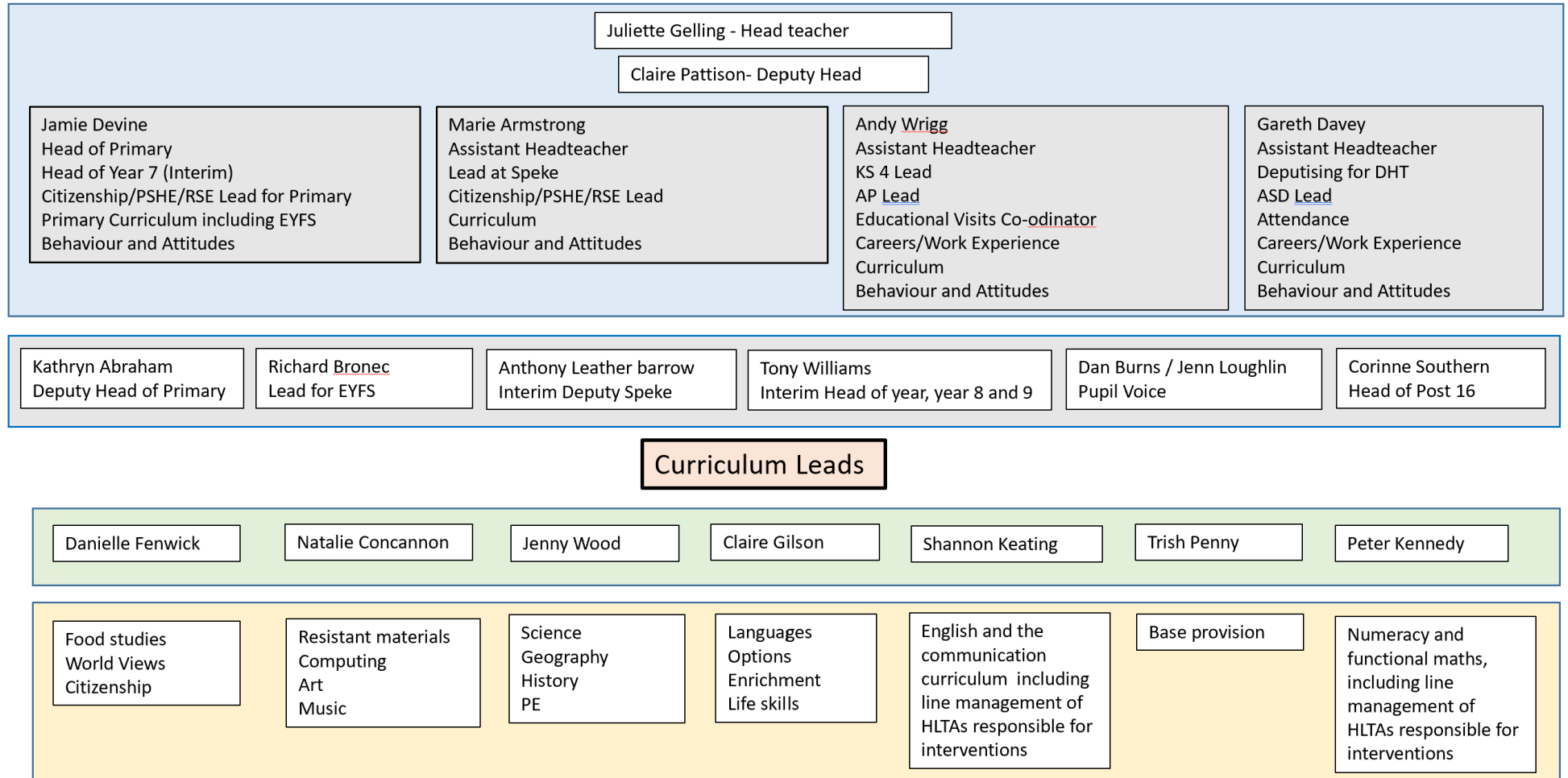
<b>Bank View@Croxteth</b>	
Primary 1 (EYFS)	Richard Bronec
Primary 2	Joanne Martin
Primary 3	Kathryn Abraham
<b>Bank View Fazakerley</b>	
Primary 4	Amanda Locke
Primary 5	Chloe McVey
Base 1	Katie Roberts
Base 1a	Jenny Coates
Base 1b	Supply
Base 2	Ian Laird
Base 3	Amy Hitchmough
Base 4 (6 <sup>th</sup> Form)	Supply
6S	Corinne Southern
6B	Susan Baker
7a	Dan Burns
7b	Amber McKenna
8a	Jenn Loughlin
8b	Sam McGrath
9a	Shannon Keating
9b	Paul Brown
9c	Jen Woods
10a	Clare Frost /Danielle Fenwick
10b	Supply /Sarah Nurse
11a	Peter Kennedy
11b	Clare Gilson
11c	Michaela McDougall
<b>Bank View Speke</b>	
7SA	Clare Metcalf
7SB	Natalie McMahon
7SC	Alice Laird
7SD	Anthony Leatherbarrow
7SE	Abigail Byrne
7BS	Rachael Lewis

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

There is an HLTA assigned to each key stage to provide pastoral support and support with school attendance.

## Management Structure and responsibilities

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





**Additional staff providing interventions:**

Careers advice	Neil Alecock
1:1 literacy support	Sonia Johnson / Grace Muldoon
1:1 numeracy support	Emma Wood
Music	Karl Webb
Counsellor	Nichola Doyle
Sensory Support	Emma Johnson / Joe Spellman
Sensory OT	Aoife O'Sullivan
Speech and language	Alix Connor
Educational Psychologist	We buy into the Liverpool EP service Annie Welland is currently working with school

They can be contacted via the school office

**Admin /Site team**

Lisa Dutton	Schools business manager
Helen Evans	HR manager
Michelle Jones	Office Admin
Lisa Smallshaw	Office Admin
Sarah Green	Office Admin
Cheryl Devine	Office Admin
Nicolene Adams	Office Admin (Speke)
Alan Jones	Site Manager
Jason Emery	Caretaker
Tom Pierce	IT Technician
Steven Williams	IT Technician

**Consulting with young people and their parents**

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

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

## Staff training and development

Whole staff annual training on:

- LeAFE
- Safeguarding
- ASD
- Sensory needs
- Meeting medical needs – asthma and epilepsy
- ADHD
- Mental health
- Restorative practice
- Behaviour as a form of communication
- Attachment and trauma informed practice

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

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

Bank View holds the NAS accreditation mark, this was renewed in June 2022.

We also hold the Best Practice in Teaching Assistants and Health and Wellbeing awards, this was renewed in October 2023.

We have achieved the Rainbow Flag Award in October 2022.

We have begun work to become a 'Thinking School' and are currently working to complete a Parent Partnership Award.

## 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 Bank View 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 visit local colleges on to familiarise themselves with the college setting and gain an understanding of potential college courses.

We run a supported internship programme.

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 6<sup>th</sup> Form.

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

### Challenges this year

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 will look 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.

To ensure that with the increasing number of students across three sites we maintain the equality and personalisation of our offer

### Areas for development

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

- Curriculum Development across all phases
- Metacognition
- Assessment
- Hearts Project
- Attendance
- Parent Partnership
- Our therapeutic offer
- Developing our EYFS and Speke 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

All students have access to low arousal environments and sensory rooms.

Fazakerley:

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. The school was designed with careful consideration of the auditory and visual environments.

Croxteth:

We have two primary classes and an EYFS class based in Croxteth primary. They have access to carefully designed outdoor space (we are part of the Opal project) and a sensory room.

Speke:

A former school site has been adapted to meet our student's needs. There are sensory rooms and additional learning spaces available for all class groups and a purpose-built hygiene suite.

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:

[Bank View School | Liverpool Family Information & SEND Directory](#)

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>