

Monkshouse Primary Academy

ADHD Friendly Environment

Distractibility;

- We use physical placement, increased movement and breaking long work into shorter chunks to support difficulties with distraction.
- We seat children with ADHD away from doors and windows.
- We seat the children near to calm and sensible friends.
- We try to incorporate physical movement into lessons and provide activities that can allow them to move around the room.
- We write important information down where the children can easily read and reference it.
- We divide big tasks into smaller ones and allow children frequent breaks.
- We provide physical exercise breaks and brain breaks.

Interrupting;

- We use discreet gestures or previously agreed words to let the child know when they are interrupting.
- We praise the children for interruption-free conversations.

Impulsivity;

- We devise behaviour plans for consistency.
- We give consequences immediately following misbehaviour.
- We reward good behaviour through the school's behaviour policy and at times through personalised rewards systems tailored to the individual child.
- We use visual timetables, now and next boards and choosing boards which are personalised to the individual child's needs.

Fidgeting and Hyperactivity;

- We ask the children to run an errand or do a task, even if this means just walking across the classroom to fetch something.
- We encourage the children to take part in Sensory Circuits sessions/physical activities prior to starting class-based learning.
- We provide, squidgy toys, fidget toys, sensory boxes, weighted lap blankets/toys, wobble cushions, wobble chairs, seat wedges.
- The children should not miss Breaktimes/PE times as these are crucial for supporting the reduction of hyperactivity.

Trouble with following instructions;

- We ensure we take measures to break down and reinforce the steps involved in our instructions and redirect when necessary.
- We give clear and concise instructions. We allow the child to do one step and then come back to find out what they should do next.
- We give a calm reminder but with a firm voice. When possible, we write directions down on a board.
- We provide visual cue cards/symbols as prompts.