



# SEND Information Report **2026 -2027**

## Contents

|                                                            |           |
|------------------------------------------------------------|-----------|
| <b>Overview .....</b>                                      | <b>3</b>  |
| <b>Organisation .....</b>                                  | <b>4</b>  |
| <b>Curriculum .....</b>                                    | <b>5</b>  |
| <b>Ensuring needs are met .....</b>                        | <b>5</b>  |
| <b>Available support .....</b>                             | <b>6</b>  |
| Form Tutor .....                                           | 7         |
| Management Structure and responsibilities .....            | 9         |
| Additional staff providing interventions: .....            | 10        |
| Admin /Site team .....                                     | 10        |
| <b>Consulting with young people and their parents.....</b> | <b>11</b> |
| <b>Staff training and development.....</b>                 | <b>11</b> |
| <b>School partnerships and transitions .....</b>           | <b>12</b> |
| <b>Accessibility .....</b>                                 | <b>13</b> |
| <b>Local offer .....</b>                                   | <b>13</b> |

## Overview

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

Bank View School caters for learners aged 5 to 19.

Bank View Fazakerley – 308 places.

Bank View Speke – 306 places.

Across the two sites we currently have places for 614 learners.

All the learners have an EHC plan. Our learners have 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

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

## School values

|                                                                                                                                                                                                                         |                                                                                                                  |                                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>One School</b></p>  <p><b>3 sites</b><br/>       Croxteth<br/>       Fazakerley<br/>       Speke</p> <p><b>Each Unique</b></p> | <p><b>Leadership</b></p> <p>There is shared leadership with all working together to drive school development</p> | <p><b>High Expectations</b></p> <p>Our offer is tailored to meet the uniqueness of each learner and prepare them for their next step in life</p> |
| <p><b>Positive mindset</b></p> <p>I do, we do, you do</p>                                                                                                                                                               | <p><b>Inclusive environment</b></p> <p>Diversity is valued and is the one true thing we have in common</p>       | <p><b>Teamwork</b></p> <p>We work together tirelessly to ensure the best possible outcomes for our learners</p>                                  |

## Organisation

### Primary Department

Bank View Primary department is composed of 6 classes. Five at the Fazakerley site and 1 year 6 class in Speke. We no longer have a site in Croxteth primary school.

Class sizes are usually no more than 14 with a teacher and at least two support assistants. The classes all have their own outdoor space. The outdoor spaces have been enhanced as part of the OPAL project.

### Secondary Department

In the secondary department learners 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.

In September 2023 we opened our Speke site, this has places for years 7, 8, 9 and 10 and this year a year 6 cohort.

### 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 learner identified at annual review. The 6<sup>th</sup> form is designed to support our more socially vulnerable learners who may need a longer transition to college / employment.

The 6<sup>th</sup> form curriculum builds the learner's confidence, self-esteem, independence and employability skills. The 6<sup>th</sup> form also allows our learners to complete a supported internship programme.

### Base

For learners requiring additional support academically and / or socially in the secondary department we have ten classes which follow a primary model of teaching across the two sites.

A place in the base provision is offered in consultation with staff and parents.

### 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 learners, 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.

## Curriculum

Learners are offered a broad, balanced, challenging and well sequenced curriculum that offers a personalised pathway through our school. Learners can achieve externally recognised accreditation. We offer therapeutic support to those learners who require it.

Underpinning the whole curriculum are opportunities for personal and social development and support for our learners to 'learn how to learn' and to be able to self-regulate/ manage their emotions.

The majority of learners can access the curriculum with the support of high-quality teaching and classroom support. A whole range of strategies are used to overcome barriers to learning.

As learners move through the school, we offer a range of activities through our curriculum, including our enrichment programme to provide learners with cultural capital and 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 on the Curriculum and subject tabs on the school website.

[Welcome to Bank View School - Bank View School](#)

## **Ensuring needs are met**

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

Some learners 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.



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

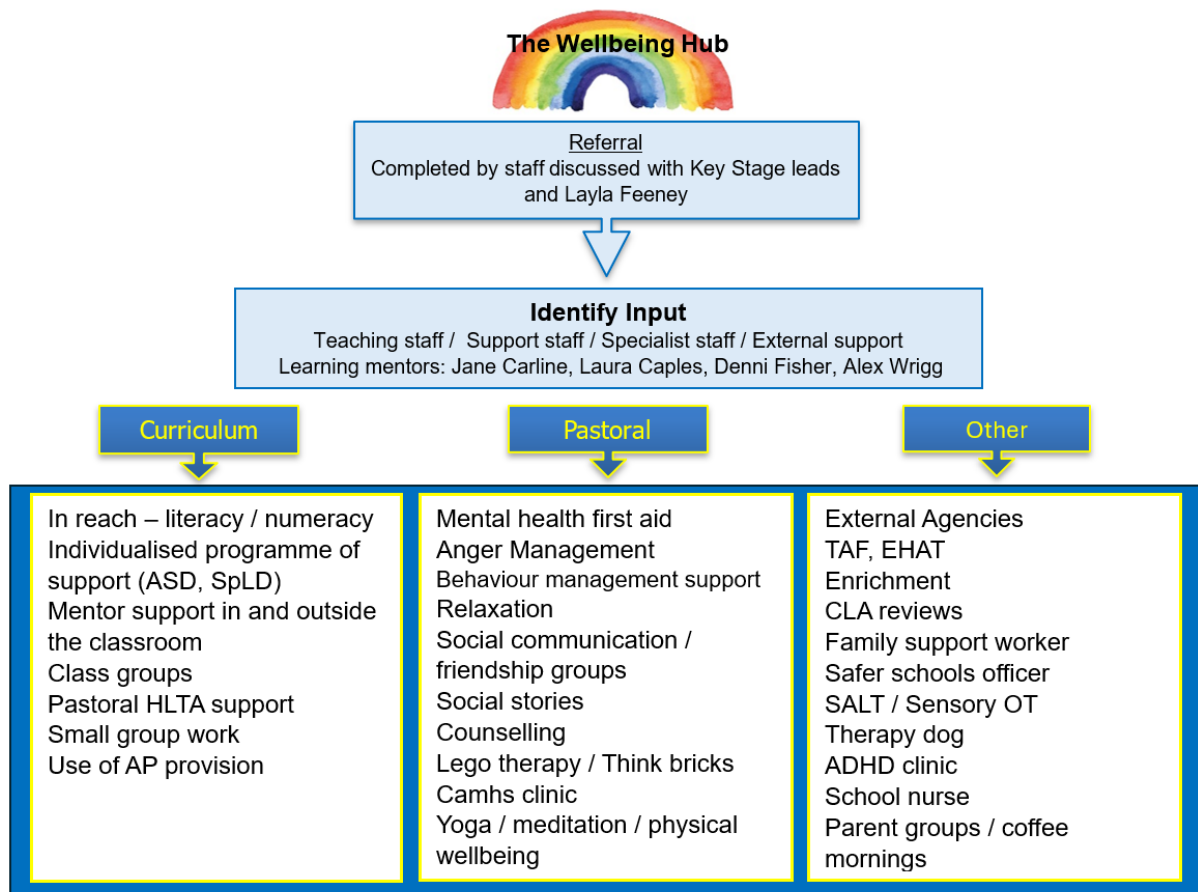
Bank View assessment within the classroom is used to check understanding and inform teaching, it helps learners embed and use their knowledge. The Teaching, learning and assessment details strategies used by staff.

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



## Contact

### Form Tutor

The first point of contact is the form tutor

### Fazakerley

| Class     | Primary Teacher              | Pastoral Leader | Pastoral HLTA    | Form Support             |
|-----------|------------------------------|-----------------|------------------|--------------------------|
| Pearl     | Miss Muphy                   | Mr Davies       | Patsy            | Kamila, Abi J, Fern,     |
| Jasper    | Ms Van Der Spuy              |                 |                  | Michelle, Lainey, Lorena |
| Emerald   | Miss Harrison                |                 |                  | Molly, Louise            |
| Turquoise | Miss McVey                   |                 |                  | Olivia, Amba, Julie/ Liz |
| Onyx      | Mrs Bailey                   |                 |                  | Georgia, Jack, Becky     |
| Class     | Base Teacher                 | Pastoral Leader | Pastoral HLTA    | Form Support             |
| Quartz    | Mr Swift                     | Mr Crook        | Hannah Catherine | Tom, Dawn, Elkie- Jo     |
| Jade      | Mrs O’ Reilly                |                 |                  | Anne-Marie, Rosie/Mollie |
| Sapphire  | Mrs Wooder                   |                 |                  | Ged, Lyn M, Connor, Amy  |
| Topaz     | Mrs Wells                    |                 |                  | Claire B, Kathy, Emily   |
| Class     | Form Teacher                 | Pastoral Leader | Pastoral HLTA    | Form Support             |
| 7a        | Miss McKenna                 | Mr Burns        | Amy              | Cathy, Jo B              |
| 7b        | Mr Kavanagh                  |                 |                  | Gabby, Jayne             |
| 8a        | Mrs Nurse/ Mr Godfrey        | Mrs Cartwright  |                  | Claudia K, Karen, Steffi |
| 8b        | Miss Loughlin                |                 |                  | Casey, Mark              |
| 9a        | Miss Heard                   |                 |                  | Kerry, Kim, Abi K        |
| 9b        | Mrs Mulholland               |                 |                  | Brenda, Carleigh         |
| 10a       | Mrs Papa/ Mr Heron           | Mrs Gilson      | Paul             | Lynne, Amhad             |
| 10b       | Mrs McDougall                |                 |                  | Carla, Carl/ Nicola      |
| 11a       | Mrs Frost                    |                 |                  | Shelley, Sharon          |
| 11b       | Miss Martin                  |                 |                  | Gary, Louise Cassidy     |
| Class     | 6 <sup>Th</sup> Form Teacher | Pastoral Leader | Pastoral HLTA    | Form Support             |
| 6B        | Mrs Barker                   | Miss Southern   | Louise           | Marion, Marie            |
| 6S        | Miss Southern                |                 |                  | Kara, Louise B           |
| 6R        | Miss Rogers                  |                 |                  | Lynn, Erin, Callum       |

## Speke

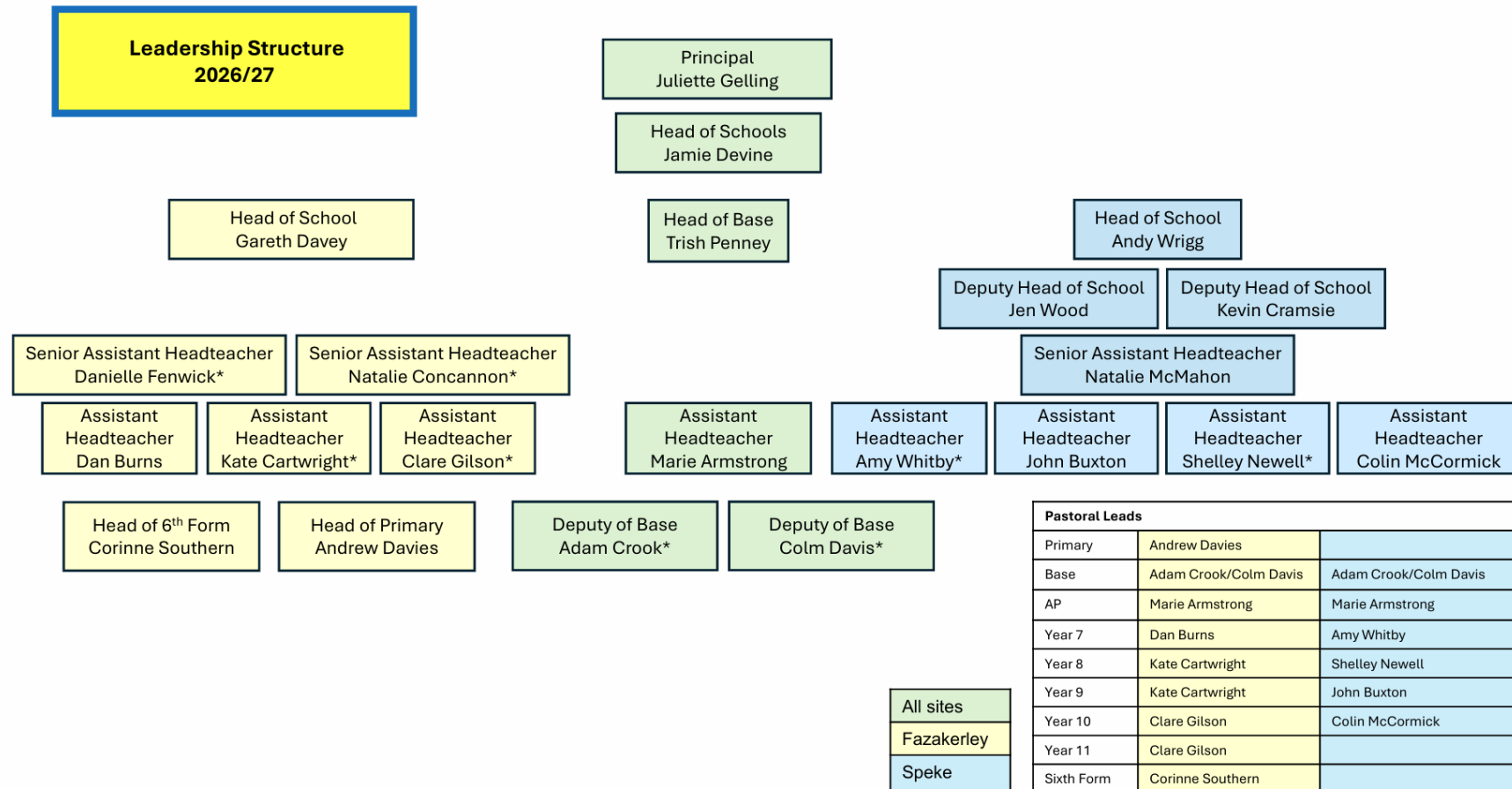
| Class     | Base Form Teacher   | Pastoral Leader         | Pastoral HLTA | Form Support                           |
|-----------|---------------------|-------------------------|---------------|----------------------------------------|
| Ruby      | Hannah Ashman       | Mr Crook<br>Mr C Davies | Maria         | Sian, Danielle, Holly                  |
| Jet       | Clare Metcalfe      |                         |               | Brianna, Lyndsay                       |
| Coral     | Rachel Daye         |                         |               | Tamsin, Patricia                       |
| Peridot   | Rachael Lewis       |                         |               | Lucy, Rachel, Donna Rachel             |
| Amethyst  | Samantha Eastwood   |                         |               | Carolina, Megan                        |
| Diamond   | Adele Shea'Bennison |                         |               | Laura, Kate                            |
| The Forge | Ian Laird           |                         |               | Rosie, Keith, Lisa                     |
| Amber     | Kate Gillespie Day  |                         |               | Hayley, Iain, Karen                    |
| Class     | Form Teacher        | Pastoral Leader         | Pastoral HLTA | Form Support                           |
| 7sa       | Jen Dunbar          | Ms Whitby               | Miranda       | Nichola, Juli                          |
| 7sb       | Ben Moorcroft       |                         |               | Terri, Laurie                          |
| 7sc       | Laura Finigan       |                         |               | Cheryl, Valerija                       |
| 7sd       | Emma Greyson        |                         |               | Harriet, Charlene                      |
| 8sa       | Eleanor Gash        | Ms Newell               | Emma          | Cally, Liam                            |
| 8sb       | Shannon Lalley      |                         |               | Francesca, Sophie                      |
| 8sc       | Anna Radcliffe      |                         |               | Malika, Stephen                        |
| 8sd       | Rachael Owen        |                         |               | Lauren, Jemma                          |
| 8se       | Sophie Scanlon      |                         |               | Jo, Deriya                             |
| 9sa       | Emma Jooste         | Mr Buxton               | Becca         | Lauren J, Louise                       |
| 9sb       | Alex Harding        |                         |               | Ella, Fatiha                           |
| 9sc       | Vicky Hide          |                         |               | Anastaasija, Colin                     |
| 9sd       | Nidhi Bharadwaj     |                         |               | Oliver, Daniel                         |
| 9se       | Nuria Marti         |                         |               | Claire, Courtney                       |
| 10sa      | Chloe Majury        | Mr McCormick            | Kelsea        | Sarah, Emma                            |
| 10sb      | Thomas McCann       |                         |               | Lewis, Rebecca, Beth                   |
| 10sc      | Sara Richards       |                         |               | Jack Bladon (2)<br>Marie Blackmore (1) |
| 10sd      | Aaron French        |                         |               | Steph, Ria, Caitlyn                    |
| 10se      | Terry Mulholland    |                         |               | Louis Kev                              |

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 / Emma Wilsher / Emmie Foster                           |
| Music                    | Karl Webb / Jonathan Raisin                                                           |
| Counsellor               | Nichola Doyle / Paul O'Kane                                                           |
| Sensory Support          | Emma Johnson / Debbie McGann                                                          |
| Sensory OT               | Aoife O'Sullivan / Francesca Fletcher                                                 |
| Speech and language      | Alix Connor / Francesca Fletcher/ Anita Hurburun                                      |
| Educational Psychologist | We buy into the Liverpool EP service Hannah Nicholls is currently working with school |

They can be contacted via the school office

### Admin /Site team

|                                                |                   |
|------------------------------------------------|-------------------|
| Director of People & Organisational Management | Helen Evans       |
| HR Assistant                                   | Nicole Pender     |
| School Business Manager                        | Lisa Dutton       |
| School Business Manager                        | Jess Cross        |
| EHCP & Exam Co-ordinator                       | Michelle Jones    |
| Finance & Office Administrator                 | Lisa Smallshaw    |
| Office Administration Assistant                | Cheryl Devine     |
| Office Administration Assistant                | Sue Smith         |
| Office Administration Assistant                | Sarah Green       |
| Office Administration Assistant                | Sarah Metcalf     |
| Office Administration Assistant                | Carlie Rice       |
| Office Administration Assistant                | Charlie McCarthy  |
| Office Administration Assistant                | Deretta Hodgson   |
| Site Support Assistant                         | Jack Jackson      |
| Caretaker                                      | Paul Raynard      |
| Caretaker                                      | Jason Emery       |
| ICT & Network Manager                          | Steven Williams   |
| Senior ICT Technician                          | Tom Pierce        |
| ICT Technician                                 | Nathanial Langton |
| ICT Technician                                 | Sean Murphy       |

## Consulting with young people and their parents

Bank View consults with parents through parent consultation meetings, annual reviews, parents' evenings, parent questionnaire and Seesaw.

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

## Staff training and development

All staff have annual training on:

LEAFe

Safeguarding

ASD

Sensory needs

SALT

Meeting medical needs – asthma, allergies 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 on Sense HR and reported to Governors. There is a robust induction programme for all new staff.

Priorities for this year are embedding our pedagogical framework, the behaviour curriculum, Philosophy for children and development of the Speke and Base provision.

Bank View Fazakerley and Croxteth sites hold the NAS accreditation mark, this was renewed in June 2025. Speke site has begun the process.

We have achieved the Rainbow Flag Award in October 2022.

In June 2024 we were successful in gaining the Parent Partnership Award.

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

We hold a Rights Respecting School Gold Award.

We were awarded a merit in the Super Kind Award this summer

We hold a platinum OPAL award for our primary department and are expanding the programme across the school.

## **School partnerships and transitions**

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

The careers advisor and school staff support learners in college visits and interviews. All year 11 learners 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 learners come to school via local authority transport and we work with them to ensure this is a positive start to the learners day, a number of learners 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, home school support and the educational psychology service.

## **Areas for development**

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

- Metacognition
- Attendance
- Our therapeutic offer
- Developing and growing our Speke and Base provision
- OPAL for all phases

## **Complaints**

Complaints can normally be dealt with informally with the teacher concerned or the Principal or Head of School. 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 learners 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 learners with special educational needs and particularly those with ASD. The school was designed with careful consideration of the auditory and visual environments.

### Speke:

A former school site has been adapted to meet our learner'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:

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

Liverpool authority's local offer is published here:

[SEND local offer - Liverpool City Council](#)

Sefton authority's local offer is published here:

[Schools and Learning \(sefton.gov.uk\)](https://sefton.gov.uk/schools-and-learning)

Knowsley authority's local offer is published here:

[Knowsley Local Offer \(SEND\) | Knowsley Council](#)