



Neurodiversity (SEND) Policy Junior School

Name of Policy	Neurodiversity (SEND) Policy Junior School
Reviewed by	Rhona Carter & Sarah Chittenden
Date	September 2026
Date of next review	September 2027

STATEMENT OF VALUES

Enabling all girls to participate in the full range of school life and activities, and to reach their individual potential, forms the underlying principle upon which our provision of support for learning is based and is a core part of Wimbledon High School and the GDST's values.

Our school is committed to creating a positive learning environment which promotes a belief in what may be possible and a view of ability that is flexible, not fixed. This whole-school ethos reflects the value we place on diversity and respect for all individuals. Support for a variety of needs is a collective whole-school responsibility – all teachers are teachers of girls with individual needs.

MISSION STATEMENT

Stepping in: we aim for every girl to feel known, supported, confident and able to shine at Wimbledon High.

Striding out: we aim for every girl to leave us prepared to shape the society in which she lives and works.

This policy operates within a wider national and local policy framework, which includes:

The Education Act 1996, 2002

The Equality Act 2010, 2014

The Children and Families Act 2014, SEND Regulations 2014 and SEND Code of Practice 2015

GDST Inclusion Policy

Wimbledon High School Access Arrangements Policy

GDST Equal Opportunities (Education) Policy

GDST Accessibility Strategy

GDST and Wimbledon High School Admissions Policies

GDST Exclusion Policy

Wimbledon High School Safeguarding and Child Protection Policy

Wimbledon High School Behaviour Policy

Wimbledon High School Anti-Bullying Policy

Wimbledon High School Teaching and Learning Policy

This policy and the school's SEND provision are informed by the SEND and Disability Code of Practice 2015.



The policy will be reviewed every year by the Junior School Head of Neurodiversity (JSHON) and Assistant Head Academic, informed by consultation with other staff, parents/carers and girls. This document should be read alongside the Wimbledon High Junior School Neurodiversity Information Report.

POLICY AIMS

- To outline the school's objectives in supporting girls with learning differences, including those with neurodiversity, and how these objectives will be achieved within the available resources and facilities.
- To define the role of the Junior School Head of Neurodiversity (JSHON) in overseeing learning support provision.
- To ensure that girls with learning differences are fully integrated into the school's life, accessing a broad, balanced, and relevant education.
- To promote a learning environment where all girls, regardless of their needs, feel valued, fostering a strong sense of self-esteem and belonging within the school community.
- To encourage parental/carer involvement in their child's educational journey and for the school to make full use of external support agencies where appropriate.

OBJECTIVES

To achieve these aims, we have set the following objectives:

1. Early Identification and Intervention

Those girls with neurodiversity and other specific learning needs are identified as early as possible. We follow clear procedures to ensure their needs are met promptly, working collaboratively with teachers, the pastoral team, safeguarding team and the Neurodiversity Department.

2. Staff Awareness and Training

We ensure that all staff members, both teaching and non-teaching, are aware of girls with individual needs. Teachers are supported through ongoing professional development, training, and access to resources to meet these girls' needs effectively.

3. Provision of Resources

Appropriate resources are allocated to support those girls with neurodiversity and specific learning needs. These resources are available throughout the school, ensuring that every pupil can access the curriculum fully and meaningfully.

4. Inclusive Teaching and Learning

High-quality, inclusive teaching is at the heart of our approach. We ensure that all girls benefit from 'Quality First' teaching practices (SEND Code of Practice, 2015), grounded in accessibility, challenge, and personalised learning that is reflective and adaptive.



5. Tracking and Personalisation

We closely monitor girls' academic and personal progress, identifying successes, differences, and areas of concern. Where additional support is needed, interventions are intended to meet the unique needs of the pupil, ensuring their holistic development.

6. SEND Systems and Escalation

Our Neurodiversity/SEND systems provide mechanisms for escalating support where necessary. The expertise of the Neurodiversity/SEND Department, external specialists, and teaching staff ensures the introduction of effective strategies tailored to the girls' individual needs.

7. Whole-School Responsibility for Neurodiversity

Provision for girls with neurodiversity and other specific learning needs is integrated across the entire school. All staff members share responsibility for creating an inclusive environment, with neurodiversity being a standing agenda item in all section meetings.

8. Empowering Girls

We actively seek the views of girls who are neurodiverse and have other specific learning needs, ensuring their voices are heard and their input is valued in the decision-making process. Girls are encouraged to participate in their learning journey, developing the strategies and skills necessary for their success.

9. Collaboration with Families and External Agencies

Parents/carers play a key role in supporting their child's education, and we are committed to working in partnership with them. When necessary, we collaborate with external agencies to ensure that all girls have access to the full range of support available.

10. Live SEND/Neurodiversity (ND) Support Register

Our SEND/ND Support Register is regularly updated to reflect the evolving needs of girls, ensuring that staff remain informed of each pupil's current learning profile. This register is informed by the knowledge of specialist professionals, parents/carers, and girls themselves.

DEFINITIONS

Disability is defined under the Equality Act 2010. A person has a disability if they "have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities."

Special Educational Needs are defined in the Children and Families Act 2014:

20(1) A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them

20(2) A child of compulsory school age or young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age, or



- (b) have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions”

At Wimbledon High School a significant number of girls who receive a form of additional support are identified as **neurodivergent**.

Neurodiversity refers to the different ways a person’s brain processes information. Neurodiversity is an umbrella term used to describe a number of these variations. It is estimated that around 1 in 7 people in the UK have some kind of neuro difference (NHS Cambridge University Hospitals, NHS Foundation Trust, 2024).

Most common types of neurodiversity:

- Autism, or Autism Spectrum Condition
- ADHD: Attention Deficit Hyperactivity Disorder
- Dyscalculia
- Dyslexia
- Dyspraxia

ROLES AND RESPONSIBILITIES

Head of Neurodiversity and SENDCO for Junior School: Rhona Carter (JSHON/SENDCO)

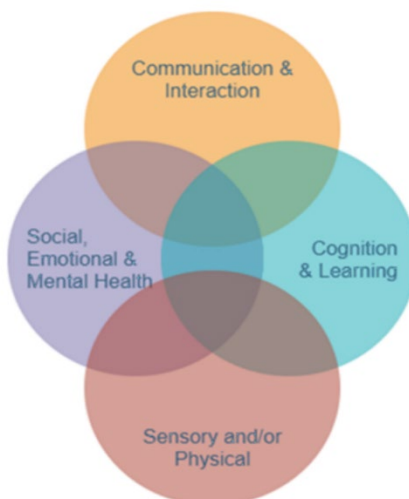
The role of teaching and non-teaching staff

All teaching and non-teaching staff in GDST schools are expected to provide teaching and learning opportunities for girls which maximise their access to the curriculum and enable them to reach their potential. This will involve:

- Being fully aware of the school’s procedures for identifying, assessing and making provision for girls with learning differences;
- Being aware of which girls in the school have learning differences as appropriate;
- As practitioners usually responsible for working with a girl on a daily basis, adapting their teaching to take account of individual needs;
- Assessing and monitoring the progress of girls with educational differences and providing relevant information for the JSHON;
- Raising concerns about girls with possible educational differences with the JSHON.

SEND at Wimbledon High School:

WHS's SEND policies and provisions are informed by the SEND and Disability Code of Practice 2015. The SEND Code of Practice recognises four broad 'Areas of Need' to support Identification and Provision:



Communication and interaction

- Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.
- Children and young people with Autistic Spectrum Condition, are likely to have particular differences with social interaction. They may also experience challenges with language, communication, imagination and sensory sensitivities, which can impact on how they relate to others and their environment.

Cognition and learning

- Support for learning differences may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.
- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia/developmental coordination disorder (DCD).

Social, emotional and mental health difficulties

- Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.



Other children and young people may have disorders such as attention deficit hyperactivity disorder (ADHD), or attachment disorder.

Sensory and/or physical needs

- Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with multiple sensory impairment have a combination of vision and hearing difficulties.
- Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.
- Some children and young people will require special educational provision because they have sensory processing needs

Girls may display one or more of the above learning differences.

IDENTIFICATION AND REFERRAL JUNIOR SCHOOL

- **Admissions**

For some girls, Special Educational Needs and/or Disability are identified in the nursery setting and this will initially be shared by the nursery school's SENDCO and the pupil's family with our admissions team to support their transition to Wimbledon High Junior School. **Parents/carers must make sure that the accurate picture of their daughter's needs is communicated with the school to ensure that the school can meet them.**

For some girls, these needs may develop later during their time with us. At Wimbledon High Junior School, we are committed to building strong relationships with our girls, parents/carers, and families, and we have systems in place to ensure that support is provided in practice.

For girls moving up from Wimbledon High Junior School, SENDCOs from both sites hold handover meetings to ensure a smooth transition.

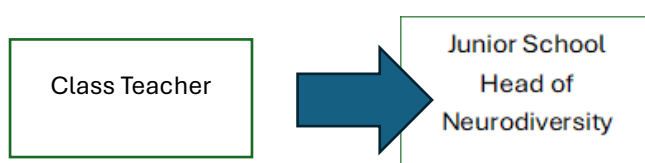
Effort is made to ensure that girls with specific learning, medical or sensory differences are not disadvantaged in entrance examinations and procedures.

If applying for an Occasional Vacancy (OV) place, parents/carers are requested to provide, in writing, information about their child's disability or special educational needs on the Admissions documentation.

Identification through referral and escalation

Class teachers, alongside specialist teachers, are responsible for working with your daughter daily and for planning and adapting their teaching as appropriate.

If concerns continue despite adaptive teaching, these will be passed on to the Junior School Head of Neurodiversity (JSHON) which will trigger an internal assessment cycle.



How is Neurodiversity/SEND Provision determined?

The Graduated Approach

At Wimbledon High School, we implement a graduated approach to inclusion, ensuring that support evolves to meet the changing needs of our girls. This approach follows the “Assess, Plan, Do, Review” cycle, as recommended by the SEND Code of Practice (2015). We recognise that girls’ needs may shift over time, and we continually adapt and evaluate our provision to ensure it aligns with these developments in practice.

ND/SEND referral that triggers the internal assessment cycle: ASSESS, PLAN, DO, REVIEW

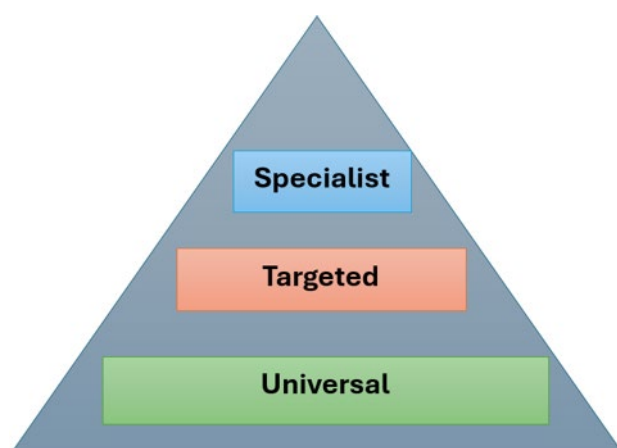
Watchlist	Under Assessment	Monitoring (MON)	SEN Support (K and E)
Girls who may present with learning differences and therefore are monitored by key professionals in the school. Watchlist is reviewed and updated regularly by JSHON/SENDCO and teachers	Following the initial period of tracking and evidence gathering it becomes more evident that the pupil may have a learning difference and therefore needs specific support	Girls who may have a diagnosed or apparent need but do not require targeted long term specialist support	Girls who present with persistent learning differences in one or more of the following areas of their functioning: Cognition and Learning Communication and Interaction Social, Emotional and Mental Health Physical and Sensory
There is an indication of a learning difference or need based on:	JSHON carries out relevant in-class observations	All girls who are monitored have an advisory note created with	All girls on the SEN Support Register have an advisory note which is

• Class Teacher concerns • Records from previous schools or nurseries including ILPs (if appropriate) • Outcome of formal assessment e.g. CATS • Pastoral data: attendance, punctuality, organisation, attitude to learning, etc. • Mental health needs • An inadequate or insufficient response to the academic or pastoral interventions implemented. • Progress against PTE/PTM data • Tracking data across time and subjects • Health checks and or medical information • Teachers' monitoring – observation and class assessment • Reports / academic review procedures • Evidence of Need • Work samples	• JSHON meets with the pupil and carries out internal assessments if appropriate • JSHON and class teacher meets with the parents/carers • In some cases, it is advisable for a more detailed assessment by a Clinical Psychologist/Specialist Teacher Assessor or other specialist to be carried out. In these cases, any cost is borne by parents/carers* • JSHON advises the parents/carers accordingly and supports the assessment process by gathering the relevant evidence and liaising with the external professionals involved if needed • When the outcome of the assessment becomes known, the JSHON calls a planning meeting with parents/carers and the class teacher to discuss how the needs of the pupil will be met going forward. • JSHON updates the relevant systems and advises the relevant teachers accordingly	proposed adaptations to teaching personalised for the specific needs of the child • Teachers are aware of this and make adjustments in class • A member of the Neurodiversity department will check in with them periodically • These girls are generally performing in line with their underlying potential • They may receive short term targeted adaptations and interventions	regularly updated with new and relevant information. This outlines their individual strengths, needs, recommended teaching strategies and any specific provisions or adjustments • JSHON regularly liaises with class teachers regarding the performance of girls on the register. They jointly decide if the strategies in place are sufficient, or if the girls would benefit from more robust provision. • The JSHON/SENDCO liaises regularly with girls and parents to review each girl's progress and evaluate the effectiveness of the support in place. Girls with an Education, Health and Care Plan (EHCP) are included on the SEN support register
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• Writing analyses • Girls' own concerns • Conversations with parents/carers • Advice of other professionals			
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* If the school recommends an external, independent professional, it is done in good faith, based on past assessments. Wimbledon High School accepts no responsibility for their opinions nor does the school receive any financial benefit from recommending their services.

How is Neurodiversity and SEND provision delivered at Wimbledon High Junior School?



• **Universal provision**

At the universal level, all girls will receive high-quality teaching tailored to their individual needs. Details of each girl's requirements are shared with specialist teachers, enabling adaptive teaching. This adjustment is the initial response for pupils with Neurodiversity and SEND in the ongoing cycle of planning, assessment, and evaluation that considers the abilities, aptitudes, and interests of all students.

• **Targeted Provision**

Should a girl not make the expected progress within the universal arrangements; it may be appropriate to consider applying short-term targeted adaptations and interventions for their specific academic and/or non-academic needs. Provision beyond the classroom may take a number of forms, including, small group intervention, access to specific resources, pastoral support and/or referral to external specialists. For a few girls, learning support lessons away from the classroom may be needed to help support class work. These may involve withdrawal from timetabled lessons which is agreed with parents/carers beforehand. It is taken as a working principle that the full curriculum should be offered to all girls as far as is practicable.



If the student would benefit from a form of a relevant professional input (Speech and Language Therapy, Occupational Therapy, etc.) the JSHON/SENDCO may advise parents to engage external professionals or agencies. JSHON/SENDCO will liaise with parents and external professionals to make sure that the school has a clear understanding of the relevant therapy goals and recommendations.

• **Specialist Provision**

Occasionally, additional support assessments and provisions may be sought, and a more targeted programme developed to support the individual needs of the student. If a girl needs additional support beyond what is offered through available resources, parents in consultation with the school, may consider applying for an Education Health Care Plan (EHCP). The JSHON/SENDCO will work closely with the Local Authority and other professionals involved. Specialist support is provided for students with the most **complex** needs.

The progress of girls is monitored by the school's systems and these take into account any special educational needs a pupil may have. The JSHON/SENDCO undertakes additional monitoring for certain girls where this is considered helpful. It is integral to all SEND procedures and policies that girls and their parents/carers should be fully consulted if the JSHON becomes involved in their daughter's learning journey.

In addition the JSHON will:

- Keep up to date with relevant legislation, research and good practice and revise policies and practice as necessary;
- Ensure staff are aware of developments in best practice and are supported in their application;

The JSHON/SENDCO is available by appointment at parents/carers' evenings to review provision for girls.

EAL girls: Care needs to be taken to ensure that lack of competence in English is not equated with learning differences. At the same time, when children who have English as an additional language make slow progress, an in-depth assessment may be needed to ascertain whether their language status is the only reason for this; or whether they also have learning differences.

Record Keeping

Junior School

Records are held centrally by the JSHON/SENDCO in secure files within the Neurodiversity Room and on CPOMS. Summaries of Reports, Pupil Passports and Registers as well as other relevant data are stored in the Junior School Neurodiversity Team and on provision map and are reviewed and updated regularly. All relevant Junior School Staff have access to this Team.

INSET and Support/Professional Development of Staff

The Girls Day School Trust (GDST) has an excellent programme of INSET and support for JSHON/SENDCOs and full use is made of this.

Wimbledon High School
Mansel Road, London, SW19 4AB
wimbledonhigh.gdst.net

Senior School
T 020 8971 0900
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Junior School
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Head of Juniors Mrs Harriet Fryer
T 020 3123 0865
E joanna.sandys@wim.gdst.net



The JSHON/SENDSCO provides an induction session for all newly appointed teachers.

The JSHON/SENDSCO provides other INSET for staff as required and informal advice for teachers and parents/carers on a frequent basis.

Links with outside agencies

Liaison with external support services takes place as necessary.

The JSHON/SENDSCO holds contact details for relevant agencies and organisations in the area to which referrals can be made.

Particular attention is paid to the needs of girls with SEND at points of transition between schools.

Parents/carers

The relationship between the school and parents/carers has a crucial bearing on the progress of girls, particularly those with SEND. We actively seek to work with parents/carers as partners and value their contribution. Teachers, Head of Neurodiversity, the pastoral team and other staff all have an important role in developing positive and constructive relationships with parents/carers.

- The SEND Policy is available on the school's website and parents/carers are welcome to comment on SEND provision at any time.
- The school offers parents/carers regular information evenings, including sessions which specifically address how to support their child academically and emotionally.
- The school seeks to engage parents/carers of girls with SEND at an early stage – ideally prior to admission – in order to get a full picture of the pupil's needs and make suitable provision.
- Parents/carers of girls identified as having potential learning differences will be informed immediately.
- Decisions regarding provision, monitoring and review will be made in consultation with parents/carers.

Complaints

The school works, wherever possible, in partnership with parents/carers to ensure a collaborative approach to meeting girls' needs. If a parent/carer has a concern about SEND provision, in the first instance, they should raise the matter with the Head of Neurodiversity/JSHON/SENDSCO or Class Teacher. If a parent/carer wishes to make a complaint, they should refer the matter to the Head of the Junior School. All complaints are taken seriously and are heard through the GDST's Complaints Procedure.

Glossary of Terms

ASC – Autism Spectrum Condition

ADHD – Attention Deficit Hyperactivity Disorder

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CATS – Common Assessment Tests

C&L – Cognition and Learning

CPOMS – Child Protection Online Monitoring Service

DCD – Developmental Coordination Disorder

EHCP – Education And Health Care Plan

GDST – Girls Day School Trust

HI – Hearing Impairment

ILP – Individual Learning Plan

INSET – In Service Education and Training

JSHON – Junior School Head of Neurodiversity and Learning Support

LA – Local Authority

MSI – Multi-Sensory Impairment

ND – Neurodiversity

NHS – National Health Service

OV – Occasional Vacancy

PD – Physical Disability

PTE – Progress test English

PTM – Progress Test Maths

SEMH – Social, Emotional and Mental Health

SEN – Special Educational Needs

SEND – Special Educational Needs and Disabilities

SENDCO – Special Educational Needs and Disabilities Coordinator

SLCN – Speech, Language and Communication Need

S&P – Sensory and/or Physical

VI – Vision Impairment

WHJS – Wimbledon High Junior School

WHS – Wimbledon High School