



Harlington and Sundon Lower Schools
'A place to belong, grow and succeed'

A Parent/Carers' Guide to ADHD



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This guide is designed to help you support your child, whether they have a formal diagnosis or you simply notice some ADHD traits. At Harlington and Sundon Lower Schools, we believe that parents and school are on the same team and we want to work together to ensure every child feels successful and supported.

What is ADHD?

ADHD stands for Attention Deficit Hyperactivity Disorder. It is a condition that can affect a child's behaviour in several ways, and symptoms vary from person to person. Common signs include:

- **Concentration:** Finding it hard to focus or being easily distracted.
- **Restlessness:** An inability to sit for long periods or fidgeting excessively.
- **Impulsivity:** Acting on impulse without thinking about the consequences.
- **Organisation:** Forgetfulness or difficulty following instructions.
- **Social Interaction:** Difficulty with turn-taking or an underdeveloped sense of danger.

What does the school do that supports children with ADHD?

Many of the things that we do in our schools as common practice for all children also benefit children with ADHD.

- **Structured Routines:** We use consistent classroom routines to provide a sense of security.
- **Visual Timetables:** These provide a shared understanding of what the day will look like and are used in every class..
- **Active Breaks:** We incorporate Stormbreaks into the day as brain breaks. Find out more at www.stormbreak.org.uk
- **Clear Expectations:** We check for understanding through questioning and set clear work expectations.
- **Seating Plans:** We carefully consider where a child sits to ensure the environment supports their ability to work best.
- **Memory Prompts:** We provide visual aids and prompts to minimise 'cognitive overload' (having too much information to process at once).

What else can the school do?

If your child requires more tailored support, we can offer further specialised interventions:

- **Sensory Tools:** We can trial the use of 'blu-tac' as a fidget toy, resistance bands on chair legs, or wobble cushions to help children who need movement to focus.
- **Sensory Environment:** We can provide ear defenders to reduce sensory overload and remain sympathetic to other needs, such as sensitivities to clothing textures or lighting.
- **Quiet Workstations:** Access to a quiet work area or individual station to minimise distractions.
- **Personalised Scheduling:** Use of a personalised 'Now/Next' board or a half-day schedule tailored to the pupil's specific stamina and needs.
- **Motivators:** Using high-interest rewards and motivators linked specifically to your child's passions.
- **Stop/Think/Do:** Teaching and implementing the 'stop, think, do' technique to help manage impulsivity.

What can I do at home?

- **ADHD-Friendly Routines:** Use a visual timetable for home life. Breaking morning and bedtime routines into small, pictured steps helps children who struggle with sequencing and forgetfulness.
- **The "Now and Next" Approach:** To help with transitions and focus, use clear 'now' and 'next' language (e.g., "Now we put on shoes, next we get in the car").
- **Immediate and Specific Praise:** Aim for a high ratio of praise. Be specific: "I love how you stayed in your seat until you finished your dinner."
- **Manage the Environment:** Minimise distractions during homework or meal times. A clear, uncluttered space helps a mind that finds it hard to filter out extra information.
- **Calm Zones and Emotional Regulation:** Create a 'calm space' (like a pop-up tent or a cushion corner). Teach "calm breathing" techniques during quiet times so they are ready to use them when the child feels overwhelmed or impulsive.
- **Physical Outlets:** Ensure plenty of opportunities for heavy work or high-energy play (climbing, running, jumping) to help regulate restlessness and improve sleep hygiene.





What might the next steps be?

- If concerns persist despite the strategies put in place, please arrange a meeting with your child's class teacher. They may then refer the child to the school's SENDCo (Special Educational Needs and Disabilities Coordinator).
- We may consider completing a Strengths and Difficulties Questionnaire and ask you to do the same. This helps provide a standardised view of your child's needs.
- You may wish to speak to your GP about 'Right to Choose' for ADHD Assessment.
- <https://bedslutonchildrenshealth.nhs.uk/neurodiversity-support/neurodevelopmental-assessment-and-diagnosis-process/#referral>

Where else I can get support?

- **UK ADHD Partnership:** Information and support groups (www.ukadhd.com).
- **Twinkl Parents' Hub:** ADHD-focused resources and visual aids (www.twinkl.co.uk/parents).
- **YoungMinds:** Specific advice for parents on ADHD (www.youngminds.org.uk).
- **ADHD Foundation:** Resources for families and neurodiverse children (www.adhdfoundation.org.uk).

We are on your team! We know that parenting a child with ADHD can be exhausting and, at times, overwhelming. Please know that we are here to support you just as much as we are here to support your child. Our shared goal is to see your child thrive.