

# REASONABLE ADJUSTMENTS SCHOOLS CAN MAKE IN RESPONSE TO THE NATIONAL ADHD MEDICATION SHORTAGE

## Classroom Learning

- Place the child near the front, ideally at a single or paired desk, and close to the teacher so they can prompt them if they lose focus.
- Ideally place young person away from the main pathway of 'traffic' in the classroom, which is away from the doors, windows, and any other distractions, or consider another area of the room which may be more suitable.
- Seat child near less distractible students and limit group work where possible.
- A young person may also find learning outside of the classroom in a smaller workspace or 'hub' environment helpful.
- Where possible, allow child to move round the classroom and introduce seat breaks during their lessons.

## Written Work, Assignment & Exam Considerations

- Provide child with a brief outline of the lesson plan at the beginning.
- Provide them with an example of what is to be expected from them in the lesson.
- Reduce expectations of their written work and utilise alternative ways of recording information.
- Provide extra time for young people to complete tasks, assignments, and examinations.
- During the lesson, try to include a variety of activities, prompts, and break down tasks into shorter chunks.
- Reduce writing requirements to that which is essential and use information technology.
- The additional provision of notes, a note-taker or lesson recordings can also be helpful.
- Where possible, limit activities per page and avoid any unnecessary pictures or visual stimuli.
- Provide them with an alternative environment for tests and exams.
- Allow movement breaks during an exam to aid their focus and attention.

## Organisation, Planning & Homework

- Break instructions down into small chunks, and recognise they may need to be repeated.
  - Use timers and alarms to help with their time management.
  - Where possible, don't give child more than one task to do at a time.
  - Use technology to aid their organisation and time management.
  - Encourage daily routines, use of visual timetables and checklists.
  - Incentivise young people with rewards to complete their work.
- A reduction in the volume of homework/assignments given, or differentiated to that which is essential.
  - Encourage the use of technology to assist the homework process.
- Encourage children to complete homework tasks at school where there will be more structure, fewer distractions, and staff who can offer support.
- Consider if parents could be allowed to be a 'parent secretary' for students with handwriting difficulties.
  - Consider the use of visual timelines within classrooms.

## Approach

- Praise improves concentration skills in students with ADHD, so when a child does something well, tell them how pleased you are that they've done it and say this in specific terms rather than in general.
- Try to catch the young person being good and take every chance to help them recognise their achievement; always remember to praise their effort rather than ability.
- If a child calls out in class, don't address them personally and instead address the problem to the whole class.
- Rewards change behaviour, so provide the child with short-term incentivised targets which are achievable and then negotiate their rewards together, varying them regularly to keep up their interest.
- Show kindness, patience and tolerance.

## Concentration Aids

- Allow young people to wear headphones or listen to music, as this may improve their ability to concentrate.
- Provide fidget toys, spinners, squeezable balls, tangle toys or other objects which can be helpful for them to fiddle with.
  - Allow the use of a doodle pad.
  - Some children may also find a 'wobble cushion' helpful.

For Further Information  
[www.adhdfoundation.org.uk](http://www.adhdfoundation.org.uk)  
[www.adhduk.co.uk](http://www.adhduk.co.uk)

