

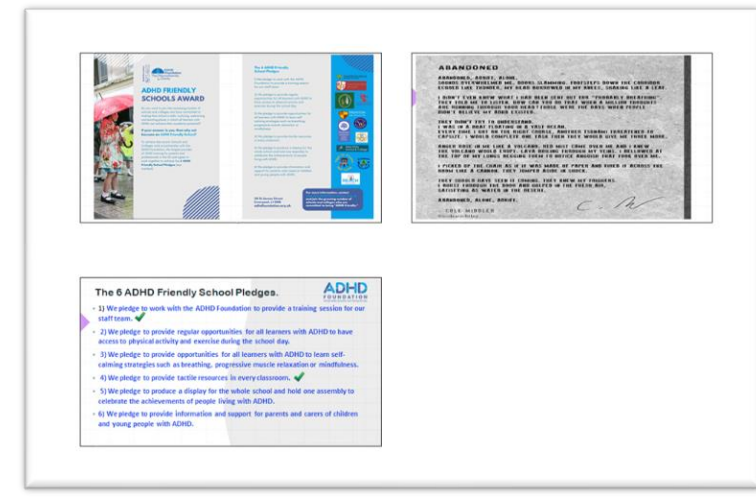
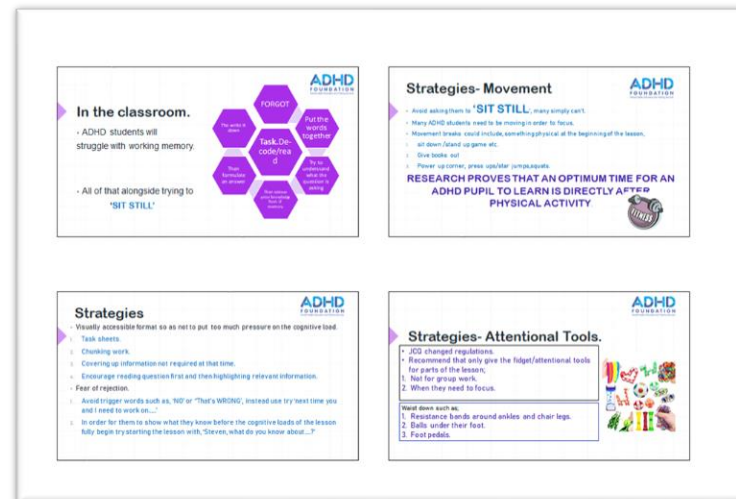
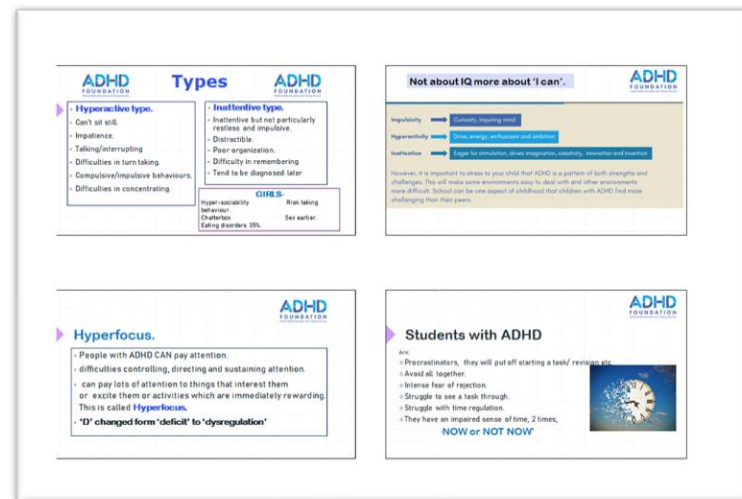
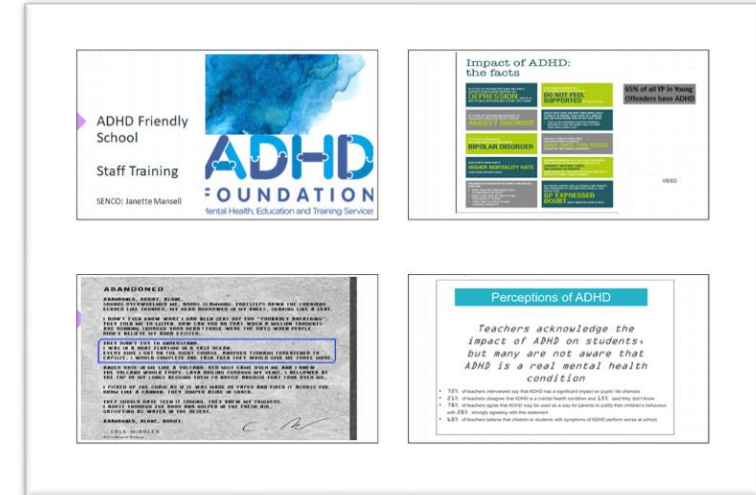
ADHD Friendly School Pledge

Burton PRU

1) We pledge to work with the ADHD Foundation to provide a training session for our staff team

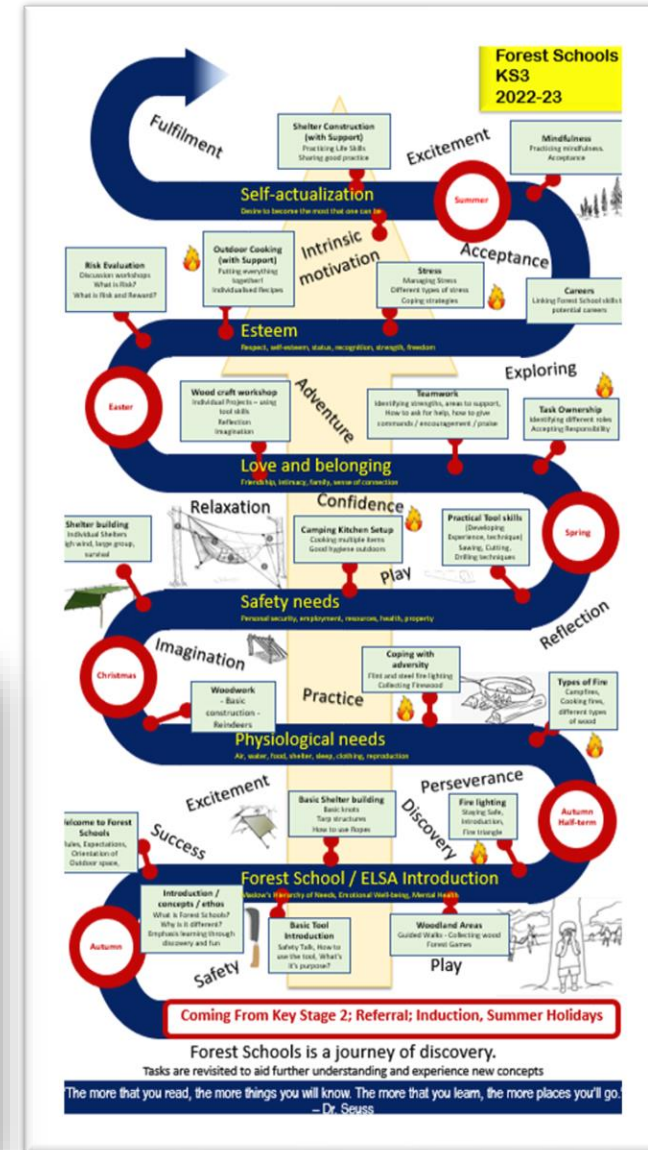
Staff Training provided by school SENCO Janette Mansell to all staff Spring Term 2023.

4 staff (incl. Headteacher & Pastoral Support Manager) attended ADHD Foundation training last year, cascading information to all staff via Briefings / De-briefings, Meetings & Supervision.



2) We pledge to provide regular opportunities for all learners with ADHD to have access to physical activity and exercise during the school day.

School timetable includes *PE* and *Forest Schools* sessions for all students with an ADHD diagnosis or currently being assessed for an EHCP.



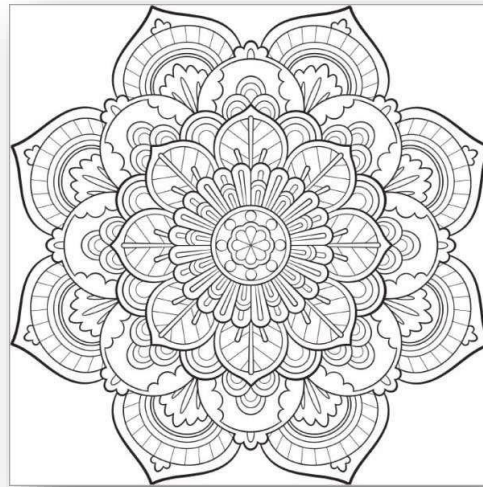
ADHD Friendly School Pledge

3) We pledge to provide opportunities for all learners with ADHD to learn self-calming strategies such as breathing, progressive muscle relaxation or mindfulness.

School staff include; Qualified ELSA staff member, HLTA and Pastoral Support Manager who offer drop-in and planned sessions to work alongside learners with ADHD. Teaching and encouraging the use of self-calming strategies and mindfulness.

Art – Teacher uses mindfulness techniques while painting / drawing, allowing students resources to use in other lessons when required.

Forest Schools – A variety of activities focused on self-calming and mindfulness; Hammocks with guided breathing, 'ground time' (looking up at the clouds / trees!) & fire circles.



ELSA: Relaxation

Get ready to relax. You can sit in a chair or lie down on a bed. Close your eyes and take a deep breath in.... now breathe out. Breathe in.... and breathe out.

Keep breathing slowly like this. Feel how it relaxes you to breathe deeply. Now squeeze your hands closed into fists. Pretend that you are squeezing a ball in each hand... gripping tighter.... squeeze even tighter.... Right now, your muscles are tense. And now relax. Let your hands go limp. Now your hands feel relaxed. See how relaxed your hands feel. See how tense feels different from relaxed. Relaxation is a way to make your whole body feel relaxed like your hands are now.

One way to relax your body is by breathing deeply. Imagine that your body is like a balloon. When you breathe in, feel your chest and sides expanding, like a balloon filling with air. When you breathe out, imagine your body is like a balloon shrinking with the air being let out.

Breathe in like a balloon being blown up. Now breathe out, like the air is being let out of a balloon. Let the air out by blowing the air through your mouth. Breathe in through your nose, imagining your body expanding like a balloon.... and now imagine letting the end of the balloon go, and the air rushing out as you breathe out through your mouth.

As you breathe in this time, raise your arms above your head. When you breathe out, lower your arms.

Breathe in. Reach your hands above your head, stretching high up... stretching.... and now lower your arms to your sides and relax. Breathe out.

Raise your arms and breathe in.... lower your arms and breathe out....

Raise your arms and breathe in.... lower your arms and breathe out.... Now relax and keep your arms at your sides, while you continue breathing slowly and deeply.

Remember the difference between tense and relaxed. Tighten your leg muscles to make both of your legs tense. Squeeze tighter.... tighter... and now relax.

Let your legs become very relaxed. Each leg is as floppy as a piece of string.

Your legs feel heavy. The muscles are loose.

Now tense your arms. Make the muscles very tight and tense. Tighter.... and now relax. Your arms are relaxed, limp and loose as pieces of string.

See how it feels to be relaxed. Your legs and arms are relaxed.

Now let your whole body become relaxed. See how relaxed you can make your body.... loosening every muscle.... no tension at all....

Your body feels heavy and relaxed.

Relax even more by noticing your breathing again. See how calm your breathing is. In.... and out.... in.... and out....

Keep breathing and simply relax. There is nothing you need to do right now except relax quietly.

(pause)

See how calm and relaxed you feel. It feels good to relax.

Your relaxation time is finished now, and it is time to return to your usual activities. Keep your eyes closed for a little longer while you wake up your body and your mind by wiggling your fingers and toes.... moving your arms and legs....

Sit still now for a moment and open your eyes to look around the room.

When you are ready, get up and return to your usual activities, feeling awake, but still feeling relaxed and calm.

4) We pledge to provide tactile resources in every classroom.

SENCO issued fidget toys distributed to each classroom (January 23 & September 23).

Fidget toys also created during Forest Schools / ELSA sessions



5) We pledge to produce a display for the whole school and hold one assembly to celebrate the achievements of people living with ADHD.

Whole School Assembly

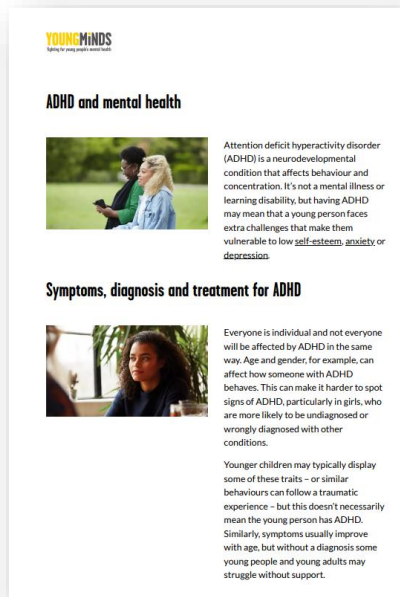
ADHD – Friday 13th October 2023

School displays – duplicated for all 3 sites

Enabling access to information for all students.

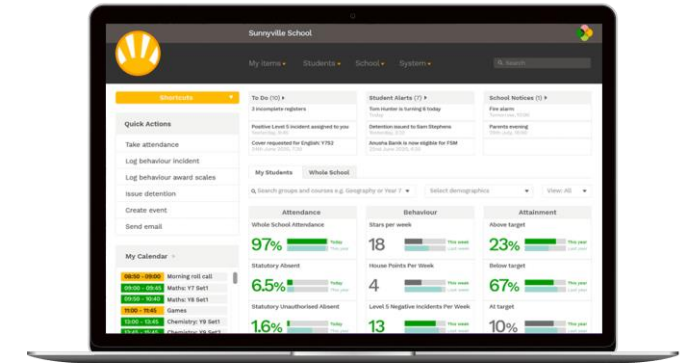


6) We pledge to provide information and support for parents and carers of children and young people with ADHD.



All ADHD students receive a weekly keyworker call to parents outlining work and behaviour. Parents are then given support and offered guidance to manage specific behaviours. All communications are logged on our online Information Management Software (Arbor).

Any updates on information relating to children and young people with ADHD are also posted out.



ADHD Bulletin

Reading and ADHD: 5 Top Tips

Rachel Varney, Therapeutic SENCo

ADHD Foundation
The Neurodiversity Charity

ADHD is not linked to intellect. However, some of the characteristics of ADHD can at times make it harder to concentrate, retain information, or keep focused. There can be difficulties around hyperactivity, impulsivity or 'zoning out'. Children with ADHD can struggle with their emotional regulation and have weak executive functions. They may struggle with working memory, learner anxiety, rejection sensitivity dysphoria, learned helplessness or unhelpful coping and avoidance strategies.

"I would find myself at the end of the chapter and not remember anything I had just read...I realised that I would have to go back and read it all over again."
Sophie – age 10

"I am a very slow reader. In primary school, I really hated to read because it took me a long time and I would have to read things over and over."
Reece – age 13

If we can identify that our child may be struggling with some of these elements, it can really help us to put measures in place to support their reading. This will help develop their confidence, motivation and hopefully enjoyment of reading.