



SEND Coffee Morning

Tuesday 12th November 2024



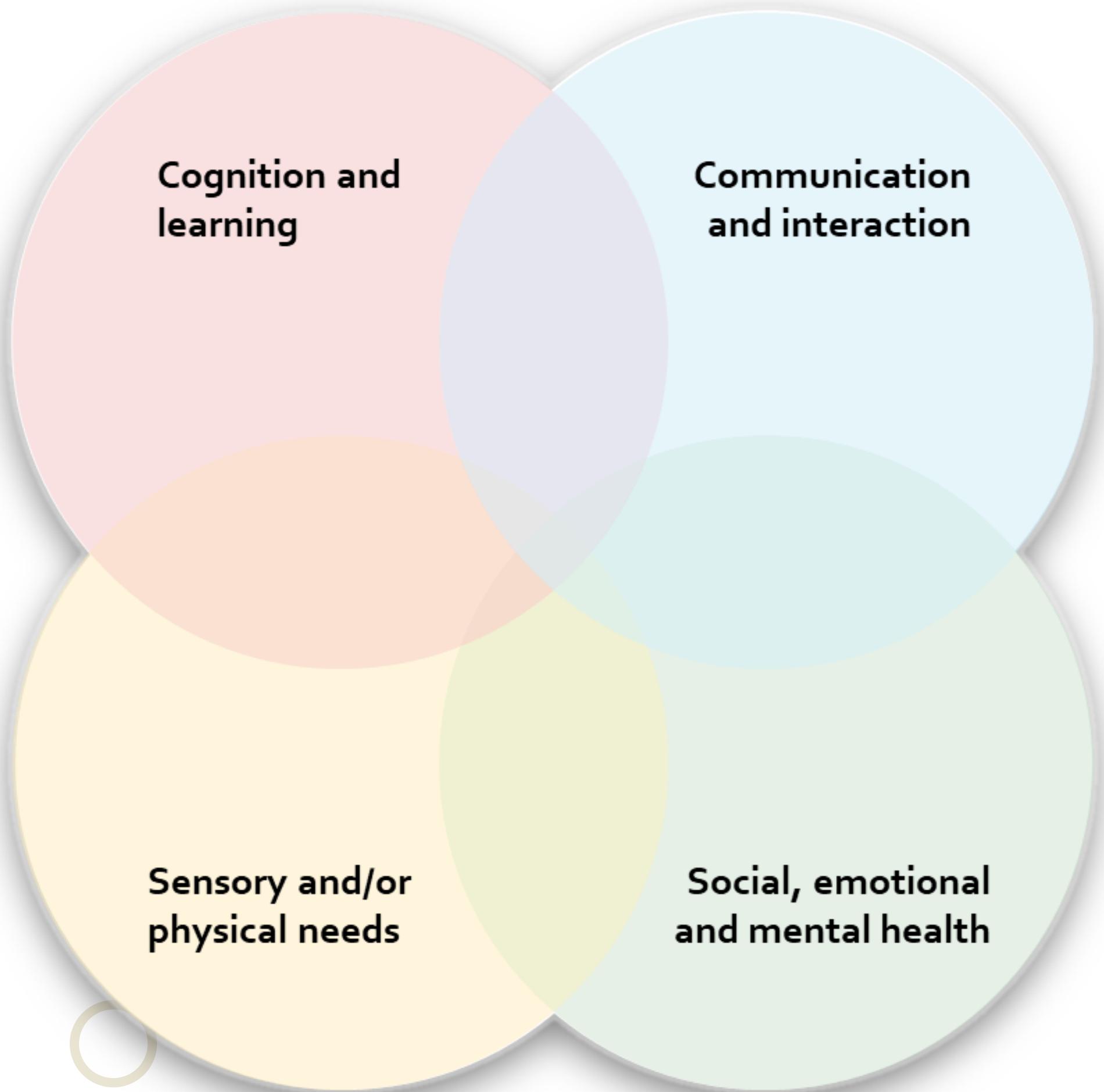
What is SEND?

In a school, a child who:

- Requires different from or additional to what is normally available to children of the same age.
- Has significantly greater difficulty in learning.
- Has a disability which prevents them from making use of the facilities other children have access to.



THE FOUR BROAD AREAS OF NEED



Primary Needs

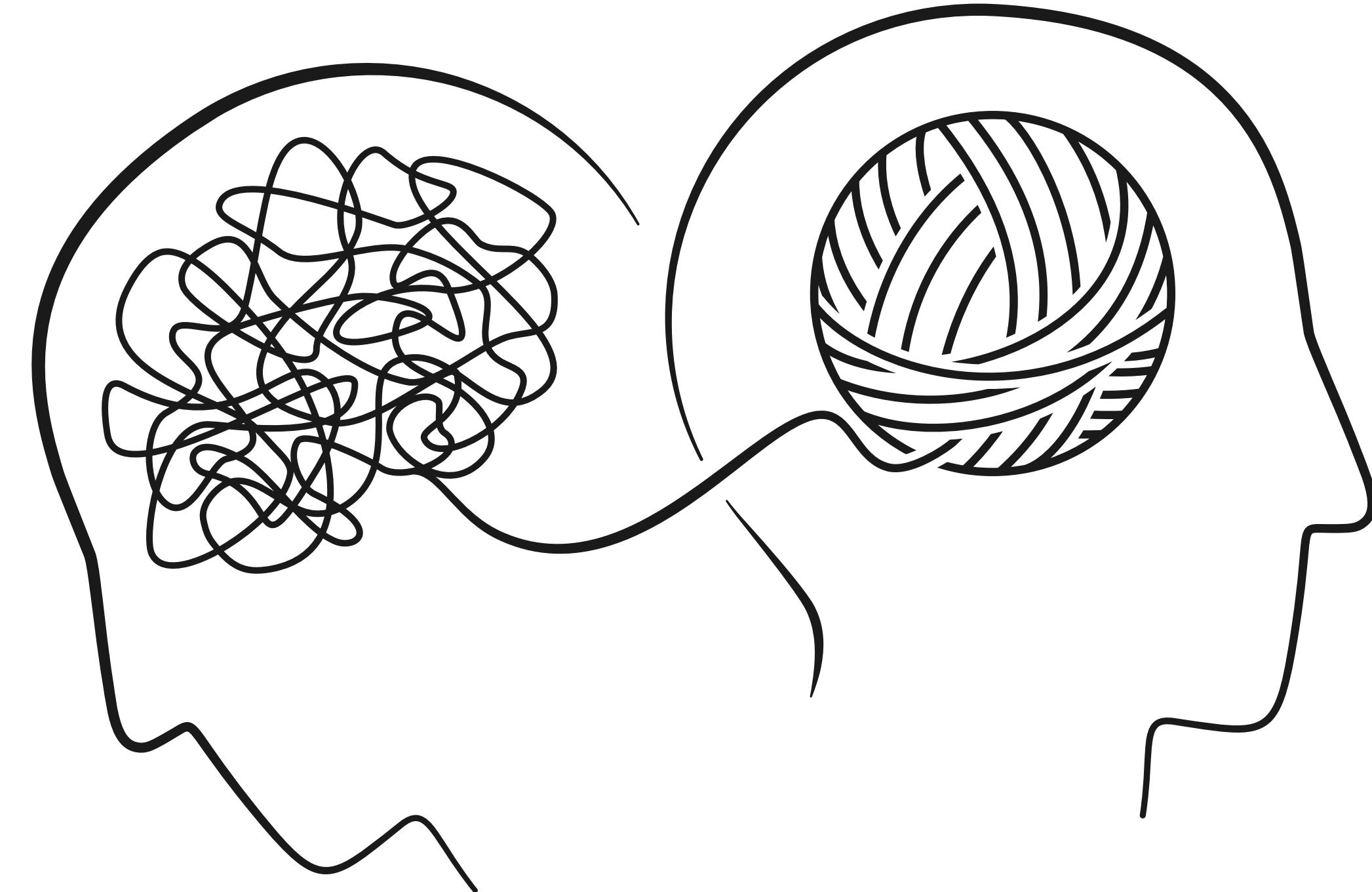
Secondary Needs

Ickworth Park's Universal Offer

"Useful for all.
Essential for some."

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.

Social, Emotional and Mental Health at Ickworth Park



ELSA

Our ELSAs are trained to support the emotional development of children by helping them to recognise, understand and manage emotions through individual or small group programmes.

An ELSA intervention normally lasts between 6-12 weeks and might focus on a range of topics including:

- recognising and regulating emotions
- increasing self-esteem
- improving friendships
- developing social skills
- recovering from loss and bereavement
- resolving conflict effectively.

Drawing and Talking

A short and time-limited intervention which allows children to discover and communicate their emotions.

Drawing and Talking is a non-direct method of intervention which means the child leads the session, with the adult on hand to help them navigate emotions, past and present actions, and values.

Children taking part in Drawing and Talking will work with a trained adult for a weekly 30 minute session for 12 weeks.

Support in the Community



Offering affordng
counselling
services to young
people in the
community.

Belong, Enrich, Adapt,
Neurodiversity
Support.

Support for young
people showing signs of
neurodiversity.



A safe space to listen
and support for
parents of children
with mental health
difficulties.