



How might we support a child with ADHD?

<p>Quality 1st Teaching</p> <p>Also see SEMH Provision Map</p>	<p>Planned Support in Class</p> <p>-state which of adaptations will be made on the Support Plan -Specific suggestions from outside agencies would be included on the Support Plan also</p> <p>Also see SEMH Provision Map</p>	<p>Interventions / Personalised Support</p> <p>-state which of adaptations will be made on the Support Plan -Specific suggestions from outside agencies would be included on the Support Plan also</p> <p>Also see SEMH Provision Map</p>	<p>Who can we refer to for assessment and support?</p>
<p>Reframing ADHD: It's not always easy or possible to review issues that irritate us in a positive way but it may be helpful to attempt to do so:</p> <ul style="list-style-type: none"> - Think of the student who is easily distracted as having high levels of awareness and observation - Think of the restless student as being energetic and lively - When the student with ADHD goes off at a tangent, see it as a sign of individualism and independence - If the student forgets things, consider that they've been absorbed in their own thoughts - If the student starts interrupting, think of it as enthusiasm to contribute - When work is sloppy, look for signs of effort despite difficulties - Look on a student's apparent selfishness as single-mindedness in pursuit of goals - Try to reward good development and ignore the development that you don't want <p>Although some teachers will find it difficult to see situations in this way, this growth mindset approach may help to maintain a positive relationship with students with ADHD.</p>			<ul style="list-style-type: none"> • SEND Hub: SEMH • GP can refer for further screening • Early Help
<p>Establish routines: Children with ADHD need established daily routines with expectations clearly and regularly outlined to them.</p> <ul style="list-style-type: none"> - Repeat directions more than once - write them on the board or as an externalisation on the child or young person's desk throughout the lesson. - Establish a clear daily classroom routine - Establish a clear daily classroom routine for the start and finish of lessons. The start of lessons needs to follow the same procedure - taking a seat, organising equipment etc. - Display classroom rules prominently - Ensure rules are unambiguous and written in a positive way - Support organisation by providing lists, timetables, timescales and regular reminders. - Give directions clearly and visually. For example, numbered or colour coded lists or visual timetables. - Always check if the child or young person with ADHD has a full understanding of the requirements of the task before moving on. <ul style="list-style-type: none"> • Share changes to the timetable or activities with the child or young person in advance to avoid confusion and anxiety 			
<p>Build engagement:</p>			

<ul style="list-style-type: none"> Engage with your pupils' interests Shake things up Use humour Multimedia sources Get your pupils moving 	<ul style="list-style-type: none"> Pupils to present and share work Give your pupils a say Personal anecdotes connected to the subject Use group work 	<ul style="list-style-type: none"> "Gamify" the learning Brain teaser or challenge questions Allow for think time Emphasise discovery and inquiry 	<ul style="list-style-type: none"> Engage attention through challenge - "I wonder who can solve this?" Look for the hooks - what they know, can relate to their lives, etc 	
<ul style="list-style-type: none"> ● Talk at every stage of the lesson. <p>'Excessive Talk' is featured in the diagnostic criteria for ADHD and is an important part of the learning process for learners with ADHD. Through talking, we are able to organise and sort our thinking into words. Talk is also critical for effective reflection.</p> <ul style="list-style-type: none"> - include repeated structured talk activities to support comprehension and memory. 				
<p>Movement for attentional regulation.</p> <p>Physical movement is an effective strategy to reenergise learners with ADHD especially after activities with a lot of executive functioning and/ or memory demands. It does not have to be a break in the flow of the learning. Remember the ADHD brain craves constant stimulation and novelty. Active, movement-based learning activities will help to retain engagement or arouse the attentional system if the learner with ADHD is finding it difficult to sustain their concentration.</p>				
<p>Support executive functioning and working memory.</p> <ul style="list-style-type: none"> - Adopt "when and then" approaches - Use a timer to support turn taking group activities - Use visual prompts to assist with task and the organisation of learner time - Support transitions - count down to transitions within lessons, or develop movement systems (e.g. traffic lights or key phrases to manage movement between tasks and classrooms) 				
<p>Create a 'planning friendly classroom'</p> <p>Invest time in the plan!</p> <ul style="list-style-type: none"> - Provide learners with ADHD with a range of planning tools to experiment with, for example, mind mapping software, graphic organisers or task sheets. - Observe and identify which resources are most accessible and then use repeatedly. - Include milestone review opportunities - keep talking about the plan, this will help to encourage the learner with ADHD to refocus their attention on the big picture and overall goals of the activity. - Praise, mark and reward effective planning. Introduce "planner of the week," strategy boxes or a strategy wall. 				
<p>Support self- management</p> <p>When setting targets for the day or a lesson, consider externalising these. A visual representation which is kept on the desk can then be actively used throughout the lesson, for example, blocks of time can be ticked off or highlighted through each stage of the lesson when the child is meeting their target. This will support the child's ability to self-monitor their progress, a key executive functioning skill.</p> <ul style="list-style-type: none"> - Adopt "stop, think, do" approaches. - Encourage all pupils to stop and think before talking- structure in "thinking time" to all activities, for example, waiting ten seconds or more before you accept responses in a discussion activity. - Consider reducing the amount of hands up whole class questioning that is used. - Set up pairs talking responses to teacher questions which allow the child or young person with ADHD to articulate their learning to a peer and not distract others by shouting out. 				
<p>Reduce 'learner anxiety'.</p>				

Be positive and patient

Understand and accept that when the child or young person shouts out or struggles to conform, their behaviour is not prompted by naughtiness; impaired self-regulation is a feature of ADHD.

Make sure that the child or young person knows your expectations and the boundaries. Avoid long conversations about what is right or wrong in their behaviour. Tell them what you want, focusing on the positives.

Communicate expectations and boundaries

Have positive expectations

When the child or young person fails to fulfil these, deal with the issue there and then and move on. Don't bring it up the following day. Start each day with a clean slate.

Allow the use of attentional tools or tactile resources, particularly, during teacher talk or prolonged listening activities.

Keep brains busy

Give feedback carefully

Some children and young people may struggle to acknowledge and accept criticism. This is sometimes called **Rejection Sensitive Dysphoria** or **Rejection Sensitivity**. The exact reasons for this are unclear but it could be linked to low self esteem or a response to perceived repeated negative comments from adults over time (12). When giving either oral or written feedback, start with specific positive praise. Lead into constructive criticism with neutral language, for example, "where I think you and I can move forward together is by....." or "what I would like us to work on next is....."

Allow "time out" if the child or young person needs to move or to practice self-calming strategies like controlled breathing.

Allow time out

Communicate expectations and boundaries

Make sure that the child or young person knows your expectations and the boundaries. Avoid long conversations about what is right or wrong in their behaviour. Tell them what you want, focusing on the positives.

Plan the lesson with a mixture of high and low demand activities. If there is a lot of emphasis upon memory or executive functioning skills, this will require a lot of mental and physical effort from a child or young person with ADHD, allow time for the child or young person to rebuild their energy levels through movement or through activities that place less emphasis upon memory and/ or executive functioning skills.

Plan varied lessons

Work with attentional dysregulation - not against it.

Minimise potential distractions.

Sit the child near you, near the whiteboard, at the front of the room for listening activities and solo work.

Use large type on handouts and remove any irrelevant visuals or images which may be distracting.

Gain and hold the child's attention. Use deliberate eye contact when speaking to the child or young person.

Break down each task into its smaller component parts.

Plan for a variety of multi-sensory experiences for the child or young person to address the "excess of attention."

Allow the child or young person to doodle, make notes or use graphic organisers whilst the teacher is talking to support concentration.

Monitor progress regularly throughout the lesson.

Be consistent and patient and give constant feedback when appropriate. As a general rule, if the child or young person is doing what you have asked them to do, back off and don't distract them!

Seat next to a good role model or learning buddy to help "fill in the gaps" when the child or young person with ADHD has not listened to all of the teacher's instructions or is struggling to remember prior learning.

Avoid timed tests; they are unlikely to be the most effective activity for finding out what the child or young person with ADHD knows.

Avoid lengthy self-directed project work in class or for homework: go for quality with structure and ongoing feedback.

Consider access arrangements for formal examinations- minimise stress, distractions and anxiety, use a separate room, allow movement breaks and research assistive technology to support, for example, planning or extended writing.



6 Fundamentals of teaching at Brompton and Sawdon Community Primary School

- Manageable, consistent approaches to allow all pupils to succeed, every lesson

6 Fundamentals	How you will see this in classes	Whole school SEND provision From EEF research regarding effective SEND provision
1) Activating and building upon prior learning / retrieval	<ul style="list-style-type: none"> • Pupils recall past learning each lesson using Bespoke Assessment / Retrieval exercises • Bespoke Assessment materials used to refer to previous lessons (recap) and outline how this will help the children learn in this lesson • Gaps identified in knowledge / understanding are addressed on a 1:1, group or class basis 	<ul style="list-style-type: none"> • Cognitive strategies (techniques teachers use that explicitly support pupils to learn and retain info) • Metacognitive strategies (pupils thinking about their own thinking / learning)
2) Behaviour	<ul style="list-style-type: none"> • Positive approach: celebrate pupils doing things well • Lessons are pacy / verbal inputs minimised • Pupils know how to work well with their peers / BBBBB • Any poor behaviours are noticed and addressed 	<ul style="list-style-type: none"> • Timer • Visual timetable • I do, we do, you do approach • Explicit instructions (eg. checking student understanding more frequently and modelling a task before students begin to work independently)
3) Adaptation: planned lessons allow <u>all</u> children to learn well and be challenged. Adaptations allow pupils with SEND to achieve in line with their peers	<ul style="list-style-type: none"> • Tasks or content adapted so all can access / achieve • Range of Assessment for learning strategies used so adults know who needs challenge or support • Knowledge deepened for those needing challenge: <ul style="list-style-type: none"> -teaching others -creating own questions -complete a more complex task -applying knowledge in a different context (eg. where else might a material in science) -Looking at things from a different angle (eg. what of there wasn't air resistance?) 	<ul style="list-style-type: none"> • Modelled writing • Tasks scaffolded • Use of Technology • Flexible groupings / paired work • Alternative recording
4) Questioning	<ul style="list-style-type: none"> • Mix of Open / Closed • To assess • Cold Calling / No hands up • Follow up questions / challenge: 'Why?' 'Do you agree?' 'Is she correct?' 'Prove it'... 	
5) Vocabulary	<ul style="list-style-type: none"> • Precisely modelled • Accurate spelling expected of key words • Displayed for reference • Precise use expected (also part of recap/retrieval) 	<ul style="list-style-type: none"> • Key words accessible / provided
6) Feedback	<ul style="list-style-type: none"> • Highest expectations of presentation- every time • Meaningful, manageable, motivating(challenging) -policy followed -corrections marked • All work marked / noted *Key Vocabulary corrected 	
		These steps provide support for students who may otherwise struggle to grasp new concepts or understand how to begin a task.

It is not an add-on, or a shiny new tool, but high quality teaching that is likely to benefit pupils with SEND.