



Ickworth Park Primary School – SEND News

This month's SEND focus is Ickworth Park's **Universal Offer**.

Last school year, the school team and the Specialist Education Service (SES) came together to agree the universal provision offered to all children at Ickworth Park.

The Universal Offer was shared with parents during the Coffee Morning on 12th November and launched during an assembly with the pupils at Ickworth Park.

Our aim is for the Universal Offer to promote inclusive and equitable provision for all children, supporting all children's learning needs.

If you have any questions or information to share, please email: senco@ickworthpark.co.uk

Who are SES?



SES comprises the Cognition & Learning, Communication & Interaction, Sensory & Physical and Social, Emotional & Mental Health teams.

Together, they support schools and young people with SEND throughout Suffolk.

Support Online and in the Community

The SMIF (Suffolk Mainstream Inclusion Framework) is a document used by schools in Suffolk to outline ordinarily available provision in classrooms and details more bespoke support for learners with additional needs.

SENDIASS works with parents and carers and provides confidential, impartial information to children with SEND and their parents/carers.

Suffolk Local Offer



For further information about Suffolk's Local Offer, please visit:

www.suffolklocaloffer.org.uk

You can sign up to Suffolk's SEND News and Updates newsletter by clicking [here](#).

The Source website has been created to provide information and advice for young people with SEND in Suffolk. Explore the website by clicking [here](#).

The Local Offer Helpline supports families with queries about SEND. Contact them on:

0345 606 1490 (Mon-Fri, 9am-5pm)

Ickworth Park's Universal Offer

When our team met with SES, we agreed to split our provision into six key areas of support and how we meet the needs of the majority of children within each area.

For children in need of more bespoke support, class teachers meet with families and children to create a Learning Plan which details small, achievable targets. These are then reviewed termly.

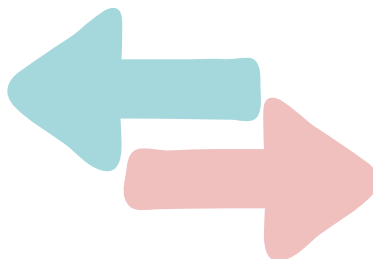


Ickworth Park's Universal Offer

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

[Click here](#) to read Ickworth Park's SEND Information Report



You can download a copy of Ickworth Park's Universal Offer from the school website [here](#).