



InMAT Inclusive Mainstream Fund – Inclusion Strategy

School Name: St James Infant and Pre-School

Academic Year(s): 2026-27

Headteacher: Sarah O'Shea

SENCo / Inclusion Lead: Clare Cousins

Date Published: December 2026

Review Date: July 2027

Vision for Inclusion:

St James is committed to being inclusive by design so that children are supported early, can participate safely and meaningfully in school life, and remain connected to ambitious learning. Our universal offer combines high-quality adaptive teaching, relational practice, accessible environments and early identification. Where children need more, Jimmies provides planned, targeted support linked to individual outcomes and a clear route back into mainstream learning. The 2026-27 Inclusive Mainstream Fund (IMF) will strengthen the physical environment so that personal-care and regulation needs do not become barriers to dignity, attendance, belonging, independence or curriculum access.

Summary of Commonly Occurring and Predictable Needs:

The school supports a growing and diverse cohort, including children with communication and interaction needs, sensory and/or physical needs, delayed self-care and independence, and social, emotional and mental health (SEMH) needs. Some children need close adult support for toileting, personal care, emotional regulation, transitions and re-entry to learning. These needs can occur before a formal diagnosis or statutory assessment and therefore require an inclusive universal offer alongside timely targeted support.

Key Barriers to Inclusion:

- Jimmies does not currently have on-site toileting and handwashing facilities. Children must leave the provision for intimate care or toileting, interrupting learning, increasing transition demands and reducing privacy, dignity and independence.
- The present school environment does not provide a dedicated, low-arousal SEMH base/breakout room. When children become dysregulated, a suitable space is not always immediately available, increasing the risk of escalation, extended time away from learning and disruption to peers.
- Environmental transitions, sensory load and inconsistent access to a calm space can limit participation, successful reintegration and a child's sense of safety and belonging.
- Staff need clear access, safety, supervision, referral and reintegration arrangements so the new spaces support regulation and learning rather than becoming places of exclusion.

3. Use of Inclusive Mainstream Fund (IMF)

The school will invest the full £9,000 IMF allocation in two complementary environmental improvements. Costs are budget allocations subject to compliant quotations, Trust approval and all necessary premises, safeguarding, accessibility and building checks. If final costs exceed £9,000, the difference will be met from agreed core, notional SEN and/or premises funding; IMF expenditure will not exceed the allocation.

Activity	Needs Addressed	IMF Funding Cost	Impact
Jimnies accessible toileting and handwashing facilities Install child-appropriate facilities within or directly accessed from Jimnies. The specification will address privacy, supervision, hygiene, infection control, accessibility and intimate care. Complete Trust approval, surveys, quotations, procurement and compliance checks before work begins.	Barriers linked to self-care, continence, physical/sensory needs, transitions, dignity, independence, attendance and uninterrupted participation in learning.	Up to £5,500	Children can toilet and wash hands safely, privately and with greater independence without leaving Jimnies. Fewer avoidable transitions and reduced learning time lost support improved participation and belonging.
Dedicated SEMH base and breakout room Install a suitable partition wall within an existing classroom to create a calm, low-arousal SEMH area. Equip it through existing/core resources. Introduce access, supervision, safeguarding, fire-safety, risk-assessment and reintegration protocols, supported by staff training.	Barriers linked to emotional regulation, sensory overload, anxiety, behaviour as communication, safe participation, transitions and return to learning.	Up to £3,500	Children access timely co-regulation and targeted SEMH support, use taught strategies, recover more quickly and return successfully to class. Escalations, removals from learning and disruption reduce over time.

4. Outcomes and Impact Monitoring

Intended outcome Pupils	Success criteria/Impact Measures	Impact Monitoring	Principle of Inclusion
- SEND children experience increased dignity, safety, independence and belonging. - Children regulate more successfully and return to ambitious learning promptly. - Children using Jimnies participate for longer with fewer avoidable transitions.	100% of identified Jimnies users have safe, appropriate access to toileting and handwashing when the facility opens. - Baseline-to-termly records show reduced learning time lost through off-base toileting transitions and dysregulation. - At least 80% of targeted regulation episodes result in a planned return to learning within the child's agreed individual timescale by summer 2027. - Pupil and parent voice shows improved dignity, safety, confidence and belonging.	- SENCo baseline before opening; half-termly review of access, incidents, duration, return-to-learning and safeguarding information. - Teach Scribe/IASEND, EHCP or IEP evidence and Jimnies provision records. - Termly pupil/parent voice and anonymised case studies. - Report to SLT and LAC in December 2026, March 2027 and July 2027.	Evidence-based early intervention; safe and respectful culture fostering belonging, attendance and participation; inclusive environments with continuous improvements to accessibility; enriching provision accessible to all.

Intended outcome Staff	Success criteria/Impact Measures	Impact Monitoring	Principle of Inclusion
- Staff use the two spaces safely, consistently and for a clearly defined purpose. - Staff confidence improves in supporting intimate care, co-regulation and planned reintegration.	100% of relevant staff receive a briefing before the spaces open and can explain access, supervision, recording and escalation procedures. - Monitoring shows consistent Therapeutic Thinking language, co-regulation and return-to-learning practice. - Staff voice shows increased confidence and fewer reports that the environment prevents needs being met.	- Training/briefing attendance and competency checks. - SENCo/SLT learning walks, incident review and staff voice at half-termly SEND/SEMH reviews. - Review intimate-care plans, risk assessments and use protocols after opening and following any incident.	Ambitious leadership and governance; evidence-based early intervention; strong partnerships with families and wider services; inclusive environments.

Intended outcome Whole School	Success criteria/Impact Measures	Impact Monitoring	Principle of Inclusion
- The school strengthens its inclusive universal offer and targeted Jimmies/SEMH support in line with the SIP. - Environmental barriers are reduced and inclusion is embedded through leadership, governance and everyday practice.	- Both projects are completed safely, within the £9,000 IMF allocation or with any agreed overspend funded separately, and are operational by the end of spring 2027 where approvals and works permit. - Quality assurance confirms the spaces are accessible, safe, purposeful and do not reduce curriculum entitlement. - LAC can evidence challenge over impact, safeguarding, value for money and sustainability. - SEND participation, behaviour and attendance evidence improves from baseline or individual case studies demonstrate meaningful small-step progress.	- Headteacher/SENCo implementation log: approvals, quotations, spend, risks and milestones. - Half-termly SIP evaluation and termly LAC reporting. - Triangulation of attendance, behaviour, safeguarding, provision, pupil progress and stakeholder voice. - Formal annual evaluation in July 2027 and website strategy update.	All seven principles, with primary emphasis on ambitious leadership and governance; safe, respectful culture and belonging; early intervention; partnerships; and continuous improvement to accessibility.

Impact Evidence:

Impact will be evaluated against a pre-opening baseline, not simply completion of building work. Evidence will include time lost from learning, frequency and duration of dysregulation, successful return to learning, attendance and participation, progress towards EHCP/IEP or foundational-skills outcomes, safeguarding and behaviour patterns, staff implementation, and pupil/parent/staff voice. Data will be considered by group and through anonymised case studies so that low numbers do not obscure meaningful progress. Monitoring will check for unintended consequences, including over-reliance on the breakout room, reduced curriculum entitlement or unsafe/inappropriate use. The SENCo will report half-termly to SLT; the Headteacher will provide termly value-for-money and impact assurance to the LAC.

5. Review, Sustainability and Next Steps

What has worked well:.

Areas for further development:

How inclusive practice will be sustained beyond IMF funding:

The works create lasting school infrastructure. Ongoing cleaning, maintenance, consumables, staff induction, training, risk-assessment review and replacement of regulation resources will be built into core/notional SEN and premises planning. Access and reintegration protocols will remain within the SEND, behaviour, intimate-care and safeguarding systems. Impact will continue to be reviewed through the SIP, provision mapping, half-termly SEND/SEMH reviews and LAC oversight. The strategy will be reviewed annually and updated if the school adopts a multi-year approach.

Reviewed by: Headteacher, SENCo/Inclusion Lead, SLT and Local Academy Committee

Date of Review: July 2027

Next Scheduled Review: July 2027, or earlier following a significant change, incident, delay or cost variation.