

What are mainstream schools?

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- Schools which meet the needs of the majority of learners. Each must have a qualified SENCo who coordinates support for pupils with additional needs across the school.
- All schools must also publish a SEN Information Report on their school website, explaining how pupils with additional needs are supported in the school.
- The law states that all schools make reasonable adjustments for children with disabilities to ensure they are not disadvantaged.
- Every teacher is expected to teach children with special educational needs and the Local Authority offers all schools training to staff to make sure they can meet the range of needs of the pupils in the school. Some teachers have additional specialist qualifications, where individual schools have chosen to pursue this.

What can they offer?

- Individual tailoring and accommodations of the same curricula, meaning the child can receive the same education as their peers
- The opportunity for a child with SEND to build positive relationships, create a community, increase self-esteem and master new skills while interacting with a diverse group of learners

Who might they be right for?

- The [SEND Review](#) sets out that the vast majority of children and young people should be able to access the support they need to thrive in their local mainstream setting.
- Mainstream schools support children with and without an Education, Health and Care Plan.

Considerations

- Schools cater for different age groups: Nursery, Primary, Secondary, Sixth Form, Further Education (16+), College
- Schools are funded and run in different ways: Academies, Local Authority maintained, faith schools, independent schools
- This [list of mainstream schools in Leicestershire](#) can be filtered by area and phase of education.

Extra support & tailoring the provision to the child

For some pupils who need extra help, they can be supported through specialists who visit from a local special school (or in some cases, dual-registered). This is a flexible way of providing support to young people and teachers, whilst being included in a mainstream school and staying with a community peer group.



James occasionally has speech and language therapy with a specialist from another school. He does focused vocabulary work in a small group.

Nadia has autism and has an EHCP. She takes part in all lessons and has a trained TA. She has movement breaks every hour, to stretch or do jumping jacks, which help her concentrate.



Callum's teacher accessed specialist emotion coaching training so that she could support him effectively in the classroom