

At secondary school: Help create a structured environment so that these children have less problems with starting and completing tasks, making transitions, working with others, following directions, organising multi-faceted projects and maintaining attention: They need predictability, structure, short work periods, more individual instruction, positive reinforcement and an interesting curriculum, try to:

- appreciate and accept that the child cannot help her/himself: her/his behaviour is not prompted by naughtiness
 - have positive expectations
 - monitor progress regularly throughout the lesson
 - give directions clearly and frequently, and wherever possibly, visually (i.e. notes/timetable/lists)
 - be consistent, firm, fair and patient and give constant feedback and rewards
 - display 'classroom rules' which are unambiguous and written in a positive way
 - make clear lists - these children need reminders they can access themselves
 - repeat directions: write them, say them out loud more than once. Check that s/he understands
 - use deliberate eye contact when speaking to her/him (almost 'staring')
 - make sure he knows the boundaries: avoid long discussions about what is right and wrong in their behaviour: tell them what you want - give them the positives
 - avoid timed tests; they will not tell you what he knows
 - do not set lengthy homework tasks: go for quality
 - write down homework in their planners (pre-prepared stickers)
 - break down each task into its smaller component parts
 - allow 'time out' if required to move/de-stress/breathing/relaxation
 - make learning FUN – all children hate being bored
 - adopt stop, think, do approaches
 - adopt when and then approaches
 - allow de-stress, tactile or fiddle toys: tangle toys, stress shape etc
 - allow to doodle/make notes/mind maps when listening
 - consider access arrangements for tests/assessments/exams (minimise stress/distractions/anxiety, use of laptops for assignments, separate room, allow rest breaks and a need to move if necessary)
 - facilitate a quiet space in school that is accessible (chill out zone)
 - support smooth transitions between lessons (minutes earlier to/from lessons with a reliable buddy)
 - use learning mentor/buddies
 - have accessed/updated training around ADHD/ASD/co-morbidities
 - use of laptop for coursework/in place of written work
- **Questions to consider:**
- What support mechanisms are in place to assist the child in achieving their set targets?
 - Are the targets reasonable and achievable for someone with impulsivity, hyperactivity, attention deficit?
 - Have the whole school staff that teach and support the child and others with ADHD had recent training around understanding and managing ADHD? When was this?
 - Is the structure of support in place for the child compliant with the disability discrimination act and his diagnosed neuro-developmental disorders/SEND reforms?
 - How is the child's pupil premium been allocated to support their need since you knew about their diagnosis?
 - Are they sensory seekers or avoiders(visual, physical, tactile)...too much or not enough stimulus?