



# HJS SEND NEWSLETTER

Welcome to the half-termly Special Educational Needs and Disabilities (SEND) newsletter for Hillborough Junior School.

## THIS MONTH'S TOPICS:

- ADHD information
- How to support a child with ADHD at home
- Support groups for parents

## WHAT IS ADHD?

Attention Deficit Hyperactivity Disorder (ADHD) is a condition that includes symptoms such as inattentiveness, hyperactivity and impulsiveness.

Symptoms of attention deficit hyperactivity disorder include a short attention span, constantly fidgeting and acting without thinking.

Attention deficit hyperactivity disorder can often be treated with medicines and talking therapies.

It's not clear what causes attention deficit hyperactivity disorder, but it tends to run in families.

## ADHD SUPPORT

Some great websites to look at for information are:

<https://www.youngminds.org.uk/parent/a-z-guide/adhd/#HowcanIhelpmychildwithADHD>

<https://adhdfoundation.org.uk/parents/>

### Supporting children with ADHD at home.

Although it can be difficult at times, it's important to remember that a child with ADHD cannot help their behaviour. People with ADHD find it difficult to suppress impulses, which means they do not stop to consider a situation, or the consequences, before they act.

If you're looking after a child with ADHD, you may find the below advice helpful.

#### **Plan the day**

Plan the day so your child knows what to expect. Set routines can make a difference to how a child with ADHD copes with everyday life. For example, if your child has to get ready for school, break it down into structured steps, so they know exactly what they need to do.

#### **Set clear boundaries**

Make sure everyone knows what behaviour is expected, and reinforce positive behaviour with immediate praise or rewards. Be clear, using enforceable consequences, such as taking away a privilege, if boundaries are overstepped and follow these through consistently.

#### **Be positive**

Give specific praise. Instead of saying a general: "Thanks for doing that," you could say: "You washed the dishes really well. Thank you."

This will make it clear to your child that you're pleased and why.

#### **Giving instructions**

If you're asking your child to do something, give brief instructions and be specific. Instead of asking: "Can you tidy your bedroom?" say: "Please put your toys into the box and put the books back onto the shelf." This makes it clearer what your child needs to do and creates opportunities for praise when they get it right.

#### **Incentive scheme**

Set up your own incentive scheme using a points or star chart, so good behaviour can earn a privilege. For example, behaving well on a shopping trip will earn your child time on the computer or some sort of game.

Involve your child in it and allow them to help decide what the privileges will be.

These charts need regular changes or they become boring. Targets should be:

immediate - for example, daily

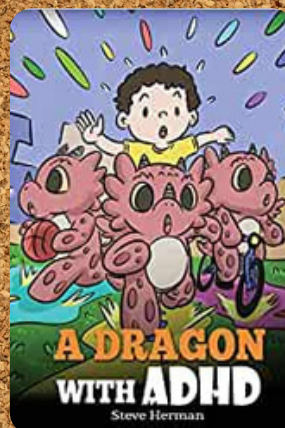
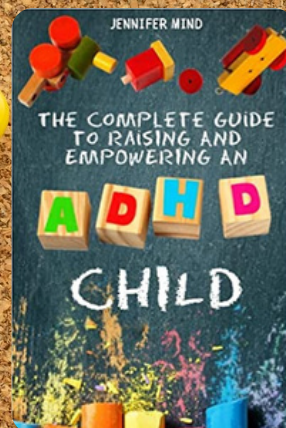
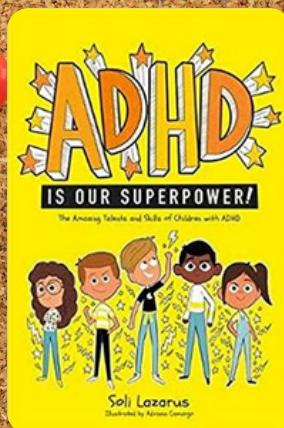
intermediate - for example, weekly

long-term - for example, 3-monthly

Try to focus on just 1 or 2 behaviours at a time.



There are lots of great books about ADHD that will help children to understand what it means and to see that it isn't something to worry about. Here are a few suggestions.



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SIGHT	TOUCH	SMELL AND TASTE	MOVEMENT AND BODY SENSE	SOUND
<p><b>Holds objects close to eyes</b></p> <ul style="list-style-type: none"> <li>• Eye test to check for short-sightedness</li> <li>• Help child to filter out irrelevant information and focus on what is important to them</li> </ul> <p><b>Fascinated by tiny threads on carpet/small patterns</b></p> <ul style="list-style-type: none"> <li>• Place large play mat/cloth on floor to discourage thread pulling and encourage task focus</li> </ul> <p><b>Stares at fluorescent lighting</b></p> <ul style="list-style-type: none"> <li>• Offer sensory environments as relaxing alternative</li> </ul> <p><b>Likes to see toys spinning</b></p> <ul style="list-style-type: none"> <li>• Incorporate spinning in play activities, gradually reducing spinning and increasing emphasis on toy function, eg rolling</li> </ul> <p><b>Excited by flashing lights on toys</b></p> <ul style="list-style-type: none"> <li>• Limit toys to use as motivators for short periods</li> </ul> <p><b>Turns lights off/avoids looking at print in books</b></p> <ul style="list-style-type: none"> <li>• Increase natural colours in child's environment</li> <li>• Keep artificial lights dimmed; increase natural light</li> <li>• Reduce unnecessary visual information</li> <li>• Create 'den' or designated area which is visually sympathetic for the child and focus on what is important to them</li> </ul>	<p><b>Avoids holding hands with adults or children</b></p> <ul style="list-style-type: none"> <li>• Use a no pressure approach and allow child to watch from a distance</li> <li>• See if child will tolerate adult holding onto a sleeve</li> <li>• Expose child to range of tactile experiences</li> </ul> <p><b>Craves rough and tumble play</b></p> <ul style="list-style-type: none"> <li>• Build more gentle play sequences into play</li> <li>• Include a wind down period in this play and gradually increase time</li> </ul> <p><b>Holds people tightly/leaning on others</b></p> <ul style="list-style-type: none"> <li>• Give firm handshakes or high fives throughout the day</li> <li>• Play clapping and guess the object by feeling games</li> <li>• Divert child to pressure toys eg squeeze balls, encourage to press down on a beach ball</li> </ul> <p><b>Strips off clothing</b></p> <p>Analyse what the issue is:</p> <ul style="list-style-type: none"> <li>• Are tags rubbing? Remove if possible</li> <li>• Stick to familiar acceptable clothes and gradually introduce new garments for short periods</li> <li>• A fitted vest/body stocking can sometimes help to comfort against irritating fabrics</li> </ul> <p><b>Finds nappy change distressing</b></p> <ul style="list-style-type: none"> <li>• Ensure mat is not cool – place towel underneath child when changing</li> <li>• Determine if child needs firm or light touch and use single quick movements</li> <li>• Team activity with familiar song or toy</li> </ul> <p><b>Avoids messy play</b></p> <ul style="list-style-type: none"> <li>• Incorporate familiar toys into messy play, eg car in paint tray</li> <li>• Let child manipulate materials with long, then short handle tools</li> <li>• Use Ziploc bags filled with messy materials for close exploration</li> </ul> <p><b>Doesn't show distress when hurt</b></p> <ul style="list-style-type: none"> <li>• Expose to variations of touch eg light and firm to help child to learn to identify different sensations</li> </ul>	<p><b>Smells toys before playing</b></p> <ul style="list-style-type: none"> <li>• Show alternative ways of identifying toys, eg by texture</li> <li>• Use scratch and sniff books during play</li> </ul> <p><b>Puts objects up nose</b></p> <ul style="list-style-type: none"> <li>• Show child appropriate distance to hold objects when smelling them</li> <li>• Allow to sniff different fragrances on large pieces of fabric</li> </ul> <p><b>Eats non-food items</b></p> <ul style="list-style-type: none"> <li>• Intervene and replace with small food item; use small box with seal to encourage child to eat edible items</li> <li>• Direct to special box of chewable toys (teethers, rings) each time an inedible item is put in mouth</li> </ul> <p><b>Chews/mouths everything</b></p> <ul style="list-style-type: none"> <li>• Possibly at stage of development where mouth exploration is dominant</li> <li>• Provide with range of textured toys/objects to explore with hands</li> </ul> <p><b>Bites people for no apparent reason</b></p> <ul style="list-style-type: none"> <li>• Could be experiencing overload. Approach child slowly from front, not touching child</li> <li>• Child could wear a small rubber ring to divert to when he feels urge to bite</li> </ul> <p><b>Refuses to sit at table to eat</b></p> <ul style="list-style-type: none"> <li>• Adult to model sitting at table with child</li> <li>• Decrease amount of time child is expected to sit at table. After short period of appropriate sitting, allow to move away to do favourite activity</li> </ul> <p><b>Licks people/objects</b></p> <ul style="list-style-type: none"> <li>• Divert child to different ways of identifying people through sight and touch</li> </ul>	<p><b>Climbs to excess</b></p> <ul style="list-style-type: none"> <li>• Give lots of opportunity to play on large play equipment</li> <li>• Play running /catch games</li> </ul> <p><b>Seeks rocking motion</b></p> <ul style="list-style-type: none"> <li>• Engage in paired play eg row the boat, roly poly song</li> <li>• Use of a large child sized gym ball to simulate rocking motion</li> </ul> <p><b>Spins excessively</b></p> <ul style="list-style-type: none"> <li>• Play games where spinning appropriate, eg ring a roses</li> <li>• Read books that involve swirling actions, eg, Bear Hunt</li> </ul> <p><b>Constantly on the move</b></p> <ul style="list-style-type: none"> <li>• Provide child with regular, frequent bursts of gross motor play</li> <li>• Reduce time spent on sit down activities</li> </ul> <p><b>Difficulty negotiating around obstacles</b></p> <ul style="list-style-type: none"> <li>• Raise sight awareness of obstacles with regular reminders</li> <li>• Put visual markers on fixed obstacles</li> <li>• Play games involving moving around obstacles</li> </ul> <p><b>No sense of danger when climbing</b></p> <ul style="list-style-type: none"> <li>• Ensure safety by diverting climbing to appropriate play equipment and reinforcing 'no climbing here'</li> </ul> <p><b>Difficulty with fine motor skills</b></p> <ul style="list-style-type: none"> <li>• Provide fine motor play opportunities</li> <li>• Encourage play with tactile manipulative toys, eg squishy balls</li> </ul>	<p><b>Distressed by loud, sudden noises eg balloon popping, child screaming</b></p> <ul style="list-style-type: none"> <li>• Identifying noise through visual and verbal labelling can reassure, eg 'wow it's the balloon, look!'</li> <li>• Encourage child to play with object or watch others play with it</li> <li>• Create fun games, eg blowing up balloon and letting it go, releasing small squeaky bursts of air, etc.</li> </ul> <p><b>Becomes over excited from repetitive sounds</b></p> <ul style="list-style-type: none"> <li>• Use sand timer to show that activity is going to finish</li> <li>• Limit access to sound before it over-stimulates the child</li> </ul> <p><b>Distressed by everyday noises eg hand dryer</b></p> <ul style="list-style-type: none"> <li>• Encourage child to stay at distance but in same room, so they can see it but feel protected</li> <li>• Visually identify sound source to ease anxiety.</li> <li>• Eventually encourage child to move near it... touch it...turn it on</li> </ul> <p><b>Places hand over others mouth when they sing/talk</b></p> <ul style="list-style-type: none"> <li>• Prepare the child by providing explanation if group are going to sing</li> <li>• Try to ensure that one adult talks to child at once</li> <li>• Use soft, calm voice. Speak in short, simple sentences and focus on what is important to them</li> </ul> <p><b>Doesn't respond when spoken to</b></p> <ul style="list-style-type: none"> <li>• Eliminate hearing difficulty</li> <li>• Provide structured teaching in distraction free area for short periods</li> <li>• Use child's name at start of any interaction</li> <li>• Use animation in voice to help child pay attention</li> <li>• Basic work on identity/name recognition using photographs and labelling tray, chair, etc to support with recognition</li> </ul>



My child has received a neurodiversity diagnosis (e.g. Autism or ADHD)

Where can I find help and information?

The **DIAGNOSIS SUPPORT PACK** is an online '*one-stop shop*' for information, resources and signposting for families.

- Introduction
- Positives of Neuro-diversities
- Holistic Approach
- What to expect at your appointment
- Sleep
- Medication
- Talking about a diagnosis
- Sensory Processing Needs
- Mental Health
- Supporting Social Communication Development
- Best Practice Guide for Professionals
- Contact Information and Resources
- Jargon Buster
- Printable resources and links



[www.cambcommunityservices.nhs.uk/dsp](http://www.cambcommunityservices.nhs.uk/dsp)



This pack has been co-produced with the help of parents, young people, local Parent Carer Forums, CAMHS, Education Psychology and other key partners.



Bedfordshire  
Community  
Health Services

Luton  
Children & Adults  
Community Health Services



FLAG is an **online support group** for parents and carers of children affected by autism living in Luton.

The meeting is hosted by the Autism Spectrum Team, part of the Special Educational Needs Service at Luton Council.

Meetings are held on Zoom, and password protected for your security.

*Osoby zainteresowane spotkaniem z polskim konsultantem mogą zgłosić swój udział emailem  
If you would like to talk with our Polish speaking Advisor at the meetings, please notify us by email.*

### Spring/ Summer Term

#### Meeting Dates:

**Thursdays 4.30-5.30pm**  
3rd February  
17th March  
12th May  
14th July

#### How to join:

- Sign up to the FLAG mailing list
- Request to join the Zoom Meeting
- Await the joining instructions.
- *For face to face meetings please request information for the SWAN group*

Contact: [chloe.bishop@luton.gov.uk](mailto:chloe.bishop@luton.gov.uk)

**Luton**

In partnership with Windmill Hill School, The Autism Spectrum Team host the support group for families affected by autism in the local community.

Support  
With  
Autism  
Network



Parents and carers are welcome to attend.

Please join us for a hot drink, conversation, and the opportunity to share information and advice on a range of topics in a supportive environment.

*We do not expect parents to bring children to these meetings*



### 2022 Meeting Dates

**Wednesdays 10-11.30am**

12th January  
23rd February  
27th April  
15th June

**Main Entrance, York St, Luton LU2 0HA**

For the safety of all members, we kindly ask that you take a Covid home test before attending.

Contact the Autism Spectrum Team (SENS): **01582 548151**,  
[chloe.bishop@luton.gov.uk](mailto:chloe.bishop@luton.gov.uk) for more information, including details about FLAG, our online support group.

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**Luton**