ADHD

At Cherbourg Primary School, we support pupils with attention, regulation and organisational differences and identify teaching strategies/learning aids that will enable your child to succeed in their learning.

WHAT IS ADHD?



ADHD (Attention Deficit Hyperactivity Disorder) affects attention, impulse control and activity levels.
Children and young people may experience challenges with focus, organisation, emotional regulation and working memory.
ADHD affects each child differently, and strengths often accompany areas of difficulty.

Sources: NHS; NICE.

FEATURES OF ADHD

Features may include:

- Difficulty sustaining attention
- Impulsivity
- High activity levels and restlessness
- Differences in emotional regulation
- Working memory difficulties
- Organisation and planning difficulties



Additional information:

- ADHD occurs across the full range of intellectual abilities.
- Some children with ADHD may also experience anxiety, sensory differences or specific learning difficulties.
- A child's response to evidence-informed support and intervention can help identify and understand the level of support they may need.

Sources: NHS; NICE and SEND Code of Practice

PROVISION - WHAT WE DO:

We regularly provide staff training to develop our understanding of ADHD and inclusive practice. We draw on guidance from the Inclusion Development Programme, the ADHD Foundation and Hampshire's Ordinary Available Provision.

Approaches may include:

- Movement breaks
- Visual timetables
- Task boards and checklists
- Visual timers
- Breaking instructions into smaller steps
- Calm and regulated spaces
- Zones of Regulation approaches
- Emotional regulation support groups
- Organisation and planning supports
- Pupil Passport to School, where appropriate



We aim to be an ADHD-friendly school environment. Many strategies that support children with ADHD can benefit all children by promoting engagement, organisation and wellbeing.

Sources: ADHD Foundation: www.adhdfoundation.org.uk
Hampshire County Council, Ordinary Available Provision Guidance

IDENTIFICATION:

We observe pupils' attention, self-regulation, organisation and response to routines and classroom expectations.
If a pupil is experiencing difficulties with focus, impulsivity or emotional regulation, we work with families to explore what support may be helpful. Schools do not diagnose ADHD. We listen to parent concerns, observe children in school and work together to identify and provide appropriate support.

Useful Links:

ADHD Foundation
NHS – ADHD
Young Minds
ADDISS (Attention Deficit Disorder Information and Support Service)