



INCLUSION

POLICY STATEMENT

No pupil will be disenfranchised from education and achievement at Cumberland School Specialist Sports and Applied Learning College as the result of a barrier to their access to learning.

The Context

Cumberland School Specialist Sports and Applied Learning College is an inclusive school within an inclusive Local Authority.

Cumberland School recognises that many of our pupils have barriers to their progress and development, as identified in the 5 key aspects of Every Child Matters.

The school undertakes to identify the pupils and the barriers to their learning, progress and development. It also undertakes to make provision for these needs within its remit and budget. The Disability Discrimination Act also applies here as any persistent barrier might be classed as a disability. The Gender Equality Duty also applies. A number of school policies form aspects of the Inclusion Policy

- The Equal Opportunities Policy
- The Disability Equality Scheme
- The Behaviour Policy
- The SEN Policy
- The Anti-Bullying Policy
- Looked After Children

Many of the barriers for pupils which we identify are interlinked; thus increasing their impact. In our Learning Support handbook a synopsis of need is identified. Pupils' primary need data is recorded on SIMs and this informs the Pupil Level Annual Schools' Census.

Barriers

The following list is a guide to some of the most frequent barriers.

Barriers	Include specifically
Physical	Vision hearing mobility
Medical	Anorexia, arthritis, crohns disease, cystic fibrosis, diabetes, epilepsy, sickle cell, etc.
Learning	Autism, dyscalcula, dysgrafia, dyslexia, global developmental delay, moderate learning difficulties, social and communication disorders, speech and language impairments, weak literacy and/or numeracy.
Behaviour	Attention Deficit Hyperactivity Disorder, challenging, conduct disorder, emotional, Obsessive Compulsive Disorder, mental health issues, pervasive.
Attendance	Bereavement, bullying, medical, phobic.
Family issues	Children who are carers, Looked After Children (LAC)

We identify barriers at the following times

1. At primary transfer
 - Through visits to the primary schools
 - Through information sent to us from primary schools
 - Through parental interviews and meetings
 - Attending Parents Evening at primary schools
 - Attending Reviews at the primary schools
 - Information from Behaviour Support Development and Advisory Team (BSDAT) and Speech and Language Therapy (SLT)

2. During the first term
 - Observations by Teaching Assistants
 - Liaison with parents
 - Education Welfare contact with the home
 - Monitoring by leadership group and form tutors
 - Referral to Special Education Needs Co-ordinator (SENCO) forms

3. Ongoing
 - Referral to SENCO
 - EWO contact
 - Observations by Learning Support Staff
 - Monitoring by Social Inclusion Team
 - Parental interviews and meetings

Practice and Provision

What we do

- Accessibility Plan
- Learning Support Handbook
- Special Education Needs (SEN) Files
- Individualised Education Plans (IEPs)
- Pastoral Support Programme (PSPs)
- Care Plans
- Bulletin

What we provide

- Information
- Information
- Information
- Information, advice, targets
- Advice, targets
- Information and advice
- Information

Support Staff Working in School	External Agencies working in school	
Social Inclusion Team	BiPs	Community Police
Teacher in Charge (TiC)	BSDAT	
2 Teachers	BEST	
6 Learning Mentors	CFCS	
SEN Team		
Director of Inclusion		
2 Deputy SENCOs		
TAs		
5 HLTAs		
Home School Mentors – 1 P/T		Family Support Worker
YCs, FTs		School Counsellor

ASD	LCIT	
TiC	SLT	
2 Teachers		
10 TAs		
Learning Support		
SENCO	LSDAT	
3 Teachers	VI peripatetic	
24 TAs	Hi peripatetic staff	
Attendance	School Nurse	
Assistant Headteacher		
EWO		
Physical/Medical	School Nurse	
First Aider	OT	
	Physiotherapy	
Family Issues		
SENCO		
EWO		
Social Inclusion Team		
Pastoral Staff, YCs		
Kids Company Team		
Counselling		
Kids Co. Team Leader		
Volunteers		