

Blackburn College Inclusive Mainstream Fund Strategy 2026–27

Our ambition

Blackburn College will use the Inclusive Mainstream Fund (IMF), alongside its core funding, to strengthen an inclusive mainstream offer in which students' needs are identified early, barriers are removed and every student is supported to achieve, progress and prepare successfully for employment.

This strategy directly supports the College's recently approved Be Kind, Be Inclusive Policy, [01_26 - Be Kind Be Inclusive - Final Version.pdf](#) which establishes our shared expectation that everyone is treated with kindness, dignity and respect and can participate fully in college life.

Inclusion is reflected in our culture, curriculum, teaching, support services and everyday interactions.

Our approach

Our approach will be based on five principles:

- **Know students well:** identify needs, starting points and barriers accurately and early.
- **Inclusive teaching first:** strengthen adaptive teaching and accessible learning across every curriculum area.
- **Use data intelligently:** maintain accurate and timely data to identify students at risk and target interventions effectively.
- **Respond early:** act quickly when attendance, progress, engagement or wellbeing concerns emerge.
- **Maintain high expectations:** prepare students for independence, further learning and sustained employment.

Our priorities for 2026–27

Priority	Planned action
Staff training	Provide practical training in Special Educational Needs and Disabilities (SEND), disadvantage, adaptive teaching, neurodiversity, reasonable adjustments and inclusive practice.
Inclusion planning	Establish clear inclusion plans across all curriculum areas, supported by individual plans for students requiring specific adjustments or interventions.
Early identification	Strengthen screening, transition information and communication between curriculum, Additional Learning Support (ALS) and student support teams.
Accurate data	Improve the recording and analysis of need, attendance, progress, support and outcomes to enable targeted intervention.
Attendance and progress	Monitor attendance, engagement and progress closely, intervening early when students begin to fall behind or disengage.
Inclusive curriculum	Ensure teaching, learning, assessment, resources and environments are accessible and ambitious from the outset.
Targeted support	Provide timely, evidence-informed interventions where universal provision alone does not meet a student's needs.
Careers and employment	Provide specialist careers advisers for students with SEND and those experiencing disadvantage, with a clear focus on employment and sustained positive destinations.
Transition to employment	Strengthen employability skills, work experience, supported internships, employer engagement and transition planning.
Student voice	Involve students in designing, reviewing and evaluating support and wider College practice.

Intended impact

By the end of 2026–27, we expect to see:

- earlier and more accurate identification of needs and barriers;
- improved attendance, retention, progress and achievement;
- more consistent inclusive teaching across the College;

- accurate data being used routinely to identify risk and target support;
- effective inclusion plans embedded across every curriculum area;
- students receiving appropriate support without unnecessary delay;
- stronger progression into employment, apprenticeships and further learning;
- narrowing gaps in outcomes between students with SEND or disadvantaged backgrounds and their peers; and
- increased student confidence, independence and sense of belonging.

Accountability and review

The strategy will be led by the Executive Director of Student Support and Experience and the Vice Principal - Curriculum and Quality. It will further be supported by the Head of Inclusion, Curriculum Heads and Service Leaders. Impact will be monitored through attendance, progress, achievement, destinations, learning reviews, inclusion plans and student voice.

Progress will be reported through the College's quality summits, executive and governance arrangements and reflected within the College accountability statement. Investment will be reviewed regularly and redirected where evidence demonstrates that an intervention is not achieving sufficient impact.

Our commitment is simple: be kind, be inclusive and give every student the support, challenge and opportunity to achieve and progress.