NORTH MEAD
PRIMARY ACADEMY
Every Child. Every Lesson. Every Day.

Inclusion Strategy 2026–27

Academic year: 2026–27 | Inclusive Mainstream Fund: £18,716 | Annual review

1. Purpose and strategic approach

North Mead start by focusing on the children who are experiencing the greatest barriers to learning and participation, rather than with the grant allocation. Attainment, attendance, SEND, safeguarding and pastoral evidence, participation information and professional assessment inform our priorities.

EVIDENCE → IDENTIFICATION → DIAGNOSIS → INTERVENTION → IMPACT

The Inclusive Mainstream Fund (IMF) complements core funding, including the notional SEND budget. It supports additional, evidence-informed universal and targeted activity; it will not subsidise pre-existing provision, ordinary operating costs or capital works.

2. Evidence, cohorts and diagnosis

The following is a snapshot of the school's working intersectionality register supplied in November 2026 (440 pupils). It is a working analytical dataset, not a published statutory census return. Inclusion indicators may overlap; historical circumstances do not necessarily indicate current risk or need.

Measure	Working snapshot
Pupils in register	440
Pupils on SEND register	74 (16.8%)
Pupils with two or more inclusion characteristics	260 (59.1%)
Pupils with three or more inclusion characteristics	187 (42.5%)
Pupils flagged for persistent absence (current YTD register indicator)	49 (11.1%)
Pupils with SEND also flagged for persistent absence	9
Current Pheasants membership	16
Current Bumblebees membership	12

The register's persistent-absence indicator is based on recorded year-to-date attendance below 90%; the figure is not presented as an independently validated statutory persistent-absence rate. The home-language indicator uses a working analytical proxy, not verified household English use.

Barrier	Evidence-led diagnosis and response
Curriculum access	Pupils with SEND have varied attainment profiles; SEND status alone does not establish the learning barrier. Reading, writing and mathematics starting points and classroom evidence will identify the specific knowledge, language or access need before intervention.
Communication and interaction	SLCN and communication barriers affect access for some pupils. Receptive language, expressive language, vocabulary and interaction needs will be distinguished through assessment rather than assumed. EAL and multilingualism are not SEND.
Overlapping vulnerabilities	187 pupils have at least three recorded inclusion characteristics, supporting a coordinated response. An indicator count is a prompt for professional assessment, not a severity score. Reviews will identify whether the actual barrier is delayed identification, fragmented support, family engagement or access to provision.
Attendance and belonging	49 pupils are flagged below 90% attendance in the working register, including nine with SEND. Individual causes will be examined; attendance, participation and relationships will be supported without treating behaviour as a separate IMF

	priority.
Enhanced provision	Pheasants supports 16 children and Bumblebees 12. Targeted Plus and Specialist are school-wide graduated-response levels, not synonymous with these bases. Individual starting points and participation will guide decisions.

Individual pupil records and safeguarding information remain confidential and are not included in the published strategy.

3. Existing inclusion investment

North Mead already funds inclusive classroom practice, specialist and targeted provision, SENDCo capacity, SEND services hours of the educational psychology service, speech and language expertise, emotional wellbeing support, professional development, enrichment and family partnerships. Existing staffing and commissioned services are funded separately and are not retrospectively charged to IMF.

4. IMF priorities, activity and intended impact

Priority 1 — Communication, interaction and curriculum access | £7,500

Element	Approach
Accountable lead (proposed)	Helen Hopfl (teaching and learning), working with Kirsten Holland (SENDCo)
Diagnosis	Some children need more precise communication assessment and better-consistent language-supportive teaching to access learning. The relative contribution of receptive language, expressive language, vocabulary and interaction needs will be established through assessment.
Additional IMF-funded activity	Additional specialist communication/SALT input beyond existing commissioned provision; focused coaching and modelling; supplementary assessment where indicated; additional staff release to implement and evaluate agreed approaches.
Measurable evidence and success criteria	Record the number and scope of additional sessions, assessments and coaching opportunities; baseline identified communication goals and curriculum participation; review individual progress termly and check agreed classroom approaches through focused learning walks/coaching evidence.

The additional activity will be distinguished from the existing funded offer. Delivery will be reviewed half-termly and pupil impact evaluated termly. Individual progress measures will be agreed from assessed starting points rather than arbitrary universal percentage targets.

Priority 2 — Multiple vulnerability and coordinated early support | £3,216

Element	Approach
Accountable lead (proposed)	Kirsten Holland (Vice Principal and SENDCo), with pastoral and attendance colleagues
Diagnosis	Overlapping barriers can result in fragmented responses; the precise obstacles for selected children will be established through case formulation, including the timeliness of identification, engagement and intervention.
Additional IMF-funded activity	Additional, time-limited release for case formulation, direct family/service engagement, targeted follow-up and evaluation beyond routine SEND, safeguarding and attendance administration.
Measurable evidence and success criteria	Record the size of the supported cohort, time from identification to agreed action, completion of targeted actions and family involvement; review attendance, engagement, participation and progress from

	starting points, including sustained positive outcomes.

The additional activity will be distinguished from the existing funded offer. Delivery will be reviewed half-termly and pupil impact evaluated termly. Individual progress measures will be agreed from assessed starting points rather than arbitrary universal percentage targets.

Priority 3 — Embedding Pheasants as Targeted Plus provision | £8,000

Element	Approach
Accountable lead (proposed)	Kirsten Holland (SENDCo), supported by Emily Harris-Wakelam (Pheasants teacher)
Diagnosis	The new provision requires consistent assessment, specialist-informed implementation and planned access to wider school life for children with complex learning, communication and regulation barriers.
Additional IMF-funded activity	Additional specialist coaching and input; enhanced assessment and baseline development; incremental staff training/release; evidence-informed non-capital resources and structured evaluation. Existing teaching and TA staffing and capital works are excluded.
Measurable evidence and success criteria	Review individual baselines and progress in learning, communication, regulation, independence and participation each term; record additional specialist activity and evidence of staff implementation; review appropriate mainstream participation and movement through the graduated response.

The additional activity will be distinguished from the existing funded offer. Delivery will be reviewed half-termly and pupil impact evaluated termly. Individual progress measures will be agreed from assessed starting points rather than arbitrary universal percentage targets.

5. Planned IMF expenditure

Priority	Budgeted cost
1. Communication, interaction and curriculum access	£7,500
2. Multiple vulnerability and coordinated early support	£3,216
3. Embedding Pheasants as Targeted Plus provision	£8,000
TOTAL	£18,716

These are planned budget envelopes. The school will approve and record eligible additional activity and reasonable costs before charging expenditure to IMF. Adjustments between priorities will be documented and remain within the allocation. Supplier-level quotations and individual staff costs are retained internally, not published.

6. Implementation, monitoring and accountability

Stage	Action and assurance
Before funded activity	Confirm cohort need and existing offer; identify beneficiaries, intended impact, baseline evidence, additional activity, eligible cost and approval.
Initial implementation	Priority leads agree assessments, coaching or support plans and establish individual starting points.
Half-termly	Priority leads review activity delivered, reach, implementation quality and barriers to delivery; adjust as necessary.
Termly	Inclusion leadership evaluates pupil progress, attendance and participation where relevant, pupil/family voice and expenditure; distinguish delivery from impact.
Annually	Principal and Academy Council scrutinise the use of funds and outcomes; publish the updated strategy.

The Principal retains overall strategic accountability. The Business and Operations Manager oversees grant-specific financial records, including approvals, staffing calculations or invoices where applicable, delivery evidence and expenditure reconciliation. Named leadership responsibilities will be confirmed through school governance arrangements.

7. Alignment with the seven DfE principles of inclusion

DfE principle	North Mead alignment
Ambitious leadership and governance that embeds inclusion	Evidence-led priorities, Principal oversight and Academy Council scrutiny.
Evidence-based support prioritising early intervention	Communication assessment, additional targeted input and coordinated support.
High-quality adaptive teaching with curriculum designed for all learners	Communication-supportive universal teaching and access-focused practice.
Enriching provision beyond the classroom that all children can access	Participation and belonging are evaluated, including for children in enhanced provision.
A safe and respectful culture fostering belonging and attendance	Coordinated support, positive relationships and individual attendance responses.
Strong partnerships with families and wider services	Direct family engagement and specialist collaboration.
Inclusive environments with continuous improvements to accessibility	Communication accessibility and appropriate non-capital resources; no IMF-funded capital works.

The DfE does not require expenditure to be spread across all seven principles. Each funded activity will align with at least one principle.

8. Publication and financial assurance

This strategy covers the 2026–27 academic year and will be updated annually. IMF must not fund general school running costs, pre-existing activity, unrelated staff time or capital works. Unspent 2026–27 funding may be carried forward in accordance with the grant conditions but must be used by 31 March 2028. Clear records of income, expenditure and delivery will be retained.