

Universal offer- Relating to the Suffolk mainstream inclusion Framework 2024



The below table outlines strategies and interventions for each area of need, these are all aligned with the principles of the SMIF.

SEN Area of Need	SEN Universal Offer	How It Links to SMIF	Example Strategies
<p>Cognition and Learning</p>	<p>Ensures all students (including those with learning needs), have access to a broad and challenging curriculum. Adaptations are made to support different learning styles.</p>	<p>SMIF promotes differentiation, graduated approaches, and early intervention for students with learning difficulties.</p>	<ul style="list-style-type: none"> - Differentiated tasks based on ability levels (e.g., varying the complexity of assignments). - Use of visual and auditory aids (e.g., slideshows, audio books). - Breaking down tasks into smaller steps and providing checklists. - Providing additional time for tasks and assessments. - Regular feedback and personalized learning goals - Use of technology, like text-to-speech tools or word processors for writing tasks.
<p>Communication and Interaction</p>	<p>Focuses on ensuring students with communication difficulties are supported in developing their social and communication skills, both in and out of the classroom</p>	<p>SMIF promotes individualised support, collaboration with external specialists, and targeted interventions for communication challenges.</p>	<ul style="list-style-type: none"> - Use of visual supports (e.g., communication boards, symbols). - Speech and language therapy interventions. - Peer mentoring or buddy systems for social skills. - Consistent use of clear, simple language and visual cues. - Social stories and role-playing to develop conversational skills. - Quiet or sensory rooms to reduce overwhelm for communication challenges.

Universal offer- Relating to the Suffolk mainstream inclusion Framework 2024



<p>Social, Emotional, and Mental Health</p>	<p>Supports students in managing their emotions and behaviour, and ensures they feel safe and understood in their school environment.</p>	<p>SMIF focuses on whole-school approaches to emotional well-being, restorative practices, and individualized support for students with mental health needs.</p>	<ul style="list-style-type: none"> - Emotional check-ins and mindfulness activities. - Access to counselling services or emotional literacy programs. - Implementing clear behaviour management strategies (e.g., reward systems, positive reinforcement). - Restorative practices to support conflict resolution. - Use of safe spaces where students can self-regulate. - Encourage peer relationships and social-emotional learning activities.
<p>Sensory and/or Physical Needs</p>	<p>Ensures all students with sensory or physical needs can access the curriculum and school environment, providing reasonable adjustments where necessary.</p>	<p>SMIF advocates for physical adjustments, use of assistive technology, and access to specialist support to ensure full participation in school life.</p>	<ul style="list-style-type: none"> - Adjustments to the physical environment (e.g., seating arrangements, wheelchair access). - Sensory breaks and access to quiet areas for students with sensory needs. - Use of assistive technology (e.g., adapted keyboards, hearing aids). - Use of specialized equipment (e.g., sensory tools, fidget toys). - Support from external specialists (e.g., physiotherapists, occupational therapists) for physical therapy needs.

Summary of how the above table demonstrates that the offer aligns with the **SMIF**:

Universal offer- Relating to the Suffolk mainstream inclusion Framework 2024



1. **Person-Centred Planning:** Each strategy is tailored to meet the unique needs of individual students, ensuring they are supported at every stage.
2. **Graduated Approach:** Interventions start with universal strategies and are gradually intensified as needed, ensuring that students receive the right level of support.
3. **Early Intervention:** Emphasizing early identification and support of needs, particularly in communication, learning, and emotional areas.
4. **Differentiation and Flexibility:** Teachers adapt the learning environment and teaching methods to ensure access for all, including students with SEN.
5. **Collaboration:** Close cooperation with specialists, families, and external agencies to provide the best possible support for students.