**ADHD Pupil Support Plan \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Additional Learning Needs****I have a diagnosis of ADHD.** This means I find self control difficult particularly in group situations.**I might act first and think later. I have a poor working memory which makes learning difficult.** I find it difficult to;* Concentrate
* Follow instructions
* Deal with changes/transitions
* Manage my emotions
* Write and spell
* Process information
* Sleep
* Work in groups
 | **I learn best when;*** I’m not labelled as naughty
* I can see pictures, signs and diagrams of what to do
* I have less distractions around me
* I’m with a peer who helps me and we can share tasks
* I get discrete help with my writing
* I get lots of chances to get it right and reminders of how to do this
* I get positive feedback about my work
* I can have some control over what I do

**Because of this I have difficulties settling to class. I might;*** Try to control things by raising my voice, repeating things loudly, saying I’m not going to do it.
* Get angry quickly and need help to stop it getting worse.
* Be grumpy in the mornings or towards the end of a day.
* Worry about writing and work that is hard and need help to do what I can.
* Misunderstand what I have to do and try to avoid doing it.
* Take things literally
 | **I find it hard to control how this makes me feel. I might;*** Shout at staff or peers
* Refuse to do what I am told
* Hit someone who I think has hurt me
* Run away from the thing that makes me feel confused or angry
* Have problems at home before I get into school because I have tried to avoid school

**You can help if you…*** Stay calm and use fair language
* Ignore low level attention seeking behaviour
* Let me know when I get it right…
* ….or giving me an immediate sanction if I make a mistake.
* Distract me from silliness by offering me something better
* Making me feel good about myself by praising me a lot
* Giving me clear positive instructions
* Talk to me about the purpose of the work I am doing.
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| **More ideas to achieve objective;** **To raise the pupils self esteem as a learner in order to enable him/her to work with more independence*** **To show consequences, use when/then statements;**

WHEN you have completed your maths THEN you can have your reward* **Frame instructions positively describing the desired behaviour;**

**- Show me your safe walking pace** (replaces ‘Don’t run’)**- Listen carefully please (**to detract from arguing- keep calmly repeating it up to 4 times, but if he pushes you further than that he’s sucked you in, so **walk away** saying you will come back later when he’s ready to listen –*and make sure you do*)* **Constantly describe/praise the good behaviour you see and be precise;**
	+ What lovely sitting, Child C – a nice straight back and eyes to the front
	+ You’re working well with XXX – listening carefully and speaking politely
	+ Thank you for holding that door for me Child C, it’s very helpful
	+ That writing is really clear, Child C – I can see you have worked hard on spelling
* **Giving take up time to complete an action before moving to next consequence**
	+ use visual reminder such as traffic lights
	+ use timer
	+ Tell him you expect it to be done when you next come back/look again etc.
* Ensure that the pupil experiences multi-sensory teaching and that everything is overlearned. Never test anything that has not been successfully taught and understood.
 | **Information about ADHD**Sufferers;* Find it difficult to hesitate before responding to situations and people.
* Display actions which are based on neurological dysfunction.
* Have brains which respond to outsie stimuli in a different way.

**The ‘Triad of Impairment’****Attention Difficulties**Forgetful, distractible, disorganised. Difficulty settling and easily bored.**Hyperactivity**Overactive and restless behaviour including fidgeting, moving about, noisy, talkative**Impulsiveness**Act before thinking, interrupt conversations , talking out of turn, intrude on others, difficulties with turn taking.Not all children with ADHD exhibit hyperactivity or impulsiveness. **Children with ADHD can be intelligent and creative.** |