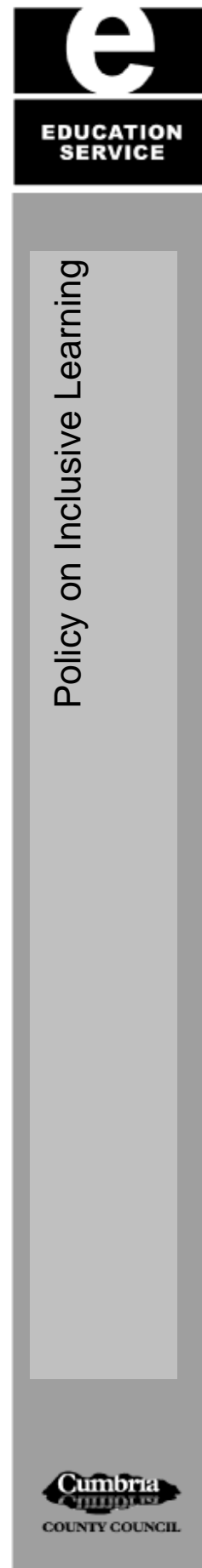


Pupil and School Support Division
February 2001

Policy on Inclusive Learning

Cumbria Local Education Authority



Introduction

Cumbria has achieved a level of integrated provision in which the whole educational community can properly take pride. To be integrated, however, is not the same as to be included. Inclusion is the challenge which faces us now, and we will meet it through the concept of Inclusive Learning.

The move towards Inclusive Learning in Cumbria is based on the belief that all pupils are entitled to high quality education, and the belief that this will be delivered through a continuum of provision. Cumbria's policy is founded on the UNESCO Salamanca World Statement of Special Needs Education. This Statement, accepted by government, affirms the rights of all children to equal educational opportunities without discrimination within the mainstream education system:

Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all. Moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system. (UNESCO Salamanca Statement, 1994)

The Government has now charged each Local Education Authority to produce a policy on Inclusion and to take action to promote Inclusion within its Education Development Plan. "The Inclusiveness of Education" already has a high priority within Cumbria's current Education Development Plan; thus national and local agendas are consistent and compatible.

We now have the opportunity to build on the work that has been done over a number of years within the county, and within the county's schools.

The Present Position

Cumbria's current, overall policy statement on Special Educational Needs is based on appropriately supported integration for the majority of pupils with special educational needs. It is also based on:

- ◆ The recognition that it is schools which meet the needs of children with learning difficulties through the totality of learning opportunities that they provide;
- ◆ The delegation of resources to schools to enable them to meet the needs of children;
- ◆ An understanding that the role of the LEA is to provide support to schools to enable them to meet the needs of children;
- ◆ The understanding that special educational needs can be seen as a continuum and that only around 2% of children would be expected to require the additional provision made through a statement of special educational need;
- ◆ A recognition of the need for resources to be targeted according to need and to be made available for re-allocation once that need has been addressed;
- ◆ A recognition that although resources may be allocated individually, children will benefit from sharing them;
- ◆ A requirement for informed consistent decision making based on secure evidence;
- ◆ A commitment to involve parents as active partners of equal value in the process;
- ◆ The requirement that the education service is responsible only for needs that affect the child's progress in the learning environment;

(S.E.N. Policy 1999)

Inclusive Learning

Cumbria's policy on Inclusive Learning relates to all pupils in all of the county's schools.

It has particular relevance, however, to the following groups:

Those who experience difficulties with learning
Those who are deaf, blind or who have physical disabilities
Those who are disaffected and whose behaviour presents problems
Those in the care of the Local Authority
Those from ethnic minorities

Those who have a mobile life style as travellers
Pregnant schoolgirls, teenage mothers and young carers
Those who are highly able and talented
Those who bully or who are the victims of bullying
Those who live in poverty or who are homeless
Those who are bereaved or traumatised.

To deliver Inclusive Learning for young people in Cumbria we have to focus on:

- ◆ Learners and their requirements;
- ◆ Delivering an inclusive curriculum; and on providing
- ◆ A learning environment which is accessible physically, socially and intellectually.

These points are elaborated in the sections, which follow.

Where Inclusive Learning is successful, all pupils are accepted in their own right in all aspects of school life. Inclusive Learning is the responsibility of us all – LEA officers, specialist staff who support schools, and staff within schools.

Our joint aim must be to find solutions to problems, break down barriers, and allow everyone who works with young people to develop practices which meet the individual needs of pupils. Through this we expect to promote greater academic attainment and social inclusion.

Learners and Their Requirements

Inclusive Learning places its primary focus on learning and on learners' requirements. It does not deny individual differences or disabilities as these, clearly, can create special requirements for the pupils concerned. Inclusive Learning looks to address these requirements within the learning environment which we provide for our pupils.

This means that we must all:

- ◆ Avoid labelling and stereotyping pupils
- ◆ Concentrate on understanding better how children learn in order that they can be better helped to learn;
- ◆ See children with difficulties, disabilities and disadvantages first and foremost as learners and move towards creating the most appropriate educational environment for them.

An Inclusive Curriculum

The way forward will require the restructuring and reorganisation of the curriculum of all schools, specialist and mainstream, in order that the differences between children may be recognised, celebrated and provided for in a non-restrictive environment. Our focus must be on providing Inclusive Learning through curriculum delivery.

The key issue is providing an inclusive curriculum which:

- ◆ Allows the teacher and pupils to respond positively to each other,
- ◆ Is differentiated to meet needs, and
- ◆ Emphasises high expectations and quality for all.

Pupils do not make best progress when they are treated uniformly. Curricular and teaching approaches need to be differentiated according to prior learning and to the individual needs and learning styles of all pupils.

The concept of Inclusive Learning is challenging for those professionals who work with pupils in schools, whether mainstream or specialist, and for colleagues who support schools in their work. The concept itself is an inclusive one. It encompasses the rights of mainstream pupils who seem to be achieving well as well as pupils in Specialist Schools who have equal rights to Inclusive Learning opportunities.

A Learning Environment Which is Accessible Physically, Socially and Intellectually

When Inclusive Learning is successful, pupils with difficulties, disabilities and disadvantages are accepted in their own right in all aspects of the school: the curriculum, the environment and the social life.

The fundamental change in thinking required by the concept of Inclusive Learning will lead to the development of new methods of working. Good practice developed in the name of integration can provide the platform to more dynamic ways of working.

Integration has referred to the placement of children with disabilities in mainstream settings, but proximity cannot guarantee inclusion. Integration has been widely regarded as the child fitting around the school while inclusion is about the school fitting around the child. In this context the curriculum is the vehicle to facilitate Inclusive Learning.

Inclusive Learning does not mean that young people with special needs are placed in mainstream settings which are inappropriate for their individual needs. Equally, pupils in mainstream settings may experience 'inclusive seclusion' when their behaviour disrupts the learning of others to such a degree that they receive their inclusive curriculum entitlement apart from other pupils.

The inclusion of pupils has to be based upon meeting their needs and their entitlement to quality education; it is not sufficient to place children in settings on social or locational grounds alone.

Specialist Schools and Strategic Facilities

In order for Cumbria's policy on Inclusive Learning to move forward and develop, our specialist provision has to evolve and adapt. We would expect our Specialist Schools to take on a wider and more flexible role than they have at present – perhaps in partnerships through "clusters" of schools or with their local communities. For example, Specialist Schools and Strategic Facilities could offer:

- ◆ Advice and support for individual or groups of pupils on an outreach basis
- ◆ Expertise, specialist facilities and resources
- ◆ A focus for support and advice to parents
- ◆ Professional development opportunities for mainstream teachers and colleagues from other agencies
- ◆ Shared placements of pupils

Proficient Provision

Whether educated within the mainstream or specialist environment, there are common factors which are present in proficient provision. Research recently undertaken at the University of Birmingham has identified a number of the characteristics of proficient provision (Viser, Cole, Upton 1998). Adapted, this may provide the vehicle through which the Local Education Authority and schools may choose to develop to facilitate Inclusive Learning. A suggested adaptation may include:

Proficiency is the product of:

Population

- ◆ With clear admissions criteria to ensure balance
- ◆ Where pupils have access to a broad, balanced and differentiated curriculum
- ◆ Where pupils are supported by pastoral systems which are interdisciplinary and holistic in approach
- ◆ Where parents are supportive and actively involved in their child's education in true partnership

People

- ◆ Who are well led by a Headteacher and senior management team with genuine commitments to children with special educational needs

- ◆ Who are skilled, experienced and committed
- ◆ Who have access to appropriate training and time to address aspects of the child's whole education

Provision

- ◆ Where education policies are comprehensive and include behaviour and care and are reviewed regularly
- ◆ Where there is professional support when the school is adequately resourced and supported by the Local Education Authority, Social Services Department, Health providers etc
- ◆ Where there are differentiated Individual Education Programmes, Individual Behavioural Plans and Care Plans, which pay attention to building self-esteem through achievement

Place

- ◆ Where the physical environment promotes a welcoming school with space which allows individual, group and community needs to be provided for
- ◆ Which is in touch with the local community
- ◆ Which has created efficient transport links with home

The 'Ps' of proficiency will increase Inclusive Learning opportunities and are key factors in ensuring positive experiences for all of our pupils.

An Inclusive Local Authority and an Inclusive Community

The concept of Inclusive Learning is challenging and far-reaching. It is not a new concept and its success for individual pupils is not solely the responsibility of the Local Education Authority and schools. If it is to be effective, it requires the active involvement of Social Services, Health Trusts, the Police and others.

If the LEA is to adopt the principles of Inclusive Education, it will need to examine its current structures in order successfully to convert principle into practice. In particular the LEA will need to decide on those steps that need to be taken in order that schools, parents and other agencies will develop a perception of an Inclusive Education Authority.

Progress towards Inclusive Learning may be slow and uneven. However, it is a goal towards which we all should work to ensure higher quality and greater equality, for all Cumbria's pupils.

THE INCLUSION AUDIT

School:.....

Date:.....

3. Pupil Numbers

Number on roll	
Number with statements	
Number with non-statutory allowance	
Percentage with non-statutory allowance	
Number with free school meals	
Percentage with free school meals	
Number at 'school action'	
Percentage at 'school action'	
Number at 'school action plus'	
Percentage at 'school action plus'	
Number placed out of area	
Percentage placed out of area	
Number on 'pastoral support programme'	
Percentage on 'pastoral support programme'	
Number in Pupil Referral Unit	
Percentage in Pupil Referral Unit	

4. Finance

2% of AWPU	
Social Disadvantage (FSM)	
Non-statutory allowances	
Statement resources	
Pupil Retention Grant (PRG)	

5. Additional Resources

EAZ	
Sure Start	
Early Excellence Centre	
Excellence in Cities	
Health Action Zone	
Beacon School	
Advanced Skill Teacher	

6. Incidence of Special Educational Need (Statement)

Learning Difficulties	
-----------------------	--

Behaviour	
Vision	
Hearing	
Specific Learning Difficulties	
Autism/Aspergers	
Speech and Language	
Physical/Medical Needs	
TOTAL	

7. Incidence of Special Educational Need (School Action Plus)

Learning Difficulties	
Behaviour	
Vision	
Hearing	
Specific Learning Difficulties	
Autism/Aspergers	
Speech and Language	
Physical /Medical Needs	
TOTAL	

8. Vulnerable Minority Groups

Children in Public Care (no.)	
Children in Public Care (no. with PEP)	
Percentage of children in Public Care with PEP	
Ethnic minorities (no.)	
Percentage of children from ethnic minority background	
Traveller children (no.)	
Percentage of children from travelling family	
Pregnant schoolgirls/schoolgirl mothers	
Number of incidents of racial harassment	
Children on Child Protection Register	

9. LEA Support Services (no. of visits last year)

Educational Psychologist	
Education Welfare	
STS Complex	
STS Hearing	
STS Vision	
STS Speech and Language	
STS Literacy	
Behaviour Support Teacher	
SEN AAO	
QA/IA - SEN	

10. Support from non LEA services (no. of children last year

Speech Therapist	
Physiotherapist	
Occupational Therapist	
Psychiatrist	
Clinical Psychologist	
Psychiatric Nurse/CAMS)	
Social Worker (Children & Families)	
Social Worker (Child protection)	
Social Worker (Disabilities)	
Connexions	
TOTAL Number of children seen last year by non LEA support services	

11. Attendance and Inclusion

Number of permanently excluded pupils last academic year	
Number of permanently excluded pupils previous academic year	
Number of fixed term exclusions last year	
Percentage attendance	
% authorised absence	
% unauthorised absence	
Number of parents prosecuted for non attendance	

12. Access and Adaptation

Whole school physically accessible	
Whole curriculum accessible	
Partial physical access	
Physical access only to entrance area	
Disabled access	
Disabled toilet with changing room	
Disabled toilet with hoist	
Disabled toilet with hoist and changing room	
Medical room	
Withdrawal room	
Access suitable for deaf (acoustics)	
Access suitable for visually impaired (lighting environment)	
Access suitable for visually impaired (way finding)	

13. Plans and Policies

SEN	
Inclusion	
Accessibility	
Anti-Bullying	

Drugs

--

14. Training

Areas of specialist skill – accredited training

--

Areas of specialist skill – short term

--

Staff trained in lifting and handling

--

Staff trained in care, control and physical intervention

--

Training priority (1)

--

Training priorities (other)

--

15. Ofsted Judgement

What the school does well (areas related to access/inclusion/SEN

--

What could be improved (areas related to access/inclusion/SEN

--

Behaviour

--

Personal Development

--

Attendance

--

Provision for SEN

--

Care for pupils

--

16. Audit of Violent Aggressive Behaviour

Physical violence to teachers (involves direct physical contact)

--

Physical violence to peers (involves direct physical contact)

--

Physical violence to others (involves direct physical contact)

--

Physical violence to property (involves direct damage to property)

--

Verbal aggression to teachers (swearing, threatening language or abuse)

--

Verbal aggression to peers (swearing, threatening language or abuse)

--

Verbal aggression to others (swearing, threatening language or abuse)

--

How many of these incidents resulted in fixed term exclusion?

--

Number of times physical restraint procedures used

--

Cumbria Education Service
Audit of Violent and Aggressive Behaviour

In the week commencing (*****) please indicate how many incidents of violent and aggressive behaviour by pupils were **reported to the school's senior management team.**

	Number of Incidents	Number of Pupils
- Physical violence to teachers (involves direct physical contact)		
- Physical violence to peers (involves direct physical contact)		
- Physical violence to others (involves direct physical contact)		
- Physical violence to property (involves direct damage to property)		
- Verbal aggression to teachers (swearing, threatening language, or abuse)		
- Verbal aggression to peers (swearing, threatening language, or abuse)		
- Verbal aggression to others (non teaching staff or visitors)		
- How many of these incidents resulted in fixed term exclusion?		
- Number of times physical restraint procedures Used		

Name of School: _____

Please return to Michael Watmough, 5 Portland Square, Carlisle by *****

INCLUSION AUDIT

2. Area Profile

	Total for Area	Total for Cumbria	National Comparators
3. Pupil Numbers			
4. Finance			
5. Additional Resources			
6. Incidence of Special Educational Need (Statement)			
7. Incidence of Special Educational Need (School Action Plus)			
8. Vulnerable Minority Groups			
9. LEA Support Services (no. of visits last year)			
10. Support from non LEA services (no. of children last year)			
11. Attendance and Inclusion			
12. Access and Adaptation			
13. Plans and Policies			
14. Training			
15. Ofsted Judgement			
16. Audit of Violent Aggressive Behaviour			

A discussion paper on: The Development of Special Schools in Cumbria

Introduction

1. Cumbria has five excellent special schools.

James Rennie School (Carlisle)
Mayfield School (Whitehaven)
Sandgate School (Kendal)
George Hastwell School (Barrow in Furness)
Sandside Lodge (Ulverston)
2. These schools cater for some four hundred pupils with severe and complex learning difficulties or profound learning difficulties.
3. Pupils with similar needs in some cases have their needs met in strategic facilities in mainstream schools and in other cases through appropriately resourced inclusion into mainstream schools.
4. It is envisaged for the immediate future that the Cumbrian community would be best serviced through the continuation of a 'mixed economy' of support that includes special schools, mainstream schools and strategic facilities.
5. Over the past few years there has been a rise in the number of pupils placed in special schools. One of the factors contributing to this has been the barriers to inclusion that exist in some mainstream schools. Any change in the profile of placements will require active attention to remove barriers to inclusion where they exist.
6. In future, consideration will be given as to the pattern of provision needed to meet the special educational needs of the community through a rolling review following a special needs audit on an area basis. The review will be carried out over a four-year programme and will set out developmental plans at an area level. These plans will cover both the duration of the four-year review cycle and project beyond.
7. There are two immediate issues that will need to be addressed with special schools that will impact upon special school rolls and hence resourcing.

i) The issue of progression Post 16

Positively promoted progression is an important need for all pupils including those with severe learning difficulties. There is a concern that some pupils could start in a special school aged 3 and remain in the same school for 16 years until they are 19. However good the school, this is a limited experience. There is also concern that in the South of the County, there are three special schools with very small sixth forms which give the young people less opportunity for differentiation and same age peer group experience. In the short-term this will be reviewed and in the longer term, consideration is being given to developing better Post 16 facilities in all Cumbria's FE colleges or sixth form colleges.

ii) The capacity of special schools

At present three out of the five special schools have more pupils on roll than their standard number. This is not the fault of the special school managers. All pupils placed in special schools have been placed there by the LEA Special Educational Needs Service. Cumbria's policy, as stated in the School Organisation Plan, is to manage their population so that it does not exceed their standard number. To achieve this there will need to be a planned reduction in their numbers to ensure that they do not exceed their capacity.

8. The challenges that will need to be addressed to help ensure that Cumbria's special schools contributions to attainments and inclusion in Cumbria are maximised are:

- i) Increased flexibility
- ii) Dual registration
- iii) Placement at foundation stage
- iv) Common performance indicators
- v) Coordination of specialist support and training
- vi) Development as local networking and resource centres
- vii) Involvement in consultancy and outreach
- viii) Strengthening progression at 16
- ix) Development of specialisms
- x) Stable funding

The Ten Challenges

i) Increased Flexibility

Most pupils attending special schools do so full-time. There are often very good reasons for this as they need the specialist support and resources available there or they could have difficulty in accommodating a change in environment. However, some pupils might benefit from the resource of the special school being more flexibly available. Perhaps from a short-term fixed period of attendance, perhaps from a split placement, perhaps from access to particular facilities. If the special school resource is to be made available in such ways, then funding arrangements will need to be considered.

ii) Dual Registration

The possibility that all pupils attending a special school could be dual registered at their local mainstream school the idea that planned links, appropriately to the individuals needs, might be strengthened and resourced through this mechanism is worth developing. The tension between the integration and attainment agendas will need to be addressed. If a child is dual registered this may secure a mainstream AWPU to help resource mainstream inclusion, however it may also trigger pressures in respect of published league tables of performance.

iii) Placement at Foundation Stage

Foundation stage education (pupils 5 and under) requires consideration as a strategic issue. In some cases an accurate prognosis of the enduring nature of a young child's learning needs is not easy. On the one hand, a case could be made for young children going to an 'assessment/education' facility at a special school, which would maximise their early learning opportunities and perhaps prepare them for a supported mainstream placement at year 1. On the other hand, there are arguments for targeting maximum inclusion for very young children. There is strong evidence that younger children are more accepting of differences than older children. Many parents find the forced choice of placement for a young child difficult, particularly if there are conflicting messages from health, education and social services. The argument would be that the multi-disciplinary assessment should take place in the supported environment of a mainstream setting with a well informed decision for key stage 1 placement emerging from this. Whatever the option, the issue does need to be explored as both strands stress the importance of an 'introductory placement phase with multi-disciplinary assessment'.

iv) Common Performance Indicators

The County Council is committed to achievement for all and recognises the need to secure credible measures for measuring academic and social progress for all pupils with severe, complex or profound needs wherever that provision is made. The use of p-scale and pivats is a starting point, but there is a need to develop this further.

v) Coordination of Specialist Support and Training

At present there are specialist teachers for pupils with severe and complex difficulties working in both special schools and in the specialist teaching service. Although they have a similar core of experience, their roles are different and require different application of skills. There however is much

they could learn from each other and if the County is to develop a coordinated and consistent approach, then their work and the training they receive or deliver would be better if it was more closely coordinated.

vi) Development of Local Networking and Resource Centres

Special schools have a wealth of resources both human and material. If we are to make the special school at the heart of an inclusive community we need to consider how we can improve access to these resources. This needs to be planned and resourced.

vii) Involvement in Consultancy and Outreach

Special school heads and other staff are already involved in informally providing advice and support to colleagues in mainstream schools. Could this experience be more systematically developed? Might not the advice and expertise from a special school help sustain a placement in a mainstream school.

viii) Strengthening progression at 16

The challenge of securing progression for pupils whose chronological age and physical development indicates they are above statutory school age, but whose learning requirements will often still be basic is a major challenge for special schools. That challenge will have to be addressed in partnership with the Learning and Skills Council (LSC) who have lead agency responsibility for resourcing and provision post 16. The LEA and special schools will need to secure a clear and transparent understanding with LSC as to what the projected pattern for future provision might be and to establish clear timescale for change, if any change is proposed.

ix) Development of Specialisms

The nature and individuality of pupils with severe, complex or profound learning difficulties means that special school staff have had to develop knowledge and experience of many complex conditions. In particular, there is extensive expertise and experience in respect of autism, which could be of benefit to the wider educational community. If teachers at special schools were to be supported in developing and sharing their expertise, it would need to be planned and resourced.

x) Stable Funding

All resources managers desire stable (and sufficient) funding. The present funding arrangements for special schools in Cumbria mirror those for mainstream schools. There is no place funding. A very large proportion of funds is provided through individual statements of need. The funding is closely associated with individual pupil's needs. Funding has been easier to manage at a time of growth. If there is a fall in pupil numbers, schools will not have sufficient resources for all staff currently employed. If there is a desire for schools to undertake new roles and responsibilities, then the ways of resourcing these require consideration.

National Curriculum 2000 Inclusion Statement

The school curriculum comprises all learning and other experiences that each school provides for its pupils. This includes the National Curriculum, religious education, collective worship, sex education and careers education.

The school curriculum has two aims:

- To provide opportunities for all pupils to learn and achieve
- To promote pupils' spiritual, moral social and cultural development and prepare all pupils for the opportunities, responsibilities and experiences of life.

Within the school curriculum, the National Curriculum secures for all pupils, irrespective of social background, culture, race, gender, differences in ability and disabilities, an entitlement to a number of areas of learning and to develop knowledge, understanding, skills and attitudes necessary for their self-fulfilment and development as active and responsible citizens. It also makes expectations for learning and attainment explicit to pupils, parents, teachers, governors, employers and the public, and establishes national standards for the performance of all pupils in the subjects it includes.

In addition, the National Curriculum also has an overarching statutory inclusion statement. This outlines how teachers can modify, as necessary, the National Curriculum programmes of study to provide all pupils with relevant and appropriately challenging work at each key stage. It requires teachers to have due regard to the three principles that are essential to developing a more inclusive curriculum. These are:

- **Setting suitable learning challenges**
- **Responding to pupils' diverse learning needs**
- **Overcoming potential barriers to learning and assessment for individuals and groups of pupils**

The revised programmes of study are statutory in all key stages, apart from at key stage 4 where the revised programmes of study will become statutory from August 2001 in mathematics, science, design and technology, modern foreign languages and physical education.

The National Curriculum subjects and when they apply are set out in the table below. It also shows how the curriculum is organised into four key stages and the age pupils will usually be during these key stages.

	Key Stage 1	Key Stage 2	Key Stage 3	Key Stage 4
Age	5-7	7-11	11-14	14-16
Year groups	1-2	3-6	7-9	10-11
English	*	*	*	*
Mathematics	*	*	*	*
Science	*	*	*	*
Design and Technology	*	*	*	*
ICT	*	*	*	*
History	*	*	*	
Geography	*	*	*	
MFL			*	*
Art and Design	*	*	*	
Music	*	*	*	
Physical Education	*	*	*	*
Citizenship #			*	*

Statutory from August 2002

For all key stages, two hours of physical activity a week is recommended, which includes the National Curriculum requirement for PE and extra-curricular activities. Competitive games activities are compulsory throughout key stages 1 to 3.

In science, there are two programmes of study: single science and double science. The requirements of either option would also be met by pupils taking GCSE courses in all three sciences. It is strongly recommended that the great majority of pupils should take double science or the three separate sciences.

The National Curriculum also sets out where learning should take place across the curriculum. The four areas for learning are:

- Promoting spiritual, moral, social and cultural development across the National Curriculum
- Promoting personal, social and health education
- Promoting skills across the National Curriculum (e.g. key skills and thinking skills)
- Promoting other aspects of the school curriculum (e.g. financial capability and education for sustainable development)

The National Curriculum also sets out two areas that must be taught across the curriculum. These are:

- Use of language (reading, writing, speaking, listening)
- The use of information and communication technology (except non-core foundation subjects at key stage 1 and in PE)
- The primary curriculum for English and Maths has been aligned with the National Literacy and National Numeracy frameworks for teaching
- Flexibility has been increased by reducing prescription in non core subjects, particularly at key stage 1 and 2
- The use of ICT is now compulsory across all subjects
- There is greater flexibility at key stage 4 under new section 363 regulations
- Citizenship has been introduced as a new National Curriculum subject for all 11 to 16 year olds (from August 2002)
- The new statutory inclusion statement
- The new statement of values, aims and purposes underpinning school curriculum

Headteachers have discretion to **disapply** the National Curriculum in certain circumstances.

Complaints

If a parent feels that a school is failing to comply with legal requirements as to the curriculum, or is unreasonable in the way it complies with them, he or she can make a formal complaint to the governing body. If not satisfied with the governing body's response, he or she can refer it to the LEA (where the school is maintained by the LEA). Finally, if still dissatisfied, the complaint can be referred to the Secretary of State.

PRINCIPLES OF AN INCLUSIVE EDUCATION SERVICE

- Inclusion is a process by which schools, local education authorities and others develop their cultures, policies and practices to include pupils.
- With the right training, strategies and support nearly all children with special educational needs can be successfully included in mainstream education.
- An inclusive education service offers excellence and choice and incorporates the views of parents and children.
- The interests of all pupils must be safeguarded.
- Schools, local education authorities and others should actively seek to remove barriers to learning and participation.
- All children should have access to an appropriate education that affords them the opportunity to achieve their personal potential.
- Mainstream education will not always be right for every child all of the time. Equally just because mainstream education may not be right at a particular stage it does not prevent the child from being included successfully at a later stage.

RECOMMENDATIONS FOR 'INCLUSIVE CUMBRIA'

RECOMMENDATION	LEAD OFFICER	START DATE	COMPLETE
<p>(1) To enable schools better to support the inclusion of pupils with speech and language difficulties, Education and Health Service speech and language staff should together:</p> <ul style="list-style-type: none"> • Develop guidelines, support materials and training materials for school staff. • Produce guidelines for parents outlining clearly how services are accessed. • Produce guidelines setting out high standards of service delivery and provision that will be rigorously monitored and evaluated. 	<p>Eleri Brown – Specialist Teacher (Speech and Language) Jane Nicholson – Specialist Teacher (Speech and Language) Angie Rostron - Advisory Teacher Speech & Language</p>	<p>Sept 2003 Sept 2003 Sept 2003</p>	<p>Sept 2006 Sept 2005 Sept 2006</p>
<p>(2) In order to enable more pupils with autism to be supported within Cumbria it is recommended that:</p> <ul style="list-style-type: none"> • The Education Service develops support materials on autism for schools and for families to enable young people with autism to be educated successfully in their local schools. • A network of strategic facilities is developed following the Area Inclusion Review process. This should include nursery facilities. • The ability of Cumbria's special schools to support young people with autism is recognised. This should be strengthened by supporting moves towards external accreditation, or the development of specialist provision. • Education and Social Services staff undertake work together to foster a holistic approach which takes account of the needs of the whole family as well as 	<p>Douglas Thomson - Principal Educational Psychologist Douglas Thomson - Principal Educational Psychologist Douglas Thomson - Principal Educational Psychologist Marion Jones – Autism Development Officer</p>	<p>Feb 2003 Feb 2003 Feb 2003 Feb 2003</p>	<p>July 2003 Sept 2006 Dec 2003 July 2004</p>

<p>educational needs of the child.</p> <ul style="list-style-type: none"> The accredited training programme continues to be supported, encouraged and resourced as part of a strategic plan. The Education Service should work with the Health Service to secure an agreed model of multi-disciplinary assessment. This should mean that parents do not have to travel out of Cumbria for an assessment or diagnosis. The Education Service should produce an action plan to work towards achieving the DfES recommended standards of an ASD 'friendly' LEA. 	<p>Sue Sanderson – Senior Educational Psychologist</p> <p>Marion Jones – Autism Development Officer</p> <p>Douglas Thomson – Principal Educational Psychologist</p>	<p>Ongoing</p> <p>Feb 2003</p> <p>Feb 2003</p>	<p>Ongoing</p> <p>July 2005</p> <p>July 2005</p>
<p>(3) The LEA should:</p> <ul style="list-style-type: none"> Continue to develop expertise within schools, alongside their understanding of and receptiveness to conditions like dyslexia, to help them provide a supportive learning environment in which parents have confidence. Work with schools to encourage them to meet the British Dyslexia Association Standards for 'Dyslexia Friendly Schools' 	<p>Heather Swain - Educational Psychologist</p>	<p>Ongoing</p> <p>April 2003</p>	<p>Ongoing</p> <p>Sept 2006</p>
<p>(4) In order to support primary schools in providing inclusive learning opportunities for pupils with moderate learning difficulties, the LEA should:</p> <ul style="list-style-type: none"> Develop with schools mechanisms for targeting resources to these pupils without the requirement of a statement. This will reduce bureaucracy and should create stable funding arrangements. <p>In order to remove any barriers to the inclusion of these pupils in secondary schools, the Education Service should:</p> <ul style="list-style-type: none"> Work with secondary schools to explore and support 	<p>Douglas Thomson - Principal Educational Psychologist</p> <p>Martyn Worrall – Inspector/Adviser</p>	<p>Ongoing</p> <p>Sept 03</p>	<p>April 2004</p> <p>Sept 2005</p>

<ul style="list-style-type: none"> • Work with the DfES to ensure that government appreciates the tension between the inclusion agenda and published league tables for attainment • Develop additional methods of recording progress that are common for pupils with similar needs across different settings. • Work to support the special schools in addressing the needs of pupils with challenging behaviour. • Develop a transparent funding model to support the dual registration of pupils. 	<p>Michael Watmough – Assistant Director</p> <p>Joan Armstrong – Inspector/Adviser</p> <p>Ann Graham – Principal Education Officer</p> <p>David Henderson – Senior Education Officer</p>	<p>Jan 2003</p> <p>July 2003</p> <p>July 2003</p> <p>July 2003</p>	<p>Ongoing</p> <p>April 2004</p> <p>July 2004</p> <p>Sept 2003</p>
<p>(6)</p> <p>In order to enable deaf children to be included in schools and their local communities, the LEA should:</p> <ul style="list-style-type: none"> • Encourage the teachers of the deaf to play a key role in partnership with the health service in supporting families of newly diagnosed babies • Make available the resources to provide the necessary range of audiological equipment to allow deaf pupils to increase their aural access to the curriculum • Where pupils are dependent upon signing as their main medium of communication continue to provide trained signing support in schools and to support signing training for parents 	<p>Rose Foster - Advisory Teacher Deaf & Hearing Impaired</p> <p>John Ellwood – Specialist Teacher Hearing Impaired</p> <p>Roberta Bowen – Teacher of Deaf</p>	<p>Jan 2003</p> <p>April 2003</p> <p>April 2003</p>	<p>Sept 2007</p> <p>Sept 2005</p> <p>Sept 2005</p>
<p>(7)</p> <p>In order to increase the inclusive learning opportunities for blind children in Cumbria. The LEA should actively explore with secondary schools the possibilities of arranging the necessary pattern of provision for blind pupils to continue their education in Cumbria, wherever this is considered appropriate.</p>	<p>Keith Knox- Advisory Teacher Blind & Visually Impaired</p>	<p>Jan 2003</p>	<p>ongoing</p>
<p>(8)</p> <p>To ensure that pupils with physical access difficulties have their education as close to their local community as possible, the LEA should:</p>			

<p>(12) In order to develop inclusion systematically and to remove the barriers that may be found in all aspects of the education system:</p> <ul style="list-style-type: none"> • The LEA should consider the development of guidance materials, based upon the key areas contained in 'The Index for Inclusion' which will help schools to individually progress: • The LEA should consider formally adopting the 'Index for Inclusion' as a constructive tool to help schools individually progress. • The LEA should also develop, in parallel with the Action Plan, a training plan to support schools in making progress. 	<p>Joan Armstrong - Inspector/Adviser</p> <p>Joan Armstrong - Inspector/Adviser</p>	<p>April 2003</p> <p>April 2003</p>	<p>Sept 2004</p> <p>Nov 2003</p>
<p>(13) In order to be confident there is an appropriate level of expertise to support schools:</p> <ul style="list-style-type: none"> • The LEA should undertake a benchmarking audit of specialist support services. 	<p>Bob White - Senior Education Officer (Specialist Teaching Service)</p>	<p>April 2003</p>	<p>Sept 2003</p>
<p>(14) In order to support schools in providing, inclusive learning opportunities for pupils with behavioural, emotional and social difficulties the LEA should:</p> <ul style="list-style-type: none"> • Use the Area Inclusion Reviews to determine how far the continuum of need is matched by a continuum of provision in the area. • Develop as a matter of urgency a strategy to ensure that the capacity of the Pupils Referral Units is used optimally and the 'flow' of pupils secured to enable them to provide more flexible provision. • Consult further with schools on the development of area-based resources. These would be managed jointly by primary and secondary schools and the 	<p>Stuart Goodall - Senior Education Officer (Pupil and School Support)</p> <p>Stuart Goodall - Senior Education Officer (Pupil and School Support)</p> <p>Stuart Goodall - Senior Education Officer (Pupil and School Support)</p>	<p>Feb 2003</p> <p>Feb 2003</p> <p>Feb 2003</p>	<p>Dec 2003</p> <p>Dec 2003</p> <p>Dec 2003</p>

<p>LEA, and would provide flexible, locally sensitive patterns of early response.</p> <ul style="list-style-type: none"> Consult with secondary schools on alternative methods to target and allocate resources for behavioural needs and avoiding the in-built bureaucracy and delays of statementing. Work with schools to evaluate the contribution that on-site facilities can make (Nurture Units, Learning Support Units etc.); identify and disseminate good practice; and support the further development of on-site facilities where this is shown to be effective. Work with secondary schools to maximise the curriculum flexibilities that are now available to enable alternative provision to be made where appropriate. 	<p>Stuart Goodall – Senior Education Officer (Pupil and School Support)</p> <p>Stuart Goodall – Senior Education Officer (Pupil and School Support)</p> <p>Stuart Goodall – Senior Education Officer (Pupil and School Support)</p>	<p>Feb 2003</p> <p>Feb 2003</p> <p>Sept 2003</p>	<p>Dec 2003</p> <p>Ongoing</p> <p>Ongoing</p>
<p>(15) In order to support the inclusion of children in public care, the LEA should:</p> <ul style="list-style-type: none"> Work with schools to reduce delays in finding a place in a new school when children move placement. Ensure that all pupils have access to and attend full time education. Secure priority access for children in public care to pupil support services. 	<p>Eileen Gentry - Senior Educational Psychologist (Looked After Children)</p> <p>Eileen Gentry - Senior Educational Psychologist (Looked After Children)</p> <p>Eileen Gentry - Senior Educational Psychologist (Looked After Children)</p>	<p>Jan 2003</p> <p>Sept 2003</p> <p>Sept 2003</p>	<p>Aug 2003</p> <p>Nov 2005</p> <p>Dec 2005</p>
<p>(16) In order to increase the inclusion of pupil's from ethnic minorities the LEA should:</p> <ul style="list-style-type: none"> Develop a strategy in consultation with these groups to better meet the diverse needs of different groups Enhance the expertise and resource available from within the education service to enable schools to support the needs of bi-lingual learners 	<p>Bob White, Senior Education Officer (Specialist Teaching Service)</p> <p>Bob White, Senior Education Officer (Specialist Teaching Service)</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>April 2004</p> <p>April 2003</p>

<ul style="list-style-type: none"> • Improve the support and challenge to schools so that they can confidently tackle issues of cultural harmony and relations within the curriculum. 	Bob White, Senior Education Officer (Specialist Teaching Service)	Ongoing	April 2004
<p>(17) In order to improve inclusion for pupils from travelling families the LEA should:</p> <ul style="list-style-type: none"> • Develop strategies with schools and the travelling community to improve attendance at secondary schools. 	Angela Gibson - Traveller Support Service	Jan 2002	Jan 2005
<p>(18) In order to improve inclusion for pregnant schoolgirls and schoolgirl mothers, the LEA will:</p> <ul style="list-style-type: none"> • Work with schools to ensure that supportive, sensitive flexible learning opportunities are developed appropriately for the different needs of individual pupils • Work strategically with health and social services to ensure that education and training are supported through <i>Cumbria Teenage Pregnancy and Teenage Parenthood Strategy 2001-2002</i>. 	Linda Rundle - Senior Education Officer Attendance & Exclusion	Feb 2003	Sept 2004
	Linda Rundle - Senior Education Officer Attendance & Exclusion	Feb 2003	Sept 2004
<p>(19) In order to ensure that the development of inclusive learning is undertaken in a planned, strategic way, the LEA should:</p> <ul style="list-style-type: none"> • Carry out a programme of Area Inclusion Reviews cover the whole county. <p>To ensure that future developments are strategic, coherent and sensitive to local circumstances:</p> <ul style="list-style-type: none"> • The Area Inclusion Reviews should be organised in conjunction with any review of school places undertaken through the School Organisation Plan and be integrated within the overall Accessibility Plan. • The order in which areas are reviewed should reflect 	Ann Graham – Principal Education Officer	July 2003	July 2005
	Ann Graham – Principal Education Officer	July 2003	July 2005

<p>gaps in existing provision.</p> <ul style="list-style-type: none"> The needs of individual areas of the County should be reviewed through a structured Inclusion Audit alongside a programme of discussions that leads to an area based action plan for inclusion. <p>Central to the planned pattern of inclusive provision will be the role of strategic facilities. The LEA should:</p> <ul style="list-style-type: none"> Ensure that existing strategic facilities are incorporated in formal school organisation committee consultation process that will follow an Area Strategic Review. Develop a supportive partnership network amongst strategic facilities that will provide peer support and the opportunity to disseminate good practice. Encourage schools with strategic facilities to ensure that their role is emphasised appropriately when headteachers are appointed. 	<p>Ann Graham – Principal Education Officer</p> <p>Ann Graham – Principal Education Officer</p> <p>David Henderson – Senior Education Officer</p> <p>David Henderson – Senior Education Officer</p>	<p>July 2003</p> <p>Feb 2003</p> <p>Feb 2003</p> <p>Feb 2003</p>	<p>July 2005</p> <p>July 2005</p> <p>April 2004</p> <p>Dec 2003</p>
<p>(20)</p> <p>In order to recognise and celebrate the successes that Cumbrian schools have achieved in supporting inclusion the LEA should develop, in partnership with schools, a standard that recognises this success and award a Chartermark to successful schools.</p>	<p>Michael Watmough - Assistant Director</p>	<p>April 2003</p>	<p>Oct 2003</p>
<p>(21)</p> <p>In order to secure a future role for special schools at the heart of the inclusive community:</p> <ul style="list-style-type: none"> Their role, resourcing and responsibilities will be reviewed and a clear remit established for the future. <p>In order to ensure that inclusive learning opportunities are developed to suit local needs:</p> <ul style="list-style-type: none"> The local role of the special schools will be considered as part of each Area Inclusion Review. <p>In order to support inclusive learning opportunities where</p>	<p>Michael Watmough – Assistant Director</p> <p>Ann Graham – Principal Education Officer</p>	<p>Ongoing</p> <p>July 2003</p>	<p>Sept 2003</p> <p>Ongoing</p>

<p>these are required:</p> <ul style="list-style-type: none"> Capital resources will not be used to increase further the capacity of the special schools but to increase their numbers will be directed instead to the development of strategic facilities. Capital resources will continue to be made available to ensure that the high standards of accommodation are maintained in the County's special schools.. 	<p>Michael Watmough – Assistant Director</p>	<p>Jan 2003</p>	<p>Ongoing</p>
<p>(22) In order to ensure that young children are appropriately integrated and supported in all foundation stage settings, the LEA should:</p> <ul style="list-style-type: none"> Ensure that all settings delivering the foundation stage have an identified and trained SEN Coordinator (SENCO) responsible for establishing and implementing the settings Put in place a network of area SENCOs for early years setting with a target ratio of 1 area SENCO to 20 non-maintained settings delivery funded early education, by 2004 <p>In order to strengthen multi-agency coordination in the early identification of young children with special educational needs and so better develop opportunities for inclusion, the LEA should work with partners in health and social services to:</p> <ul style="list-style-type: none"> Establish a network of coordinated multi-disciplinary meetings to exchange information about young children with special needs and coordinate the support necessary for their inclusion Produce clear guidance for parents to help them understand and access the appropriate support. 	<p>Joyce Miller - Assistant Education Officer Early Years</p> <p>Joyce Miller - Assistant Education Officer Early Years</p> <p>Joyce Miller - Assistant Education Officer Early Years</p> <p>Joyce Miller - Assistant Education Officer Early Years</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>April 2004</p> <p>April 2004</p> <p>April 2004</p> <p>April 2004</p>

<p>In order to support schools in providing inclusive education the LEA should:</p> <p>Accelerate progress in developing with schools acceptable methods of targeting resources without recourse to statements.</p>	<p>Douglas Thomson – Principal Educational Psychologist</p>	<p>Ongoing</p>	<p>April 2004</p>
<p>(23) The LEA should:</p> <ul style="list-style-type: none"> • Incorporate the behaviour audit as a strand within the Inclusion Audit so that areas of particular need and changing patterns of behaviour can be monitored and responded to. • Work with the Child and Adolescent Mental Health Services to ensure that there is a clear understanding of how support services can be accessed and what patterns of provision are available. If there are apparent deficits in support provision in some areas of the County the LEA should use its representation on joint service strategic planning bodies and commissioning bodies to enable the issues to be constructively explored through informed debate. • Take an active role in coordinating a county-wide strategy on support for parenting. 	<p>Stuart Goodall - Senior Education Officer Pupil & School Support</p> <p>Stuart Goodall - Senior Education Officer Pupil & School Support</p> <p>Stuart Goodall - Senior Education Officer Pupil & School Support</p>	<p>Ongoing</p> <p>Ongoing</p> <p>March 2004</p>	<p>Ongoing</p> <p>July 2003</p> <p>July 2005</p>
<p>(24) In order to strengthen the role of Behaviour Support Plan as an active operational and strategic tool, the LEA should:</p> <ul style="list-style-type: none"> • Make an annual report on the progress of the plan to the Learning and Recreation Scrutiny Panel in the summer of each year. • An annual summative report based on the Audit of Violent and Aggressive Behaviour should also be made to the Scrutiny Panel at the same time. 	<p>Stuart Goodall - Senior Education Officer Pupil & School Support</p> <p>Stuart Goodall - Senior Education Officer Pupil & School Support</p>	<p>July 2003</p> <p>July 2003</p>	<p>Ongoing</p> <p>Ongoing</p>

<p>In order that the Behaviour Support Plan continues to provide support for inclusion the LEA should ensure that the action plans which further the objectives below are afforded a high priority:</p> <ul style="list-style-type: none"> • Provide training opportunities and develop materials for school staff to improve skills and develop strategies to promote positive behaviour. • Develop strategies and support to develop whole school approaches that promote social inclusion and positive behaviour. • Further develop and promote early intervention strategies • Identify and share good practice between schools. 	<p>Stuart Goodall - Senior Education Officer Pupil & School Support</p> <p>Stuart Goodall - Senior Education Officer Pupil & School Support</p> <p>Stuart Goodall - Senior Education Officer Pupil & School Support</p> <p>Stuart Goodall - Senior Education Officer Pupil & School Support</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Dec 2005</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>
<p>(25) In accordance with objective 1 of the Behaviour Support Plan (to develop area groups, involving school staff, to have increased autonomy for the allocation of resources) and in response to the continuing concern of secondary schools, the LEA will work through the secondary consortia to establish for each of the key areas a task group. The task group will be drawn from schools, LEA and other services to produce a costed action plan to develop a local strategic plan for provision that is suitable to meet the needs of pupils who are emotionally, socially or behaviourally challenging.</p>	<p>Stuart Goodall - Senior Education Officer Pupil & School Support</p>	<p>Ongoing</p>	<p>Ongoing</p>
<p>(26) The LEA should:</p> <ul style="list-style-type: none"> • Work with other agencies to provide clear guidelines for schools and parents on the roles and responsibilities of different services. • Develop protocols and practice with Health, Social Services and Connexions for multi-disciplinary assessment that makes the assessment process inclusive and avoids wasteful duplication. 	<p>Michael Watmough – Assistant Director</p> <p>Michael Watmough – Assistant Director</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Dec 2004</p> <p>Ongoing</p>

<p>In order that all the services in the county working towards inclusion are aware of the developments in education, this report should be tabled at the Children and Young Person's Partnership forum for discussion and dissemination.</p>			
<p>(27) In order to ensure that the views of parents are taken into account</p> <ul style="list-style-type: none"> • Develop a more effective strategy of engaging parents as partners for equal value in contributing both to the arrangements for their own children and any developments in policy and practice. 	Ann Graham – Principal Education Officer	July 2003	July 2005
<p>(28) In order to avoid duplication and waste and to provide an effective coordinated response, the Education Service will work constructively with Social Services to further better ways of working together through the Shaping Learning and Care initiative.</p>	Michael Watmough – Assistant Director	Ongoing	April 2005
<p>(29) In order that all the centrally retained pupil and school support services are clear in their contribution to developing and supporting inclusion in Cumbria, their performance plans should indicate specifically which inclusion targets they contribute to, how much resource is targeted on these areas and clear success indicators should be specified.</p> <p>In order that schools are fully aware of the resources that have been allocated to them to support inclusion, the LEA should strengthen its information to schools concerning the allocation of resources and highlight those allocated for supporting inclusion.</p> <p>The LEA should work with schools to strengthen the processes for monitoring the effective use of resources for supporting inclusion and should disseminate examples of good practice.</p>	<p>Michael Watmough – Assistant Director</p> <p>Michael Watmough – Assistant Director</p> <p>Ann Graham – Principal Education Officer</p>	<p>Ongoing</p> <p>Ongoing</p> <p>July 2003</p>	<p>April 2003</p> <p>April 2003</p> <p>Ongoing</p>

<p>In order to maximise the resources available for inclusion, the LEA should work with schools to develop guidelines and protocols that will support any bids for additional resources provided through the Education Extra Award Grant.</p>	<p>Stuart Goodall – Senior Education Officer (Pupil and School Support)</p>	<p>Dec 2003</p>	<p>April 2004</p>
<p>(30) In order to ensure that a fuller picture of developments emerges, the LEA should work with schools and other partners to produce a complementary raft of qualitative measures that will provide a balanced profile of developments concerning inclusion.</p>	<p>Ann Graham – Principal Education Officer</p>	<p>April 2004</p>	<p>April 2005</p>

MEMBERSHIP OF THE WORKING PARTY ON INCLUSIVE LEARNING**A. County Councillors**

Cllr Dave Clarke	Chair Dec 2000-May 2001
Cllr Joan Stocker	Chair Oct 2001-April 2002
Cllr Nick Findley	Dec 2000-May 2001
Cllr Roland Woodward	Dec 2000-May 2001
Cllr Peter Jackson	Dec 2000-October 2001
Cllr Chris Southward	Dec 2001-April 2002
Cllr Phillip Chapplehow	Nov 2001-April 2002

B. Teacher Representatives

David Sibbit	Headteacher, Netherhall School (Secondary Schools)
Celia Holder	Headteacher, Valley Junior School (Primary Schools)
Steven Bowditch	Headteacher, James Rennie School (Special Schools)
Alan Rutter	Headteacher, Robert Ferguson Primary (Teacher Association)

C. Officer Representatives

Michael Watmough	Assistant Director of Education
Douglas Thomson	Principal Educational Psychologist
Martyn Worrall	Senior Education Officer Special Educational Needs
Joan Armstrong	Inspector/Adviser Special Educational Needs

D. Additional Evidence

Evidence was presented directly to the Working Group by:

- Parents
- Voluntary Agencies
- Headteachers and SENCOs
- Specialist Teachers
- Educational Psychologists
- A teacher in charge of a Pupil Referral Unit and a specialist behavioural teacher
- An early years officer
- A speech and language therapist
- Representatives from health services
- A representative from social services
- A representative from Client and Property Services
- An area assessment officer (SEN)
- A SEN finance officer
- A transport manager

E. Administrative Support

Moira Harvey	PA to the Assistant Director of Education
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