

# SEND Newsletter



This half-term's focus is... ADHD!



## Useful Websites for further Reading

- [ADHD UK - about ADHD](#)
- [Famous people with ADHD](#)
- [Success in School](#)
- [What is ADHD and what's not?](#)

## Suggested Watching

- [What is ADHD?](#)
- [Let's talk about ADHD](#)
- [Tips for Teachers](#)
- [T-Rex brain analogy](#)

## What do you need to know?

ADHD is a mental health condition. It can only be diagnosed by a medical professional. To place a child on Darlington's Neurodevelopmental Assessment Pathway, this form must be completed by home and school.

ADHD impairs both social and cognitive functioning in everyday life and can result in the following behaviours:

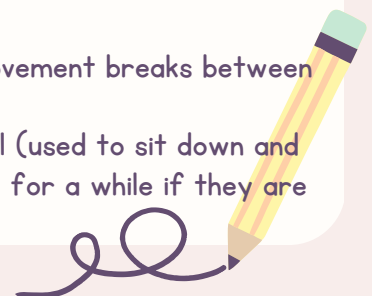
- Impulsiveness - acting before thinking, interrupting conversations, and little or no sense of danger.
- Hyperactivity - being unable to sit still, constantly fidgeting, and excessive movement.
- Inattentiveness - having a short attention span, being easily distracted, unable to concentrate on tasks, constantly changing activity or task, appearing as unable to follow instructions, and forgetfulness.

Treating a child with ADHD as though they are just badly behaved is likely to damage their self-esteem and worsen behaviour.

By remaining patient and being aware of the symptoms of ADHD, you can help any student who has the disorder to achieve their best. You should develop certain strategies to suit their learning style and allow them to focus better.

## How to support...

- 1) Build strong relationships with parents & aim to communicate frequently
- 2) Educate fellow pupils
- 3) Establish effective seating arrangements (keep them near you and away from distractions such as doors/windows if possible)
- 4) Establish rules and routines & frame these positively
- 5) Be simple, clear and direct. Be patient and prepared to repeat instructions frequently & consider displaying visual cues around the classroom to help keep the pupil on task.
- 6) Divide lessons and large projects up into smaller chunks, and vary both your content and materials. For example, use workbooks, games, and electronic devices
- 7) Allow extensions
- 8) Reward good behaviour
- 9) Make tasks interactive & plan for whole class movement breaks between tasks/lessons
- 10) Create a quiet area: this can be multi-functional (used to sit down and have some quiet time, or an area to move around in for a while if they are struggling to sit still).





# Celebrating our Successes

## Spring 1



### Charlie Y5 (HF)

Charlie has blown us away with his progress through the Autumn Term (particularly with his reading, for which he receives additional intervention 3x per week). His latest Reading Rocks assessment indicates that he has increased his reading age by 3 years in just a matter of months! He is so proud of himself that he has choreographed a special celebratory dance to show it. Guaranteed highlight of your day to see.



### Luke Y5 (NW)

Luke has made fantastic progress with swimming after just his first two lessons. He already had armbands off and has moved groups. The team are super proud of him and can't wait to see him keep going!



Similarly Northwood's SLB children have now taken part in two inclusive sports events, one of which was a panathlon! They made Mrs Popple and Mrs Delve so proud!



## NW SLB Outreach Service

Northwood's SLB outreach service received some lovely feedback from the schools they visited and delivered training to through the Autumn term. One reported that they would be purchasing Speech and Language Link and another shared that 'It was great to be given so many practical ideas as well as to learn about the understanding and the theory behind SLCN'.

