

SUPPORTIVE PRACTICE

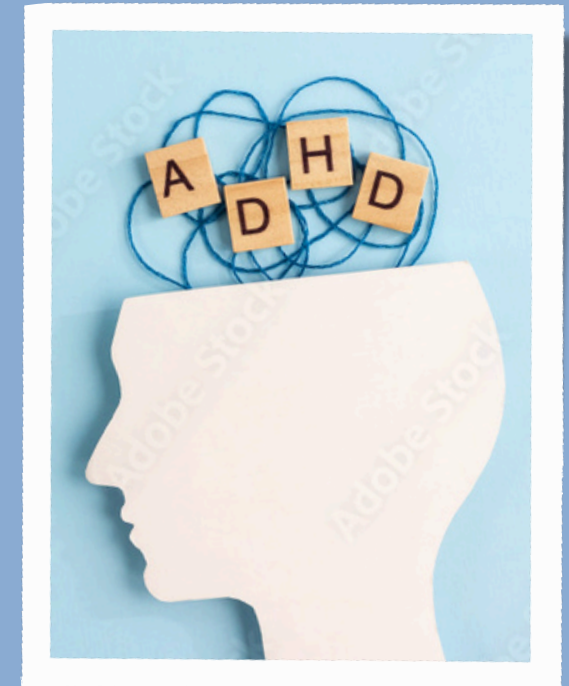
- Active communication between home and school through use of dojo/email/meetings/phone consultations
- Weekly social and emotional learning sessions
- Movement breaks
- Focus Tools
- Doing more; talking less
- Use of personalised, child led learning
- Up-to-date training and support from outside agencies

USEFUL LINKS



ADHD

ATTENTION DEFICIT HYPERACTIVE DISORDER



VICTORIA ROAD PRIMARY



WE WILL NURTURE
CONFIDENCE, EXPLORATION
AND GROWTH, GUIDED BY
OUR VALUES



ADHD + ENVIRONMENT = OUTCOME

At Victoria Road, we do our best to create flexible environments for supporting all learners.

Our staff will:

- keep up to date with relevant training
- create inclusive learning environments for all learners
- follow the 6 pledges to remain an ADHD friendly school
- teach calming and self-regulation techniques



6 PLEDGES PROVIDED BY THE ADHD FOUNDATION



SELF-REGULATION STRATEGIES

ADHD is just one condition that falls under the umbrella term of Neurodiversity; all brains work differently and many are not neurotypical.

Our training has taught us that ADHD is about:

- having variable attention
- internal and external hyperactivity
- difference; NOT disorder

Our community will:

- communicate effectively with school and inform staff of any changes or difficulties
- respect confidentiality and diversity
- be curious and ask questions about neurodiversity



CLASS DOJO FOR HOME-SCHOOL COMMUNICATION



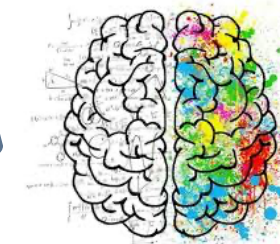
OUR SCHOOL VALUE OF CURIOSITY

Together, we will:

- support our neurodiverse learners
- celebrate diversity and the strengths that come with it
- give our children strategies to help them succeed
- create safe environments for children to learn about themselves and thrive



MAKE EVERYONE FEEL SAFE



CELEBRATE MINDS OF ALL KINDS