



# Cumberland School

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## Proprietor details

### **Witherslack Group**

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## Head Teacher name and contact details

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## School ethos/mission statement

Cumberland School is a Co-Educational day school split across two sites. Bridge Campus is based in Bamber Bridge near Preston and Beacon Campus in Rivington, Horwich. The school meets the needs of a diverse group of pupils with a range of complex learning needs, and challenging behaviours for pupils between the ages of 11-19.

Cumberland Bridge Campus currently caters for pupils with ASD and associated complex needs. Cumberland Beacon Campus caters for pupils with Social, Emotional and Mental Health difficulties with many pupils presenting with additional co-existing conditions, such as ADHD, Attachment Disorder and Speech and Language Difficulties.

Cumberland School provides a high quality and individualised education for every pupil. Our aim is to develop our pupil's self-esteem and confidence by ensuring the curriculum and tasks set are achievable for them, enabling them to thrive and develop. Our mantra of 'progress not perfection' develops an appreciation of achievement, no matter how small, but also engenders a real 'can do' mentality in our pupils.

## Aims of school

We are committed to giving our students a creative, caring and inspirational learning environment allowing them to achieve their full potential in all aspects of their education, social skills and social communication.

Cumberland School is dedicated to:

- Providing opportunities for pupils to learn and achieve
- Promoting pupils' spiritual, moral, social and cultural development
- Preparing young people to progress to their next stage of development, be it education, employment or training, with enthusiasm, motivation and optimism for the future
- Encouraging the development of independent young people equipped with the skills and qualities to make a positive contribution to society.
- Identifying and removing any barriers to learning that pupils may have. Our school's therapy team includes Speech and Language Therapists, Person Centred Therapists, an Educational Psychologist and an Occupational Therapist, who are supported by the wider Witherslack Group Clinical Services team.
- Integrate therapy into the classroom and work towards enabling all young people to make full use of their learning opportunities whilst developing staff and their practice.
- We also aim to prepare young people for a productive and happy adult life by ensuring they are as resilient, independent and employable as possible.

## [Details regarding admission process](#)

Initial enquiries and informal visits are always welcome but referrals will come to us directly from the pupil's local authority.

Applications are considered by our admissions panel and a non-prejudicial visit will then be arranged. Following this visit a place may be offered to pupils whose needs can be fully met by the school. Fees and NASS approved contracts will then be agreed with local authorities.

There will be an assessment period followed by a Post Admission review meeting after 6-8 weeks.

Referrals can be made throughout the academic year.

If you wish to discuss making a referral please contact John Gilfillan, Head Teacher, Melanie Adams, Local Authority Partnership Manager or Louise Tilling, Pupil Liaison Officer.

The school's Admissions Policy is available on request

## Details of approach to behaviour management, exclusions, rewards and sanctions

Cumberland School expects to achieve high standards of behaviour through increasing pupil engagement, self-esteem, developing and promoting self-regulation, encouraging positive attitudes, effective role modelling and teaching respect. Our staff teams meet regularly to discuss each pupil and the best ways we can support them. Regular Internal Team Around the Child (iTAC) meetings create a forum for this but our staff also have daily informal discussions, which often include pupils themselves. Here they can discuss and develop the approach that provides the best support and agree individual strategies designed to encourage and develop self-regulation.

We employ a number of therapists within the school who will work with individual students as well as contributing to the iTAC process, ensuring that this therapeutic approach to learning permeates our practices. Any intervention is integral to our curriculum with no stigma attached to any form of therapy our pupils receive. Both sites benefit from significant SaLT and OT provision alongside Mental Health Practitioners, Clinical Psychologist and an Assistant Educational Psychologist. All work directly with pupils and deliver focused training to staff on a regular basis.

Where behaviour falls below expectation we ask pupils to reflect upon their actions and attempt to discover what may lie 'behind' the behaviour, identify triggers or common events which might influence a pupils emotional state. These are all factors which will ultimately help a pupil understand why they have acted in the way they have, the impact the behaviour may have had on others and the consequences of their behaviour.

This learning enables them to develop skills which helps them to self-regulate their emotions and behaviours. This work takes place at breaks, lunch or after school. Restorative practice is an important element of this and pupils may be asked to give something back to the school community by completing agreed tasks and/or speaking to those who have been affected by their behaviour.

### Exclusions

Exclusions are relatively rare. Where necessary we will seek to remove a pupil from their class for a brief period or for more serious issues we may "internally exclude", where a pupil is asked to work away from their class for a longer period of time.

Ultimately, we want to support all pupils as they learn to manage their own behaviour.

### Rewards

Both Bridge and Beacon have an individual pupil rewards system which allows pupils to earn points for appropriate behaviour and work in every lesson. At the end of the week these points are converted and allows access to a vast array of Friday afternoon reward/enrichment activities and also contribute to a voucher system which allows pupils to purchase items from

various online outlets or from the high street. There are several other routes pupils have for adding to these rewards such as helping others or by making positive contributions to the school and/or local community.

A celebration assembly takes place each week where children are presented with their certificates and all forms of achievement celebrated.

### Provision for EHC Plans

Every year we review each young person's EHC plan to see how they are progressing towards achieving the outcomes specified on their previous plan. The thoughts of the young person, parents and professionals are then discussed at the Annual Review meeting and updates to this plan agreed. It is another chance for the pupil's voice to be heard and for everyone involved with the pupil to meet and discuss what changes might be needed to continue to support them and agree a range of actions needed to ensure the pupil continues to make progress in all areas of their life.

Our iTAC meetings are the forum for staff to contribute to this process and is where the targets and plans we think appropriate to help the pupil achieve are set. Discussion at the meeting will allow everyone to talk about, agree or to challenge and change these targets.

At least 2 weeks before the meeting the updated information, and an invitation to attend, is sent out to everyone involved. Pupils are always invited and encouraged to attend all or at least part of the meeting.

If the Local Authority decides not to amend the plan or decides to cease to maintain it, they must notify the young person's parent and/or the young person of their right to appeal that decision.

### Details for consideration of pupils/ parents whose first language is not English

On admission a child's need for additional support is identified. Appropriate provision is then established prior to the pupils start date. One to one support from a bi-lingual support assistant will be provided if this is an identified requirement. Interpreters will be employed to attend all meetings if parents/carers require this.

### Details of complaints procedure

In accordance with the Children Act, 1989, all children at Cumberland School have access to a complaints procedure. Informal complaints or concerns will be addressed initially by the pupil's Form Tutor who is part of a wider Internal Team Around the Child (iTAC). Formal

complaints directly from the child or via a parent/carer or member of staff should be reported directly to the Head Teacher or Pastoral Manager

Complaints or concerns arising from adults also follow set procedures. Firstly the concern should be addressed informally with the school. We have had 0 complaints within the last year. Copies of these policies and procedures are available on request.

### Statement regarding accessing exam results

Our approach to preparing young people for the adult world is very individual. Initial assessments will identify academic levels and any barriers to learning. Early in a pupil's school career we will seek to identify and nurture their all of aspirations for the future.

The most appropriate accredited route for each individual will then be mapped based on all of these factors. In short we are answering these questions:

- What academic level is an appropriate target for this pupil?
- What are the pupils preferred options for academic study?
- What is the preferred vocational pathway?
- Do they have realistic aspirations that determine a particular route or qualification?

The answers to these questions will determine which qualifications they will study and which pathway they will pursue.

Currently, we offer GCSE qualifications alongside BTEC, VCERT, ECDL AND City and Guilds vocational qualifications in addition to Functional Skills qualifications and Entry Level certification.

At Annual Reviews we always discuss and evaluate the most appropriate route/options for pupils with their parents/carers and Local Authority representatives. We employ independent Careers advice who work with pupils from Year 8

## Safeguarding Mission Statement

Cumberland School is committed to safeguarding and promoting the welfare of our children and young people. We believe in the importance of working with partner agencies to ensure that children and young people are kept safe, happy and healthy. All staff working here are made aware of the need of protection and how to respond to these concerns.

Where we suspect that a child has been abused or neglected, we have a statutory duty to make a referral to relevant agencies. Where local procedures allow, we will inform the parent[s] of the referral. The school will share any information relevant to the referral with those agencies and will contribute to any assessments being undertaken.

We have a 'Safeguarding Policy' and all staff are supported by our designated Safeguarding Lead.

If you require further support on safeguarding matters you can contact:

John Gilfillan

Head Teacher

[John.gilfillan@witherslackgroup.co.uk](mailto:John.gilfillan@witherslackgroup.co.uk)

Elizabeth Shute

Pastoral Manager – Bridge Campus

[Elizabeth.shute@witherslackgroup.co.uk](mailto:Elizabeth.shute@witherslackgroup.co.uk)

Jason Seddon

Pastoral Manager – Beacon Campus

[Jason.seddon@witherslackgroup.co.uk](mailto:Jason.seddon@witherslackgroup.co.uk)

If you require further support on safeguarding matters you can contact:

Mary Aurens - Witherslack Group Safeguarding Lead

[mary.aurens@witherslackgroup.co.uk](mailto:mary.aurens@witherslackgroup.co.uk)

Richard Wilkins - Witherslack Group Associate Director

[richard.wilkins@witherslackgroup.co.uk](mailto:richard.wilkins@witherslackgroup.co.uk)

## Promoting General Welfare

At Cumberland School we believe in providing our children with support inside and outside of the classroom. We believe it is vital to establish stable and trusting relationships between pupils and staff, as well as working positively with parents and carers.

The Pastoral Care Team ensure that the well-being of all pupils is constantly being monitored, reviewed and developed, and that strong links are made between school and home. We provide each pupil with high quality support and by doing so, we believe our pupils are able to exceed expectations in education, grow as individuals, are prepared for, and able to take positive steps to a brighter future.

When a pupil starts at Cumberland they will have a number of assessments in order that we can best plan for their individual needs. These are not merely based on academic ability, pupils will also have assessments by Educational/Clinical psychologist, Speech and Language Therapist and Occupational Therapist.

The results of these assessments help staff develop an Individual Care and Education Plan and Positive Behaviour Plan each child.

Our unique offering provides an individualised, person-centred, therapeutic package for each pupil.

## Anti-Bullying

We pride ourselves on our warm and caring atmosphere. All members of our community are entitled to safety and protection and therefore bullying will not be tolerated. We have clear policies and guidelines raising awareness in staff, children and young people to signs of bullying. We conduct regular surveys and interviews with pupils specifically around bullying and bullying behaviours. The school's Anti-Bullying Policy is available on request.

## Health and Sex Education

Health Education is delivered in a number of ways. Our Personal Social & Health Education (PSHE) is delivered in extended tutorials each week, as part of Science, Physical Education and Outdoor Education, and of course in Food Technology.

Our Sex and Relationships Education is delivered in similar tutorial sessions and is also part of the Science curriculum. However, individual pupils may have sessions delivered in smaller hand-picked groups depending on their needs or level of understanding. We aim to provide a clear framework for staff to deliver age appropriate learning in this area.

Parents have the right to withdraw their child from our Sex & Relationship Education classes. We are very happy to discuss this or any questions parents may have about this or any aspects of our curriculum.

## Health and Safety

At Cumberland School Health and Safety is coordinated by (Glen Hartley, Site Manager). The whole site has internal health and safety checks in place for the maintenance staff to complete, with an action plan put in place to rectify any faults. The Witherslack Group's Management and Risk Assessment Teams visits and audits the school each term. We firmly believe a rigorous approach to all aspects of Health and Safety is integral to the smooth running of the school.

## First Aid/Medical Care

Both Cumberland Bridge and Beacon have a medical room located in easily accessible areas of the school. All staff as part of their induction training complete a one day Basic First Aid course for children's services. In addition 8 staff have completed the four day First Aid at Work training. All First Aid training is followed up with refresher training every three years.

The school is only allowed to administer prescribed medication, this is administered by our Pastoral Staff who are all fully trained to administer medication. All medication is recorded and kept in a locked medical cupboard. Paracetamol and Calpol can only be administered with parent and carer consent.

## Details regarding staffing and recruitment

Cumberland School follows a rigorous recruitment process in order that we recruit high quality staff and ensure that children and young people are kept safe. All teachers are fully qualified and cover a wide range of subject specialisms. Senior Leaders involved in the recruitment process undertake safer recruitment training and all staff employed within the school are subject to an enhanced DBS check.

## Attendance Data

Attendance at Cumberland school is very good. Individual pupil attendance is often far better than previous schools and any non-attendance is followed up promptly, initially by our Pupil Liaison Officer and also by the iTAC team.

