



All Saints C of E
Infant and Nursery School

Selston C of E
Infant and Nursery School

ADHD Policy

*Opening hearts and minds through
the grace and love of God*

ALL SAINTS CHURCH OF ENGLAND (VA) INFANT SCHOOL AND NURSERY SCHOOL

SELSTON CHURCH OF ENGLAND (VC) INFANT AND NURSERY SCHOOL

MISSION STATEMENT

Opening hearts and minds through the grace and love of God

At All Saints Infant School and Nursery School and Selston Infant and Nursery School children always come first and we try to nourish, challenge, prepare and inspire them within a Christian ethos.

We believe in valuing all who contribute towards the successful running of our schools including children, parents, carers, governors, teaching and non-teaching staff.

This Mission Statement lies at the heart of our schools' aims. It is the philosophical basis for all of the schools' policies and through these, for everything that happens in and round our schools. Our aspiration is for everyone at All Saints and Selston to:

- feel happy, secure, safe and valued at school
- develop a growing awareness of their own inner self and spirituality, and of the power of the Christian faith to transform lives
- develop healthy relationships based on care, trust, compassion and forgiveness
- show acceptance for and understanding of others who may have different beliefs or needs
- strive for the highest standards of achievement, developing the confidence and skills to be independent, motivated and self-disciplined learners
- have a positive approach to life, contributing to the well-being of the community and building hope for the future

We hope that children will leave our schools with open hearts and minds, ready to respond to the opportunities that lie before them and to experience the joy of life in all its fullness.

ADHD Policy

September

2024

This policy has been devised and written in response and commitment to the ADHD
Solutions training and Kite mark accreditation scheme.

Adopted September 2024

Review date September 2025

SENCO

Kathryn Woods

CONTENTS

Definition of ADHD	p2
Mission Statement	p2
1. Aims and objectives	p3
2. Responsibility for the coordination of ADHD provision	p 4
3. Arrangements for coordinating ADHD provision	p4
4. Admission arrangement	p5
5. Specialist ADHD provision	p5
6. Facilities for pupils with ADHD	p5
7. Allocation of resources for pupils with ADHD	p6
8. Identification of pupils' needs	p6
9. SEN support for pupils with an ADHD diagnosis or showing traits of ADHD...	p6
10. Working with parent/carers of pupils with ADHD	p7

A definition of Attention Deficit and Hyperactivity Disorder

"Children and young persons whose behaviour appears impulsive, overactive and/or inattentive to an extent that it is unwarranted for their developmental age and is a significant hindrance to their social and educational success

"British Psychological Society (2000)

" ADHD can hinder a child's communication and interaction with other people, it can stop them from learning facts and skills essential for success in life, and it can cause behavioural ,emotional and social difficulties which affect their psychological wellbeing" Fintan O'Regan " Successfully Managing ADHD A handbook for SENCOs and teachers " Routledge 2014.

It is estimated that ADHD affects up to 5% of all children, making it the most common behavioural disorder in the UK. The disorder can run in families, develops in childhood sometimes by the age of 3 to 5 years, sometimes sooner. Children diagnosed in childhood will continue to be impaired into adolescence and into adulthood.

Mission statement

We are committed to raising the knowledge and behaviour of our children to the highest level by nurturing all children entrusted to our care.

We are committed to ensuring that all children achieve their full potential and are fully included in all aspects of our school and community life.

We create an environment where appreciation and understanding of the world and its opportunities is underpinned by our commitment to the Christian faith.

We will integrate ICT into every aspect of school life to equip all key stakeholders with skills and confidence to unlock the potential of ICT and apply this in an ever changing world.

As a school community we fully recognise the importance of recognising and providing a supportive environment that can identify, understand and respond with empathy, knowledge and expertise to children with ADHD or who may be displaying ADHD traits.

We are committed to working with parents/carers as partners in planning and supporting their child and family.

1 Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.

- To identify children showing ADHD traits and ensure that all of their needs are met using strategies as identified in the ADHD Solutions kite mark training.
- To maximise the opportunities for children with ADHD or showing ADHD traits to join in with all the activities of the school
- To provide a differentiated curriculum appropriate to the individual's needs and ability of pupils with ADHD or showing ADHD traits.
- To use the range of appropriate systems identified in the ADHD Solutions kite mark to successfully include pupils with ADHD and ADHD traits in school. To provide the supportive ethos necessary to enhance their self-esteem and value their own contribution to our settings.
- To encourage regular and effective communication between parents/carers and school with specific references to effective practise and partnership in relationship to ADHD.
- To encourage learners with ADHD to express their views and to be fully involved in their learning.
- To ensure that pupils with ADHD are involved, where practicable, in decisions affecting their future SEN provision

We recognise that many pupils will have special educational needs at some time during their school life. Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents/carers, staff and pupils working together.

Objectives

- Identify the needs of pupils with ADHD or showing ADHD traits as early as possible. This is most effectively done by gathering information from parents/carers, education, health and care services and any pre-school or external settings prior to the child's entry into the school.
- Monitor the progress of all pupils in order to aid supporting pupils with ADHA or showing ADHD traits. Continuous monitoring of those pupils by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with ADHD or showing ADHD traits have full access to the National Curriculum. This will be co-ordinated by the SENCO and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents/carers to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding ADHD procedures and practices, providing regular reports on their child's progress, and providing information annually on the provision for pupils within the school as a whole, and the effectiveness of the ADHD policy and the school's support of pupils with ADHD or showing ADHD traits.

- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.
- Create a school environment where pupils feel safe to voice their opinions of their own needs. This means providing regular formal and informal one to one meetings between pupils, teaching assistants assigned to a particular child, class teacher and SENCO and will be made successful by carefully monitoring the progress of all pupils. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life [e.g. *membership of the Schools Council/ Pupil Voice*]. Pupils who have ADHD or are showing ADHD traits will be actively encouraged and supported to join in with any activities this may include.

2 Responsibility for the coordination of ADHD provision

The following people have particular responsibilities, and these will vary and change depending on the needs of individual children and their families.

Executive Head teacher	All Saints / Selston	Joanne Redfern
Temporary Acting Head	All Saints/Selston	Lynette Hardwick
SENCO		Kathryn Woods

3 Arrangements for coordinating ADHD provision

The SENCO will hold details of all SEN Support records for children identified as needing support for ADHD or ADHD traits. This will include SEN support plans, provision maps, minutes of review meetings or structured conversations and targets for individual pupils, as well as reports from outside agencies including Health or Speech and language teams. Class teachers will also have a copy of IEP's or alternatives and targets for individual pupils.

All staff can access:

The school's ADHD Policy;

- Guidance on identification in the Code of Practice (SEN Support and pupils with Education, Health and Care Plans);
- Information on pupils who have ADHD or are showing ADHD traits, individual profile, targets set and copies of their review minutes and any outcomes.
- Practical advice, teaching strategies, and information about ADHD and how it may affect young learners
- Information available through Nottinghamshire's SEND Local Offer

This information is made accessible to all staff in order to aid the effective co-ordination of the school's ADHD provision. In this way, every staff member will have complete and up-to-date information about all pupils with ADHD or showing ADHD traits. They will understand their requirements and be able to provide for the individual needs of all pupils. Parents will have access to their child's individual support records and an

overview of the school's provision via the Schools Local Offer and the annual school SEN Information Report.

4 Admission arrangements

The admission arrangements for ALL of our pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN including pupils identified as having ADHD, those with an Education, Health and Care plan and those without.

5 Specialist SEN provision

All of our teachers in both schools teach children who have ADHD or are showing ADHD traits.

Key responsibilities of the SENCO supported by the Pastoral leader and the TA with responsibility for SEN include

- Overseeing the day to day operation of the ADHD policy
- Liaising with and advising teachers around strategies and support plans for pupils with ADHD or showing ADHD traits.
- Co-ordinating provision for children with ADHD and ADHD traits.
- Identifying additional training and developing expertise to meet the needs of individual children who may have more complex needs resulting from having ADHD.
- Liaising with parents/carers of children with ADHD or our showing ADHD traits.
- Liaising with parents/carers of children who have ADHD or are showing ADHD traits.
- Identifying, organising and contributing to the in-service training of all staff and Governors in line with the ADHD solutions kite mark and any other appropriate training to meet the needs of children with ADHD or showing ADHD traits.
- Where appropriate liaising with external agencies including Schools and Family Services, Educational Psychology services, health and social services and Voluntary bodies with specific reference to ADHD information and support.

6. Facilities for pupils with ADHD

Our school complies with all relevant accessibility requirements, and this includes facilities for pupils with ADHD.

7. Allocation of resources for pupils with SEN

All pupils with ADHD will have access to Element 1 and 2 of the school's budgets which equates to £6,000. Some pupils with ADHD may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, the local authority retains additional funding. This is accessed through the Family of Schools. The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

8 Identification of pupil's needs with specific reference to pupils with ADHD or showing ADHD traits.

Children in pre-school are too young to be given an ADHD assessment. However, they may show traits of ADHD. If a child in pre-school is showing ADHD traits this would need a discussion with parents/carers and investigating along with ruling in or out other conditions. Observations by the SENCO and the gathering of information from key people in the child's life. This process is not to arrive at a diagnosis but to identify the child's strengths and talents to plan successful intervention in school and other contexts.

The same process would also be followed in school and the SNAP-IV Teacher and Parent Rating Scale (Revision of the Swanson, Nolan and Pelham (SNAP) questionnaire (Swanson et al.1983) would be used as an initial information gathering process. Observations and information from key people at home and school would be used as above. For children showing ADHD traits and for children who are given a diagnosis of ADHD the Graduated approach as identified in the SEND code of practise will be followed.

9. SEN SUPPORT for children showing ADHD traits or have a diagnosis of ADHD.

This support will be based on the four-part process of
Assess

Plan

Do

Review

When following the four-part process and to provide the best possible support to make a real difference for pupils showing ADHD traits or who have a diagnosis of ADHD the recognised factors and the examples of strategies as outlined in the ADHD solutions Kite mark will be central to supporting individual pupils. These are

- 1 An ADHD friendly environment.
- 2 Training and support
- 3 Teaching and Learning
- 4 Communication
- 5 Home-school partnership.

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of any support, strategies or interventions with specific reference to successful ADHD support as outlined in the ADHD solutions training. It will also take account of the views of the pupil and their parents/carers. Parent/carers of pupils with ADHD or showing ADHD traits have a pivotal role to play in these discussions. The sharing of strategies between home and school is essential for the child involved in these meetings. Pupils will be supported to express how they feel about the progress they are making and their hopes and aspirations for the future. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development

in relations to our understanding of quality first provision for pupils with ADHD or showing ADHD traits.

Parents/carers will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Referral for an Education, Health and Care Plan

If a child with ADHD or showing ADHD traits is showing significant or profound difficulties, they may undergo a Statutory Assessment Process which can be requested by the school or by parents/carers. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral by the school for an EHCP will generally be taken at a progress review.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents/carers
- Teachers
- SENCO
- Social Care
- Health professionals
- Any other relevant outside agencies who may be involved

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

www.nottinghamshire.sendlocaloffer.org.uk

or by speaking to an Education, Health and Care Plan Co-ordinator on
01159774012 or 01159773323

or by contacting Ask US (formerly the Parent Partnership Service) on
09001217772

10. Working in partnership with parents/carers.

Our schools believe that a close working relationship with parents and carers is vital in order to ensure: -

- a) Early and accurate identification and awareness of pupils who may be showing ADHD traits or have a diagnosis of ADHD.

- b) The continuing social and academic progress of children who may be showing ADHD traits or have a diagnosis.
- c) Personal and academic targets set and met effectively.

Our school has an open door policy for parents/carers to make contact if they have a particular concern about their child and/or the provision being made for their child.

In cases where more frequent regular contact with parents/carers is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents/carers of pupils with children who are showing ADHD traits or may have a diagnosis of ADHD to the local authority ASK Us (Parent Partnership service). Or to any other appropriate support group where specific advice, guidance, support or sign posting may be obtained.

If we feel that a pupil may be showing ADHD traits or a diagnosis has been given parents/carers, and the pupil will always be central to decision with regards to future planning and provision. Parents/carers are always invited to attend meetings with external agencies regarding their child and are kept up to date and central to discussions on any points of action drawn up in regard to the provision for their child.

SENCO is Miss Kathryn Woods

Selston SEN governor is Mrs Linda Hanson

All Saints SEN Governor is Mrs Ann Mills

Both may be contacted in relation to SEN and ADHD matters via the All Saints school office on 01623 459199 or Selston school on 01773 780131.

Further information about the following can be found on the school website as a part of the Special Educational Needs Policy.

www.selston.snmat.org.uk

www.huthwaite.snmat.org.uk

- Access to the curriculum, information and associate services.
- Inclusion of pupils with SEN
- Evaluation of provision
- Complaints procedure
- In service training (CPD)
- Links to support services