

Make your IMF money count

# Inclusion Mainstream Fund



**ADYS Specialist Ltd**

# Who are **Adys Specialist Ltd**

We are a specialist SEND support service working with schools to promote early intervention, inclusive practice, and improved outcomes for pupils with additional needs.

Our team provides expert assessment, tailored provision planning, and practical advice, alongside SENCO support, staff training, and strategic consultancy in individual schools as well as across trusts. Our work builds school capacity, supports a wide range of needs, and enables staff to deliver effective, inclusive provision.

**In short, we help schools secure the right support, strengthen practice, and ensure every learner can succeed.**

# What is the Inclusion Mainstream Fund (IMF)

The funding must be:

Transparent and attributed to the school

Used to impact provision within the school

Reflected in the school's Inclusion Strategy

- IMF is not just funding, it is a **structural shift**. Schools must evidence a **whole-school, proactive, inclusive model** where needs are identified early, met through strong universal provision, and supported by clear strategy and accountability.
- How schools invest their funding will vary based on the needs of their cohort – your Inclusion Strategy will be different to other schools
- It is for mainstream school providers 5 to 16 year old range and post-16 colleges

# IMF key headlines

## Purpose of the IMF

- national funding stream, inclusive by design, early identification, early support and removing barriers, proactive needs led provision within mainstream

## Whole school responsibility

- embedded across leadership, teaching and culture

## Mandatory Inclusion Strategy

- to identify common and predictable needs, set out barriers to learning, detail provision and approaches used, accountability (used and improves outcomes)

## Universal provision first

- adaptive teaching, inclusive curriculum design, positive behaviour, attendance and belonging

## Funding expectations and use

- ring fenced, supplements and not to replace, 7 themes of inclusion, national formula

# How much money will my school receive and when?

- The DfE has created a spreadsheet for you to use - you need your URN to receive an indication of amount.
- Based on a lump sum for all schools (£3000), basic per pupil rate (£16 primary inc rec, £14 secondary up to 16yrs), LPA per pupil rate (£79 per pupil primary, £88 per pupil secondary) and area cost adjustment
- Actual school level allocations will be published in May 2026 alongside conditions of grant document
- Over £500m each financial year for 3 years – one payment per year
- In addition to schools national funding formula (NFF)
- Additional IMF for 16-19 providers and Inclusive early years fund

# Timeline of IMF

## Summer 2026

First funding payments made  
Academies: paid direct by DfE (early July)  
Maintained schools: via LA (end of June)

## By 31<sup>st</sup> December 2026

All schools must publish an Inclusion Strategy

## 2027-2028

2<sup>nd</sup> year of funding  
Schools expected to refine Inclusion Strategy annually, demonstrate impact on outcomes and access, inclusion becomes embedded within whole school

## Summer – Autumn 2026

Schools expected to audit current SEND and inclusion provision, identify common and predictable needs, begin shaping a whole school inclusion model

## Academic Year 26-27

Schools implement universal inclusive practice, strengthen adaptive teaching, develop staff expertise and CPD, improve systems, environments and provisions

## 2028-2029

Final year of current funding cycle  
Schools to show sustained inclusive practice, reduced reliance on statutory processes  
DfE expected to publish next phase of funding

# What are the 7 principles of Inclusion?

1. Ambitious leadership and governance that embeds inclusion
2. Evidence-based support prioritising early intervention
3. High-quality teaching with a curriculum designed for all learners
4. Accessible and enriching provision beyond the classroom
5. A safe and respectful culture that fosters belonging and attendance
6. Strong partnerships with families and wider services
7. Inclusive environments with continuous improvements to accessibility



# How could the IMF be spent?

## Theme 1 - *Ambitious leadership and governance that embeds inclusion*

- SENCo leadership time to write, review and monitor the Inclusion Strategy
- Release time for SLT to embed inclusion into SIP / SDP priorities
- Development of inclusion monitoring systems and analysis (data tracking, provision mapping)
- External consultancy or specialist support to audit inclusion practice and support improvement of school policies
- Governor training on SEND and inclusion responsibilities
- Funding leadership capacity so inclusion is not 'bolt-on' but core

### How Adys Specialist Ltd can help:

- Audit of current SEND and inclusion practice against IMF expectations
- Direct support for SENCos to write, refine and structure Inclusion Strategies (aligned to the 7 themes)
- Senior leadership coaching on embedding inclusion into school improvement plans
- Development of provision mapping and impact monitoring systems
- Governor briefings on SEND compliance and inclusion priorities
- Support with local networks

# How could the IMF be spent?

## Theme 2 - *Evidence-based support prioritising early intervention*

- Screening and assessment tools (literacy, language, SEMH, cognition)
- Training staff in early identification and graduated approach
- Delivery of short, evidence-informed interventions
- Time for staff to carry out assess-plan-do-review cycles
- Specialist input (SALT, EP, OT advisory support) where appropriate
- Funding earlier, lighter-touch support, not waiting for an EHCP
- Flexible grouping of pupils to scaffold learning, pre teach concepts or provide additional opportunities to apply knowledge
- Deployment of TAs to support and develop independent learning skills

### How Adys Specialist Ltd can help:

- Diagnostic and initial assessments (literacy, dyslexia, SpLD maths, cognition, SEMH, CI, Trauma )
- Identification of commonly occurring and predictable needs across the cohort
- Development of graduated response frameworks (assess-plan-do-review)
- Clear intervention planning with specific, realistic recommendations (frequency, delivery, group size)
- Training staff in early identification and interpretation of need

# How could the IMF be spent?

## Theme 3 - *High-quality teaching with a curriculum designed for all learners*

- Whole-staff CPD on adaptive teaching and inclusive pedagogy – strengthening practice
- Coaching and instructional leadership to embed practice
- Development of scaffolding strategies, modelling, and adaptations
- Investment in assistive technology that supports access (e.g. text-to-speech)
- Time for teachers to co-plan inclusive lessons
- EEF Teaching and learning toolkit as more ideas

### **How Adys Specialist Ltd can help:**

- Whole-staff CPD on adaptive teaching, inclusive pedagogy and SEND strategies
- Subject-specific guidance
- Classroom modelling and coaching to embed practice
- Development of TA deployment and scaffolding strategies
- Creation of practical staff resources (crib sheets, strategy guides)

# How could the IMF be spent?

## Theme 4 - Accessible and enriching provision beyond the classroom

- Structured lunchtime and enrichment clubs for vulnerable pupils
- Pastoral programmes focusing on independence and life skills
- Support for school trips and enrichment access (e.g. staffing, resources)
- Targeted nurture groups or social skills groups
- Provision that supports transition (EYFS → Y1, Y6 → Y7, in-year moves)
- Funding for staff and equipment that address practical barriers to participate that exceeds reasonable adjustments

### How Adys Specialist Ltd can help:

- Design of inclusive enrichment and support programmes (e.g. nurture, reading, maths support)
- Guidance on developing life skills, independence and SEMH provision
- Transition planning (EYFS, KS2–KS3, in-year moves)
- Support to ensure vulnerable pupils access trips, clubs and wider opportunities
- Review of provision for pupils not thriving in traditional classroom settings



# How could the IMF be spent?

## Theme 5 - *A safe and respectful culture that fosters belonging and attendance*

- Whole-school training on relational practice, trauma-informed approaches, SEMH, challenging behaviour, disengagement, withdrawal and bullying
- Development of behaviour systems aligned to inclusion
- Attendance support strategies linked to belonging (EBSA support)
- Staff wellbeing and supervision structures to sustain practice
- Resources for pupil voice and inclusion culture work
- Development of quiet spaces for lunch and break times
- Implementation of a framework to understand pupil, families and staff belonging

### How Adys Specialist Ltd can help:

- Training on neurodiversity, cognition and learning, trauma informed practice and inclusive behaviour approaches
- Support in aligning behaviour systems with SEND and relational practice
- SEMH-informed strategies for reducing anxiety, EBSA and disengagement
- Development of whole-school inclusive language and culture
- Staff CPD on understanding barriers to learning and behaviour as communication

# How could the IMF be spent?

## Theme 6 - *Strong partnerships with families and wider services*

- SENCo time to strengthen parent communication and co-production
- Parent workshops on supporting needs at home
- Multi-agency working time (Team Around the Child, reviews, meetings)
- Access to external professionals (SALT, CAMHS liaison, specialist teachers) to lead workshops
- Development of clear SEND pathways and sign posting for families
- Developing a SEND parent-carer forum (collaborating with local schools)

### **How Adys Specialist Ltd can help:**

- Parent-friendly reports and summaries that clearly explain needs and next steps
- SENCo support with EHCP processes, reviews and consultation responses
- Guidance on effective communication with parents
- Contributions to multi-agency work (reports, professional advice)
- Training for staff on co-production with families



# How could the IMF be spent?

## Theme 7 - *Inclusive environments with continuous improvements to accessibility*

- Classroom adaptations (visual supports, calm spaces, flexible seating, communication aids)
- Sensory resources to support regulation
- Improving acoustics, lighting or layout where needed
- Accessibility improvements (ramps, signage, toileting adjustments)
- Development of low-distraction, highly structured learning environments
- Planning of enhanced onboarding and transitions into year groups

### How Adys Specialist Ltd can help:

- Classroom environment audits (sensory, cognitive and accessibility needs)
- Recommendations for low-distraction, structured, inclusive learning spaces
- Development of visual supports, scaffolds and assistive approaches
- Advice on supporting pupils with processing, working memory and organisation difficulties
- Input into accessibility planning and provision adjustments



# How *Adys Specialist* Team can help

ADys Specialist Ltd supports schools to move beyond compliance by ensuring their Inclusion Strategy is:

- strategically aligned to the IMF themes
- practically embedded in classrooms
- clearly evidenced for Ofsted and local authority scrutiny
- focused on improving outcomes for all learners

Please get in touch for our costing brochure 26/27 [admin@adyss.org](mailto:admin@adyss.org)

## Core Training Offer

<b>Every Classroom Inclusive</b>	Adaptive teaching that works in real time
<b>Spot It Early, Support It Better</b>	Early identification and graduated response
<b>Understanding Neurodiversity in the Classroom</b>	Practical inclusive strategies
<b>Behaviour is Communication</b>	Supporting SEMH effectively
<b>Small Changes, Big Impact</b>	Practical SEND strategies
<b>Maximising the Impact of Teaching Assistants</b>	From support to independence
<b>Inclusion by Design</b>	Whole school SEND practice
<b>SEND Reform in Practice</b>	Preparing for national changes
<b>Leading SEND Through Change</b>	Embedding inclusive practice
<b>Work Smarter, not Harder</b>	Using AI to reduce workload and personalise SEND support
<b>Behind the Mask</b>	Understanding behaviours that hide underlying need
<b>Safety First</b>	Creating calm, consistent environments where pupils can thrive
<b>OFSTED and Inclusion</b>	How to celebrate the inclusive practice in your school
<b>Bespoke SEND training for your school</b>	Built for you – practical SEND support shaped around your school's priorities

## Pricing

All training is charged at £210 per hour.

Twilight session (2 hours): £420, Half-day (3 hours): £630, Full day (6 hours): £1,260

# Adys Specialist Ltd

## CPD offer

# 26-27

# Best practice Model for Trusts

The DfE guidance strongly indicates that:

- IMF funding should be allocated to and used at individual school level,
- even where it is paid centrally to a trust.

Trusts can coordinate and support, but they should not absorb or fully control the funding away from individual schools, as accountability, planning and impact are explicitly school-based.

## **Each school:**

- Has a clear IMF allocation
- Develops its own Inclusion Strategy
- Evidences impact on its pupils

## **Trust:**

- Provides:
  - Central CPD
  - Quality assurance of strategies
  - Shared services (optional contribution model)
- Ensures consistency and compliance

# What the IMF should **not** be spent on:

- ✘ staffing large 1:1 provision**
- ✘ expanding EHCP-type support**
- ✘ It is not a personal budget for individual pupils**

# Pooled funding – what does this mean?

**Nothing is stated about pooled funding within the latest guidance**

IMF should be understood as:

“The funding that enables schools to do more themselves, earlier and better”

Whereas pooled funding is:

“The funding that supports shared services when needs go beyond what schools can provide”

# Pooled Funding

- Every school to **become part of a local SEND group** and actively engage with the LA and ICB (over the next 3 years)
- Explore how **groups of schools and local SEND and AP partnerships** might work together
- Schools will **pool some (minimum level to be set) funding** from their IMF for more collaborative, efficient systems and better sharing of expertise and resources across an area
- **Experts at Hand** and commissioning of **Specialist Bases**
- Schools can **set consistent standards** and ensure **all schools contribute to and have access to shared resources**
- Enable schools to be more efficient in **maximizing support** and **broadening access to resources and expertise** from within their core budgets
- Local SEND groups will need to **report how the funding is being used** and its impact on pupil outcomes
- Pooling resources at **LA level for Early years settings** will be the most effective way to maximise impact and ensure support reaches all children

# How this links with the Inclusion Strategy

MUST be published on websites by 31<sup>st</sup> December 2026

A document to detail how you have spent this money, as well as notional funds

Explains impact of the chosen support in place for each of the 7 inclusion themes

# Adyss next CPD event:

**Friday 16<sup>th</sup> October at Burnley Football Club**

Face to face with lunch and parking

9am – 4pm

**£220 per person (if booked before 31<sup>st</sup> July) £240 pp after**

## **Turning vision into provision: Writing your Inclusion Strategy**

An understanding of what is required in your Inclusion Strategy,  
with time and support to write it. Along with an update on the  
world of SEND built into the day.