Inclusive Mainstream Fund Strategy statement – Wye School 2026-2027

This statement details our school's approach to delivering inclusive practice for all children, including those with SEND, funded by our core school budget (including the notional SEN budget) and the inclusive mainstream fund (IMF).

Strategy overview

Detail	Date
Academic year that our current Inclusion Strategy covers	2026-27
Date this statement was published	11th November 2026
Date on which it will be reviewed	1st September 2027
Statement authorised by	Luke Magee, Principal

Statement of intent

We are proud to be a smaller than average secondary school for ages 11-16, with a higher than national average SEND intake. We are in a grammar school area, and our SEND students perform well academically and make good progress alongside their peers. Our KS4 results, outperform other local non-selective schools on both attainment and progress measures, where available. We deliver **academic excellence** and **education with character** in a close-knit community, bringing out the **best in everyone** through our school values of ambition, determination, and respect. We prepare each and every one of our students for a successful and fulfilling future.

Key demographic information

Demographic	**% of school**
Disadvantaged (Ofsted 2023)	37%
Pupil Premium	24%
SEND	21%
PP & SEND	7%
White English	64%

This Inclusion Strategy sets out how Wye School ensures that all students, including those with special educational needs and disabilities (SEND), are supported effectively within a mainstream environment, through high-quality teaching, inclusive practice and early intervention. It outlines how we use our universal offer, notional SEN budget, and Inclusive Mainstream Fund to meet commonly occurring and predictable needs, reduce barriers to learning, and promote belonging.

Our Inclusion Strategy is underpinned by the 7 principles of inclusion, namely:

- ambitious leadership and governance that embeds inclusion
- evidence-based support prioritising early intervention
- high-quality adaptive teaching with curriculum designed for all learners
- enriching provision beyond the classroom that all children can access
- a safe and respectful culture fostering belonging, attendance, and participation in learning
- strong partnerships with families and wider services
- inclusive environments with continuous improvements to accessibility

All students have learning, wellbeing and safeguarding needs. We are committed to becoming more inclusive and believe that this is a process of continuous improvement, not a job to be completed. This strategy has been and will continue to be informed by ongoing reflections from our students, parents, staff, and other stakeholders. It is a strategy for all students, with all staff and stakeholders. We are committed to working with those in our community to ensure that all students, including those with SEND, are able to progress on to their next steps having achieved academic excellence and an education with character, embracing the wider opportunities that we offer.

Barriers to learning and participation

This details the key barriers to learning and participation that we have identified amongst our students, necessitating inclusive universal approaches and targeted support.

	Detail of barrier to learning
1	Cognition and Learning Needs. A number of students experience difficulties accessing the curriculum due to reading skills that are significantly below age-related expectations.
2	Communication and Interaction Needs. Autism-related communication differences. Some students experience difficulties processing verbal information, understanding social communication and navigating less structured learning environments.
3	Communication and Interaction Needs. Difficulty Understanding Subject-Specific Vocabulary. Some pupils struggle to access the curriculum because

	they are unable to understand the specialist language and concepts required across different subjects.
4	Communication and Interaction Needs. Some pupils experience difficulties contributing to classroom discussions, articulating their ideas and engaging effectively in collaborative learning situations.
5	Attendance and Engagement. Absence from school resulting in gaps in knowledge over time, and a lack of belonging in the school. Some pupils experience anxiety that impacts their ability to attend school consistently and engage successfully with learning and social interactions.
6	Attendance and Engagement. Absence from school resulting in gaps in knowledge over time, and a lack of belonging in the school. A small cohort of pupils experience persistent absence, limiting access to learning, increasing vulnerability to poor outcomes and reducing opportunities for inclusion.

Activity in this academic year

We will prioritise the following activities this academic year to alleviate the above barriers to learning and participation faced by students with additional needs and SEND.

In this context, 'activity' is a reporting term to help understand where funding has been allocated to build an inclusive core offer and does not indicate only targeted provision. Activity may address multiple barriers identified, particularly for improvements to your universal offer.

Activities have been split into the 'central' offer from United Learning, and the 'personalised' offer from Wye School, with the IMF being shared in a 30:70 split.

Description of activity	Activity type	Intended outcomes	Total budgeted cost
Central offer (30%) ~£9000			
Leadership – a shared understanding within the leadership team of inclusion, how inclusion can support	Universal. Member of the senior leadership team to take part in the Difference	Improved ability of the school to audit and refine its practice, ensuring an inclusion lens is applied to all	£2000

the school, and how the school can better refine inclusive practice. Barriers 1, 2, 3, 4, 5, 6	Inclusive Leadership Course (aligned with The Difference Inclusive Leadership approach), at a cost of £2,000 per person (discounted due to scale), taking place over the 2026–27 academic year.	leadership decisions and strategic developments.	
Identification and support of young carers	Targeted. An identified Young Carer Champion to complete the MyTime Young Carers Champion Course during the 2026–27 academic year, at a cost of £600 (Discounted due to scale).	Increased identification of young carers within the school and improved support, leading to better attendance, behaviour, and academic outcomes.	£600
Culture of inclusion Barriers 1, 2, 3, 4, 5, 6	Universal. The school to complete an Inclusion Quality Mark (IQM) audit and work towards achieving the award, at a cost of £400, as an ongoing activity.	School practice recognised as best practice, with successful achievement of the Inclusion Quality Mark and a sustained culture of inclusion.	£400
High-quality inclusive teaching for all Barriers 1, 2, 3, 4, 5, 6	Universal. All teachers and student-facing staff to have access to the Whole Education online platform, enabling access to CPD related	Staff use CPD to upskill their understanding of adaptive teaching and trial a range of approaches to better meet the needs of all students; improved	Estimated £1000

	to SEND and adaptive teaching, at a cost of £20 per identified member of staff.	whole-school knowledge of adaptive teaching leading to improved outcomes for all students, particularly vulnerable learners.	
Meeting specific needs more effectively (teachers and SEND team) Barriers 1, 2, 3, 4	Targeted. Use of a Speech and Language Therapist and an Educational Psychologist to provide CPD to targeted teams (teachers, teaching assistants, and the SEND team), supporting the development of interventions for students with speech, language and communication needs, as well as social, emotional and mental health needs, costings per school approximately £4,500.	Students with specific needs engage more effectively with school, showing improved attendance, behaviour, and attainment; earlier identification of needs and improved ability across staff to meet a wider range of learning needs.	Estimated £4500
Limited understanding of technology that can be used to support individual needs Barriers 1, 2, 3, 4, 5, 6	Targeted. Identified members of staff to be upskilled around PedTech. Training to be completed to understand resourcing and use of technology that integrates in to lessons and better	Removal of barriers to learning through technology to support improved outcomes for SEND students.	Cost unknown

	supports different needs.		
Centralised specialised support offer linked to Inclusive Practice. Barriers 1, 2, 3, 4, 5, 6	Universal. A range of support from Central Teams linked to meeting more needs better: Inclusion CPD and frameworks, templates and intervention CPD etc.	Ensure that all students' needs are better met in the classroom and around school.	Cost unknown
School's personalised offer (70%) ~£22 000			
Whole school literacy CPD for student-facing staff. Barrier 1 and 3	Universal. Implement a disciplinary literacy approach across the curriculum. Explicitly teach and revisit key vocabulary. The EEF's *Improving Literacy in Secondary Schools* guidance recommends prioritising disciplinary literacy across the curriculum and states that literacy is the responsibility of all teachers, not only English specialists. Recommendation 1 focuses on developing staff expertise so that all subjects explicitly support reading, vocabulary and comprehension.	Improved curriculum comprehension. Increased confidence in accessing learning tasks. Improved attainment across a range of subjects. Improved reading ages and comprehension skills. Greater access to mainstream learning. Improved attainment, confidence and participation.	£4 000

	Recommendation 2 of the EEF's secondary literacy guidance specifically recommends providing targeted vocabulary instruction in every subject, recognising that academic vocabulary is critical for curriculum access. EEF recommends explicit teaching of vocabulary, including multiple exposures to key terms, modelling, discussion and planned vocabulary instruction across the curriculum.		
Targeted literacy/oracy interventions for students identified through NGRT data. Barrier 1, 3, 4	Targeted. Lexonik Leap phonics programme delivered by a trained member of staff. Small group Guided Reading intervention. Provide opportunities to rehearse and practise verbal responses in small group Guided Reading intervention. EEF guidance recommends providing high-quality literacy	Improved reading ages, SAS, stanine data and comprehension skills. Greater access to mainstream learning. Improved attainment, confidence and participation.	£2000

	interventions for struggling readers (Recommendation 7). In addition, EEF Toolkit evidence suggests reading comprehension strategies can deliver an average of +7 months' progress when implemented effectively.		
Whole-school oracy CPD for student-facing staff Barrier 2, 3, 4, 5, 6	Universal. Use structured talk frameworks and discussion scaffolds. EEF guidance highlights the importance of explicit teaching, structured support and adapting communication so that pupils can access learning. Literacy guidance also emphasises removing unnecessary language barriers and supporting understanding through carefully designed instruction. Recommendation 6 of the EEF literacy guidance is to provide opportunities for structured talk, highlighting that high-quality classroom discussion supports	Increased participation in classroom dialogue. Improved communication and reasoning skills. Enhanced engagement and inclusion within mainstream lessons.	£2000

	language development, reasoning and learning. EEF identifies structured talk and purposeful classroom dialogue as evidence-informed approaches that improve learning, comprehension and engagement.		
Whole school autism-informed staff CPD Barrier 2	Universal. Increase the use of visual supports and structured classroom routines. Adapt teaching approaches to support communication and processing needs. EEF guidance highlights the importance of explicit teaching, structured support and adapting communication so that pupils can access learning. Literacy guidance also emphasises removing unnecessary language barriers and supporting understanding through carefully designed instruction. EEF evidence on Social and Emotional Learning	Increased independence and engagement. Improved participation in mainstream lessons. Reduced communication-related barriers to learning.	£4000

	indicates that approaches improving self-regulation, social interaction and emotional management can support academic progress alongside engagement and wellbeing. Average impact is +3 months' progress.		
Anxiety and Emotionally Based School Avoidance (EBSA). Tracking, identification, and intervention/support. Barrier 5 and 6	Universal and Targeted. Attendance monitoring and early identification through trends through Pastoral and Year Teams. Parental engagement and meetings. In-school mentoring and interventions to support with emotional regulation, management and social skills. ELSA training for staff and staffing time to deliver the sessions. Referrals to external agencies for support e.g. Emotional Wellbeing Team, Early Help. Whole school ethos and values culture.	Improved attendance and punctuality. Reduced anxiety-related absence. Increased participation in mainstream lessons and school life. Increased resilience and improved wellbeing.	£4000

	EEF's Social and Emotional Learning (SEL) evidence shows that explicitly teaching emotional regulation, self-management and social skills can lead to +3 months' additional progress alongside improvements in wellbeing and engagement. EEF recommends targeted SEL approaches for pupils with identified social and emotional needs, alongside strong relationships and graduated support.		
Persistent Absence Barrier 5 and 6	Targeted. Attendance monitoring. Parental engagement and meetings. Referrals to external agencies for support e.g. Emotional Wellbeing Team, Early Help. EEF's Parental Engagement Toolkit reports an average impact of +4 months' progress and highlights the value of positive,	Reduced persistent absence rates. Improved engagement with education. Improved attainment, wellbeing and long-term inclusion outcomes.	£6000

	personalised communication with families to support attendance, engagement and learning. EEF evidence suggests that effective parental engagement is underpinned by strong, respectful relationships between schools and families, with positive communication linked to improved engagement and participation.		

The proposed in-school activities are informed by evidence from the Education Endowment Foundation (EEF), particularly Improving Literacy in Secondary Schools, the Teaching and Learning Toolkit, and research relating to Social and Emotional Learning and Parental Engagement. The selected approaches focus on high-quality teaching, disciplinary literacy, explicit vocabulary instruction, structured talk, targeted intervention, emotional wellbeing and family engagement, all of which have been shown to improve pupils' access to learning, participation and academic outcomes.

Review of the previous academic year

This academic year's barriers to inclusion have been informed by student and parent voice, and attendance and academic/assessment data from last academic year. This was done formally through our Student and Parent Surveys, Student Council, and also from feedback via informal discussions with students and parents on their school experience.

We complete a SEND audit each academic year to review our inclusive practices, how we are working with all stakeholders, and inform our actions moving forward.

Our Inclusion Mainstream Funding allocation from 2025-26, April-August 2026, was used for the following:

Workplace development and training and staffing.

Boxhall training for a member of staff to be able to run Boxhall profiles for students, identifying relevant targeted support. Forest School training for a member of staff to be trained in and provide a targeted support outdoor learning intervention for SEND and other vulnerable students. Therapy dog training for a member of staff to be able to provide targeted support for SEND and SEMH students.

All staff training was completed, enabling staff to be able to deliver relevant training, assessments with students.

Evidence informed short-term interventions.

Farm visits, Forest School, Therapy Dog, Boxing.

Our short-term interventions are logged and reviewed on Arbor. Assess > Plan > Do > Review cycles were starting to be implemented more formally.

Inclusive environments and accessibility.

Forest School building work, to create an outdoor learning space for SEND and other students to access.

The outdoor learning spaces, yurt and allotment, have been equipped in order to be usable spaces for short-term interventions.

Strategic leadership systems and planning

Surveys, School Council, strategic planning time at a leadership level.

Surveys and School Council conducted providing feedback on Inclusive practices and actions required.

Further information (optional)

Leadership and Governance

We have a pastoral structure that includes teaching and non-teaching staff: tutors, pastoral staff (non-teaching), directors of key stages, and link SLT staff. Our Inclusion Lead is Katherine Davis, Vice Principal. All staff are responsible for inclusion and inclusive practices. The Principal reports on inclusion and the school's inclusive practices to the Local Governing Body.

Universal Offer: Inclusive Practice for All Students

Our vision is Our Teaching and Learning approach is rooted in the Rosenshine Principles of instruction, with a focus on Quality First Teaching for all students, meeting the needs of all students through an inclusive classroom offer in line with the Mainstream Core Standards.

We have a mainstream curriculum offer, where all students are taught the national curriculum in KS3, and at KS4 students commonly have three option choices in addition to their English, Maths and Science GCSE o.e., receiving eight GCSE o.e. qualifications at the end of Year 11.

Our behaviour system follows a warning, removal structure, with reasonable adjustments for SEND and/or vulnerable students, if required. Our Behaviour Policy can be found on our website here.

We expect excellent attendance from all students, and work closely with parents, carers, students, and external agencies to ensure high attendance for all students, including those with SEND and/or medical conditions.

Targeted Support and Early Intervention

Students requiring targeted intervention are identified in a variety of ways, including: an Education, Health and Care Plan; assessment data e.g. NGRT, mid- and end- of year assessments; behaviour data; attendance data. Appropriate actions and/or short-term interventions are then implemented.

Inclusive Environments and Resources

Our Accessibility Plan is on our website here.

Workforce Development and Staff Confidence

Staff participate in regular training on inclusion as part of weekly CPD, inset day training, and externally provided training.

Impact monitoring and review

This policy and its activities will be reviewed annually.

Short-term interventions are reviewed regularly using an Assess, Plan, Do, Review cycle.

Surveys (Student, Parent, Staff) and Student Council provide regular feedback on the impact of inclusive practices.