

Educational Diversity

Summer 1
April 2025
Issue 5

Summer

SEND Newsletter

SEND Drop in! Monday 9th June 9.30-11am.



Do you have a question or concern about your child's needs?
Do you want the support of external agencies?
Do you want to connect with other parents and carers?



Drop in and speak to our SEND team- Amy or Viv
There will also be the opportunity to speak to a range professionals;
Primary Mental Health Team, Neuro-teams, Aiming Higher and SENDIAS.

We have an open door policy so please don't hesitate to contact us at enquiries@eddiversity.blackpool.sch.uk

SENDCo's Student Recognition board

Dolton for following expectations

Kai for engaging in lessons.

Isabelle for being a role model.

Ethan for trying a new enrichment activity

Kayleigh for showing resilience in the exam.

Lexi for positive engagement in interview lessons.

Riley for increased engagement and enthusiasm towards learning.

Sky for resilience

Declan for asking mature questions on the trip.

Maisie for engaging in intervention.

Alisha for following expectations.

Jayden for settling in at Athena.

Lills for adjusting to change.

Jamie for a mature and positive attitude.

Ready, Respectful, Safe

Local Parent support groups

Tuesdays

Aiming Higher parent drop in (term time only)

9.30am to
3.00pm

231 - 233 Church Street
Blackpool, FY1 3PB

Wednesdays

Parents of the Revolution, come join us for
brews, cake and peer support

9.30 to
11.00am

Tuesdays

Parent Carer Forum brew and biscuit

10.00am to
12.00pm

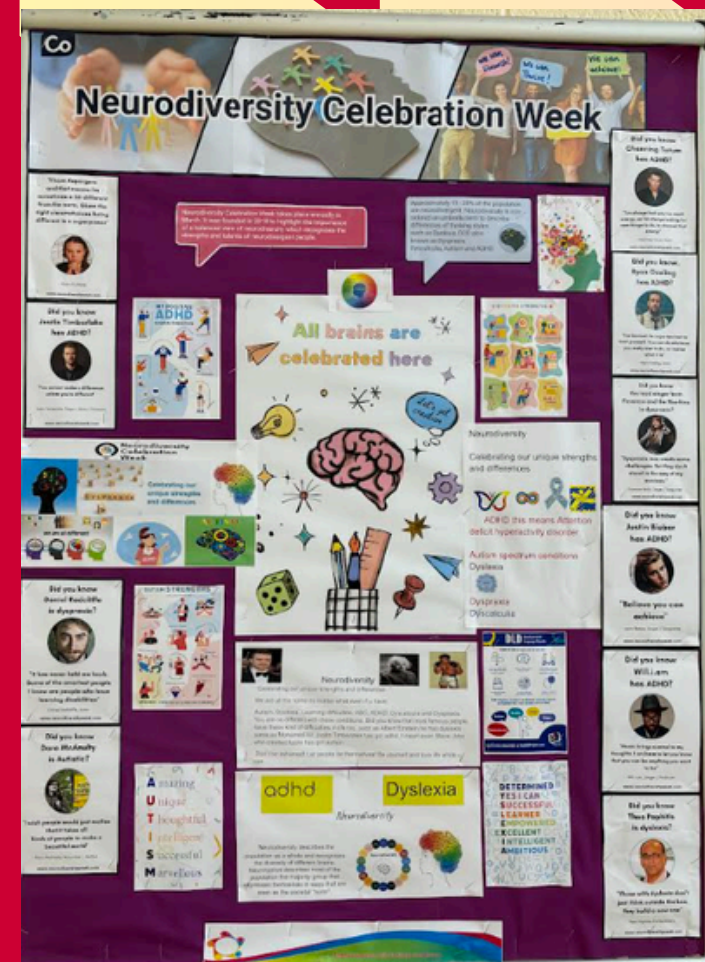
Revoe Family Hub
Grasmere Road
FY1 5HP

Fridays

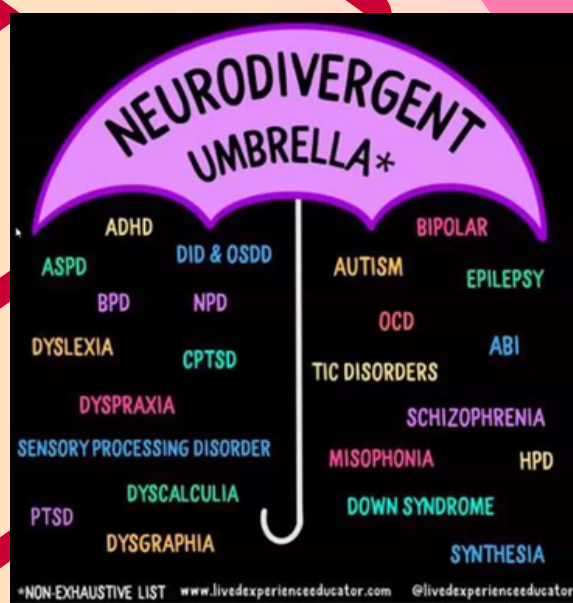
Aiming Higher parent information sessions
(term time only)

9.30 to
11.30am

231 - 233 Church Street
Blackpool, FY1 3PB

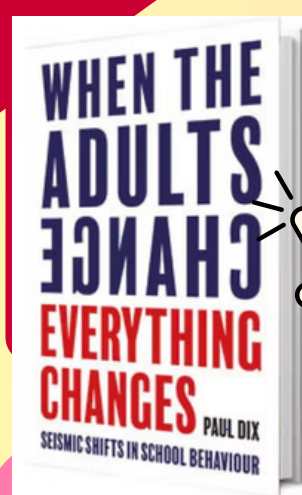


Pupils and staff got involved with raising awareness about Neurodivergent conditions as part of Neurodiversity Celebration Week. They were inspired to learn about icons and celebrities that have diagnosis!



How do we support our Neurodivergent learners?

At Educational Diversity, our SEND register is made up of all pupils being SEN K unless they have an EHCP whereby they are classed as code E. This is because the circumstances that bring these young people to our provision, means that they are struggling to engage and regulate in mainstream education. Our graduated approach encompasses a broader universal offer consisting of the strategies below. These strategies support all of our learners; neurodivergent and neurotypical. If pupils still present with difficulties then a more targeted approach will be put in place. This may consist of speech and language observations and assessments, SENDCo support and assessments as well as liaison with the primary mental health team. These investigations may then indicate impairments linked to specific Neurodivergent conditions which may require specialist support. Specialist support may consist of referrals to the Learning Disability and Neuroteam or the Neurodevelopmental pathway for further assessment.



When the Adults change

Staff are currently developing the ethos and strategies from 'When The Adults Change' by Paul Dix.

The aim of the book, accompanied by training, is to further develop 'positive relationships that nurture aspirations, develop deep trust and support the highest standards of behaviour.' Positive noticing has been one of our key implementations to recognise our pupils' strengths and to model expectations.



We ensure pupils have opportunities to talk about their interests as well as exploring activities they enjoy.

Reviews are held to discuss individuals' needs to decide the timetable and, if needed, the provision plan that is right for the individual.

Adaptations are used in our high quality teaching and learning. We have a graduated approach to exploring 'how' and 'why.'

Consistent use of scripts to empower pupils to take ownership of their choices so they feel empowered and safe.

Enrichment and school council opportunities develop problem solving, communication and team work skills. Work experience gives motivation for aspiration!

Positive noticing is effective in creating a culture of respect, consistency and modelling.

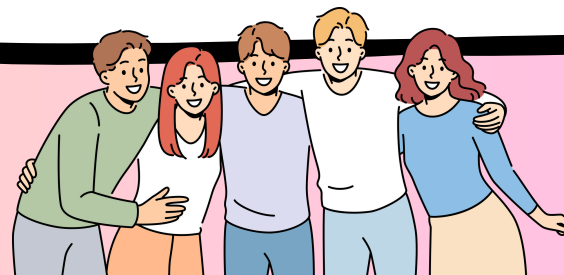
Our curriculum includes emotional literacy, sensory regulation, growth mindset and social communication.

The curriculum is chunked and repeated. Pupils benefit from scaffolds and adaptive teaching techniques, question styles, transitions and processing time.

Pupil voice is gathered through surveys, meetings and school council. We have pastoral hubs and break out spaces to support pupils wellbeing.

Be ready rooms, sensory circuits, pastoral hubs give spaces for time to regulate. (Pupil feedback)

'I like to go in there- It's fun!' Dexter
'It helps get rid of my energy!.' Cody
'I think we should get a gym at school.' Dolton
'It makes me feel calm.' Harvee
'When I decide to go, it wakes me up ready to learn.' Mason



Pupil voice