

Ickworth Park Primary School - Universal Offer



Environment	Scaffolding and Chunking	Visuals and Structure	Communication and Shared Language	Assessment and Planning	Regulation and Wellbeing
<ul style="list-style-type: none"> * Organised classrooms/shared spaces are free of clutter. * Reduction of visual noise. * Labelled and organised resources. * Designated safe spaces – Bonsai and Woodland Rooms. * Neutral wall colours and uncluttered displays. * Resources available for learners – fidgets, sand timers, talking tins. * Flexible seating options. * Strategic seating plans. 	<ul style="list-style-type: none"> * Adaptive teaching and questioning. * Use of visuals throughout the day. * Additional processing and thinking time. * Talk partners. * Strategic seating plans. * 'I do, we do, you do'. * Writing frames and sentence stems. * Word mats/CEW charts * Word banks. * Use of manipulatives. * Use of iPads and Chromebooks. * Written/picture task prompts. * Knowledge organisers. * Pre-teaching key concepts and vocabulary. * Precision teaching. * Post teach (repetition) 	<ul style="list-style-type: none"> * Cue cards with simple prompts. * Visual timetables and planners (KS2). * Symbols for change. * Now and next boards. * Sand/visual timers. * Sentence stems. * Modelling of concepts and new learning. * Neutral backgrounds on IWB slides. * Task prompts/pictures. * Feeling fans. * Break cards. * Basic Makaton. * Visual instructions. 	<ul style="list-style-type: none"> * A shared language used across the school linked to the behaviour policy. * Use of concise language and instruction. * Positive communication. * Restorative practice. * Social stories. * Pre warning of changes to routines. * Pose, pause, pounce, and bounce. * 'I wonder, I imagine, I notice'. * Take up/processing time. * Repetition of instructions. * Positive family relationships. * Communication fans. * Class charter and sharing of expectations. * Use of body language to provide context. 	<ul style="list-style-type: none"> * APDR cycle. * Marking and feedback consistent and linked to the school policy. * Live marking and feedback. * Specific planning linked to individual needs/Learning Plans. * Targeted marking and feedback. * Whole school awareness of children's needs. * Pre/post teaching. 	<ul style="list-style-type: none"> * ELSA (i) * Zones of Regulation (i) * Drawing and Talking (i) * Nurture (i) * Tranquillity garden. * Social stories and story boards. * Movement breaks. * PACE. * Whole school approach to behaviour, linked to policy. * Soft start/end to the day. * Building positive relationships between all adults and children. * Safe spaces – Bonsai and Woodland Rooms. * Restorative activities. * Nurture and friendship groups. * Emotion cards/fans. * Fidget aids/chair bands/lycra. * Sensory items. * Sensory breaks * Discreet 'checking in'. * Shared mind-set. * Goal setting.

(i) = intervention