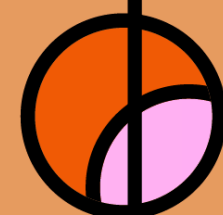


Educational Diversity

Autumn 1
September 2025
Issue 7



WELCOME back to school



Induction to Educational Diversity

Welcome back after the summer holidays. We have enjoyed settling some familiar faces as well as welcoming some new faces to our Pegasus and Athena centers. When inducting new pupils, we invest time to information gather: from the families themselves as well as previous settings as well as assessing the pupil's attainment levels whilst ensuring this is a fresh start for each individual.

We make informed decisions on the transition of each individual as well as the provision and groupings that best support a smooth integration.

SEND transitions

Last academic year, our new graduated approach ensured a thorough referral process to the SENDCo. This in turn meant pupils needs were identified in a more timely manner and interventions could be put in place accordingly. For those pupils who required more specialist intervention, Education and Health Care Needs assessments were submitted to the local authority.

We ended the year with 19 EHCPs and two needs assessments in process.

Educational Diversity, is often an intervention for our pupils with EHCPs. Therefore we are passionate in finding the correct provision that can best meet the diverse range each individual has. We have worked closely with these families and the local authority

to secure the most appropriate provision for each individual. Five students, have successfully transitioned to post 16 colleges or apprenticeships.

Whilst the other 11 individuals have successfully transitioned to: The Maple, Highfurlong, Calder Lodge, Thames AP, BFC Community Trust school as well as The Alternative School. We know they will now Thrive and Flourish to reach their full potential.

Integration

This year our integration coach will be working to support pupils who aim to return to mainstream settings. We hope that by working with mainstream schools we can collaborate to make this transition smooth and successful for the individual as we never aim to be the final destination for our pupils.

Interventions



At Educational Diversity, we find some pupils have gaps in their knowledge and understanding particularly around English and maths. This could be due to lost learning or a learning need. We have two main cognition and learning interventions: Read, write Inc/ Fresh start and Shine Numeracy Bridger. KS3 are assessed on Fresh start this tests their letter sounds and word reading/ reading fluency. It then levels them so staff can teach the gaps in knowledge with the desire that they will then progress to complete the programme.

Numeracy Bridger is a twelve week intervention whereby KS3/4 pupils are identified, through assessment, to access this 1:1 intervention. It is designed to help pupils rebuild confidence and fluency with the fundamental skills they need to access the maths curriculum.

SENDCo's Student Recognition board

MacKenzie for being aspirational.

Sky for settling back this half term.
Aliya for being a role model.

Katie for great progress!

Leah for engaging me with me..

Ethan for showing resilience.

Bethany for accepting help.

Dolton for writing independently.

Paisley for transitioning to college.

Brooke for increased attendance.

Kenzie for engaging well all week.

Mason for transitioning to KS4.

Millie for articulating her needs.

Suli for independently using a thesaurus.

Ready, Respectful, Safe

Lilly for improved attendance.

Jojo for increased independence in lessons.

SEND Graduated approach

The SEND code of practice outlines four main areas of need: Cognition and Learning, Sensory and Physical, Social Emotional Mental Health as well as Communication and Language needs. We have a graduated approach to all four areas to ensure timely identification and intervention. Some pupils may also have more than one area of need. This approach also helps us identify primary needs if we require a statutory EHC needs assessment. At Educational Diversity, our pupils who require this assessment frequently have specialist support in three or four areas of need.

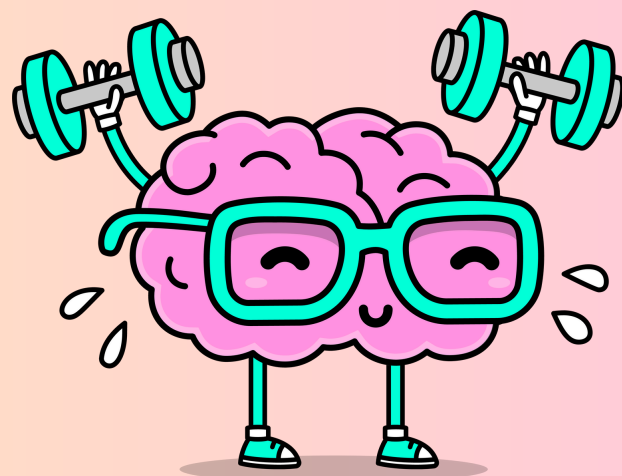
Universal support is whole school approaches that every pupil receives. **Targeted support** is for identified groups or individuals with the desire to return back to universal support. If this intervention is not effective then the individual may then receive **specialist support**.



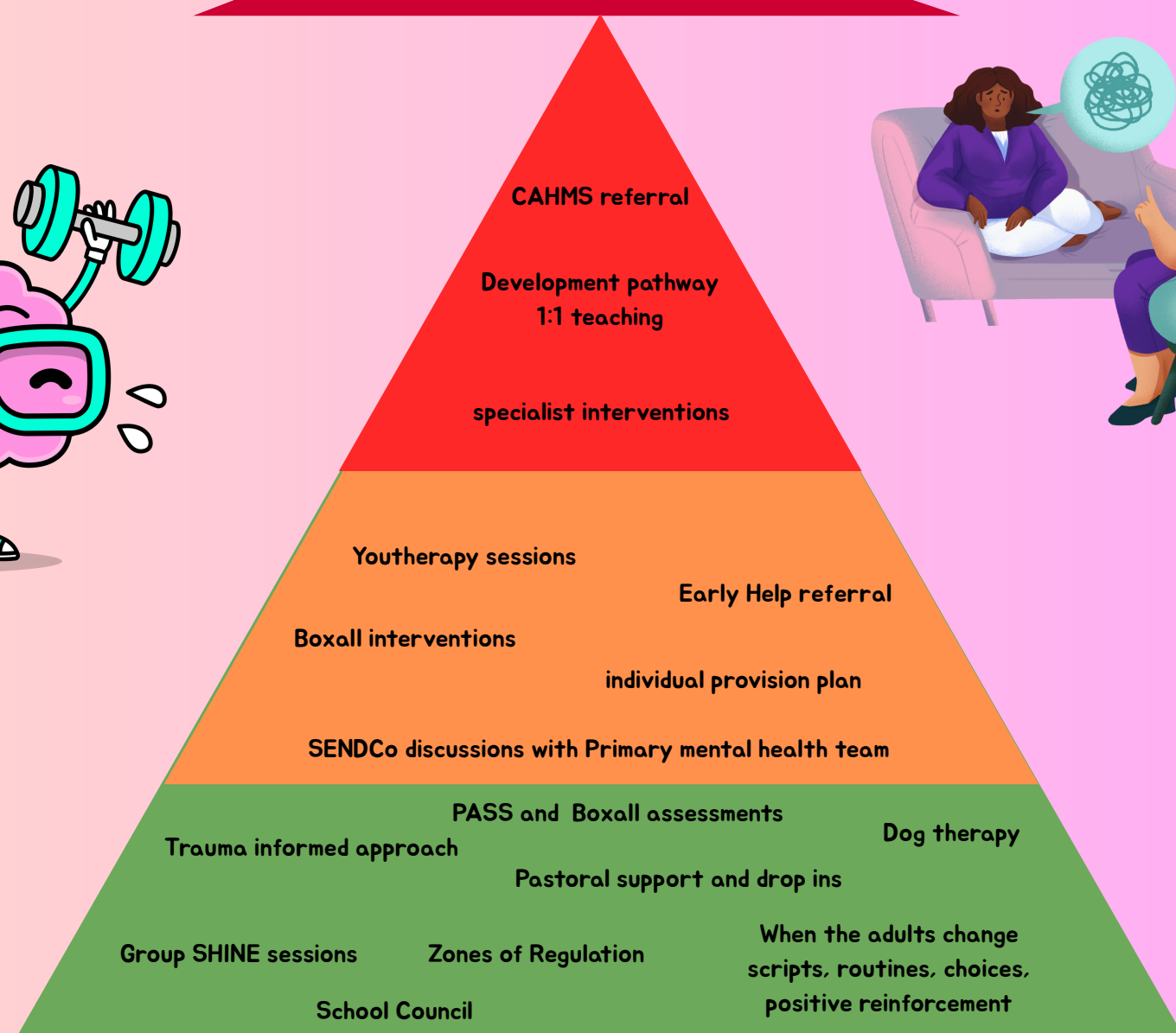
It has been a year since our first parental survey. We value your thoughts and feedback. [click here](#) or scan the QR code



Cognition and Learning



Social, Emotional Mental Health

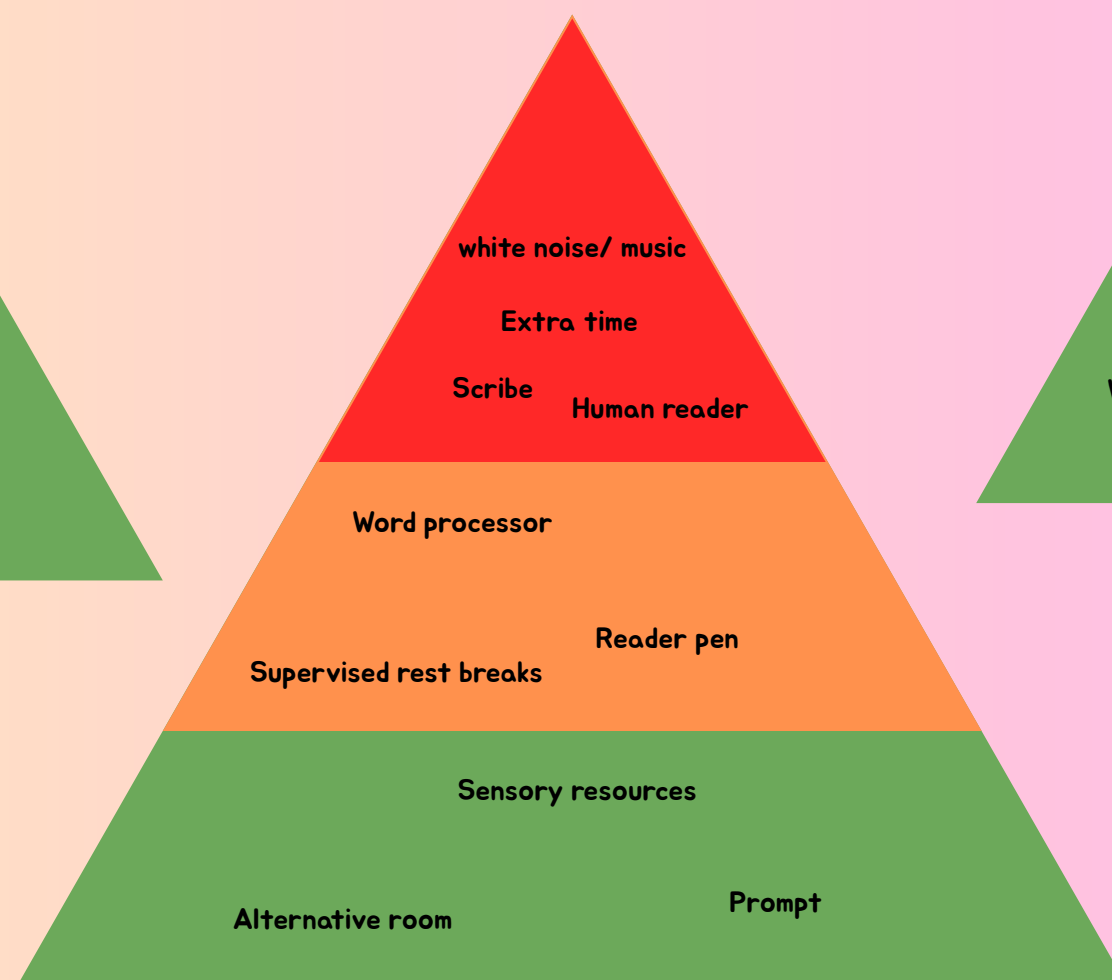


Communication and Language



Access Arrangements

We have also developed a graduated approach to access arrangements. In line with the JCQ requirements, when needs are identified by the SENDCO, the strategies put in place and become the pupils 'normal way of working' can then be identified as an access arrangement. This ensures the exam is accessible to the pupil. These are identified and evidenced up to two years before the exam. They must promote the most independent way of working in preparation for adulthood and the workplace.



Physical and sensory

