



Bankside School

Headteacher: Kate Jasper
The Rhydd (on B4211 Road), Hanley
Castle, Worcestershire, WR8 0AD
Telephone: 01905 388 897
Email: info@banksideschool.co.uk
Website: www.banksideschool.co.uk

Visible Consistency, Visible Kindness

Newsletter: 18th September 2026

Our full second week at school saw pupils venturing off site and engaging in some very practical and enterprising activities.

This year we have 6 students who have signed up for the Duke of Edinburgh Award which is such a worthwhile accreditation, highly regarded by colleges and employers. The youngsters have had some intelligent and mature discussions regarding their proposed activities, and they enjoyed their first trip out this week, as you will see below.

Once again, we have linked into Acton Mill Care Farm which provides a variety of educational activities for our pupils who love working with animals. We will continue to visit every Thursday this year.

Last Tuesday, we enjoyed welcoming into school the parents of our new pupils as part of our 'Meet the Teachers' event. It was lovely to see so many of you and see the eagerness of our new pupils to show you their main classroom, their Tutor and take you around the school.

Thank you to Jacquie, our Catering Tutor, for making such wonderful cakes with our students to support the evening.

On a similar note, please remember that you are invited to join us in school for our very own Macmillan coffee morning next Friday, the 25th, from 9.30 to 10.30am. Our BTEC Hospitality pupils will be helping with the event.

Our pupils have had an excellent second week as you can see from all the recognition certificates awarded below. It makes for fantastic reading and it is wonderful to see pupils engaging and excelling in so many different subjects across the curriculum. They all deserve a weekend's rest!

We wish you all a very positive weekend.

Important Dates

Friday 25th September – Macmillan coffee morning

Half Term – Monday 26th October – Friday 30th October

Just as a reminder we are a **NO NUT** School, we have a number of pupils who have allergies, this includes for some pupils, coconut allergy, please be mindful of pupils using sprays or body lotions as they can be sensitive to this.

Star Learners: For outstanding effort and focus in lessons:

- **Liam O** – Worked really well in PSHE, completing his task and trying to avoid distractions. Positive end to the first week.
- **Sammy T** – Focused really well in PSHE and applied himself to produce good work. Well done.
- **Daisy H** - Well done, Daisy, for your excellent engagement during your study period this week. After completing your PE work at home, you chose to join the Preparing for Adulthood lesson to ensure you did not miss out on the learning. During the lesson on active listening, you participated positively, remained focused and provided thoughtful answers throughout. Your dedication to learning and willingness to engage in this lesson was fantastic to see. Keep up the great work!
- **Vinny G** - You have been an absolute delight and I'm so proud of you for attending lessons with a mature outlook and for absolutely smashing the English and Maths!!!
- **Harley M** – Your hard work in Maths was wonderful to see; we are so proud of you!
- **Group 1** - I would like to nominate all students from group 1 as Star Learners. Their engagement and focus in ALL their lessons are phenomenal. What a great start, keep it up!
- **Mia W** – For working hard in her first animal care session to clean out the rabbit enclosure, providing her knowledge and expertise along the way. You were a great help Mia!
- **Betty B** - We are so proud of your excellent progress in the forest as part of outdoor education. You have overcome challenges showing courage and resilience. Well done Betty.
- **Archie C and Sammy T** - They continue to engage in every lesson, keep up the good work! :)
- **Ash H** – Ash attended his first full BTEC Music lesson this week and showed amazing engagement and ability! He took on work he had never covered before with focus and determination producing a great drum track and sharing it with us all. Great work!
- **Reuben H** - Roo had initially been reluctant to engage in art sessions at the start of term but gave this week's lesson a try. Roo created an amazing watercolour poppy painting adapting his design creating sunset. He used water colour wash, selected colours using colour theory and mixing to create his beautiful sunset. Well done Roo.
- **Archie H** – For showing creativity, as well as resilience, with his English writing task throughout this week.
- **Kay E** - She has really tried and made a purposeful effort to attend her lessons, despite finding it challenging. She has worked well in computing, engaging positively with the tasks, and sharing her ideas with me. It has been lovely to see her perseverance and participation. Well done, Kay!
- **Hayward F** - For being a Star Learner in Maths.

Kindness Champions:

For showing compassion, helping others and lifting the mood of those around you:

- **Stan B** - Stan showed real kindness and compassion when a fellow student injured their ankle. He supported them by suggesting some exercises that could help with the pain. His caring and supportive attitude towards others was lovely to see.
- **Jess B** - For being super supportive to our new student Mia during cooking.

Progress Heroes: For making visible strides in learning, behaviour and confidence:

- **Vinny G** - In his first PSHE lesson, remained focused and worked really hard, maintained engagement through distractions. Impressive start, well done.
- **Liam O** - Engaging in PSHE whole heartedly, contributing to discussions and approaching her learning with enthusiasm. Great work, well done.
- **Etta M** - Etta has overcome so many barriers to attend all of her classes and with a fabulous attitude to learning, but above all in Maths where she has shown huge resilience and is making great progress as a result of this positivity! Well done Etta, we are all so proud of you!
- **Millie F** – Millie has been invaluable in animal care during registration time, taking charge of putting out the guinea pigs and feeding them, she has grown very confident in handling them and is able to complete the task independently. Well done Millie!

Special Mention:

- **Harley M** - For his exceptional work in Maths. He has clearly tried really hard and I am very proud of the work that he has produced as he should be too.

Meet the Clinical Team

With lots of new students, families and caregivers at Bankside, we thought it would be a good time to re-introduce ourselves!

The Clinical Team



We are looking forward to working together with you all this academic year!



**Bankside
School**

Macmillan Coffee Morning



Friday 25th September.



930–1030am.



at Bankside School.



All parents/carers welcome.



**Cakes and tea/coffee/
squash available for
a donation.**



**An opportunity to meet
other families.**

**LET'S BREW
SOMETHING
AMAZING**

TOGETHER



In support of

**MACMILLAN
CANCER SUPPORT**



Trip to Mr Mulligans!

The DofE group took their first trip of the year on Wednesday as they ventured to Mr Mulligans for a game of electro-darts. The group chose darts as one of their skills to improve as an essential part to the qualification process. They shared many laughs and smiles as things got competitive, and they certainly showed their darts throwing skills to the max! Throughout the year, they will continue on a range of volunteering, physical & skill-based visits as they get their Duke Of Edinburgh award following a final expedition! Jack & Lewis were really proud of the group's efforts and attitudes on their first outing!



Acton Mill Care Farm Visit

On Thursday, a group of students went for their weekly visit to Acton Mill Care Farm. Here, they gain lots of different experiences with the animals. The first weeks have involved walking the donkeys & pigs into their fields, feeding goats, sheep, cows and alpacas, petting the guinea pigs & rabbits, helping shear the sheep, and even visiting a flock of sheep to count them (don't worry, nobody fell asleep!) to help with future birthing data. All the students love getting involved with all the different work around the farm, and they even still have the energy for a sing along with Lewis & Jackie on the journey home!





EHCP FOCUS

From EHCP Outcomes to Everyday Progress

An Education, Health and Care Plan (EHCP) is much more than a document that is reviewed once a year. It should be a working document that helps us understand each young person's needs, the support they require and what we are working together to help them achieve.

What are EHCP outcomes?

EHCP outcomes describe the progress we want a young person to make over time. These may relate to:



Education and learning – developing knowledge, skills and engagement in learning.



Communication and interaction – communicating needs, choices, thoughts and feelings.



Social, emotional and mental health – recognising emotions, developing regulation strategies and seeking support.



Sensory and physical needs – understanding and communicating sensory needs and developing strategies that help.



Preparing for adulthood – developing independence, life skills, relationships, community participation and aspirations for the future.



For our young people, progress towards an outcome may not always be a straight line. Sometimes maintaining a skill, using it in a different environment or becoming more confident in asking for support represents significant progress.

How do we work on outcomes at school?

The longer-term outcomes within an EHCP are broken down into smaller, achievable targets.

These targets help staff understand what the young person is working towards and allow us to recognise and evidence progress over time.

Importantly, targets aren't limited to sitting at a desk!

A young person might work towards their outcomes while:

- ✓ ordering something in a café
- ✓ managing a change to their usual routine
- ✓ communicating that they need a regulation break
- ✓ travelling in the community
- ✓ working alongside a peer
- ✓ preparing food
- ✓ making a choice independently
- ✓ recognising something they have achieved



How can families support outcomes at home?

You don't need to recreate school at home!

Everyday family life provides lots of natural opportunities to practise skills linked to EHCP outcomes.

This could be:



encouraging your young person to choose and prepare a snack



manage some of their own belongings



communicate when they need help



make a small purchase



help plan a family activity



The most helpful thing families can do is share what you are seeing at home.

If your young person has mastered a skill, is struggling with something new or is showing independence that we might not see at school, please tell us. Equally, if something that appears secure at school is very difficult at home, we need to know.



EHCP outcomes work best when the young person, family and school are all part of the conversation.

A question for home

What is one thing your young person can do now that they couldn't do, or needed much more support to do, 12 months ago?

Sometimes progress is easier to see when we stop and look back at how far they have come.