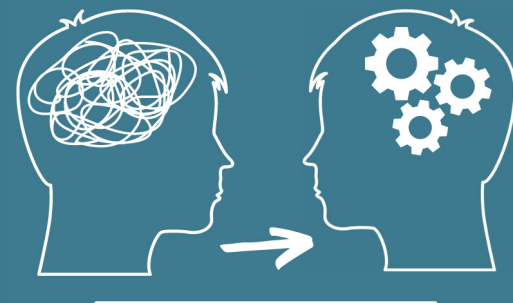


Creating inclusive learning environments

Reasonable adjustments
for ADHD in schools



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Inclusive education

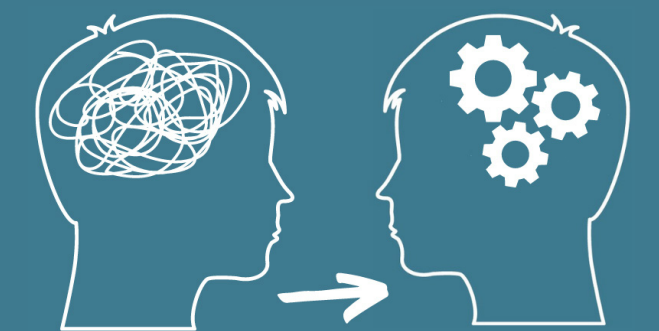
The Equality Act 2010 mandates that schools must take reasonable steps to prevent substantial disadvantage to disabled children. This applies to many neurodivergent students, such as those with ADHD, recognising their unique needs and potential.

Based on examples collated by **Eva Akins for ADHD Richmond**, we have created this resource to provide parents

with examples of reasonable adjustments that schools can make that have proved helpful to children with ADHD.

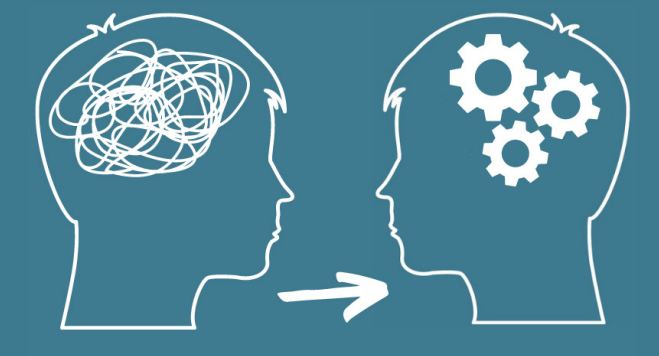
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Education

Creating inclusive
learning environments



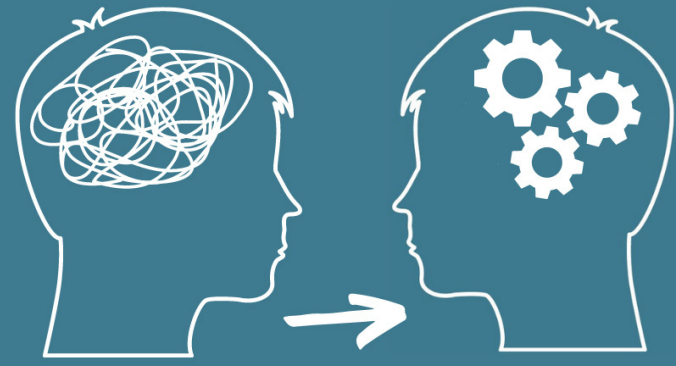
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Cognition and learning



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inclusive learning
environments



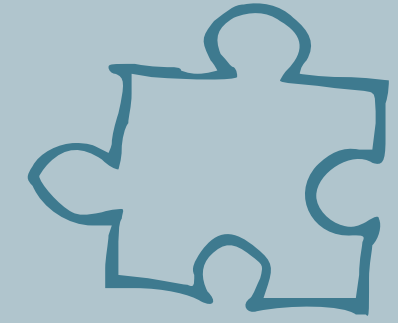
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Reasonable
adjustments for ADHD:

Cognition and learning



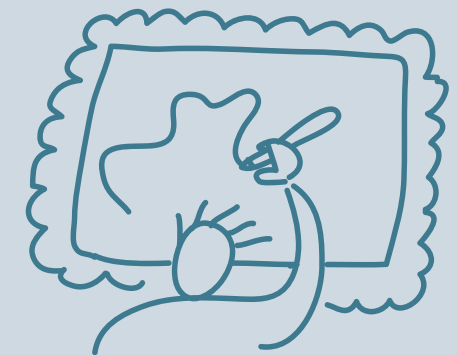
Classroom
positioning
(front or back)



Break larger
tasks down
in to chunks

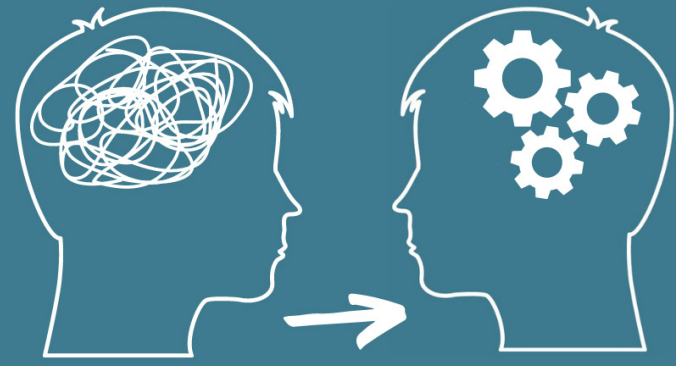


Accepting
less or no
homework



Providing facility
for homework to
be done at school

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Reasonable
adjustments for ADHD:

Cognition and learning



Provide sample
work to model
what is required



Reduce length
of assignments
required

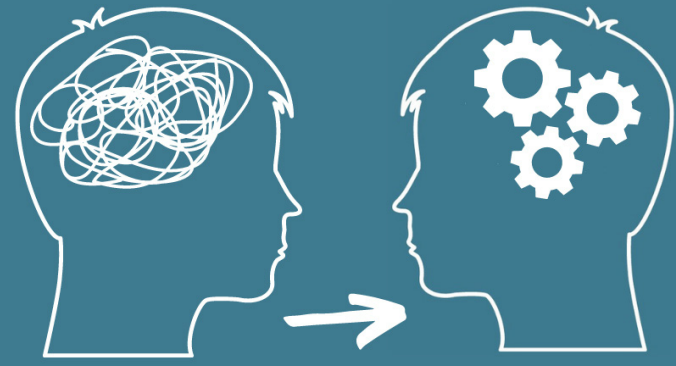


Provide list
of steps to
complete task



Provide a
reader

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adjustments for ADHD:

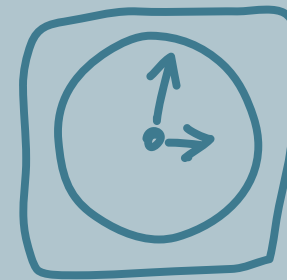
Cognition and learning



Provide a
scribe



Provide a
prompter

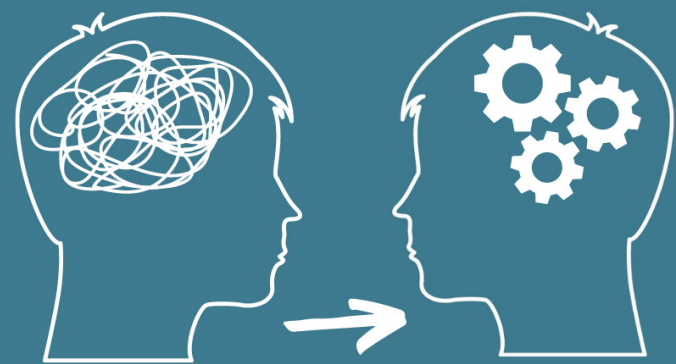


Allow extra
time in class
and in exams



Allow rest
breaks

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adjustments for ADHD:

Cognition and learning



Allow use of
lined answer
sections



Allow peers
to share
notes

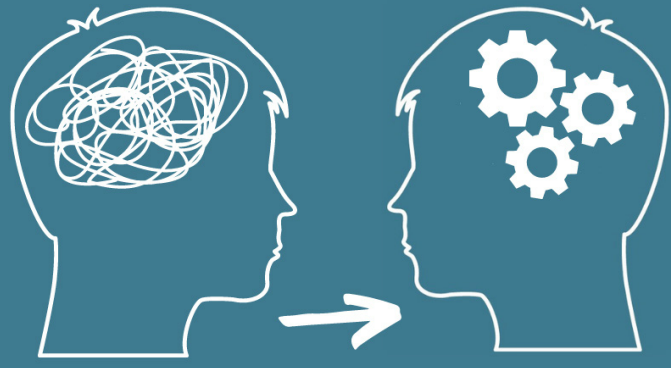


Allow use of ear
defenders to
reduce distractions

$$a^2 + b^2 = c^2$$

Allow testing in
separate distraction
free room

Creating inclusive learning environments: Examples by ADHD Richmond



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Cognition and learning



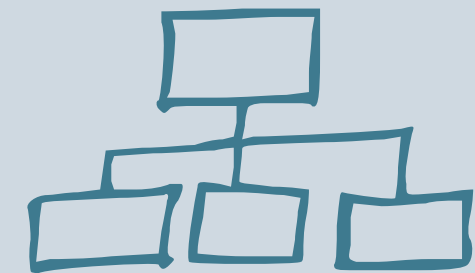
Use timers and
provide white noise



Give single step
instructions

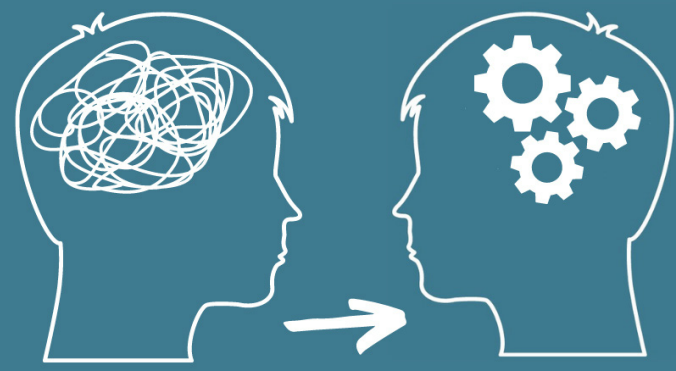


Teach specific
memory techniques



Provide
memory aids

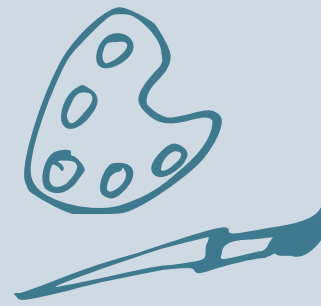
Creating inclusive learning environments: Examples by ADHD Richmond



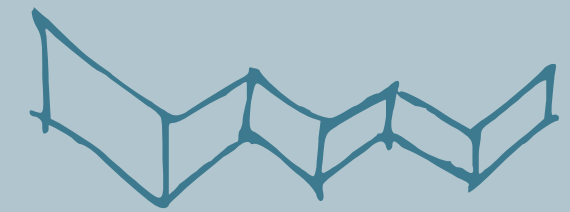
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Reasonable
adjustments for ADHD:

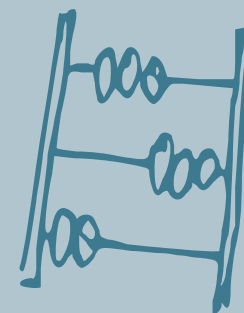
Cognition and learning



Personalise topics to
increase pupils level
of intrinsic interest



Provide privacy
partition



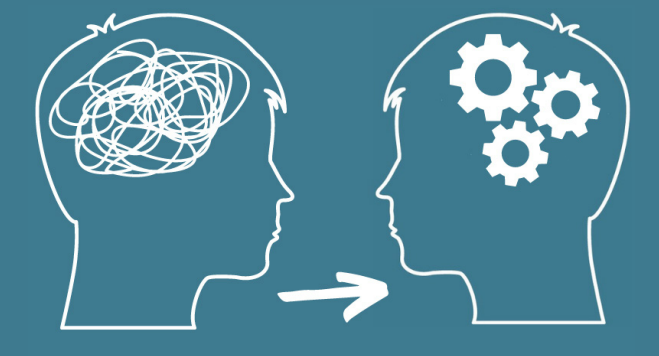
Provide individual
specialist teaching



Providing specialist
computer programmes

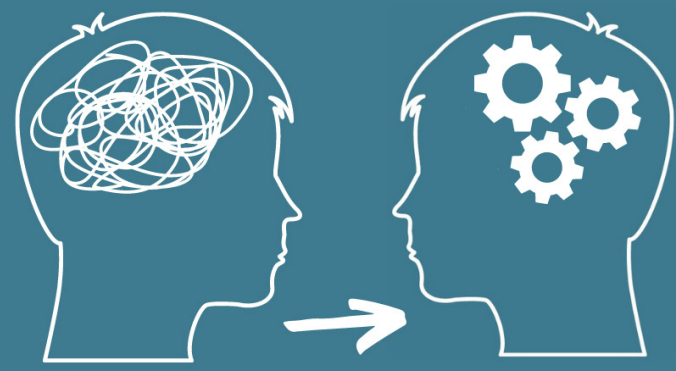
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Physical and sensory



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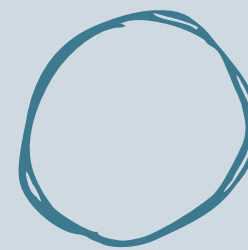
Creating
inclusive learning
environments



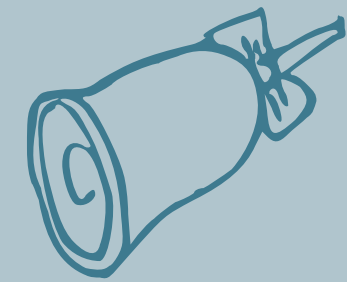
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Reasonable
adjustments for ADHD:

Physical and sensory



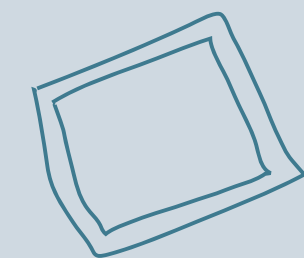
Provide a fidgeter,
wobble cushion, sloping
board or stress ball



Allow regular
movement
breaks

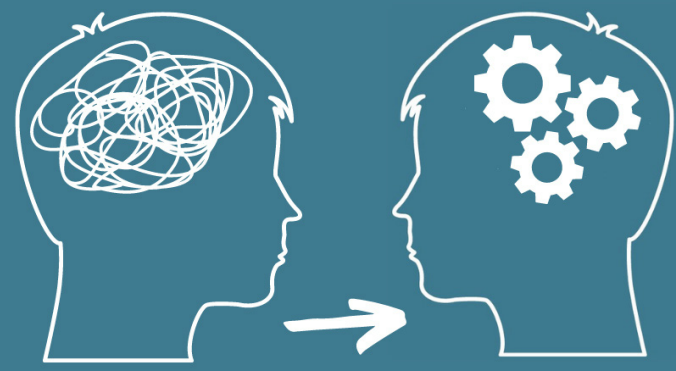


Allow touch
typing instead
of writing



Provide students with
weighted lap/shoulder
'hug' or blanket

Creating inclusive learning environments: Examples by ADHD Richmond



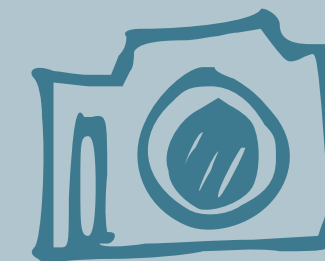
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adjustments for ADHD:

Physical and sensory



Allow
dictation



Allow photos of
written work instead of
copying from board

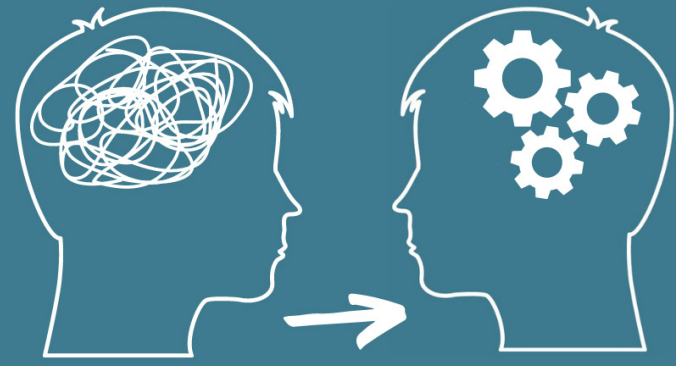


Provide a copy of
PowerPoint notes



Relax uniform
requirements

Creating inclusive learning environments: Examples by ADHD Richmond



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Reasonable
adjustments for ADHD:

Physical and sensory



Provide a sensory
diet or allow high
calorie snacks



Provide adult support to
supporting eating and
hydration if needed

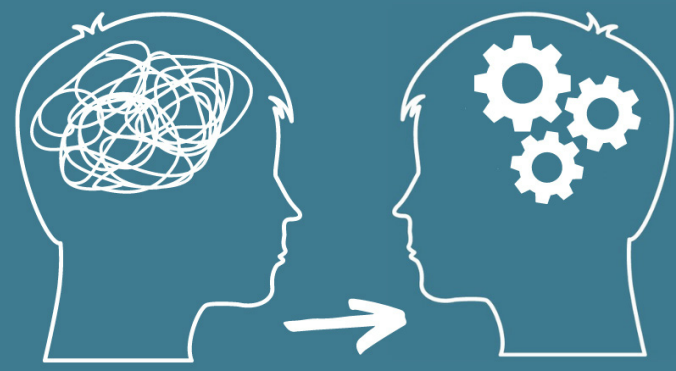


Allow oral
presentation of work



Provide a
pencil grip

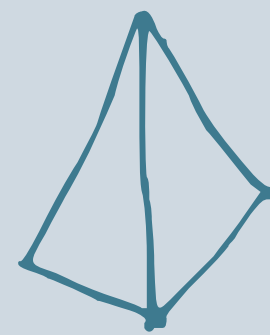
Creating inclusive learning environments: Examples by ADHD Richmond



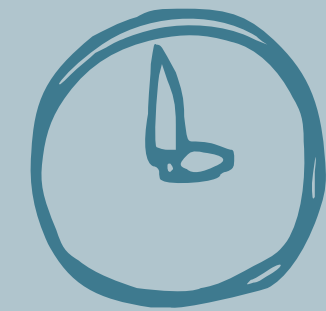
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adjustments for ADHD:

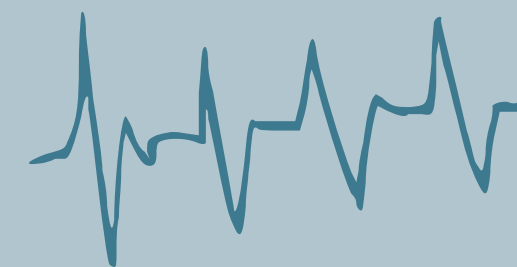
Physical and sensory



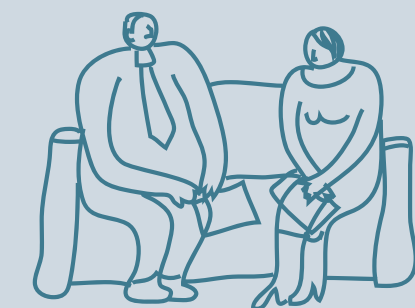
Use Busylegz foot
fidget or equivalent



Administer top-up
medication



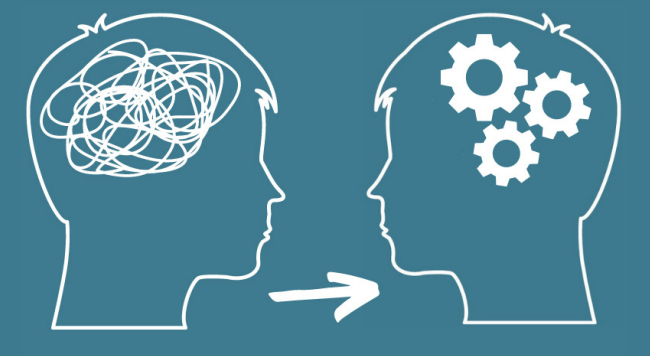
Allow gum
chewing for
hyperactivity



Provide
occupational
therapy

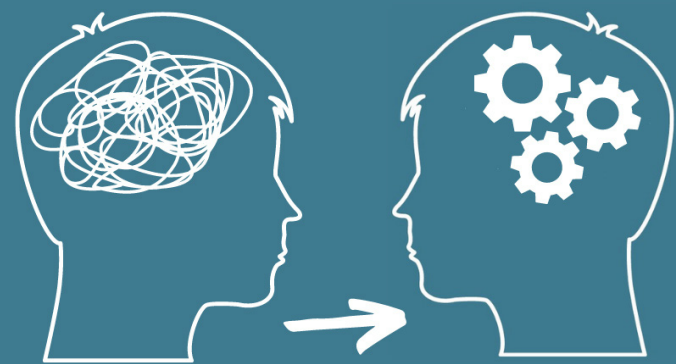
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Social emotional and mental health



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adjustments for ADHD:

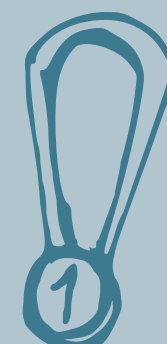
Social emotional and mental health



Provide ADHD and
equality training to staff



Plan to catch student
doing the right thing
and reinforce

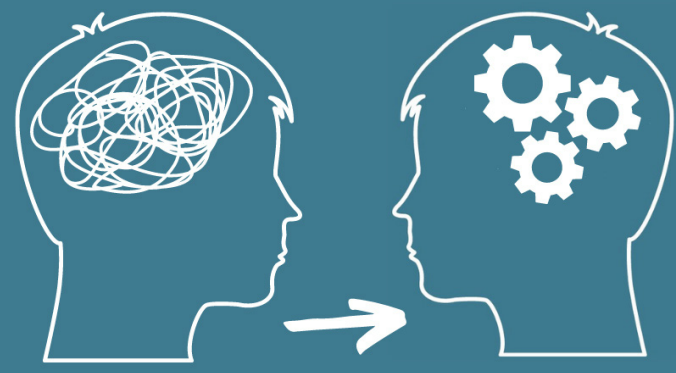


Seek out
opportunities for child
to show strengths



Provide opportunities for
pupil to have positions
of responsibility

Creating inclusive learning environments: Examples by ADHD Richmond



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Reasonable
adjustments for ADHD:

Social emotional and mental health

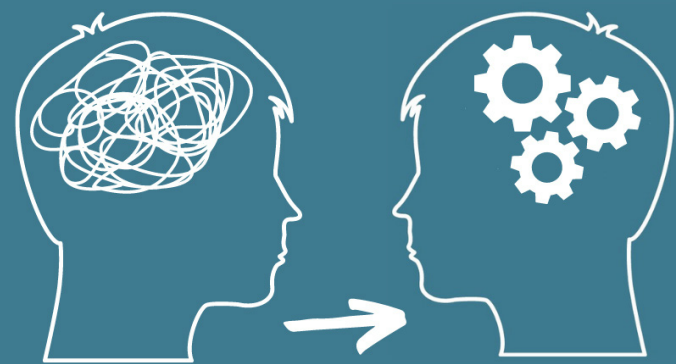
Provide opportunity for pupil to develop relationship with those with responsibility for discipline

Depart from standard rewards policy to specifically reinforce progress in areas of difficulty

Depart from the standard sanctions policy and apply different sanctions where needed

Provide additional adult support during less structured time, transition times and changes e.g. trips, plays, supply teachers

Creating inclusive learning environments: Examples by ADHD Richmond



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Reasonable
adjustments for ADHD:

Social emotional and mental health

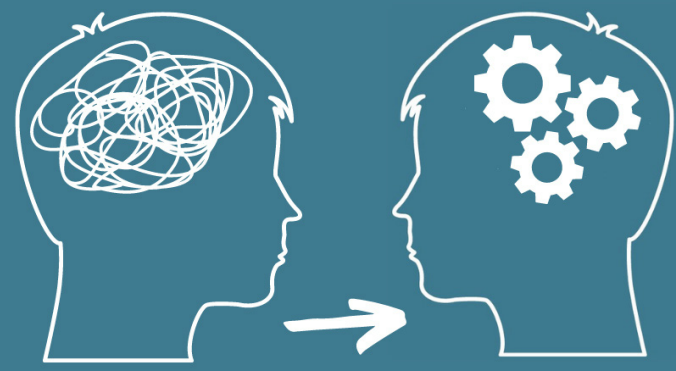
Provide counselling,
play therapy, nurture
groups or anger
management therapy

Agree secret
communication or an
alternative plan for
behaviour feedback

Have calm space
and provide a quiet
place for lunchtimes,
with structured
activities arranged
during break time

Provide social skills
training, conflict
resolution training
and problem
solving training

Creating inclusive learning environments: Examples by ADHD Richmond



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Reasonable
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Social emotional and mental health



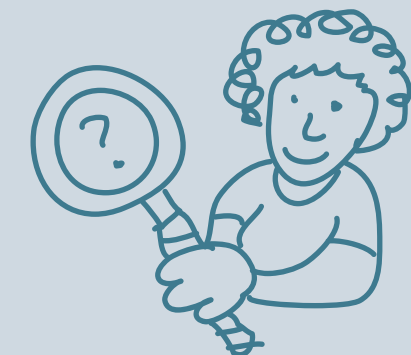
Disregard some
behaviours



Have nominated
key worker

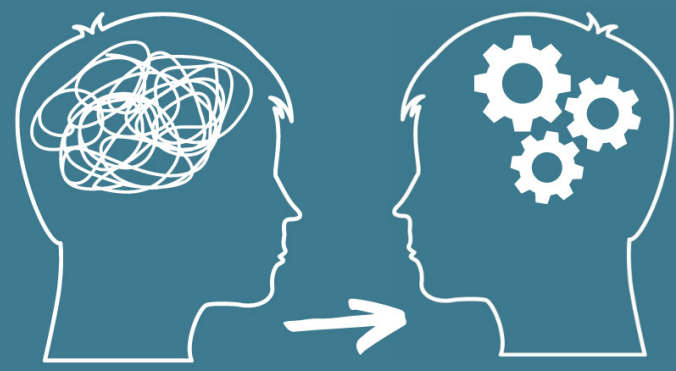


Provide extra
warnings for transitions
between activities



Raise peer
awareness
of ADHD

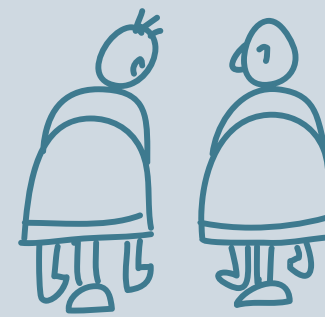
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Reasonable
adjustments for ADHD:

Social emotional and mental health



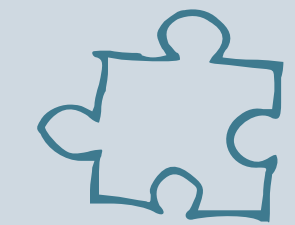
Pair with role
model buddy



Use individualised
reward system



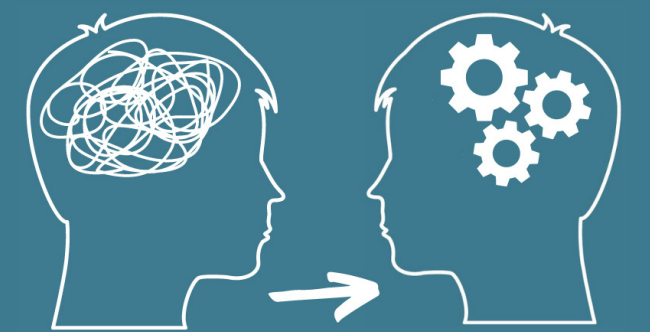
Teach emotional
literacy 1:1 and in
small groups



Provide structured
behaviour management
programme

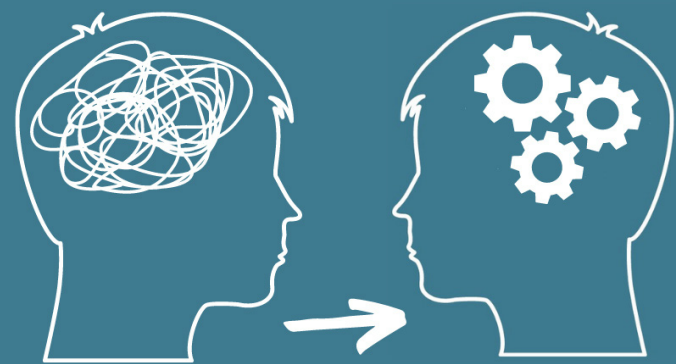
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Language and communication



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Reasonable
adjustments for ADHD:

Language and communication



Actively teach
social skills



Teach child active
listening skills



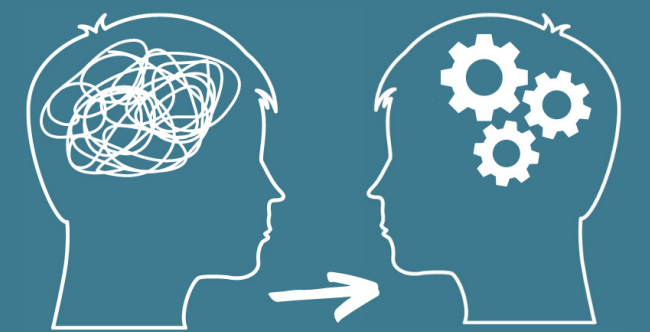
Directly teach
non-verbal cues



Provide speech and
language therapy

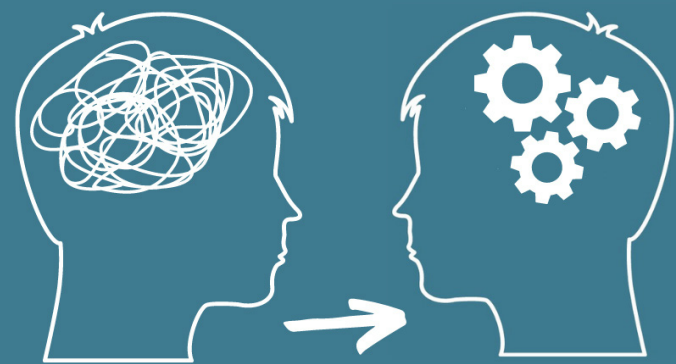
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Self-help and independence



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adjustments for ADHD:

Self-help and independence

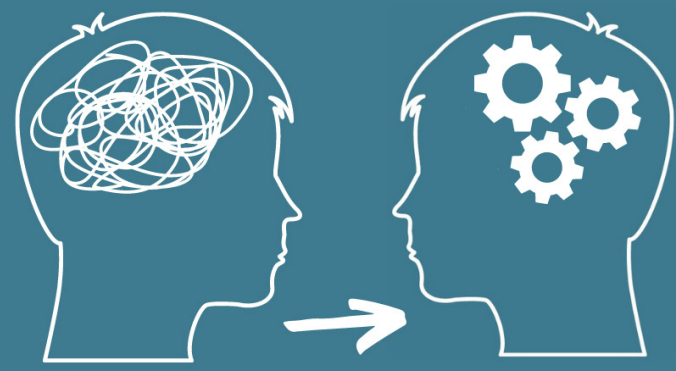
Do not penalise for
executive function
related difficulties
e.g. organisation
forgetting things

Provide pupils with
reading material
with important points
already highlighted

Teacher/TA check
homework diary or
provide written HW
slips or emails

Involve parents in
conversations about
work, organisation,
trips and team sheets

Creating inclusive learning environments: Examples by ADHD Richmond



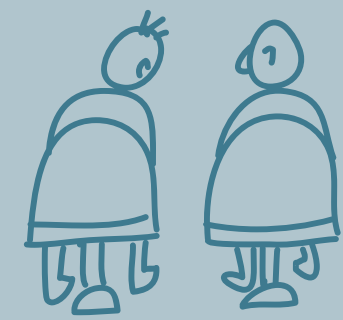
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Reasonable
adjustments for ADHD:

Self-help and independence



Provide reminders
regarding work



Arrange homework
handing in buddy

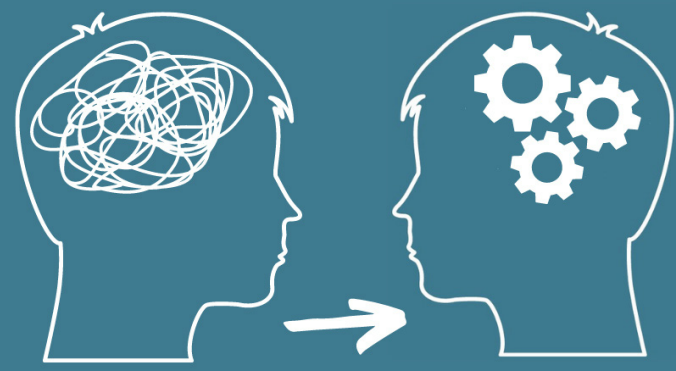


Provide email access
to subject teachers



Provide spare set of
books and equipment

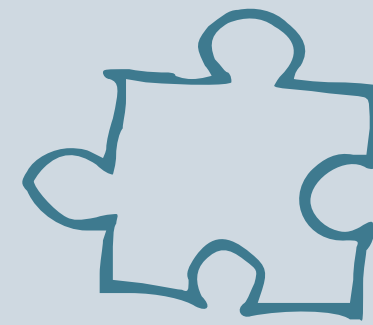
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adjustments for ADHD:

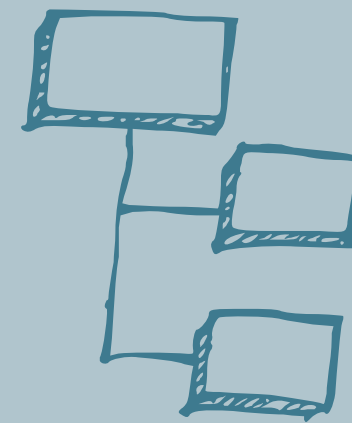
Self-help and independence



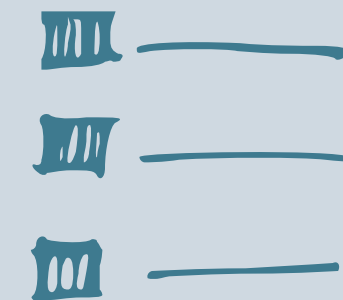
Provide organisational
skills training



Arrange study buddy
with contact details



Provide a visual
timetable

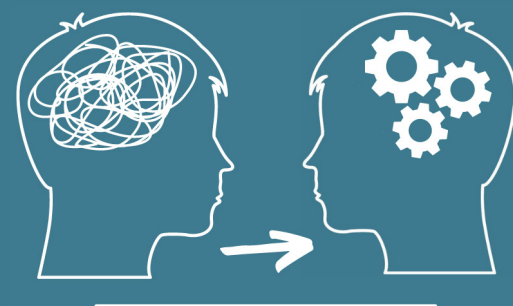


Provide visual
checklists

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Further useful guidance is
available from the EHRC:

Reasonable adjustments for
disabled pupils 



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