



Spotlight on ADHD

Attention deficit hyperactivity disorder (ADHD) is a condition that affects people's behaviour. People with ADHD can seem restless, may have trouble concentrating and may act on impulse.

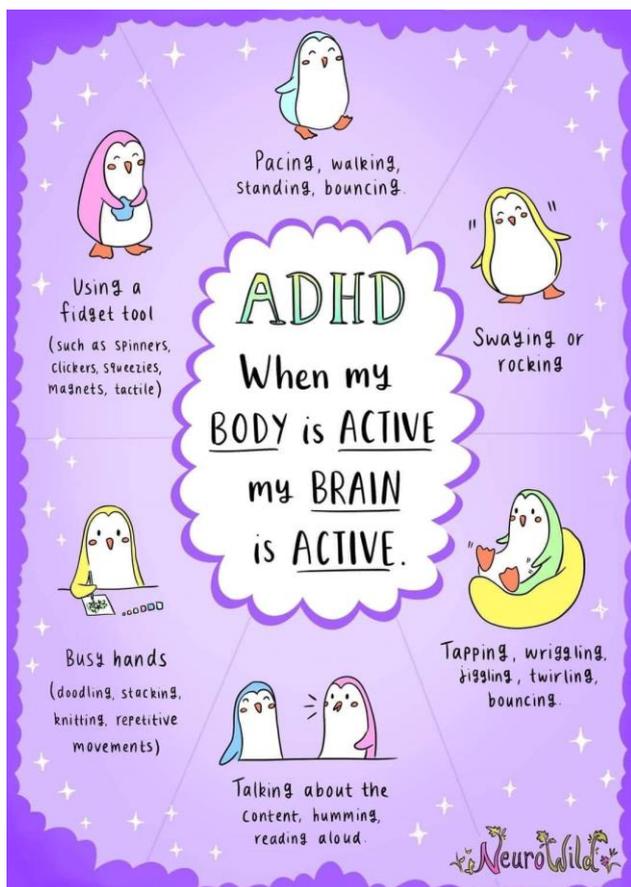
Many children go through phases where they're restless or inattentive. This is often completely normal and does not necessarily mean they have ADHD. The exact cause of ADHD is unknown, but the condition has been shown to run in families.

Further resources & support

Remember to check out the Hounslow Local Offer information for general support for SEND and information on what the local authority can provide:

https://fsd.hounslow.gov.uk/synergy/web/local_offer/

Also, our SEN Policy and Information Report can be located on the Edison website.



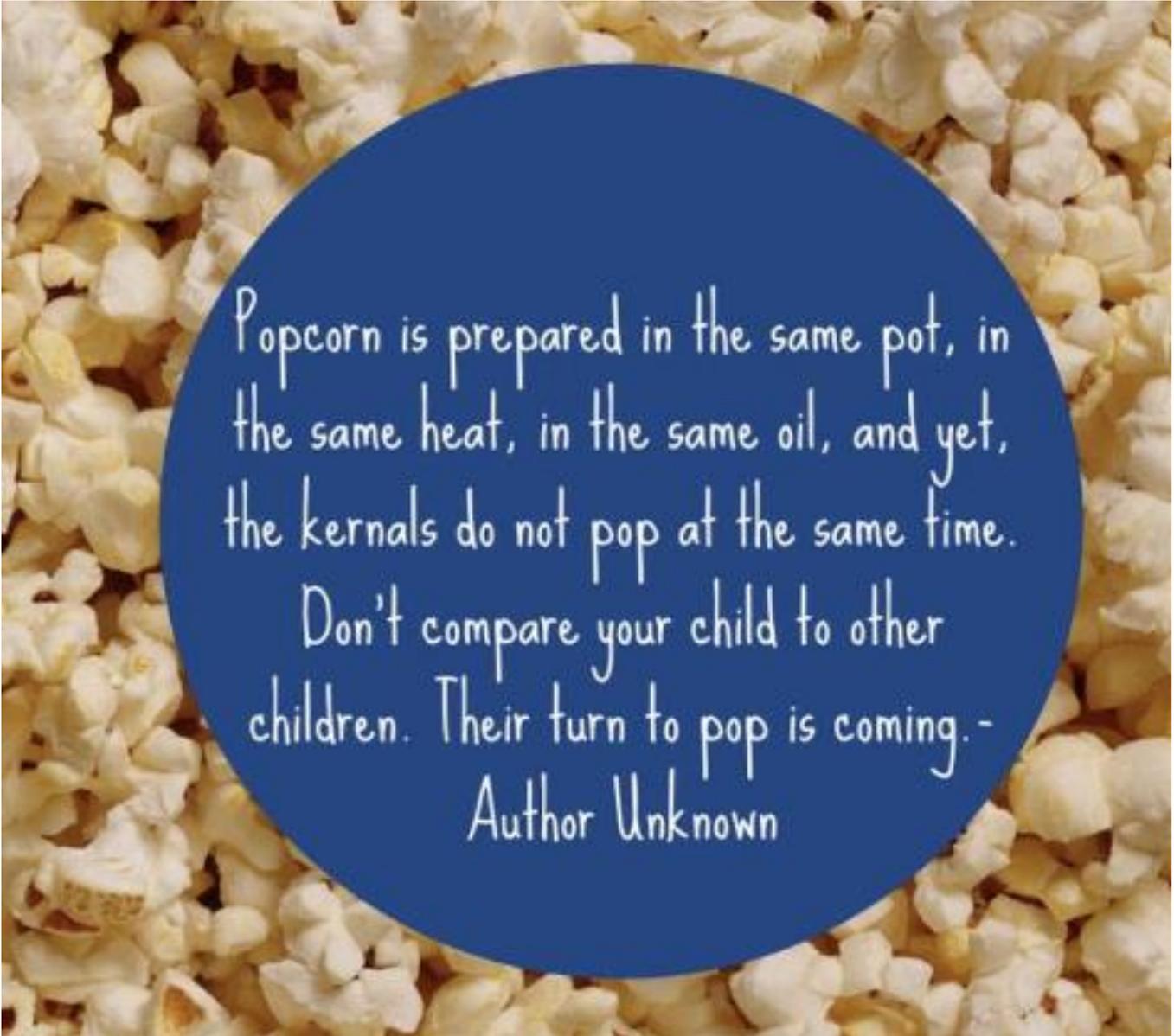
Lego Therapy Clubs

Our wonderful LSAs have been running weekly Lego Clubs throughout the school. LEGO-Based Therapy is a social development program that uses LEGO activities to support the development of a wide range of social skills within a group setting such as social interaction, turn-taking skills, sharing, collaborative problem-solving and the learning of concepts.

Explore the website below to find out More information on ADHD.

<https://www.adhdfoundation.org.uk/resources/>

Words of Wisdom



Popcorn is prepared in the same pot, in the same heat, in the same oil, and yet, the kernals do not pop at the same time. Don't compare your child to other children. Their turn to pop is coming. - Author Unknown

For any further questions, please contact me anytime by emailing me at senco@edisonprimary.org. Have a great summer vacation- enjoy the sunshine and have a relaxing time.

Best wishes,
Mrs Dev
AHT & Inclusion Lead

Routines: Learn how to help your child understand and follow simple routines



**London Borough
of Hounslow**

Using a Visual Timetable to support your child

Visual timetables can help your child to:

- Understand what is going to happen during the day
- Have a sense of routine and structure
- Reduce anxiety and behaviour that can sometimes occur if your child is feeling unsure about what is going to happen
- Develop independence
- Provide continuity and consistency especially if Visual Timetables have been used in your child's early years setting or if recommended by the Speech and Language Therapist

- ✓ Introduce one or two visuals at a time.
- ✓ Gradually add more and more visuals to the timetable as your child gets used to going through the routine of checking the timetable.
- ✓ Don't worry if your child does not immediately respond to the timetable. They may need some time to learn to use it.
- ✓ Try to keep the timetable in the same place.
- ✓ Stick to one type of visual, e.g. object or photo or picture or words.
- ✓ Use visuals that your child will understand.
- ✓ Before each transition, give your child some warning, e.g. *'Last one' / '2 minutes then finished' / '1 minute then finished'*.
- ✓ You can put anything on a visual timetable, from teeth brushing, breakfast, IPAD, TV, toilet, bath, shopping, park to bedtime...the list is endless, anything that your child does in the day can go on the timetable.



Remember

***Some children are better at learning visually.
Have you noticed how some children quickly recognise famous logos?***



What you need to make a visual timetable

There are different ways of making a visual timetable. Most timetables are arranged so you go from top to bottom. Some are arranged so you go left to right. Consider the resources you have to hand and pick what works for you and your child.

Top to bottom timetables

Option 1: You can make a visual timetable on a board.

You will need:

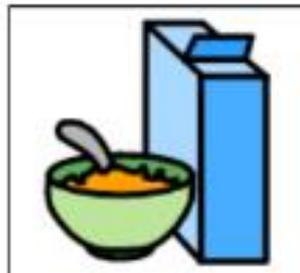
A board or place to put the visuals (any of the following):

- Visual timetable board
- A piece of cardboard
- A clear space on a wall
- The edge of a door or fridge
- An old chopping board
- A clipboard



Printed set of visuals to attach to the board or wall. These should represent key events or activities that will take place during the day (pick one type of visual from the list below ~ What you use will depend on your child's level of understanding):

- Photographs
- Pictures
- Words



Cereal

If you have a laminating machine, you can laminate the visuals to help them last longer.

A way of attaching the visuals to the timetable (any of the following):

- Blu tack
- Masking tape
- Sticky tape (you might need to replace this as it will lose it's stickiness)
- Post it notes with picture stuck on the front
- Velcro
- Magnetic tape

A finished box with the 'finished' symbol on it (any of the following):

- Small box
- Empty tissue box
- Plastic takeaway container
- Empty shoe box



Option 2: You can make a visual timetable out of an old box.



You will need:

- An old cardboard box e.g. shoe box or cereal box. If it is patterned, cover it in plain paper.
- Printed set of visuals (see above).
- Scissors to cut out a 'slot' at the bottom of the box (large enough so you can take the visuals out at the end of the day).

Option 3: You can make a visual timetable from objects set out on a piece of paper or mat on the floor.

This option might be a good starting point when you want to teach your child about routines and they have good understanding of objects but may not yet be ready to use photographs, pictures or words.



You will need:

- A large piece of plain card / mat / carpet.
- Objects (to represent events or activities during the day) e.g. nappy for nappy changing / cereal box for breakfast etc.
- A large container with 'finished' on the front to put the objects into when the activity is finished.



Using a finished box is great for children who like to post things.