

Name:	Year :
Class Teacher	Teaching Assistant (days & times)
Background information The pupil was diagnosed with ADHD /ADD in... OR The pupil displays the following behaviours: inattention; hyperactivity; impulsivity; easily distracted; difficulty settling to activities; restless; fidgety; noisy; continually 'on the go'; frequently interrupts, talks out of turn.	
Dos <ul style="list-style-type: none"> • Position in the classroom in a quiet area with distance between other desks and where distractions are minimised. • Sit near a good role model. • Provide frequent, immediate and consistent feedback on behaviour and redirection back to task. • Be clear, concise and specific with instructions and break into small achievable chunks. • Give clear expectations of end outcome – demonstrating what is to be done rather than just saying it. • Check with the pupil 1 to 1 that he/she knows what he/she should be doing. • Use prompt sheet (or whiteboard) with key words/symbols/icons for the pupil to refer back to. • Repeat information as required. • Get the pupil to repeat back instructions. • Stress ball/fidget toy/specified object for permissible fiddling. (Not in assembly) • Keep page format for slides and worksheets simple - use large type and provide only one or two activities per page, ensuring white space on each page and avoiding extraneous pictures/visual distracters. • Suggest grounding techniques such as pushing hands together, against a wall or pushing down to lift self off chair. • Use a timer to set manageable 'targets' during work. • Remind about behavioural expectations during break times. • Get his attention and encourage him/her to look. • Give the pupil regular listening/learning breaks by providing alternative, physical activities. • Agree a private signal system with the pupil to notify the pupil of any off task/inappropriate behaviour/cue the pupil to stay on task. • Allow the pupil to use the standing desk as and when needed. • Encourage the pupil to write down thoughts and ideas and put them in a box on the desk for later teacher attention. • Allow to dictate/word process sometimes rather than always requiring handwritten work. • Shorten tasks – if he/she can demonstrate adequate mastery of skill in 5 items, don't require the pupil to complete 10 items. 	
Don'ts <ul style="list-style-type: none"> • Get frustrated with his/her lack of work – give gentle reminders and positive praise. • Force the situation if he/she is refusing to accept responsibility – use time out/calm down time and talk through later. 	
Rewards <ul style="list-style-type: none"> • Verbal praise - Reward immediate task completion wherever possible • Stickers, buggies, wow cards, email • 1:1 time with an adult / specific children 	Sanctions <ul style="list-style-type: none"> • In line with our Banwell Behaviour Blueprint - • Restorative conversations, reflection and restorative actions.
Action plan Teach the pupil memory strategies to recall what he/she hears e.g. rehearsal, visualisation, mind map and taking notes.	
Other information	