SEND Supported
Embracing difference

ADHD

Anxiety

- Adjust expecatations and reduce demands.
- Break down long tasks into smaller more manageable steps
- Investigate /monitor anxiety and try to reduce it.
- Access to a 'safe space' within the classroom or somewhere in school.
- 5 Point Scales / Emotion Scales
- Allow access to stress reducing objects

Organisation

- Use a clear system for keeping track of completed and uncompleted work.
- Set up a visual schedule of classroom routine.
- 5 minutes each day for desks organisation etc.
- Observation
- Establish classroom routines.
- Use dividers and folders so that information can be easily located.
- Give two choices of tasks (both with same objective). One task should be easier than the other
- Clear and consistent systems and routines
- Seat the child at the front of the class with their back to the group

Attention

- Maximise use of writing frames, and glossaries for topic / subject related terms
- Provide structure within lessons
- Make simple, clear rules and have them on display
- Provide immediate and consistent feedback regarding behavior – incl. positives
- Negotiate achievable challenges
- A competitive element can be motivatitng and provide a focus
- Check for understanding
- Repeat back to adult, tell bubby, use symbols, white board
- Promote interaction skills
- Support group work by defining roles

Hyperactivity & Sensory

- Identify 'Teachable Moments',
- Sit child in low distraction area of class
- Maximise incidental learning.
- Accommodate
- Allow for restorative justice after an incident
- Assess sensory differences and plan a 'Sensory Diet'
- Build in 'movement breaks
- Access to toilet / drink. Run an errand

Concentration

- Maintain consistent routines
- Creative use of scheduled breaks
- Pre-warn upcoming transitions& allow time to settle
- Seat the child at the front of the class with their back to the group
- Use interests to motivate and engage
- Emphasis and highlight important points
- Underline the key words or vocabulary to keep focused and on track
- Surround the child with good role models
- Have a 'do now' activity on immediate entry class
- Avoid frequent shifts of attention and when on task leave child to get on

Symbols: Widgit Software Ltd : www.widgit.com

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