

Special Educational Needs and Disability Leaflet



Attention Deficit Hyperactivity Disorder

Attention Deficit Hyperactivity Disorder (ADHD)

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, it might not be diagnosed until later. Symptoms usually become more apparent between the ages of 3 and 7 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 to 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 period of time.
- Say or do things without thinking.
- Control their behaviour.
- Listen to others without interrupting.



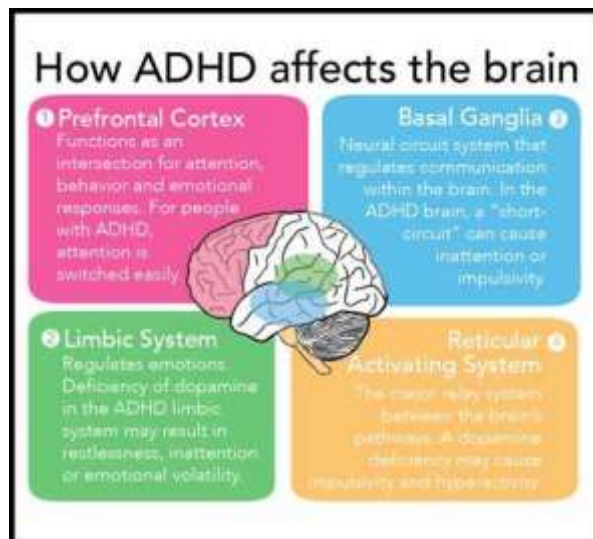
Positive traits

Children with ADHD:

- Can be very creative, curious, and good at problem-solving.
- Have a lot of energy.
- Tend to not 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 of the class so they have their back to the class, ideally with a good role model next to them.
- Provide a fiddle toy or blu-tac to use during discussion time to support focus.
- Give instructions simply and clearly. Say name first to get eye-contact.
- Ask pupil to repeat instructions back and check understanding.
- Use reward systems to keep pupils focussed.
- Use a timer to help pupil complete work in the given time.
- Plan 'settling' time at the start of a lesson.
- Give time reminders during a task to ensure pace and focus.



Classroom strategies used to support a child with ADHD (impulsivity)

- Use visual prompts.
- Display classroom rules and routines for children to refer to e.g. visual timetable.
- Plan movement breaks during longer tasks/lessons.
- Provide writing frames and visual reminders for what to do if stuck.
- Introduce a motivational box (containing familiar items) or tasks for when the 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 any concerns:

- **Speak to the class teacher**
- **Speak to the SENCo/ SENCo assistant**

Contact the school office to make an appointment: 01432 273 784

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For further support and information visit the websites listed below:

www.youngminds.org.uk