



**Information
about our**

**Inclusion
Team**

Inclusion Team

Many children, at some point during their educational life, may need extra help to succeed in school. Their need may be low level and short term but depending on the nature of individual difficulty could be longer term or more specialised.

At Tulip Academy Spalding, the Local School Board and Staff are fully committed to 'inclusion' and continue to develop innovative and effective systems of support that are underpinned by a strong inclusive ethos. This ethos respects and values individual difference; capitalises and builds on strengths; celebrates success and achievement; recognises, understands and responds supportively to individual needs and limitations; continually reviews and revises practice in order to ensure the highest possible standard of provision.

Our 'Inclusion Team' brings together a wealth of experience and specialist training to support the needs of children at Tulip Academy Spalding. Team members work together with all members of the school community to overcome barriers to learning thereby maximising opportunities for success.

Luke Allen



Inclusion Mentor – Pupils Safety, Wellbeing and Home School Liaison
Deputy Designated Safeguarding
(Waterside Campus)

My key responsibilities

I ensure all pupils feel safe and secure and support pupils should they have any concerns.

I support pupils with their mental health and emotional wellbeing ensuring they can achieve their best in school. I work closely with all parents and carers as they engage with support from external professionals.

My work with pupils

One-to-one support for those who require specific support with their mental health and emotional wellbeing. Pupils can drop by and see me or I may arrange regular meetings to see pupils. At times I may work with pupils on specific interventions. Group intervention – where there is a need I work with a group of pupils on a specific area of focus. I also lead the Friends programme in school.

My work with parents and carers

I offer ongoing advice, guidance and support to parents and carers regarding pupils who have troubling coping in the family home. I signpost parents and carers to external services, professionals and agencies which may be of benefit. I lead the parent and carer coffee morning in school – all parents and carers are welcome to join.

My work with school staff members

I share key information with all staff regarding pupil's safety, mental health and emotional wellbeing to ensure we can all work collaboratively to keep pupils safe. I liaise with staff members regarding any bespoke arrangements which may need to be in place to support an individual's needs. Staff report to me if they have any concerns regarding a pupil's safety.

My work with external professionals

I work closely with the school Art Therapist, Jan Haverman, arranging the pupils she supports within the school. I represent the school at various meetings with external professionals. I complete referrals for pupils to access professional services.

Olivia Lloyd Casey



Inclusion Mentor – Pupil Safety, Therapies and Home School Liaison
Deputy Designated Safeguarding
(Springview Campus)

My key responsibilities

I ensure all pupils feel safe and secure and support pupils should they have any concerns. I support pupils with their personalised therapy programmes ensuring they can achieve their best in school. I work closely with all parents and carers as they engage with support from external professionals. I am the key member of staff who supports children in care.

My work with pupils

One-to-one support for those who require specific support with personalised therapy programmes. Pupils can drop by and see me or I may arrange regular meetings to see pupils. At times I may work with pupils on specific interventions.

My work with parents and carers

I work closely with all parents and carers to ensure their child is receiving the right level of support in school. I offer ongoing advice, guidance and support to parents and carers regarding pupils who have troubling coping in the family home. I signpost parents and carers to external services, professionals and agencies which may be of benefit.

My work with school staff members

I share key information with all staff regarding pupil's safety to ensure we can all work collaboratively to keep pupils safe. I liaise with staff members regarding any bespoke arrangements which may need to be in place to support an individual's needs. Staff report to me if they have any concerns regarding a pupil's safety. Staff come to me if they require additional advice or support regarding bespoke arrangements for an individual or group of pupils. Staff report to me if they have any concerns regarding a child in care.

My work with external professionals

I work closely with external professional physio therapists and speech language therapists. I represent the school at various meetings with external professionals. I complete referrals for pupils to access professional services. I work closely with the team supporting children in care.

Jackie Walsh



Inclusion Mentor – Personal and Academic Interventions
Key Mentor for Children in Care
(Waterside Campus)

My key responsibilities

I plan and lead interventions in English, skills for learning and personal developments.

I am the key member of staff who supports children in care.

I work closely with carers as they engage with support from external professionals.

My work with pupils

One-to-one support for those who require specific support to accelerate their progress in English, skills for learning. I will also support a pupils personal development and behaviours and attitudes towards learning. Interventions are planned on a specific day and last for a set number of weeks. Pupils can drop by and see me or I may arrange regular meetings to see pupils. Group intervention – where there is a need I work with a group of pupils on a specific area of focus.

My work with parents and carers

I work closely with all parents and carers to ensure their child is receiving the right level of support in school.

I signpost parents and carers to external services, professionals and agencies which may be of benefit.

My work with school staff members

I share key information with all staff regarding pupil's progress in intervention programmes. I liaise with staff members regarding any bespoke arrangements which may need to be in place to support an individual's needs. Staff come to me if they require additional intervention support for an individual or group of pupils. Staff report to me if they have any concerns regarding a child in care.

My work with external professionals

I represent the school at various meetings with external professionals. I complete referrals for pupils to access professional services. I work closely with the team supporting children in care.

Kim Hayman



Inclusion Mentor – Personal and Academic Interventions
Key Mentor for Children in Care
(Waterside Campus)

My key responsibilities

I plan and lead interventions in Mathematics, skills for learning and personal developments.

I am the key member of staff who supports children in care.

I work closely with carers as they engage with support from external professionals.

My work with pupils

One-to-one support for those who require specific support to accelerate their progress in Mathematics, skills for learning. I will also support a pupils personal development and behaviours and attitudes towards learning. Interventions are planned on a specific day and last for a set number of weeks. Pupils can drop by and see me or I may arrange regular meetings to see pupils. Group intervention – where there is a need I work with a group of pupils on a specific area of focus.

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Tulip Academy Spalding

Making Every Moment Matter

Springview Campus
Pinchbeck Road
Spalding
PE11 1QF

Waterside Campus
Neville Avenue
Spalding
PE11 2EH