

## Special Educational Needs and Disability



### Attention Deficit Hyperactivity Disorder (ADHD)

#### Attention Deficit Hyperactivity Disorder

Characteristics of ADHD are broken down into two parts.: those linked primarily to attention deficit i.e. limited concentration or weak working memory and those linked to hyperactivity disorder i.e. impulsivity and disruptive behaviour.

#### Key facts about ADHD

ADHD usually starts at about 18 months old, but might not be diagnosed until later. Symptoms usually become more apparent between the ages of three and seven years old.

It is the most common behavioural disorder in children. It is not known what causes ADHD but it is thought that it could also be an imbalance in the chemicals that transmit nerve signals in the brain.

ADHD is more common in boys than in girls and affects 1-2 children in every 100.

There is no test for ADHD . It has to be diagnosed by a specialist paediatrician.

People with ADHD may find it difficult to:

- concentrate on something for a long time.
- say or do things without thinking.
- control their behaviour.
- listen to others without interrupting.



#### Positive traits

People with ADHD:

- can be very creative, curious and good at problem-solving.
- have a lot of energy.
- tend not to give up easily.

### Strategies to support a child with ADHD (lack of concentration)

- Seat pupil in a space away from distractions.
- Seat pupil near the front with their back to the class, ideally with good role models next to them.
- Provide a fiddle toy or blu-tac to use during discussion times .
- Give instructions simply and clearly. Say name first to get attention and encourage eye-contact.
- Ask pupil to repeat instructions back and check understanding.
- Use pot of fairness or similar strategies to keep pupils focused.
- Use a timer to help pupil complete work in a given time.
- Plan 'settling' time at the start of a session.
- Give time reminders during a task to ensure pace and focus.



### Strategies to support pupils with ADHD (impulsivity)

- Use visual prompts
- Display classroom rules and routines for children to refer to e.g. visual timetable.
- Plan movement breaks during a longer session.
- Provide writing frames and visual reminders for what to do if stuck.
- Introduce a motivational box (containing familiar items) or tasks for when pupil shows impulsive behaviour and needs settling.
- Teach classroom routines explicitly e.g. Lining up.
- Support writing with writing frames and prompts e.g. Use a green dot to show where to start writing.

### **What to do if you have concerns:**

- Speak to the class teacher
- Speak to the SENCo
- Speak to the Head Teacher

Contact the school office if you need to make an appointment: 01562 67742

Please remember we are always here to listen and answer any questions you may have.



### **Links to help you;**

<http://www.youngminds.org.uk>