

# Hyperactive and impulsive behaviour: How we support your child in school



## School's Ethos

At Manor Park, we make reasonable adjustments to support children with ADHD characteristics. These adjustments support all learners. We believe our job is to support your child to develop appropriate strategies that they can build on to manage their needs independently.

## What is ADHD?

Attention deficit hyperactivity disorder (ADHD) is a condition that affects people's behaviour. Every person who has ADHD is different.

- People with ADHD can seem restless and may have trouble concentrating.
- They may act on impulse.
- People with ADHD may also have additional problems, such as sleep and anxiety disorders.

## I believe my child might have ADHD, but they don't have a diagnosis. Does this matter?

- We always aim to meet the need of the child, whether or not there is a diagnosis in place.
- We can support with a referral to Dorset County Hospital if this is a route you choose to take.

## Will my child be on the school's SEND Register?

- We monitor the needs of children with ADHD. They may need to be added to the school's SEND register, but not necessarily.
- We follow a graduated approach in determining the additional provision needed, and monitor on an assess, plan, do, review approach (SEND COP, 6.44).
- This step will be made in consultation with the family.

## What do I do if I am worried about my child's progress or wellbeing?

- Communication between parents and school is key for any child to achieve their best and this is especially important for children with special educational needs.
- We operate an open door policy so teaching staff are able to keep you updated on your child's progress in an informal way.
- Your child's class teacher is the first person to speak to if you have concerns as they know your child best (SEND COP, 6.36).
- It is also possible to meet with the school SENDCo to discuss any concerns you may have. The SENDCo can be contacted via the school office. Alternatively, you can arrange a meeting with the SENDCo and your child's class teacher after school.

## Parenting support

Our SENDCo or Family Support Worker is available to talk through your concerns and may be able to signpost you to support. Some links to useful organisations are belows:

[Action for Children](#)

[ADHD Foundation](#)

[ADHD UK](#)

[Dorset Education Advice Line](#)

[Dorset Educational Psychologist Advice](#)

[NHS advice](#)

[SENDIASS](#)

## Attendance: my child is anxious about coming to school every day.

- Many children with ADHD display anxious or dysregulated behaviour, but this can be masked in school.
- Low attendance can increase this, as the child is then worried about returning after a break, missed lessons, or friendship worries.
- Please talk to us about how we can ensure your child maintains a good attendance record.

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Inattention	Hyperactivity	Impulsivity
<ul style="list-style-type: none"> <li>• Finds it difficult to concentrate for a long period</li> <li>• May not finish tasks</li> <li>• Finds organising themselves difficult</li> <li>• Avoids sustained effort</li> <li>• May lose things and be forgetful</li> <li>• Easily distracted</li> </ul>	<ul style="list-style-type: none"> <li>• Fidgets</li> <li>• Leaves seat in class</li> <li>• May run or climb excessively</li> <li>• Finds it hard to work quietly</li> <li>• Always 'on the go'</li> <li>• May talk excessively</li> </ul>	<ul style="list-style-type: none"> <li>• May call out answers</li> <li>• Finds it hard to wait their turn</li> <li>• Interrupts others</li> <li>• Intrudes on other people's space</li> <li>• May have little sense of danger</li> </ul>

## Developing self-esteem and relationships

- Focus on what you want them to do rather than what you don't.
- Work with the pupil to create clear and simple rules.
- Reinforce and reward appropriate behaviour.
- Give the pupil credit for any progress made.
- Give the pupil credit for the amount of time and effort spent on work.
- Avoid singling out the pupil – name the behaviour.
- Control size and membership of any group work – begin with one positive peer buddy.

## Learning

- Give one task at a time and monitor progress.
- Use a timer to measure and extend time on task.
- Use pupil's name before giving instructions and if appropriate, ask for eye contact
- Chunk instructions and support with visual cues.
- Give a set time for writing and do not extend into breaktime – your pupil will need these breaks.
- Check regularly that the pupil is on task.

## Developing independence

- Encourage highlighting and underlining of main ideas when working.
- Use sticky notes to record questions and ideas to help prevent interruptions during a discussion.

## Environment

- Sit near the teacher within the class setting and surround with positive role models.
- Sit away from the window or the door.
- Minimise the amount of changes/disruptions, as far as possible.

## Developing strategies to manage needs

- Allow pupil to scribble, draw or squeeze blu-tac whilst you teach.
- Do a stop – 10 second count before hand-up/speaking.

## What happens when my child moves to the next stage in their learning?

- Transitions can be particularly difficult for children with ADHD, whether it is a small change in routine, a significant time of year (eg Christmas), a school trip, or a move to a new school.
- We ensure children are well-prepared for these changes, using strategies including social stories, pre-visits, meeting staff, pastoral groups.
- We liaise closely with past or future schools to share or gather information.
- Year 4 children are supported by the Transition Lead based at St Osmund's Middle School.
- Reception staff visit local preschools and nurseries.

LOVE FOR GOD, LOVE FOR EACH OTHER,  
LOVE FOR LEARNING