**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.** |