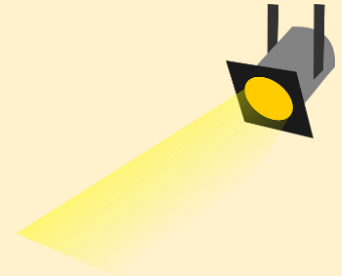


Spotlight On SEND



Once a half term we will be sending home information about an area of SEND and how it can be supported at home. If you have any further questions, please contact Emma Smith on senco@st-georges.lancs.sch.uk

ADHD

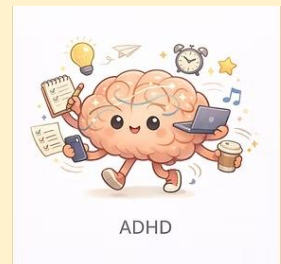
What is ADHD?

ADHD (Attention-Deficit/Hyperactivity Disorder) is a common neurodevelopmental condition that affects how a child focuses, controls impulses, and manages energy levels. For parents, it helps to think of ADHD not as “bad behaviour,” but as a difference in how the brain develops and works.

Children with Attention-Deficit/Hyperactivity Disorder may show:

1. Inattention

- Easily distracted
- Trouble following instructions
- Forgetting things (homework, toys, routines)
- Difficulty finishing tasks



2. Hyperactivity

- Constant movement (fidgeting, running, climbing)
- Talking a lot
- Struggling to sit still, especially in school

3. Impulsivity

- Acting without thinking
- Interrupting others
- Difficulty waiting their turn

Not every child has all three equally—some are mainly inattentive, others more hyperactive/impulsive.

Children with ADHD often have difficulty with executive functioning skills.



ADHD also brings many strengths when supported effectively. Many people with ADHD have:

- Exceptional creativity and original thinking
- The ability to hyperfocus on areas of interest
- Strong problem-solving skills
- High energy and enthusiasm
- Resilience in the face of challenges

How can you help at home?

- Keep routines consistent (same times, same order)
- Break tasks into small, manageable steps
- Give one clear instruction at a time
- Use eye contact before speaking
- Praise immediately and often
- Create a quiet, low-distraction space
- Use short work bursts + regular breaks
- Allow movement (fidgeting, active learning)
- Stay calm during emotional moments
- Name feelings and model regulation
- Keep rules simple and consistent
- Follow through on consequences every time
- Work closely with school for consistency
- Focus on strengths, not just difficulties
- Remind them: behaviour ≠ who they are
- Work on executive functioning skills such as working memory by playing memory games.

Strategies used in school for children displaying signs of ADHD

There are not a one size fits all strategy for children with ADHD. We will work with parents and children to find the strategies that work best. We would never wait for a diagnosis to put support in place.

- Clear objectives
- Choice where appropriate
- Safe, supportive classroom environment
- Visuals, models and examples
- Clear language and vocabulary
- Step by step explanations
- Scaffolds and supports
- Visual timetables
- Now and next boards
- Calm, Consistent responses
- Self-regulation time
- Teach time awareness
- Teaching listening skills- e.g. give me 5
- Movement breaks
- Concentration tools
- Wobble cushions
- Weighted resources
- Emotional regulation support eg. 5-point scale
- Social skills support
- Teaching of executive functioning skills