



Reasonable Adjustments Needed at School: Attention Deficit Hyperactivity Disorder (ADHD)

- Attention Deficit Hyperactivity Disorder (ADHD) is a recognised disability under the Equality Act 2010 and as such Reasonable Adjustments should be made in any educational setting
- Adjustments are legally required in order to achieve 'inclusion' for the pupil. 'Inclusion' does *not* mean that the pupil should be encouraged to join in as many activities with other pupils as possible; it means implementing adjustments so that the pupil has the opportunity to achieve the same *outcomes* as other pupils.
- Outcomes include mental health wellbeing, academic attainment and social success
- Expectations for the pupil's behaviour can only be decided upon once adjustments have been fully implemented. This is because it is unreasonable to ask for compliance when the pupil is experiencing high levels of hyperactivity, impulsivity and poor attention which can then often result in poor self-esteem and anxiety
- ADHD often co-occurs with Autism and the presentation can differ to that in an individual with ADHD alone

Why Reasonable Adjustments are essential:

Failure to implement adjustments is a Safeguarding issue because of the high risk of pupils with ADHD developing mental health difficulties, mainly due to prolonged misinterpretation of their behaviour as persistently oppositional. Therefore, effective implementation and monitoring of adjustments is essential to the future quality of life of these pupils.

How to use this document:

- This template is provided as a discussion point between pupils, parents / carers and teachers following a diagnosis of ADHD. All adjustments must be discussed with the pupil's parents/carers as the experts on their own child because they can provide the best opinion on the potential impact, effectiveness and appropriateness of the adjustments under consideration
- It provides suggestions of some effective adjustments which are known to support students with ADHD
- It is important that everyone involved with the pupil on a day to day basis, including the pupil themselves, work in partnership to agree upon the most appropriate adjustments to be implemented for them
- It is critical to the success of implementing adjustments that they *must* be acceptable to the pupil, otherwise they will just increase anxiety and escalate behaviour
- Often the main reason an adjustment may not be acceptable is that it makes the pupil stand out as different from their peers
- Strategies and provisions may be offered which are not listed in this document if acceptable to the pupil
- Parents should have frequent access to speak with relevant teaching staff and the SEN / ALN department to discuss the appropriateness and effectiveness of the adjustments
- It is school's responsibility, with support from parents, to implement adjustments informing all staff in the same way that staff are informed of pupils with food intolerances, epilepsy etc.
- **Respectful and open communications between staff and parents is the best approach**

Please highlight / select the most appropriate strategies for the pupil and include these in all advice documents provided to staff to assist them in working with the pupil.

Possible Adjustments for the Pupil with ADHD

Setting up a Classroom: Where will the pupil work best?

Close to the front of class or teacher's desk	
At the back of the room to avoid distractions behind them	
Next to peers who they work well with	
With quieter peers or positive role models	
Away from windows	
Next to the window to allow brief mind breaks	
Provide pens and other equipment if the pupil often misplaces or forgets items	
Provide privacy partition/workstation	

Routines: What will help the pupil know what is expected of them?

Display a visual timetable so that the pupil knows the routine of the week or plan for lessons on certain days: stick to it This will give pupils a chance to think about forthcoming events	
Praise the pupil for getting it right	
Provide tasks on a handout and ask the pupil to tick off as they complete each part of the task as they complete it	
Display the classroom rules showing what pupils should do	
Use a traffic light system to indicate the acceptable noise level	

Homework: What will help the pupil to complete and submit tasks?

Use a planner or homework diary to record tasks clearly explaining what needs to be done with the date due in	
Have printed stickers or homework sheets that can be glued / stuck in the pupil's book/ planner to ensure they know what to do	
Have set homework day for each subject so that the pupil knows when tasks will be due in	
Reduce homework tasks to the core elements required	

Movement: What will help the pupil to manage their energy levels?

Allow for regular movement breaks - stretch, walk, take a message etc.	
Provide a 'Time Out' pass for the pupil to stand outside the classroom	
Provide access to a quiet learning environment If available or headphones	
Allow for the pupil to have a number of tasks to work on so that they can shift attention between them	
Allow the pupil to have a fidget toy or alternative	

Communication: What will help the pupil to remember what to do?

Repeat what you say several times. This will give the pupil several chances of getting the message.	
Be careful about 'flooding' the pupil with language, pause, use short sentences in plain language making one teaching point at a time.	
Focus on positive behaviour. For example, say "Look at the paper" rather than "Don't look over there"	
Use non-verbal cues with the pupil to avoid drawing attention to them	
Move the correct tasks / objects toward the pupil	
Display tasks on the whiteboard / hand out for the pupil to check back what they need to do	
Provide post it notes / mini white board and pen for the pupil to write down instructions – check understanding before leaving them to complete the task	
Present the pupil with the chosen activity materials and allow them a few minutes exploratory play	
Before giving any verbal instructions, ensure the pupil is sitting still and not fiddling with the toys	
Use name fronted commands/instructions	

Transitions: What will help the pupil?

Limit the time between lessons	
Rehearse rules for these times	
Warn the pupil when a session is coming to an end.	

Engage the pupil has extension activities for while they are waiting for others to finish. These may include puzzles or summary activities.	
Have a calm down time after breaks/lunch time	
Have a pre-starter activity ready for settling pupil when they arrive	

Completing Tasks: What will help the pupil to stay on task?

Chunk tasks up in smaller sections	
Visually display a timer tool to allow the pupil to see how much time they have	
Limit the amount of work on each page to only a few problems or activities so it does not seem so overwhelming and cluttered	
Cover up portions of tasks that are not needed	
Highlight sections relevant to the pupil	
Allow for the pupil to have a number of tasks to work on so that they can shift attention between them	

Assessments: What will help the pupil to achieve their best?

Allot extra time to complete assessments.	
Provide a range of revision resources including audio, visual and interactive games / quizzes	

Technology and Resources: How can they be used to help the pupil?

Allow the pupil to use a computer to present work or present work orally	
Allow pupils to record some lessons	
Allow the pupil to use flow charts and mind maps	
Allow notes to be photocopied and annotated	
Use apparatus where possible rather than always pencil and paper tasks	
Teach maths using games and concrete apparatus including coins, place value cards and counters, number cards and dice etc.	
Teach measuring using construction and practical activities	
Make use of outdoor resources to engage in practical maths learning	