



Lawns Park Primary school and Nursery

A Quick Guide to ADHD

What is ADHD?

Attention Deficit Hyperactivity Disorder (ADHD) is a developmental disorder in which pupils have long-term difficulties with planning and controlling their behaviour. It can have an impact on an individual's emotional responses, impulse control as well as impacting their focus.

It is important to note that ADHD is a medical condition requiring diagnosis by a qualified medical professional. Differences should have been obvious for more than six months for a diagnosis to be made and should have been apparent before the age of seven.

There are 3 different types of ADHD:

- Inattentive
- Hyperactive- impulsive type
- Combined type in which both appear together.

Implications for a pupil

How needs may present in the classroom:

- Full of energy.
- Solution focussed,
- Inventive, creative thinking
- Enjoys communicating.
- Eager to answer.
- Very observant
- Seeks connections.
- Requires support to take turns.
- Spontaneous
- Displays empathy and emotional sensitivity.
- Impulsive, takes risks, may not consider safety.
- Is often spontaneous/instinctive.
- Requires support to follow instructions and/or complete tasks.

- Requires reminders and structure with planning work, homework tasks and organisation of items.
- Hyper focussed on tasks and may appear to not be listening.
- Requires support with executive functioning.
- Processing differences.
- Shows focus differently.

How to help

1. Ensure that school rules are clear and followed in a consistent manner.
2. Use rewards to motivate (preferably visual rewards).
3. Make sure the student understands a task before beginning, repeat instructions in a calm manner if needed.
4. Limit the time expected for the child to sit still and attend to teacher talk.
5. Break tasks down into short simple chunks, saying the students name at the start of the instruction to make sure you have their attention.
6. Teach strategies to support organisation e.g., making lists, sequencing events, drawing up timetables.
7. When making requests of children pause and give them 'take-up time' to process what you've just asked them to do before repeating the request.
8. Look at the environment and avoid placing students near areas of high traffic and distracting stimuli.
9. Seat the student near to the teacher with their back to the rest of the class to avoid distractions.
10. Create and encourage opportunities for the student to access regular movement breaks throughout the day. This can be carried out as a job role for example: handing out the books or putting away chairs.

Further advice and support

Successfully teaching and Managing children with ADHD- Fintan J.O'Regan.

Understanding ADHD in Girls and Women-
Joanne Steer

<https://www.adhdfoundation.org.uk/>