

'We build incredible futures by empowering young people to develop their independence, self-esteem and confidence through a relentless focus on learning and caring.'

Newsletter: September 2023

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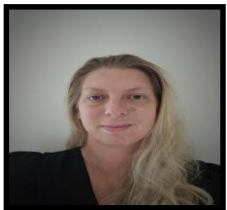


Message from the Principal:

I would like to welcome our new pupils and students to Bankside School and College. Bankside School opened on 18th September and it is an absolute pleasure to see pupils enjoying learning, social activities and 1-1 time with our school and clinical team. It has been just as pleasing to welcome 8 new students to Bankside College and I know that the staff team are very impressed with how they have quickly settled into college life. On behalf of all the staff, I would like to warmly welcome our new pupils, students and their families to Bankside and we look forward to working closely with you in the years ahead. As Bankside continues to grow, our team will continue to focus on empowering young people to develop their independence, self-esteem and confidence through a personalised approach towards learning, enrichment and extra-curricular activities.

Welcome to the team!

We would like to welcome all of our new colleagues to the Bankside family.



Sian Ackerley
SENCO
Bankside School & College



Natalie Jakeman
Office Administrator
Bankside School



Jo Martin
Teaching Assistant
Bankside School



Jack Bertuello
Teacher
Bankside School



Mike King
Assistant Psychologist
Bankside School & College



Hayley Gazeley
Clinical Lead
Bankside School & College



Anne-Marie Sherwood
Catering Assistant
Bankside School & College

Deputy Headteacher

As Bankside School and College continues to grow, we are delighted to confirm that Kate Jasper has been appointed Deputy Headteacher across both settings.



College Trips and Visits

Students at the college are already enjoying a busy programme of trips and visits. These have included visits to local high streets and the ever popular weekly swimming trip.

Staff have praised how students who were at college last year have been incredibly supportive of those who have recently joined Bankside. Students have also taught new swimming skills to each other which has not only led to growing confidence but blossoming friendships.

OFG Autism Strategy

Bankside Staff have all been trained in OFG Autism Strategy – Ask, Accept, Develop. Please see the attached leaflet about how this strategy impacts upon our practice at Bankside College. Our Clinical team will now be supporting staff with Practice Impact Reviews, while the College works towards Accreditation over the next six months. This will include such aspects as Staff ongoing training, Student Communication Profiles, Use of Visual Supports, Student Sensory profiles and Promoting Independence. Please ask if you would like to know more.

Forest School and Duke of Edinburgh

Pupils and students across Bankside will experience Forest School and Duke of Edinburgh in our extensive school grounds. As part of their curriculum, students at the college have begun to develop our forest school area. We would also like to thank them for their hard work to produce such an amazing space for us to enjoy in the months ahead.



Horticulture and Music

Bankside pupils and students are now participating in small group music therapy sessions and experiencing horticulture in the poly tunnels located close to the college. We look forward to celebrating more successes across our enrichment curriculum this year.

Term Dates

Please find this year's term dates attached to our email.
Term 1 ends of Friday 27th October. Term 2 starts on 6th November and ends on 22nd December.

Please note that there is a staff training day on Friday 1st December. Bankside School and College will be closed to pupils and students on this day.

Ask

Student Voice is our top priority. We treat each student as a unique individual with their own likes, dislikes, wants and needs. This is facilitated within a Total Communication Environment, including the use of augmentative and alternative communication. Central to this is our focus on relationship-building, connection and creating an environment of psychological and physical safety. Students are supported to collate their own Profile document to inform us in how we can best support them.

Accept

Our ethos and approach has a common language, consistency and understanding, based upon neuroscience. We have an empathic understanding based upon relating to the individual perspectives of each student, supported by PACE (Trauma Informed Practice). We respect each student's personal experience to inform what may frighten, preoccupy or distress them. Relationships, connection and belonging are central to our ethos. We create structured and predictable environments, and use communication systems and activities which meet the needs of each student and enable them to thrive and experience positive emotions. Support plans are formulated with the students, their families and our clinical team.

Develop

We teach our students new skills, abilities and strategies related to the Outcomes within their Education, Health and Care Plans. These are driven to improve their quality of life and well-being through a focus on enablement and empowerment to increase independence and flourish. We do this through positive, evidence-based approaches and positive expectations. We use sensitive but persistent intervention, based upon individual assessment, that uses and supports each student's capacity for emotional regulation and engagement. We accredit achievement using ASDAN qualifications and the Duke of Edinburgh Award scheme. We work in partnership with the student, their family, and all involved professionals.