

SCHOOLS:- WORKING EFFECTIVELY WITH OUTSIDE AGENCIES

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World wide prevalence of ADHD...

In excess of 5%
with astronomical social
and economic costs

Negative consequences include

- academic underachievement
- unemployment
- substance abuse and dependence
- psychosocial problems
- social maladjustment
- family breakdown
- road traffic accidents
- teenage pregnancy
- incarceration

Co-morbidities – associated with ADHD

- Developmental disorders such as dyslexia, dyspraxia, dyscalculia, dysgraphia
- Primary general learning difficulties
- Secondary learning difficulties
- Autism Spectrum Disorder
- Sensory processing difficulties
- Tics
- Epilepsy (2-3 x higher rate)
- Sleep disorders including restless leg syndrome
- Asthma
- Obesity
- Eating disorders
- Cigarette smoking
- Alcohol and drug addiction
- Other addictions such as gambling
- Mood disorders such as depression, bipolar disorder, self-harm
- Anxiety disorders such as PTSD, social anxiety, separation anxiety, generalised anxiety
- Oppositional defiance and conduct disorder
- Personality disorders such as borderline personality disorder, antisocial personality disorder
- Psychotic disorders such as schizophrenia

The new theory on ADHD

Move from genetics to epigenetics
and environmental effects on ADHD

- Recognised as a disorder of self regulation
- Passed down – but idea of predictive gene is outdated
- Epigenetics
 - Over and above genetics

Epigenetic triggers:-

- young maternal age
- maternal mental health disorders
- low maternal educational level
- maternal tobacco smoking in the pre-natal period and in childhood (highly detrimental)
- maternal alcohol consumption in the pre-natal period and childhood
- violence in intra-uterine life and childhood, including domestic violence
- low socio-economic status
- emotional and nutritional deprivation
- exposure to stress (especially in 3rd trimester)
- family dysfunction
- lack of social support for mothers
- pre-term birth (not only extreme prematurity 23-28 weeks, but also moderate prematurity 33 - 36 weeks gestation)
- intra-uterine growth retardation and babies born too large for gestational age

Environmental effects

Research suggests that lifestyle changes may help to offset the effects of ADHD genes activated by genetic, chemical, dietary or other factors. More research is needed; however a few things are clear:

- **Omega -3 supplementation**
- **aerobic exercise**
- **restful sleep**
- **stress management**

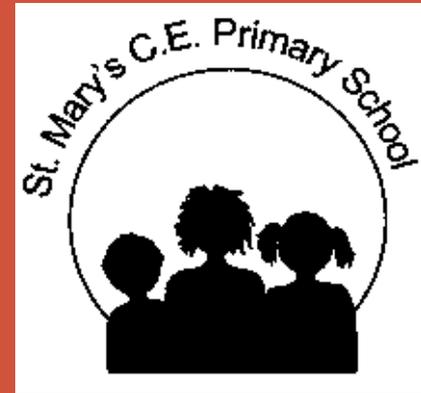
.... can have real and positive effects on ADHD both in adults and in children by stopping or slowing the negative epigenetic changes in the brain that worsen ADHD symptoms.

What can we do

- Educate ourselves and others
 - Access ADHD Foundation training – as professional
 - Create training opportunities for parents, children and families
 - Create an ADHD Friendly School – good for all
- Focus support on vulnerable/problem families
 - Housing, smoking cessation, drug and alcohol services, healthy living courses, pastoral support outside the school gate
 - Support to enable access to Disability Living Allowance, Carers Allowance
- Focus on you SEN registered children first
 - Qb check, rating scales
- Share information and refer to all relevant services
 - OT incl sensory Physiotherapy, Dev Paeds, Ed Psych CAMHS, SALT



WALK ON, WALK ON,
WITH HOPE
IN YOUR HEART
AND YOU'LL
NEVER WALK ALONE
YOU'LL NEVER
WALK ALONE



ST MARY'S PRIMARY

Understanding our Context



Our Context

- Mainstream
 - 2 -form entry- inner city primary
- Deprivation
 - Top percentile in deprivation index
- 70% FSM
 - has been 85%+
- 80% EAL
- % SEND
 - in line with national average (47 on SEND register) and increasing
- Ofsted – Outstanding from 2009
 - we were in Special Measures 2000

Unicef Children's Rights - Ethos



- Article 3:
 - Everyone who works with children should always do what is best for each child
- Article 28:
 - Your right to learn and to go to school
- Article 29:
 - Your right to be the best you can be



Overcoming Challenge –what we do

- Leadership and culture
 - Inclusion as standard
 - Rights respecting ethos
 - Community focus – whole family focus
- ADHD and many special educational needs
 - Often another barrier not the only barrier
- Creating conditions for learning
 - Tackling barriers for children and their families

Practical examples

- Invest in our community; work with stakeholders
 - Local Housing Association, - preventing evictions
 - Police- changing relationships
 - 42nd St YP Mental Health Charity exploring primary pathways
- Parents
 - Education offered to all parents.
 - ESOL for parents, Literacy and ICT classes, TA courses, Volunteering.
 - Advocating on behalf of parents
 - Our pastoral team – Debt, Mental Health, Domestic violence.
 - Parenting support
 - Raising aspiration in Moss Side.
- Inclusive response
 - Parents or children never being turned away when knocking on the door
 - Seeing challenges as opportunities to draw on the community as a resource.
- Making it easier
 - Walking bus and free breakfast
 - Our attendance is now above 97% . (SEND attendance in line and often above NA)

Adapting the classroom or our mind set?

What is good for children with ADHD or other learning support needs is good for everyone?

- Highly structured day for all children
- Named mentor who spends a little bit of time checking in over the week
- Peer mentors if things become too much outside
- Pupil voice activity
- Calm learning environments with positive behaviour management
- Visuals- including visual time tables
- Non verbal communication at transitions through the day
- Lunch in classrooms

We record a broader range of SEND challenges
and recognise the compound effects

What do we measure and share

- We record by cohort
- We record and report
 - Communication and interaction
 - General language delay
 - Specific language delay
 - Autism spectrum condition
 - Cognition and learning
 - Moderate learning difficulties
 - Specific learning difficulties
 - Severe learning difficulties
 - Sensory and or physical
 - Hearing
 - Physical
 - Medical
 - Visual
 - Other
 - Social, emotional and mental health

Does everyone

- **especially your Governing Body understand this**
- **and our interventions and results in this context**

Challenging the status quo

Building on what we've achieved, striving for the best for everyone.

- Working on the system
 - Teaching School
 - System Leadership
 - NLE
- Working in the school and community
 - Developing parent champions
 - Working in partnership with clusters of schools – city wide
 - Developing materials for and with other schools

NEXT STEPS

In light of what we've learned today

For more information

Look at the ADHD Friendly School Pledges

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QbCheck for Schools