**Provision for children with ADHD**

**Dinglewell Junior School 2023**

Attention Deficit Hyperactivity Disorder is identified as the following areas of difficulty:

* Students may find it hard to sustain attention, are easily distracted and have short attention spans, may seem disorganised or forgetful and reluctant to stay on task.
* They may have difficulty sitting still, are always on the go and frequently out of their seat.
* Some may be very talkative, ask questions without waiting for the answer, act without thinking and have little sense of danger.
* Students may have difficulties interacting with other students, interrupt their games and activities, have difficulty taking turns, want instant help or attention and forget rules.
* In addition, students with these difficulties may need to be given time to take in what is said to them and to think about how to respond.
* They may be very emotional, anxious and easily upset, although they are not always able to accommodate the needs of others.

A Dinglewell we support these children by:

* Ensuring the pupil knows key adults to turn to for support and can be helped to form relationships with others.
* Checking in with the pupil at key points in the lesson.
* Giving the pupil key markers to listen out for during whole class or group input.
* Placing the student in the part of the room with the fewest distractions. Carpet time – consider use of a set place or chair.
* Considering seating so that can leave the room with minimum disruption.
* Creating a distraction free, quiet environment – keep work area clear of non essential items. This to be seen as a positive by the child to support them.
* Calm, quiet classrooms.
* Clear routine and structure (visual timetables), with warnings of change or transitions.
* Breaking down tasks into small manageable chunks with clear time scales to complete work.(timers)
* Planning in opportunities to move around and have breaks.
* Avoiding verbal overloading – clear simple instructions.
* Gaining student’s attention, by saying name, making eye contact, before delivering instruction.
* Engaging in topics of interest to the student.
* Ensuring they experience success.
* Varying presentation of material, with simple layout.
* Monitoring and recording behaviours of concern to identify potential triggers.
* Clear and positive instructions-what we want them to do, not what we want they to stop doing
* Access to equipment that the pupil may find helps such as noise cancelling headphones, fiddle objects, such as Blu Tack or a squeeze ball
* Use visuals, colour, graphics and animation to keep attention.
* Checklists on board
* Following the left to right, up to down rule when writing on the board
* Writing frames, word mats, visual prompts to support understanding.
* When they are focussed and working, leaving them to do so
* Devising a private signal system to let the pupil know when they need to refocus.
* Positive feedback
* Sharing targets with children.
* Work closely with parents to support organisational skills.
* Use a planned reward system.
* Making it clear that they must finish an activity and gradually increasing the time expected to stay in their seat and on task
* Clear instructions for answering in class, turn taking.
* Sensory circuits
* Social stories to model appropriate behaviours.
* Incredible five point scale