Minerva Learning Trust

Inclusive Mainstream Funding Overview 2026-2027
Barrow Hill Primary Academy

Guidance

Before completing this template, please read the DfE's Inclusive Mainstream funds documents Inclusive mainstream fund for schools: methodology 2026 to 2027 - GOV.UK, which sets out the methodology for the inclusive mainstream funding (IMF) for mainstream schools and examples of best practice Inclusive mainstream fund: best practice for schools - GOV.UK This explains how funding is allocated for provision in school for the financial year of 2026-2027. It also highlights permitted use of funding. It is for school leaders to decide what activity to spend their funding on h**owever there are strong recommendations in the guidance to consider 7 themes of activity that will help to deliver evidence informed inclusive practice.**

The *SEND reform: putting children and young people first* document SEND reform: putting children and young people first (HTML version) is recommended reading alongside the inclusion funding guidance. The inclusive mainstream fund, supplements schools' core funding as they transition to the reformed SEND system. This fund is not a personal budget for individual pupils. Instead, schools are responsible for deciding how to use their total allocation, based on the needs of their whole cohort and the evidence-based approaches that will be most effective in their context.

1. Introduction

The overarching aim of this funding is to improve children's attainment and wellbeing, while strengthening parents' trust and confidence in the education system.

This overview details our school's use of inclusive mainstream funding (IMF) to help improve the inclusivity of our universal practice whilst removing any commonly occurring barriers to learning.

It outlines our inclusion strategy and how we intend to spend the funding in this academic year as well as the success criteria and intended impact.

2. School Overview

Details	Data/Information
Number of pupils in school	73
Total IMF Funding allocation	£6,300
Proportion (%) of SEND pupils and identified needs	19%
Academic year	2026-27
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	David Smith

Inclusion lead	Keeley Leather
Governor / Trustee lead	

3. Inclusion Strategy/Plan

This section sets out the school's intent, context, and the key challenges shaping our approach to inclusion. It outlines the priorities and planned activities that will guide how funding is allocated to ensure every learner is supported to thrive. Through this framework, we aim to demonstrate how our resources will be used strategically and effectively to remove barriers and promote equitable outcomes for all pupils.

Statement of Intent

At Barrow Hill Primary Academy, we are committed to creating an inclusive learning environment where every child feels they belong, can participate fully and is supported to achieve their potential. Our inclusive curriculum is designed to meet the diverse needs of all learners, with high-quality adaptive teaching at the heart of our provision. We believe that the classroom is the primary place for learning, where children with SEND access the curriculum alongside their peers through carefully planned adaptations and responsive teaching.

Where additional support is needed, we provide targeted interventions to enable pupils to keep up and catch up with their learning. These include Sensory Circuits, Speech and Language programmes, Little Wandle Phonics and Zones of Regulation. We are also committed to continually strengthening our provision through ongoing professional development, including training in Positive Play and Nurture Provision, ensuring that staff have the knowledge and skills to meet the evolving needs of our pupils.

Our intention is to remove barriers to learning through early identification, evidence-informed practice and collaborative working with families and external professionals. We are ambitious for every child with SEND and strive to ensure they develop academically, socially and emotionally, enabling them to become confident, resilient and successful learners.

As part of our ongoing commitment to inclusion, we will continue to develop provision that supports pupils' social and emotional development both within the classroom and through targeted intervention. We will regularly evaluate the impact of our provision through the graduated approach, pupil progress, wellbeing measures and stakeholder feedback, ensuring our SEND strategy remains closely aligned with whole-school priorities and delivers positive outcomes for all learners.

School Context and Challenges

This details the key challenges to attainment and wellbeing that we have identified among our SEND pupils.

Challenge	Detail of challenge

1 Social, Emotional Mental Health Needs	Children have difficulty regulating their emotions and this can result in challenging behaviour. These include behaviours and emotional responses that are linked to Adverse Childhood Experiences/Trauma.
2 Speech and Language	Some of children have speech disorders and require specific speech programmes that cannot be covered within a general classroom provision.
3 Cognition and Learning needs	Children start school well below national average starting points.

Intended outcomes

This explains the outcomes we are aiming for and how we will measure whether they have been achieved.

Intended outcome	Success criteria
2. Evidence-based support, with a focus on early intervention Implement the **GL Assessments Complete Digital Solution** to identify pupils' strengths, barriers to learning and emerging needs at the earliest opportunity.	• GL Assessments are completed within agreed assessment windows for identified pupils. • Assessment data is analysed to inform targeted interventions and provision. • Progress is tracked using assessment outcomes and reviewed termly. • Staff report increased confidence in identifying learning needs through robust assessment information.
2. Evidence-based support, with a focus on early intervention Provide targeted support through a **Creative Mentor** for pupils experiencing emotional regulation difficulties, using creative and therapeutic approaches to develop emotional literacy, resilience and self-regulation.	• Identified pupils access regular Creative Mentor sessions. • Individual targets are established over a block of input. • Pupils demonstrate improved emotional regulation, resilience and self-awareness through observation and pastoral records. • Behaviour incidents and time out of class reduce for targeted pupils. • Pupils are better able to engage in learning following intervention.
5. A safe, respectful culture that promotes belonging, engagement and attendance Establish consistent use of trauma-informed emotional regulation strategies, including Feelings Cards, to promote emotional safety and belonging.	• Pupils feel confident accessing emotional regulation tools. • Behaviour incidents linked to emotional dysregulation reduce. • Pupil voice demonstrates an increased sense of safety and belonging. • Improved engagement and attendance are evident for identified pupils.
7. Inclusive environments with ongoing improvements to accessibility	• Positive Play Space is fully resourced and available throughout the school day. • Resources promote co-regulation,

Develop a **Positive Play Space** that provides a calm, nurturing and homely environment to support emotional regulation, wellbeing and inclusion.	sensory regulation and positive social interaction. • Pupils access the space successfully when identified through pastoral support. • Staff report improved pupil readiness to return to learning following use of the space. • Pupil wellbeing surveys demonstrate positive feedback about the environment.

The Inclusive Mainstream Fund is designed to strengthen our whole-school approach to inclusion. Its purpose is to help our school provide high-quality teaching, strong pastoral support, and effective provision so that all children and young people especially those who face barriers to learning can achieve and thrive.

As part of our universal offer, we are to embed strong inclusive practice across our school. The DfE outlines seven key principles that should guide how this funding is used:

1. **Ambitious leadership and governance** that champion inclusion
2. **Evidence-based support**, with a focus on early intervention
3. **High-quality teaching** and a curriculum accessible to all learners
4. **Accessible and enriching provision beyond the classroom**
5. **A safe, respectful culture** that promotes belonging, engagement, and attendance
6. **Strong partnerships** with families and wider services
7. **Inclusive environments** with ongoing improvements to accessibility

Below is an outline of how we intend to use the funding and which of these seven elements our work will support.

Activity in this academic year

1. Ambitious leadership and governance that embeds inclusion in planning.

Budgeted cost: *£0*

Activity	***Evidence to support this approach***	***Challenge number(s) addressed***	***How impact will be measured***
Monitor the implementation and impact of Inclusive Mainstream Fund priorities through leadership meetings, provision mapping and pupil progress reviews.	DfE guidance highlights that effective leadership and strategic monitoring are essential to embedding inclusive practice across the school.	1, 2, 3, 5	Half-termly leadership reviews; governor reports; evaluation of attendance, behaviour, wellbeing and progress data for identified pupils.

2. Evidence-based support prioritising early intervention, so children and young people with SEND can access effective targeted provision at the right time.

Budgeted cost: £4500

Activity	***Evidence to support this approach***	***Challenge number(s) addressed***	***How impact will be measured***
Purchase and implement the GL Assessments Complete Digital Solution to identify learning needs early and inform targeted interventions.	Standardised assessment provides reliable information to identify barriers to learning and monitor progress, enabling early intervention and informed planning	1, 2, 3	Assessment completion rates; intervention plans informed by assessment data; termly progress reviews; staff confidence surveys.
Provide targeted intervention through a Creative Mentor for pupils experiencing emotional regulation difficulties.	Research on nurture and therapeutic interventions demonstrates improvements in emotional regulation, engagement and readiness to learn when support is provided early.	2, 4, 5	Individual pupil targets reviewed after each intervention block; behaviour logs; Boxall Profile/pastoral records (where used); attendance and engagement data; pupil and staff voice.

3. High-quality teaching with curriculum designed for all learners.

Budgeted cost: £0

Activity	***Evidence to support this approach***	***Challenge number(s) addressed***	***How impact will be measured***
Use assessment information from GL Assessments to inform adaptive teaching, targeted support and curriculum planning.	Adaptive teaching informed by robust assessment is identified by the DfE and Education Endowment Foundation (EEF) as key to improving outcomes for all learners.	1, 2, 3	Lesson observations; provision maps; pupil progress data; teacher evaluations demonstrating increased confidence in meeting diverse learning needs.

4. Accessible and enriching provision beyond the classroom.

Budgeted cost: £ *1000*

Activity	*Evidence to support this approach*	*Challenge number(s) addressed*	*How impact will be measured*
Provide structured opportunities for pupils to access the **Creative Mentor** and Positive Play activities outside the classroom to support emotional wellbeing and successful reintegration into learning.	Nurture principles emphasise the importance of safe spaces and relational support to improve emotional wellbeing and engagement.	2, 4, 5	Participation records; pupil voice; reduced time out of class; improved engagement in learning following sessions.

5. A safe and respectful culture fostering belonging and attendance.

Budgeted cost: £ *300*

Activity	*Evidence to support this approach*	*Challenge number(s) addressed*	*How impact will be measured*
Introduce and embed **Trauma-Related Feelings Cards** across classrooms and pastoral spaces to support emotional regulation and communication.	Trauma-informed approaches enable pupils to recognise emotions, regulate behaviour and develop positive relationships, reducing barriers to learning.	2, 4, 5	Behaviour records; pupil voice; staff observations; attendance and engagement of targeted pupils; reduction in incidents linked to emotional dysregulation.

6. Strong partnerships with families and wider services to support children and young people, particularly through transitions.

Budgeted cost: £ *0*

Activity	*Evidence to support this approach*	*Challenge number(s) addressed*	*How impact will be measured*
Share assessment outcomes and intervention plans with families and external professionals to ensure joined-up support for pupils.	Effective partnership working improves consistency between home, school and external agencies, leading to better outcomes for children with additional needs.	1, 2, 5	Parent feedback; attendance at review meetings; evidence of collaborative planning; successful referrals and transition planning.

7. Inclusive environments with continued improvements to accessibility, creating more supportive learning experiences.

Budgeted cost: £ *500*

Activity	***Evidence to support this approach***	***Challenge number(s) addressed***	***How impact will be measured***
Develop and resource a **Positive Play Space** with calming, sensory and nurturing resources to support emotional regulation and inclusion.	Well-designed, nurturing environments reduce anxiety, support self-regulation and improve readiness for learning, particularly for pupils with SEND and SEMH needs.	2, 4, 5	Positive Play Space usage records; pupil wellbeing surveys; staff feedback; reduction in behaviour incidents; improved readiness to return to learning after accessing the space.

This details how we intend to spend our Inclusive Mainstream funding this academic year to address the challenges listed above.

Governance

I confirm that I have reviewed this Inclusive/Mainstream Funding application on behalf of the governing body.

The governing body approves the proposed use of funding and confirms that it is consistent with current Department for Education (DfE) guidance, has a clear rationale, and supports effective provision for the pupil(s) identified.

Name:

Position:

Signature:

Date: