



NORTH MEAD

PRIMARY ACADEMY

Every Child. Every Lesson. Every Day.

Inclusion, Early Help and Removing Barriers

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MEET 
**BEN
BURPITT**

INCLUSION TEAM

DSL

SAFEGUARDING

*I am here to listen, support
and help keep our school
community safe and thriving.*

MY ROLE



SAFEGUARDING

I lead on safeguarding across the school to ensure all children are safe, supported and protected.



INCLUSION

I oversee inclusion across our school to ensure every child has the support they need to succeed.



EARLY HELP

I work with children, families and professionals to identify barriers early and provide the right help at the right time.



**I'M HERE
TO HELP**



0116 276 7761



dsl@north-tmet.uk

*Please speak to me
or any member of
the Inclusion Team
if you have any
concerns.*



At North Mead, we remove barriers, not children.

Together, we help every child thrive.





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MEET KIRSTEN HOLLAND



INCLUSION TEAM

DDSL

SENDCo

*I am here to listen, support
and help every child with
special educational needs and
disabilities to thrive and succeed.*

MY ROLE



SEND

I lead and coordinate provision for children with SEND to ensure their needs are identified early and they receive the right support to succeed.



INCLUSION

I promote inclusive practice across our school so every child feels valued, included and able to reach their full potential.



EARLY HELP

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MEET
**MARYAM
DANESH**

INCLUSION TEAM

DDSL

**MENTAL HEALTH &
WELLBEING**

*I am here to listen, support
and promote positive mental
health and wellbeing for all
our children and families.*

MY ROLE



**MENTAL HEALTH &
WELLBEING**

I lead on promoting positive
mental health and wellbeing
across the school, supporting
children, families and staff.



INCLUSION

I support inclusion across our
school to ensure every child
feels valued, included and
able to reach their full
potential.



SEND

I support the identification,
provision and support of children
with SEND, working with
families and professionals to
ensure the best outcomes.



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MEET JILL HURST

INCLUSION TEAM

DDSL

PASTORAL

I am here to listen, support and care for our children and families, helping everyone to feel valued, safe and ready to thrive.

MY ROLE



PASTORAL CARE

I provide pastoral support to promote the wellbeing and emotional health of our children and families.



INCLUSION

I support inclusion across our school to ensure every child feels valued, included and able to reach their full potential.



EARLY HELP

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MEET 

**ZAINAB
MEMAN**

INCLUSION TEAM

DDSL

ATTENDANCE

I am here to listen, support and work with children and families to promote good attendance and remove barriers to learning.

MY ROLE



ATTENDANCE

I promote good attendance by working with pupils, families and staff to overcome barriers and ensure every child has the best chance to succeed.



INCLUSION

I support inclusion across our school to ensure every child feels valued, included and able to reach their full potential.



EARLY HELP

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MEET



BRADY
ROBINSON

INCLUSION TEAM

DDSL

BEHAVIOUR

I am here to listen, support and guide our children to make positive choices, manage their behaviour and achieve their full potential.

MY ROLE



BEHAVIOUR

I support positive behaviour across the school, helping children make the right choices and reach their full potential.



INCLUSION

I support inclusion across our school to ensure every child feels valued, included and able to reach their full potential.



EARLY HELP

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MEET HELEN HOPFL



DDSL

TEACHING & LEARNING

INCLUSION TEAM

I am here to support high quality teaching and learning across our school, helping every child to make progress, reach their potential and enjoy their learning journey.

MY ROLE



TEACHING & LEARNING

I support high quality teaching and learning across our school to ensure every child receives engaging lessons, makes strong progress and achieves their full potential.



INCLUSION

I support inclusion across our school to ensure every child feels valued, included and able to reach their full potential.



EARLY HELP

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MEET 

EMMA MATTHEWS

DDSL

OPERATIONS

INCLUSION TEAM

I am here to support our school operations and systems, ensuring everything runs smoothly so our children and staff have the best possible environment to learn, grow and succeed.

MY ROLE



OPERATIONS

I oversee the day-to-day operations of the school to ensure systems and processes run efficiently and effectively for our school community.



SUPPORT

I work with staff and teams across the school to provide the operational support needed to keep our school running smoothly.



INCLUSION

I am part of the Inclusion Team, helping to remove barriers and support every child to feel valued, included and able to achieve their full potential.



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0116 276 7761



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MEET
**KRISTOPHER
ROBINSON**

DDSL

SITE & SECURITY

INCLUSION TEAM

I am here to help keep our school safe, secure and well maintained so that every child and member of our community can learn, grow and thrive.

MY ROLE



SITE & SECURITY

I ensure our school site is safe, secure and well maintained for all pupils, staff and visitors.



SUPPORT

I work with staff and external agencies to support a safe, welcoming and inclusive environment for everyone.



INCLUSION

I am part of the Inclusion Team, helping to remove barriers and support every child to succeed.



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MEET
**TASLEEM
SATTAR**

DDSL

TEAM LEADER

INCLUSION TEAM

*I am here to lead and support
our teams to work together
effectively, ensure every child
is supported and help our school
continue to thrive.*

MY ROLE



TEAM LEADERSHIP

I lead and support our teams to work collaboratively and to provide the best possible support and outcomes for every child.



INCLUSION

I ensure inclusion is at the heart of all we do, helping to remove barriers and create an environment where every child can succeed.



SUPPORT

I support staff, children and families to ensure everyone feels valued, included and empowered to achieve their full potential.



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MEET VERITY REID

DDSL

TEAM LEADER

INCLUSION TEAM

*I am here to lead and support
our teams to work collaboratively,
ensure every child is supported
and help our school continue
to thrive and achieve.*

MY ROLE



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≡ **MEET** ≡ 

**SHEENA
ADATIA**

DDSL

TEAM LEADER

INCLUSION TEAM

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Inclusion and Early Help Model



NORTH MEAD
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NORTH MEAD INCLUSION & EARLY HELP MODEL

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Purpose

At North Mead Primary Academy, we believe every child deserves to feel safe, valued, included and successful.

We recognise that barriers to learning and participation can arise for many reasons. These may relate to special educational needs and disabilities (SEND), attendance, behaviour, safeguarding, mental health and wellbeing, family circumstances or wider pastoral needs.

Rather than viewing these as separate systems, North Mead operates a joined-up inclusion model that enables staff, families and professionals to work together to identify barriers early and provide the right support at the right time.

This handbook explains:

- Our inclusion philosophy
- Our graduated response
- Our Early Help offer
- The support available to children and families
- The responsibilities of staff and leaders
- How concerns are identified, discussed and reviewed
- How support is escalated and de-escalated

This handbook should be read alongside the school's Safeguarding Policy, SEND Policy, Behaviour Policy and Attendance Policy.

Our Inclusion Principles

Unconditional Positive Regard

At North Mead, every child is valued, respected and welcomed.

We believe behaviour, attendance, wellbeing and learning are forms of communication.

Children are not defined by the challenges they experience, the mistakes they make or the barriers they face.

Regardless of circumstance, every child deserves dignity, compassion, high expectations and the opportunity to succeed.

We seek first to understand before seeking to solve.

We Remove Barriers, Not Children

Our focus is on identifying and removing barriers to participation, learning, attendance, wellbeing and success.

When difficulties arise, our first question is:
"What is getting in the way and how can we help?"
rather than
"What is wrong with the child?"

We recognise that barriers are often complex and rarely sit within a single area of school life.

Shared Responsibility

Children thrive when schools, families and professionals work together.

We recognise that sustainable improvement is achieved through partnership, clear communication and collective responsibility.

Our graduated response brings together:

- SEND
- Safeguarding
- Attendance
- Behaviour and Regulation
- Mental Health and Wellbeing
- Pastoral Support

through one coordinated system.

Attendance is an Adult Responsibility

We believe attendance is fundamental to children's learning, wellbeing and future opportunities.

Parents and carers have the legal responsibility to ensure their child attends school regularly and punctually.

The school's role is to:

- Promote good attendance
- Identify barriers
- Offer support

- Challenge where necessary
- Fulfil statutory duties

Children should never be made to feel responsible for attendance difficulties that sit beyond their control.

High Support and High Challenge

At North Mead, compassion and accountability work alongside one another.

We provide support wherever possible whilst maintaining high expectations for attendance, behaviour, engagement and partnership working.

Support does not mean lowering expectations.

Inclusion is Everybody's Responsibility

Inclusion is not the responsibility of one person or one team.

Every member of staff contributes to identifying barriers, building relationships and helping children succeed.

The Inclusion Team provides leadership and expertise, but inclusion belongs to all of us.

The North Mead Inclusion Model

North Mead operates a graduated response designed to ensure that support is proportionate, responsive and regularly reviewed.

The majority of children will succeed through high-quality universal provision.

Where additional barriers emerge, support may be increased. Where barriers reduce, support may be stepped down.

The aim is always to provide the right level of support whilst promoting independence and long-term success.

Our graduated response consists of four levels:

- 1. Universal Support** – Support available to every child.
- 2. Targeted Support** – Short-term or targeted support for emerging barriers.
- 3. Targeted Plus Support** – Coordinated support involving multiple interventions, staff or agencies.
- 4. Specialist Support** – Highly personalised provision for children with significant or complex needs.

Support is fluid and children may move between levels according to need.

Understanding Additional Requirements

At North Mead, we recognise that children may experience barriers to learning, attendance, wellbeing or participation at different points in their school journey.

These barriers may be temporary or long-term and may arise from a single area of need or from a combination of factors.

Additional requirements may relate to:

- Special Educational Needs and Disabilities (SEND)
- Speech, Language and Communication Needs
- Cognition and Learning needs
- Social, Emotional and Mental Health needs
- Sensory or Physical needs
- Medical needs
- Attendance difficulties
- Behaviour and self-regulation
- Mental health and wellbeing
- Safeguarding concerns
- Family circumstances
- Bereavement or loss
- Adverse childhood experiences
- English as an Additional Language
- Vulnerability linked to disadvantage or mobility

We recognise that many children may experience barriers across more than one area and that these barriers can change over time.

For this reason, support is not determined by labels or diagnoses alone. Instead, we seek to understand the individual child, identify barriers and provide the most appropriate level of support through our graduated response.

Support may be provided through:

- Universal classroom practice
- Targeted intervention
- Enhanced pastoral support
- Early Help
- Multi-agency involvement
- Internal Specialist Provision
- Specialist external services
- Statutory support where required

The purpose of support is not to reduce ambition. Our aim is to remove barriers whilst maintaining high expectations for every child.

At North Mead, support increases when need increases, whilst ambition remains high for all.

Individual Support Plans

At North Mead, every child identified as requiring SEND Support has an Individual Support Plan (ISP).

The Individual Support Plan brings together assessment information, professional advice and agreed classroom provision into one clear working document.

It enables staff, families and external professionals to work towards the same agreed outcomes whilst ensuring support remains responsive to each child's changing needs.

Every Individual Support Plan records:

- strengths
- barriers to learning
- classroom adaptations
- reasonable adjustments
- targeted provision
- specialist provision where appropriate
- pupil voice
- parent voice
- desired outcomes
- review dates
- impact.

Individual Support Plans are reviewed regularly through the Assess, Plan, Do, Review process and evolve as pupils make progress and barriers reduce.

The aim is not simply to provide additional support but to remove barriers, increase independence and strengthen belonging.

The Six Areas of Inclusion

At North Mead, barriers are considered through six interconnected areas.

SEND

- Support for children with special educational needs and disabilities.
- Strategic Lead: Vice Principal/SENDCo

Safeguarding

- Support to keep children safe and protect them from harm.
- Strategic Lead: Principal and Designated Safeguarding Lead

Attendance

- Support and challenge to promote regular school attendance.
- Strategic Lead: Attendance Lead

Behaviour and Regulation

- Support for behaviour, self-regulation and engagement.
- Strategic Lead: Behaviour Lead

Mental Health and Wellbeing

- Support for emotional wellbeing and mental health.
- Strategic Lead: ELSA

Pastoral Support

- Support for families, wellbeing and wider barriers affecting school life.
- Strategic Lead: Family Support Worker

The Inclusion Team Meeting

Our Weekly Inclusion Team Process

North Mead operates a weekly Inclusion Team Meeting.

This meeting acts as the central mechanism through which concerns are identified, discussed, coordinated and reviewed.

The purpose of the meeting is to ensure that barriers are identified early and responded to consistently.

The meeting ensures support is:

- Child-centred
- Joined up
- Timely
- Proportionate
- Regularly reviewed

Who Attends?

The membership of the meeting may vary according to need but typically includes:

- Principal
- Vice Principal / SENDCo
- Attendance Lead
- Family Support Worker
- ELSA
- Behaviour Mentor
- Other members of the Inclusion Team as required.

What Is Discussed?

Children may be brought to the meeting because of concerns relating to:

- Learning
- SEND
- Attendance
- Behaviour
- Mental health
- Family circumstances
- Safeguarding
- Welfare
- Medical needs
- Vulnerability

The purpose is not to label children but to identify barriers and agree appropriate support.

The Assess, Plan, Do, Review Cycle

For every concern, staff consider:

- **Assess** – What is the barrier?
- **Plan** – What support is required?
- **Do** – Who will provide support?

- **Review** – Has the support made a difference?

Following review, support may be maintained, increased, adapted or reduced.

Reducing Support

The purpose of the graduated response is not simply to increase support. As barriers reduce and children become increasingly successful and independent, support may be reduced or withdrawn.

The Inclusion Team regularly reviews children receiving support and considers whether interventions remain necessary.

Success is measured not by the amount of support a child receives, but by improved outcomes, increased independence and reduced barriers to participation.

Early Help at North Mead

We believe that early support prevents problems from escalating.

Early Help is not a single intervention. It is the collective support provided by school, families and professionals when difficulties first emerge.

Children and families may receive Early Help through any of the six inclusion areas.

Examples include:

- Family support
- Attendance support
- SEND support
- Behaviour support
- Emotional wellbeing support
- Mental health support
- Signposting to external services
- Multi-agency meetings
- Early Help Assessments

The aim of Early Help is to improve outcomes for children by addressing concerns at the earliest possible stage.

Families do not need a referral from another professional to access support from school.

The North Mead Offer

The majority of children at North Mead thrive through high-quality universal provision.

Where barriers emerge, additional support may be provided. The level of support will always be determined by need and reviewed regularly through the Removing Barriers process.

Children may receive support from more than one area at the same time.

SEND Offer

Universal Support	Additional Support	Enhanced Support	Specialist Support
High-quality teaching	SEND Support Plan	Pheasants ISP	Bumblebees ISP
Learning Loop	Precision Teaching	Multi-agency involvement	EHCP provision
Adaptive teaching	Small group interventions	External professional advice	Specialist teaching programmes
Vocabulary and language support	Targeted curriculum support	Team Around the Child meetings	Personalised curriculum pathways
Reasonable adjustments	Individual targets	Enhanced adult support	Highly personalised provision
Inclusive classroom environments	Regular review meetings	SENDCo oversight	Specialist resources and interventions

Our SEND Approach

North Mead operates a graduated response in line with the SEND Code of Practice.

We believe that every teacher is a teacher of SEND and that most needs can be successfully supported through high-quality teaching and appropriate adaptations.

Where additional needs are identified, support is carefully planned, delivered and reviewed using the Assess, Plan, Do, Review cycle.

Our Internal Specialist Provisions provide enhanced and specialist support for pupils whose needs cannot be met solely through universal provision.

Internal Specialist Provision

North Mead operates two Internal Specialist Provisions as part of its graduated response:

Pheasants provides Targeted Plus support for pupils who require significant adaptation, increased repetition, enhanced adult support and a highly structured learning environment.

Bumblebees provides Specialist support for pupils with complex needs requiring highly personalised provision, specialist approaches and intensive support.

Both provisions operate as part of the wider North Mead community and aim to maximise learning, independence, communication, regulation and successful participation.

Placement within either provision is determined through a robust assessment process led by the SENDCo and informed by professional advice and individual need.

Safeguarding Offer

Universal Support	Additional Support	Enhanced Support	Specialist Support
Safeguarding curriculum	Welfare monitoring	Early Help Assessment	Child Protection Plans
Trusted adults	DSL involvement	Team Around the Family	Child in Need Plans
Staff training	Parent meetings	Multi-agency meetings	Social Care intervention
Online safety education	Attendance and welfare checks	Family support packages	Strategy discussions
Clear reporting systems	Targeted safeguarding support	Professional referrals	Intensive multi-agency involvement
Positive relationships	Safety planning	Regular review meetings	Specialist services

Our Safeguarding Approach

Safeguarding is everyone's responsibility.

We aim to create a culture where children feel safe, listened to and supported. Concerns are identified early and responded to proportionately.

We recognise that safeguarding concerns often overlap with attendance, wellbeing, SEND and family circumstances. For this reason, safeguarding is fully integrated within our inclusion model.

Attendance Offer

Universal Support	Additional Support	Enhanced Support	Specialist Support
Attendance monitoring	Attendance conversations	Attendance support plans	Legal intervention
First-day calling	Parent meetings	Family support worker involvement	Local Authority processes
Attendance promotion	Punctuality support	Multi-agency meetings	Child Missing Education procedures
Celebration of good attendance	Individual attendance targets	Home visits	Formal attendance pathways
Regular communication with families	Barrier identification	Early Help support	Statutory intervention
Supportive relationships	Monitoring and review	Team Around the Child support	Specialist attendance support

Our Attendance Approach

We believe that attendance is essential for children's learning, wellbeing and future success.

Parents and carers are responsible for ensuring their child attends school regularly and punctually.

Our role is to support families, identify barriers, provide challenge where necessary and fulfil our statutory responsibilities.

Children should never be blamed for attendance difficulties that sit beyond their control.

Behaviour and Regulation Offer

Universal Support	Additional Support	Enhanced Support	Specialist Support
Team Tactics	Behaviour check-ins	Behaviour support plans	Personalised behaviour provision
Behaviour curriculum	Mentoring	Risk assessments	Alternative provision
Consistent routines	Regulation support	Multi-agency involvement	Specialist support services
Restorative conversations	Parent meetings	Enhanced adult support	Intensive intervention packages
Positive relationships	Individual targets	Team Around the Child meetings	Bespoke support programmes
Recognition systems	Monitoring and review	Pastoral support packages	Specialist placements where appropriate

Our Behaviour Approach

At North Mead, behaviour is viewed as communication.

We seek to understand the needs, experiences and barriers that may be influencing behaviour whilst maintaining high expectations and clear boundaries.

Our approach is underpinned by unconditional positive regard, strong relationships and a belief that every child can succeed.

Support is focused on developing self-regulation, responsibility and positive participation in school life.

Mental Health and Wellbeing Offer

Universal Support	Additional Support	Enhanced Support	Specialist Support
PSHE curriculum	Emotional check-ins	ELSA programmes	CAMHS involvement
Positive relationships	Small group support	Individual wellbeing plans	Specialist mental health services
Emotional literacy	Parent meetings	Family support worker involvement	Multi-agency intervention
Zones of Regulation	Trusted adult support	External professional advice	Intensive therapeutic support
Wellbeing activities	Monitoring and review	Team Around the Child meetings	Personalised support packages
Mental health awareness	Targeted interventions	Enhanced pastoral support	Specialist provision

Our Mental Health and Wellbeing Approach

Positive mental health is fundamental to children's ability to learn, build relationships and flourish.

We promote emotional wellbeing through our curriculum, relationships and wider school culture.

Where concerns arise, support is provided early and proportionately through a combination of school-based and external support.

Pastoral Support Offer

Universal Support	Additional Support	Enhanced Support	Specialist Support
Positive relationships	Family support worker involvement	Early Help Assessment	Intensive multi-agency support
Open communication with families	Parent meetings	Team Around the Family meetings	Social Care involvement
Signposting to services	Practical family support	Coordinated family support plans	Specialist family services
Community engagement	Welfare support	External agency referrals	Child protection processes
Inclusive school culture	Monitoring and review	Multi-agency planning	Specialist interventions
Early identification of need	Short-term support plans	Enhanced pastoral support	Long-term coordinated support

Our Pastoral Approach

We recognise that children's experiences outside school can significantly influence their wellbeing, attendance, behaviour and achievement.

Our pastoral offer seeks to build strong relationships with families and provide practical, compassionate support when difficulties arise.

Where appropriate, we work alongside external agencies to ensure families receive the support they need.

Leadership and Accountability

The North Mead Inclusion Team provides strategic leadership and operational oversight of the school's graduated response, Early Help offer and wider inclusion systems.

The team works collaboratively to identify barriers, coordinate support, review impact and ensure that children and families receive the right support at the right time.

All staff have a responsibility to identify barriers, raise concerns and contribute to support plans.

The Inclusion Team consists of:

Area	Lead
Principal and DSL	Ben Burpitt
Vice Principal and SENDCo	Kirsten Holland
Attendance Lead	James Wharin
Attendance Officer	Zainab Meman
Behaviour Mentor	Brady Robinson
Family Support Worker	Jill Hurst
ELSA	Maryam Danesh

The Inclusion Team meets weekly through the Inclusion Team Meeting and works closely with class teachers, families, external agencies and wider school leaders.

Working with Families

We believe children achieve the best outcomes when schools and families work together.

Our approach is based upon:

- Respect
- Honesty
- Compassion
- Shared responsibility
- High expectations

Families are encouraged to contact school whenever they require advice, support or guidance.

Where concerns arise, we aim to work collaboratively with families to identify barriers and agree appropriate support.

We recognise that families are experts in their own children and that effective partnership working is essential to achieving positive outcomes.

How Families Can Access Support

Families who have concerns about their child can access support by:

- Speaking to their child's class teacher
- Contacting the school office
- Speaking to a member of the Inclusion Team
- Requesting a meeting with a member of the leadership team

We encourage families to seek support as early as possible. Concerns do not need to be significant before support can be provided.

This is often the first thing a parent wants to know.

Monitoring and Review

The effectiveness of support is reviewed through:

- Weekly Inclusion Team Meetings
- SEND review processes
- Attendance reviews
- Behaviour reviews
- Safeguarding supervision
- Team Around the Child meetings
- Team Around the Family meetings
- Multi-agency reviews
- Pupil progress meetings

Support may be maintained, increased, adapted or reduced depending on impact and need.

The aim is always to ensure children receive the right support at the right time.

Evaluating Impact

At North Mead, we believe that inclusion should lead to improved outcomes for children and families.

We regularly evaluate the effectiveness of our graduated response, Early Help offer and Removing Barriers process to ensure support is making a positive difference.

Success is measured through a range of indicators, including:

Attendance

- Whole school attendance
- Persistent absenteeism
- Severe absenteeism
- Attendance of vulnerable groups
- Attendance following intervention

Behaviour and Regulation

- Behaviour incidents
- Suspensions
- Exclusions
- Use of behaviour support plans
- Pupil engagement and participation

SEND

- Progress from starting points
- Achievement and attainment
- Personalised outcomes
- EHCP outcomes
- Internal Specialist Provision outcomes

Safeguarding

- Timeliness of intervention
- Early identification of concerns
- Multi-agency engagement
- Reduction in safeguarding barriers
- Improved outcomes for vulnerable pupils

Mental Health and Wellbeing

- Pupil voice
- Wellbeing measures
- ELSA outcomes
- Participation and engagement
- Emotional regulation and resilience

Pastoral Support

- Family engagement
- Early Help outcomes
- Team Around the Family outcomes
- Reduction of barriers to learning
- Improved attendance, behaviour and wellbeing

Wider Outcomes

- Academic achievement
- Participation in enrichment activities
- Pupil voice
- Parent voice
- Staff voice
- Successful transitions
- Sense of belonging and inclusion

Continuous Improvement

Information gathered through monitoring and review informs:

- Weekly Inclusion Team Meetings
- School improvement priorities
- Staff training
- Resource allocation
- Early Help planning
- SEND provision planning
- Leadership decision-making

We believe that effective inclusion is evidenced not simply by the support provided, but by the positive difference that support makes to children's lives.

Key Contact Information

Area	Contact
SEND	Kirsten Holland
Safeguarding	Ben Burpitt
Attendance	Zainab Meman
Behaviour	Brady Robinson
Mental Health & Wellbeing	Maryam Danesh
Pastoral Support	Jill Hurst

Parents should contact the school office, who will direct enquiries to the appropriate member of staff – 0116 276 7761. Alternatively, please approach a member of the Inclusion Team on the playground before or after school.

Our Commitment

At North Mead, inclusion is not a place, a provision or a department. It is a commitment.

- A commitment to knowing our children.
- A commitment to understanding barriers.
- A commitment to working with families.
- A commitment to acting early.
- A commitment to maintaining high expectations.
- A commitment to ensuring every child has the opportunity to thrive.

Everything we do is underpinned by our belief: **Every Child. Every Lesson. Every Day.**