



NORTH RIGTON

CHURCH OF ENGLAND PRIMARY SCHOOL

A Quick Guide to ADHD

What is ADHD?

Attention Deficit Hyperactivity Disorder (ADHD) is a developmental disorder in which pupils have long-term difficulties with planning and controlling their behaviour. It can have an impact on an individual's emotional responses, impulse control as well as impacting their focus.

It is important to note that ADHD is a medical condition requiring diagnosis by a qualified medical professional. Difficulties should have been obvious for more than six months for a diagnosis to be made and should have been apparent before the age of seven.

There are 3 different types of ADHD:

- Inattentive
- Hyperactive- impulsive type
- Combined type in which both appear together.

Implications for a pupil

How needs may present in the classroom:

- Fidgets and moves around a lot in their seat- often restless.
- Talks excessively.
- Runs and climbs inappropriately.
- Frequently blurts out answers.
- Unable to wait their turn without distress.
- Tends to act without thinking.
- Is often impatient.
- Have trouble following instructions which result in failing to complete tasks.
- Often forgets homework tasks and misplaces items.
- Often seems not to be listening when spoken to directly.
- Makes careless mistakes, pays little attention to detail in tasks.
- Is easily distracted.
- Frequently has problems staying focused in lessons.

How to help – top tips

1. Ensure that school rules are clear and followed in a consistent manner.
2. Use rewards to motivate (preferably visual rewards).
3. Make sure the student understands a task before beginning, repeat instructions in a calm manner if needed.
4. Limit the time expected for the child to sit still and attend to teacher talk.
5. Break tasks down into short simple chunks, saying the students name at the start of the instruction to make sure you have their attention.
6. Teach strategies to support organisation e.g. making lists, sequencing events, drawing up timetables.
7. When making requests of children pause and give them 'take-up time' to process what you've just asked them to do before repeating the request.

8. Look at the environment and avoid placing students near areas of high traffic and distracting stimuli.
9. Seat the student near to the teacher with their back to the rest of the class to avoid distractions.
10. Create and encourage opportunities for the student to access regular movement breaks throughout the day.

This can be carried out as a job role for example: handing out the books or putting away chairs.

Further advice and support

Useful Websites:

<https://www.adhdfoundation.org.uk/>

Reading:

Successfully teaching and Managing children with ADHD- Fintan J.O'Regan

SEMH Hub Information - NYSENDHubs@northyorks.gov.uk - Referral via Elisabeth Porter - SENDCo

