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Inclusive Mainstream Fund Statement 2026-27

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SIXTH FORM EDUCATION AT ITS BEST

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1 Introduction

1.1 This statement should be read alongside the Reigate College Inclusion Strategy 2026/27. It provides the additional information required in relation to the College's use of the Inclusive Mainstream Fund (IMF). Together, the Inclusion Strategy and this statement set out how the College identifies and responds to barriers to learning and participation and how additional IMF funding is being used to strengthen inclusive provision.

1.2 The Inclusive Mainstream Fund provides additional funding to support mainstream settings to strengthen inclusive practice and remove commonly occurring barriers to learning and participation for students with SEND and additional needs.

1.3 Reigate College will use its IMF allocation alongside its existing resources for SEND, Learning Support, pastoral support, wellbeing and inclusive teaching. The funding will be used to extend or strengthen existing inclusive provision, rather than replace expenditure that would otherwise be met through the College's core budget.

1.4 The College's wider approach to inclusion, including its graduated model of universal, targeted, personalised and highly personalised support, is set out in the Reigate College Inclusion Strategy 2026/27.

1.5 The IMF conditions require expenditure to support one or more of seven principles: inclusive leadership and governance; early evidence-based support; high-quality adaptive teaching; accessible enrichment; belonging and participation; partnerships with families and wider services; and increasingly accessible environments.

2 Barriers to Learning and Participation

2.1 Through analysis of student need, transition information, student and parent feedback, Learning Support referrals, attendance, progress and achievement data and feedback from staff, the College has identified several commonly occurring barriers that can affect students with SEND and additional needs:

Transition to post-16 education	Some students require additional support to manage the transition from school to the increased scale, independence and expectations of sixth-form education
Organisation and executive functioning	Difficulties with planning, organisation, working memory, attention and managing independent study can affect students' ability to engage successfully with Level 3 programmes
Accessing teaching and learning	Differences in processing, communication, literacy, sensory needs and neurodiversity can create barriers where teaching and resources are not sufficiently adaptive
Anxiety, wellbeing and emotional regulation	Anxiety and regulation needs can affect attendance, engagement, participation and students' ability to access learning consistently
Student independence	Some students require support to move from reliance on school- or adult-led adjustments towards greater self-advocacy and independent management of their needs
Access to the wider College experience	SEND and additional needs can create barriers to participation in enrichment, careers, work experience and other wider College opportunities

3 IMF Allocation and Priorities for 2026/27

3.1 For 2026/27 the College will focus its additional IMF investment on a small number of activities that build on the provision already described in the Inclusion Strategy. See Appendix A for a more detailed breakdown.

3.2 The DfE explicitly encourages settings to concentrate on fewer approaches implemented well, rather than feeling obliged to spend against every one of the seven principles.

4 Relationship with Existing College Expenditure

4.1 The Inclusive Mainstream Fund represents additional investment in Reigate College's inclusive provision. The College already commits substantial resources to SEND, Learning Support, Learning Facilitators, academic mentoring, examination access arrangements, wellbeing, pastoral support, staff development and reasonable adjustments. IMF funding will be used to strengthen, extend or develop provision in response to identified barriers and will not be used simply to substitute for existing College expenditure.

4.3 The College is separately developing enhanced SEND facilities to support Learning Support, academic mentoring, access arrangements, wellbeing and flexible teaching and intervention. Capital expenditure associated with this development is not funded through the Inclusive Mainstream Fund.

5 Monitoring and Evaluation

5.1 The impact of IMF-funded activity will be monitored through the College's existing inclusion and quality-assurance arrangements. Depending on the activity, measures will include:

- Student attendance, retention, progress and outcomes
- Participation and engagement
- Effectiveness of targeted interventions
- Student and parent/carer feedback
- SEND student voice
- Staff confidence and professional-development evaluation
- Evidence from teaching and learning quality assurance

5.2 Progress and expenditure will be reviewed during the year by the relevant senior leaders and reported through the College's governance arrangements.

6 Review

6.1 2026/27 is the first year in which Reigate College has received an Inclusive Mainstream Fund allocation. There is therefore no previous IMF-funded programme to evaluate.

6.2 Existing evidence from the College's inclusion provision, student outcomes, Learning Support, student voice and quality-assurance processes has informed the identification of barriers and priorities within this statement.

6.3 From 2027/28, this section will evaluate expenditure, implementation and impact from the previous year and identify any resulting changes to the College's approach.

Appendix A

Identified Barrier	Additional Funded Activity	Intended Outcome	Evaluation of Impact
Accessing teaching and learning	Further development of adaptive teaching, including SEND-focused staff development, practical resources and guidance for teaching staff	Greater consistency and staff confidence in adapting teaching to commonly occurring needs	Staff feedback; teaching QA; student voice
Transition and early identification	Enhanced SEND transition and onboarding, including earlier liaison, identification and supported transition for students with additional needs	Needs and reasonable adjustments are identified earlier and students experience a more successful transition	Transition information; early retention; student/parent feedback
Organisation and independent learning	Additional academic mentoring/structured learning support for students experiencing executive-functioning and independent-study barriers	Improved organisation, engagement, attendance and academic progress	Intervention review; attendance; retention; progress
Anxiety, sensory or regulation needs	Enhanced regulation and accessible support resources, including appropriate sensory/regulation resources and use of support spaces. ELSA support and wellbeing mentors available	Students are better able to regulate, remain engaged and return successfully to learning	Usage; student feedback; attendance/engagement
Access to learning	Assistive technology and associated training, where this removes common barriers and promotes independence	Increased access to learning and greater student independence	Usage; individual/student feedback; Learning Support review
Participation and preparation for adulthood	Additional work to support participation and independence, including accessible enrichment/progression opportunities and student self-advocacy	Greater participation and confidence among students with additional needs	Participation data; student voice; progression