INCLUSIVE MAINSTREAM FUND 2026–2027

Inclusion Strategy & Expenditure Action Plan

School Name	Roll	SENCO	Academic Year
Bisley Blue Coat	48 pupils	Hayley Bird	2026–2027
Est. IMF Allocation	**Pupils with SEMH Needs**	**Low Prior Attainment Pupils**	**Inclusion Strategy Published By**
~£4,716 (pre-ACA)	[Insert number] — significant proportion of cohort	9 SEN children	31 December 2026

1. Rationale & Statutory Context

This action plan sets out how Bisley Blue Coat will deploy its Inclusive Mainstream Fund (IMF) allocation for the financial year 2026–2027. It has been developed by the SENCO in partnership with senior leaders and governors and is informed by:

- DfE Inclusive Mainstream Fund Methodology 2026–2027 and the 7 permitted themes of expenditure
- The SEND Reform: Putting Children and Young People First consultation (DfE, 2026)
- Ofsted's inspection framework expectations around inclusive practice, quality-first teaching, and support for pupils with SEND
- The school's own cohort data, SEN register, and analysis of commonly occurring and predictable barriers to learning

Our cohort presents a high level of Social, Emotional and Mental Health (SEMH) needs and significant Communication & Language (C&L) needs. As a small school, targeted and strategic use of this fund is essential to maximise impact across the whole community.

This plan supplements — and does not replace — our core SEN notional budget and wider school improvement funding. Our inclusion strategy will be published on the school website by 31 December 2026, as required by the conditions of grant.

2. Expenditure Action Plan — Aligned to DfE 7 Themes

The table below outlines planned activities mapped against each of the 7 DfE themes for inclusive mainstream practice, with estimated costs, success criteria and review points.

DfE Theme	Actions / Activities	IMF Link	Est. Cost	Success Criteria	Review
Theme 1: Ambitious Leadership & Governance	SENCO to lead termly inclusion data reviews with SLT; governors to receive inclusion strategy update at least twice yearly; embed inclusion in SDP.	Inclusive by design; cohort needs analysis; data-led decision making	£400	Governor minutes evidence inclusion scrutiny; SDP contains inclusion priority; data dashboard in place by Oct 2026	Termly
Theme 2: Early Intervention & Targeted Support	Deliver structured SEMH group intervention (e.g. ELSA, Zones of Regulation). Run C&L targeted group using evidence-based programme	Early identification; evidence-based targeted provision; SEND graduated approach	£2,300	All LPA pupils on Assess-Plan-Do-Review by Nov 2026; 80% of C&L group show measurable progress at end of programme; ELSA sessions evidence emotional literacy gains	Half-termly
Theme 3: High-Quality Teaching	Whole-staff CPD on trauma-informed practice and adaptive teaching strategies Review quality-first teaching resources to ensure accessibility for SEMH and C&L needs.	Adaptive, inclusive pedagogy; staff training and deployment	£500	Lesson observation feedback shows increased use of adaptive strategies; all staff can articulate trauma-informed approaches; pupil voice reflects feeling supported in class	Spring term review
Theme 4: Enriching Provision Beyond Classroom	Establish a weekly nurture/enrichment group for vulnerable learners. Provide forest school/outdoor learning sessions. Ensure all SEND pupils access school trips and enrichment with appropriate support.	Personal development; independence; preparation for adulthood	£266	All SEND pupils participate in at least 2 enrichment activities per term; nurture group attendance tracked; pupil self-efficacy measures improve	Each term
Theme 5: Safe, Respectful Culture & Attendance	Implement Zones of Regulation whole-school approach. Develop SEMH-aware behaviour policy. Improve attendance monitoring for SEND pupils. Upskill TA with SEMH-specific training.	Belonging, safety, attendance; behaviour policy; SEMH staff upskilling	Included in TA cost (Theme 2)	Reduction in SEMH-related exclusions/incidents; attendance for SEND cohort at or above school average; staff confidence survey improves	Half-termly
Theme 6: Partnerships with Families & Services	Hold termly parent drop-in sessions for SEN families. Develop home–school communication resources (visual schedules, C&L tips). Strengthen links with CAMHS, EP, SaLT, and school nurse. SENCO to coordinate transition meetings for Y6 leavers.	Family engagement; multi-agency working; transitions	£250	Parent satisfaction survey shows improvement; at least 90% of EHCP/SEN Support families attend one review per year; transition plans in place for all Y6 SEND pupils by June 2027	Termly
Theme 7: Inclusive Environments	Create a dedicated sensory/calm regulation space. Audit all classrooms for visual clutter and accessibility. Purchase sensory tools (fidgets, ear defenders,	Sensory & regulatory needs; accessible learning environments	£500	Calm space in use by Oct 2026; classroom audit completed and actions evidenced; referrals to calm space tracked and pupil self-regulation improves over year	Autumn / Spring

DfE Theme	Actions / Activities	IMF Link	Est. Cost	Success Criteria	Review
	movement breaks resources). Display visual timetables and communication aids throughout school.				

3. Budget Summary

Estimated total IMF allocation: ~£4,716 (subject to Area Cost Adjustment confirmation). Budget has been allocated to maximise impact across all 7 DfE themes with priority given to SEMH and C&L needs which are the most commonly occurring and predictable barriers in our cohort.

Expenditure Area	Estimated Cost	DfE Theme Alignment
SEMH-trained TA – additional hours (2 afternoons/week)	£1,500	Theme 2, 5, 6
Communication & Language group intervention programme (e.g. NELI/Nuffield Early Language)	£800	Theme 2, 3
Staff CPD: Trauma-informed practice & adaptive teaching (whole school)	£500	Theme 3, 5
Sensory regulation resources & calm space development	£500	Theme 7
Parental engagement / family support (workshops, home–school liaison materials)	£250	Theme 6
SENCO time for inclusion strategy, data review & transition planning	£400	Theme 1, 6
Enrichment / personal development resources (nurture, outdoor learning)	£266	Theme 4
TOTAL	~£4,216	All 7 Themes

4. Accountability, Monitoring & Ofsted Readiness

In line with DfE accountability requirements and Ofsted's inspection expectations, the following monitoring arrangements are in place:

Mechanism	Who	Frequency	Evidence Generated
Inclusion Strategy published on website	SENCO / Headteacher	By 31 Dec 2026; reviewed annually	Publicly available web page
SEN Support / EHCP review cycles (Assess-Plan-Do-Review)	SENCO, class teachers, parents	Termly	Individual pupil plans, review notes

Mechanism	Who	Frequency	Evidence Generated
Pupil progress data review (including LPA cohort)	SENCO / SLT	Half-termly	Data dashboard, progress tracker
Governor inclusion report	SENCO / SEN Governor	At least twice yearly	Governor minutes, link governor visit reports
Parental engagement record	SENCO / Admin	Ongoing; reviewed termly	Attendance logs, feedback forms, letters home
IMF expenditure tracking	Headteacher / Business Manager	Termly	Budget monitoring spreadsheet
Staff CPD impact log	SENCO / SLT	Following each CPD session	Training records, classroom observation notes
Pupil voice / wellbeing check-ins	SENCO / ELSA-trained TA	Half-termly	Wellbeing tracker, ELSA session records

4.1 Ofsted Compliance Statement

This action plan and the associated inclusion strategy are intended to be available to Ofsted inspectors when evaluating inclusion, in line with DfE grant conditions. Evidence held by the school will demonstrate:

- How the school identifies and meets commonly occurring, predictable SEND needs without requiring diagnosis or statutory process
- How funding is being used to improve quality-first (ordinarily available) provision, not just top-up support for individuals
- The school's commitment to early intervention, family partnership and staff development
- Impact on pupil outcomes, attendance, wellbeing, and parental confidence
- Governors' active scrutiny of the inclusion strategy and spend

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Signed off by:

SENCO	Headteacher	SEN Governor	Date
			September 2026

This plan is subject to review and will be updated to reflect the published Inclusion Strategy by 31 December 2026.