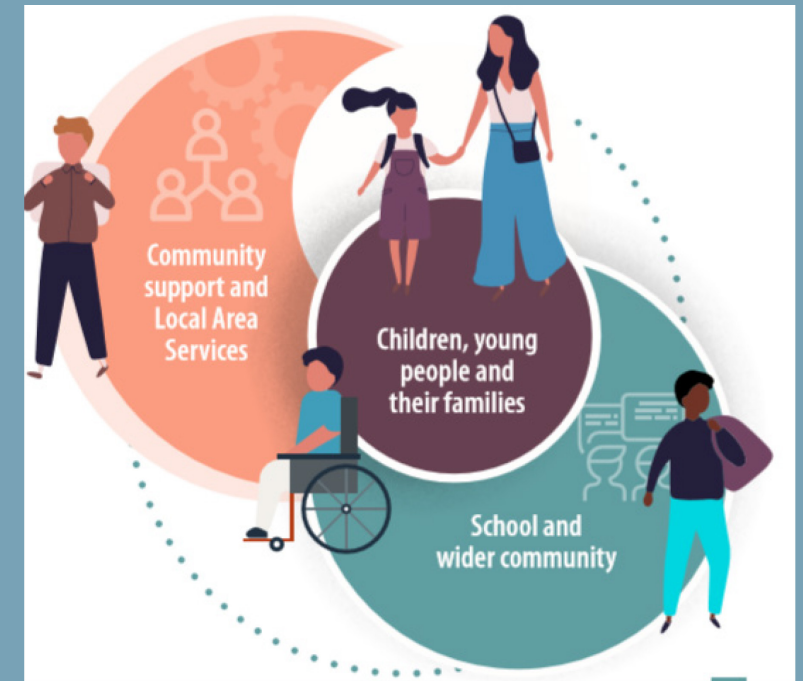


# Special Educational Needs Mainstream Core Standards



[kent.gov.uk/localoffer](https://kent.gov.uk/localoffer)

With thanks to



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# Session Aims:

- To understand the context and purpose of Mainstream Core Standards
- To explore practical examples of how they support inclusive practice both across the whole school and within the locality.

<https://www.kelsi.org.uk/special-education-needs/special-educational-needs/the-mainstream-core-standards>

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# The Mainstream Core Standards

Provision that the local area expects to be made available for children and young people with Special Educational Needs and/or disabilities attending mainstream schools. Guidance for schools, parents and carers and professionals working with children and young people.

- [SEN Mainstream Core Standards \(PDF, 1.8 MB\)](#)
- [SEN Mainstream Core Standards - guide for parents \(PDF, 1.1 MB\)](#)



# Special Educational Needs Mainstream Core Standards



The document covers:

Section One:  
**Expectations of all schools**

Section Two:  
**Additional support**



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# Why were they re-drafted?

The previous MCS were quite outdated and the SEND service we getting feedback that they were unhelpful, out of date and too linked to process. The WSOA also explicitly states the requirement for them to be updated.

# Mainstream Core Standards Purpose

- Outlines the provision that the local area expects to be made available for children and young people with SEND attending mainstream schools.
- It is a universal document, to support mainstream practitioners, aid local conversations and promote a consistent high-quality approach to SEND inclusion.
- Details a range of exemplar strategies and interventions that schools may adopt for each need type.

# Schools Statutory Duty

*The law is underpinned by the principle that where a parent of a child with SEN, or a young person with SEN, wants a place in a mainstream setting, this must not be denied it on the basis that mainstream education is unsuitable, or that their needs or disabilities are too great or complex.*

Legal duties of schools in regard to Special Educational Needs and Disability

The 'Best Endeavours' Duty

## The Equalities Act 2010

Schools have a range of duties under the Equalities Act 2010, including duties relating to disability.

# How could MCS be used in school to support inclusive practice?

in planning lesson  
delivery

Curriculum

conversations with staff  
re need types, need  
types,

developing whole  
school policies

in conversation with  
parents





# Breakout rooms

## Activity 1

- How might MCS change the way your school supports CYP with SEND?
- What are the benefits of use of the MCS?
- What are the barriers?

## Activity 2

Schools are not expected to be able to deliver everything included in the MCS, however working collaboratively can enable enhanced provision across a locality.

- Can you give examples of where you work collaboratively with other schools in your area?
- How can you work in collaboration with your local schools to develop a combined offer of support?

## The **EEF**ective Kent Project Strand 2: Evidence-based training SEND and Learning Behaviours

The **SEND and learning behaviours** training programme combines the rich and diverse evidence base represented in 5 EEF guidance reports:

- special educational needs in mainstream schools
- improving behaviour
- metacognition and self-regulation
- working with parents
- social and emotional learning

They form a crucial interconnecting puzzle of useable evidence. Successful learning behaviours rely on layering all these areas to wrap around every child in our schools.

# SEND and Learning Behaviours: Logistics

A school leader and one other member of staff will attend 8 remote learning sessions over a term and receive support to implement a plan for change at their school.

Further information can be found via the link to [this blog explaining learning behaviours](#) and [the Sway which outlines the programme](#) which also takes you to the application link. Or email the Effective Kent Team [EEffectiveKentProject@kent.gov.uk](mailto:EEffectiveKentProject@kent.gov.uk)

Bookings are currently open for this round, starting at the end of January. Further rounds of training will be offered.

SEND and Learning Behaviours			
	Session	Content	Format
18 <sup>th</sup> Jan Jan	Session 1	Reflecting on current practices	30-minute video and pre-programme task
eds 3rd Feb 3:30-5pm	Session 2	Culture of learning behaviours in your school: developing a shared language	90-minute live webinar
Gap task (for 10 <sup>th</sup> March session)			
eds 10th Feb 3:30-10am	Session 3	SEND – a deep dive into the evidence	90-minute live webinar
Wc 22 Feb	Session 4	Metacognition– a deep dive into the evidence	30-minute video & online discussion forum
Vc 1 March	Session 5	Improving behaviour and SEL – a deep dive into the evidence	30-minute video & online discussion forum
Meds 10th March 3:30-10am	Session 6	Determining key priorities	90-minute live webinar
Gap task (for 24 <sup>th</sup> March session)			
Meds 24th March 3:30-5pm	Session 7	Matching key priorities with potential classroom interventions	90-minute live webinar
etween 24th March – 28th April	Session 8	Implementation planning	30-minute video; digital peer review of plans
Meds 28th April 3:30-10am	Session 9	Sustaining change and follow-on support	90-minute live webinar
programme	1:1 support session		Ranging from 2 hours to a full day



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# Summary

- This session is an introduction to the revised MCS to start conversation and raise awareness, more training will follow
- The purpose of the MCS is to outline the provision that the local area expects to be made available for children and young people with SEND attending mainstream schools.
- It is a universal document, intended to support mainstream practitioners, aid local conversations and promote a consistent high-quality approach to SEND inclusion.
- Consider a whole school approach to embed the principles of the Mainstream Core Standards
- Develop partnership working