



# Educational Diversity

Summer 1  
May 2026  
Issue 10

## SENDCO Positive recognition board

- Millie M for representing the school.
- Maisie Lindsay for improved focus and engagement
- Conrad for a mature conversation
- Charlee for going to catering
- Jamie for representing the school.
- Siobhan for being a role model
- Shannon for embracing a new challenge
- Mia for always been polite.
- Hollie for showing resilience starting at Athena.
- Emmalean for resilience in exams.
- Coby for improved attendance.
- Katie for progress in communicating.
- Toby for a mature attitude.
- Leah E for pushing herself out of her comfort zone.
- Jenson for embracing change.
- Amelia for determination in your new setting.
- Ian for always smiling! and being resilient.
- Jayden for adjusting to change with support
- Dylan for a mature attitude.
- Bethany for improved improved engagement.
- Rosemarie for improved attendance.
- Cody for looking smart.
- Riley W for being resilient about reintegration.
- Kasey for transitioning back to class group with support.
- AJ for representing the school.
- Riley C for joining class group
- Ava for being sensible in catering.
- Charlee for engagement
- Lydia for using strategies in class
- Kasey for improved focus and engagement
- Leo for progress in confidence and communication

Ready, Respectful, Safe

## Neurodiversity celebration week

- No two people are the same and so we will all have different profiles
- Although we talk about specific neurodifferences such as Autism and Dyslexia, the reality is that these can co-occur.
- Every neurodivergent individual has their own strengths and challenges.
- We have developed a culture whereby pupils strengths are utilised and needs are supported rather than a diagnosis culture.
- We take a person-centred approach, by tailoring strategies to each individual as this then helps to build confidence and self esteem.
- We work with Speech and Language professionals, SEND advisors as well as mental health professionals to assess and put in place interventions. This can then also be used as supporting evidence for any specialist referrals.

[Neurodiversityweek.com](http://Neurodiversityweek.com)



WATCH THIS VIDEO TO FIND OUT MORE!

## How can we support communication?

### Blank's Levels of Questioning

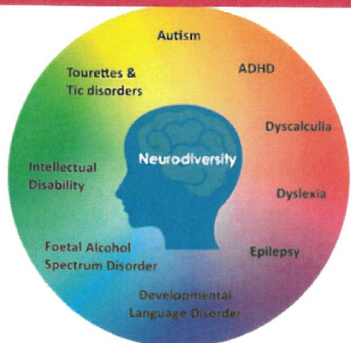
**Level 1** - Relates to **concrete features** that can be seen

**Level 2** - Relates to **more detail** of that in level 1.

**Level 3** - Relates to **features that cannot be seen**

**Level 4** - Relates to **reasoning and problem solving**

- Ensure that you are using the correct level of language that your child can understand.
- Clear and concise language is key.
- Processing time with language repeated if needed.
- Make language visual as well as spoken.
- Use facial expression and gestures to support understanding.



# EFFECTIVE WAYS OF DEALING WITH EXAM STRESS

- Take small breaks
- Get enough rest
- Exercise
- Treat yourself occasionally
- Organise your study schedule

**Yr 11 GCSE exam period**  
 12<sup>th</sup> May- 12<sup>th</sup> June 2026  
**Results day**  
 20th August 2026  
 9:30-11:30 @ Athena

Educational Diversity supply these!



## On your exam day

This checklist will help you to be as prepared as possible for your exams so that you can focus on doing your best on the day.

### Before sitting your exams, ensure you know:

- the date, time and location of each of your exams. You might find it helpful to write this information in a calendar or planner
- who to contact at school or college in case there's an emergency that makes you late or unable to sit your exam

### What you cannot take into your exams:

- any type of phone
- revision notes
- any type of watch (this includes analogue, digital and smart watches)
- smart devices (e.g. Airbuds, smart glasses or tablets)

### What you will need:

- a clear pencil case
- at least two black ink pens - blue pens are **not acceptable**
- an approved calculator for relevant exams
- appropriate apparatus, such as a ruler or protractor, for relevant exams
- a clear water bottle if you wish to take one in. It **must not** have a label

### Other important information:

- Listen carefully to the invigilator's instructions, which will be specific to your exam. If you are unsure of anything, please raise your hand and wait for the invigilator to respond.
- Fill in your details on the front of your answer booklet.
- If you need an additional answer sheet, raise your hand and wait for an invigilator to provide one. Remember to add your details to the sheet.
- If you need to use the toilet or feel unwell, raise your hand and wait for an invigilator to escort you from the exam room.
- Remember to stay alert - taking too many breaks can affect your qualification from all your exams.

If you have any questions about your exams, please ask your teacher or exams officer. ?

You can also find useful information about preparing for exams at [www.jcq.org.uk/exams-office/information-for-candidates/documents](http://www.jcq.org.uk/exams-office/information-for-candidates/documents)

EFFECTIVE FROM 1 SEPTEMBER 2025

## Top tips for dealing with Exam stress



[click here!](#)

# Mainstream Reintegration

In the last term we have worked hard to launch and implement our Reintegration programme. We are pleased to share, that since January we have had 9 successful Fair Access Panel referrals, whereby, pupils have been granted one of their three preferred schools.



We are working collaboratively with families, pupils and schools to ensure a smooth transition that is tailored to suit the pupils interests and needs, whilst ensuring they make progress to a full time timetable in a timely manner.



We currently have four pupils on fulltime at their new mainstream school and have received positive feedback. We have now started to identify Key stage 2 pupils for reintegration ahead of their high school transition. If you are interested in finding out more information please contact

Helen on 07387250099 or Amy on 07747756466

Amelia has shared 'I now have a favourite teacher and get to choose my options!'

Lilly stated 'I am getting lots of support.'



## Pupil voice!



Riley 'I am excited for this challenge!'



When asked what Zac was missing about Pegasus he exclaimed 'I am not missing anything.'

