



Neurodiversity and Hidden Differences

We aim:

To identify and support neurodivergent students and students with hidden differences

To enable all students to access the academic education provided at WHS

To help all students achieve their full potential

To increase understanding of neurodiversity and hidden differences

Our policy is modelled on the Code of Practice on the Identification and Assessment of Special Educational Needs (from the Department for Children, Schools and Families), and is overseen by the Head of Neurodiversity/SENCo

All students are screened for specific learning differences in their first year of Senior School. Screening is repeated in Year 9, when we begin to look at access arrangements for public exams, and again in Year 12 at the start of A levels. Difficulties may not be immediately obvious and may become apparent over time and our teaching staff and form tutors monitor students closely. We also ask parents to inform us of any learning or hidden differences, however minor, from the start so that we can fully support each individual in their learning.

There is a wide range of students at WHS some with neurodivergent conditions such as dyslexia, autistic spectrum condition, dyspraxia, or attention deficit hyperactivity disorder; others have hidden differences such as hearing or sight impairments, whilst others still might have a temporary physical disability. All need careful and sensitive management so that teaching and learning can take place positively in an understanding and accommodating environment.

If a difference is identified, we hope that parents will be supportive and will commission assessments as appropriate. All formal assessments that are received are discussed with parents and students, summarised, and shared with all staff who teach the student. This highlights the strengths, weaknesses and recommended classroom support and ensures that the individual student has good metacognition.

The Neurodiversity/Hidden Differences team liaises regularly with the Heads of Year to discuss student progress. They help teachers devise classroom strategies to accommodate individuals with differences and increase the knowledge of teachers regarding neurodiversity and hidden differences. They review and assess for access arrangements and offer interventions for students individually or in small groups in areas such as organisation, study skills and revision. They operate an open-door policy where students can come informally and seek help or information.