

ADHD

Attention Deficit Hyperactivity Disorder

Walking around the classroom

- Instead of trying to get students with excessive motor activity to remain still, find them opportunities for regular seat breaks
- If something needs to be written on the whiteboard, ask them to do it
- Give them a job or task that allows them to be active in a controlled way during the lesson

Encouraging attention

- Provide students with a brief outline of the lesson at the beginning
- During the lesson, try to include a variety of activities
- Break everything into short chunks
- In some cases it can help to have non-vocal music playing either in the background or through a headset device
- Reduce expectations of written work and use alternative ways of recording information
- Review design of worksheets and tests
- Present only one or two activities per page
- Avoid unnecessary pictures or visual stimuli
- Give prompts
- Provide alternative environments for tests and exams

- If attention seems to be waning, use special cue phrases to stimulate interest. Attention grabbers include *“Right, here we go”*; *“Wait for it”*; *“Now for the interesting bit”*; *“The next clip is amazing”*; *“We’re nearly there now”*.

Encouraging better organisation

- Students with ADHD typically have problems organising themselves and so they really need
- Help with study skills:
- For daily routines, stick a timetable to their desk
- When they are working on projects, draw up a checklist to ensure every point is covered
- To avoid confusion, don’t give them more than one assignment at a time

Overall, concentrate on teaching them not what to learn, but how to learn it.

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Reasonable adjustments to reduce the impact of sensory differences

- Allowing an autistic pupil to wear a slightly different piece of uniform. The duty to make reasonable adjustments also applies to school policies, including a school's uniform policy
- Staggering the start/end of the school day allowing the pupil to come into the school building earlier, or later, than other pupils to avoid the noise and commotion of the playground and the school bell
- In secondary schools, allow pupils to leave classrooms early when changing lessons, to avoid crowds and the hustle and bustle of corridors
- Putting felt pads under chair legs to prevent the scraping sound of chairs being pushed back on a classroom floor
- Switching hand dryers off and providing paper towels instead
- Allowing the use of ear defenders or headphones to block out noises such as school bells, or the use of sunglasses or blackout blinds
- Creating a safe place where an autistic pupil can feel calm, for example a play tent in the classroom; a screened off work-station or area in the classroom; a quiet room in the school; being in the company of a trusted member of staff
- Allowing the use of a 'fiddle' toy
- Time out/stress alert card – a pass, which gives the pupil permission to leave the room
- Different arrangements for breaks and lunchtimes, for example setting up a quiet lunchtime club or allowing an autistic pupil to go into the dinner hall before others
- Ensuring classrooms are uncluttered with minimal décor and wall displays
- Encouraging physical activity exercises or breaks, to help alleviate stress
- Allowing the pupil to 'stim' (self-stimulatory behaviour - rocking, spinning, hand/finger flapping)
- Making reasonable adjustments such as these for an autistic pupil can mean that their sensory differences do not become difficulties.

For further information see **www.autism.org.uk**

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Reasonable adjustments for social, emotional and mental health difficulties

Environment

Check features in the environment that may be supportive or unsupportive and make the necessary changes.

Supportive features include:

- Safe places e.g. a tent or tepee with cushions and blankets
- Safe zones for climbing, running, throwing etc. for those with sensory needs
- School rules and classroom rules displayed visually
- Use of a workstation as an aid to concentration and to minimise auditory and visual stimuli. Headphones may be useful here as well
- A cool down area
- Access to another supportive area that will be staffed and an appropriate environment during unstructured times of the day as an alternative to the playground

Resources

- Noise level and movement reminders
- Wobble cushions/bean bags or carpet tile to indicate specific place to sit at carpet time. They may have the child's photo and name along with a favourite image
- My turn/Your turn cards with arrows as a visual prompt
- Choice boards with a limited number of symbols for chosen activities following completion of adult directed task
- Use of timers (sand-timers, kitchen timers or stopwatch) to designate periods of expected on task activity followed by an authorised learning break
- Fiddle toys or objects to play with whilst listening (they should be large enough not to be able to be put in the mouth)

Interventions/strategies

- Individual visual timetable, First and Then boards. Staff would find lanyards or key rings with a selection of visual images useful
- A plan with individual targets and rewards that are motivational, achievable, and frequently given
- Safe messy play, e.g. zippy bags, so that children can play without it getting on their clothes. Hand wipes or paper towels next to gluing/painting activities.
- Additional opportunities for physical activity
- Peer support which is planned, reviewed and developmentally appropriate. Seating position and groupings are carefully planned so that pupil has access to good role models for social interaction and positive behaviour
- Homework issues taken into account and pupils provided with guidance/support as necessary

Adapted from Essex County Council:
Specialist Teaching and Pre-school Service.

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Reasonable adjustment for SLCN

- Support the development of conversational skills and other aspects of social communication via structured programmes and by offering guidance during day-to-day events
- Teach children active listening skills
- Directly teach non-verbal cues
- Refer for speech and language therapy
- Implement speech and language therapy recommendations within the classroom
- Identify key vocabulary of the curriculum. Provide pupils with word lists, definitions, and visuals. Pre-teach vocabulary prior to its introduction to the curriculum. Revise vocabulary to ensure pupils can say, understand, remember, and recall the words as required
- Support pupils' understanding of spoken language by using visual clues such as gesture, illustrations, diagrams, and the written support
- Support the organisation of language by using pictures, writing frames, spider-diagrams, and mind maps
- Simplify language in terms of complexity of grammar, vocabulary, and length of speech to match pupils' level of understanding
- Slow down the speed of talking and use pauses to allow pupils to process the language they have just heard
- Repeat instructions, giving pupils another chance to hear the same language. Offer visual support as well
- Support the pupils to identify when they haven't understood and teach strategies so that they can make this known to others and seek clarification
- Provide written information in a straightforward style to back verbal information for both pupils and parents
- Ensure that details of homework are given in sufficient time to be fully understood and recorded, with opportunities for further clarification later in the day

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Reasonable adjustments in the classroom: A checklist

This is not an exhaustive list of every aspect of planning, it is a list of practical classroom arrangements that teachers working with the Project found useful in thinking of a range of adjustments they might want to make,

From Reasonable Adjustment Project DFES (2006)

1 Pre-planning information

- Have you been given information on the nature and degree of impairment and the access needs of the disabled pupils in the class?
- Have you been shown, or do you know how these disabled pupils access needs and personal care needs will be met in class?

If you don't know how the disabled pupils needs will/can be met seek advice from SENCO, Head of Department, Head or Deputy, or from other agencies such as Educational Psychologists, Advisory Teachers or Health Professionals.

2 What preparation have you made with the class/group for:

- One to one peer support
- Collaborative teaming
- Group work
- Valuing difference of race, gender, ethnicity, disability or religion

How do you ensure that mutual respect is encouraged within your classroom? Are you clear about how to deal with bullying and harassment in the classroom?

3 Lesson planning: how will you support the needs of all learners?

- Consider:
 - Timing
 - Variation of activities
 - Types of activities (concrete/abstract)
 - Reinforcement of key ideas
 - Extension work
 - Recall of previous work
 - Links to future work
 - Clear instructions
- Will the content of the lesson engage all pupils from the beginning?
- Will there be sufficient variation in activities and pace to engage all?
- Are you able to access specially adapted equipment for some students to enable them to participate fully? If not, can an alternative way be found?
- Will the diversified and differentiated work allow all pupils to experience success at their optimum level?

4 What different teaching styles are you going to use?

- Visual e.g. use photos, mind maps, and diagrams, pictures, film clip, wall displays?
- Auditory e.g. use story telling, talking, effective questions, problem solving, clear sequencing, music, singing?

Reasonable adjustments in the classroom: A checklist



- Kinaesthetic e.g. use movement, role play, artefacts, use the environment

5 Prepared materials

- Are written materials accessible to all: formats; readability; length; content?
- Scaffolding (practical materials) e.g. writing frames, pictograms, sounds, pictures, objects, artefacts, word lists, number lines, etc, are they accessible to all?
- Appropriate use of augmented communication and ICT

6 Self-presentation

- Have you thought about how you will: react to situations of stress, humour, seriousness, embarrassing questions; offer encouragement to all; challenge the behaviour not the child?
- Are all the students aware that you might approach the behaviour of some students in a different manner to the rest of the class?
- How will you use your voice in the lesson e.g. volume, tone, and make sure all children are understanding you?
- Where will you position yourself in the classroom when?

7 Use of support staff

- Have you met with or at least communicated with support staff before the lesson?
- How are you going to use other support staff?
- Does their use allow all children to be equally included in the class activities?
- If you are using support staff for withdrawal, how do you know the pupils are gaining from this?
- If you are using withdrawal, how are the groups organised?

8 Classroom organisation

- Is seating planned and/or the activity accessible for pupils with:
- mobility impairments e.g. circulation space, table height
- hearing impaired e.g. sight line for lip/reading/interpreter/no glare
- pupils with challenging behaviour e.g. in adult gaze; at front for eye contact
- pupils with short attention span/easily distracted, e.g. distraction free zone
- learning difficulties who need a lot of support, e.g. next to peer supporter
- What seating plans are you using and why?
- Will seating plans make use of peer support and how?

9 How will you organise and group pupils in lessons

- Friendship groupings?
- Mixed sex/same sex grouping?
- Mixed ability/same ability grouping?
- Specific pairs of pupils working together, e.g. stronger reader/weaker reader?

10 How will you deal with unexpected incidents?

- Are you aware of the systems for dealing with unexpected incidents e.g. evacuation, fainting or fits, incontinence, medical emergencies?

Reasonable adjustments in the classroom: A checklist

11 How will you ensure that all students feel equally valued through their experiences of:

- The allocation of teacher and support staff time?
- Being listened to/paid attention to?
- Being respected?
- Achieving?
- Interacting with their peers?

12 How will you assess the outcomes?

- Do you have a scheme for assessing the achievements of all?
- Have you looked at alternative forms of assessment e.g. video recording progress, peer evaluation, self-evaluation?
- How will you involve pupils in assessing their progress

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