

ADHD pathway support: graduated response

This outlines the support pathway we follow for a student with (possible) ADHD. Rarely, it may be necessary to miss out one or more stages but generally, each stage is worked through and evaluated as per the school's APDR cycle to see how best to support each student. Not every student will reach a referral.

Outcomes for a referral are currently at least 6 months.

Please note: a diagnosis of ADHD does not automatically mean a student qualifies for access arrangements in exams or an EHCP. Most students with ADHD have their needs met in the classroom using reasonable adjustments and support to understand how ADHD may affect their feelings and behaviour.

Parent/Carer to contact the Assistant Head of Year (AHY) for the forms detailed in the table below.

	Timescales	Home	Student	School	School Lead
St a g e 1	6 weeks	<ul style="list-style-type: none"> • Website research • Identification of strategies to use at home • Parent to speak to their child about what is going well/not so well in each lesson and record on the School Feedback Form provided by the AHY 	At home with parent/carers complete the School Feedback Form: <ul style="list-style-type: none"> • RAG rate lessons (red, amber or green) • What works in which lessons • Identify triggers 	<ul style="list-style-type: none"> • AHY to meet with the student to discuss the form returned by the parent/carers or subject teacher(s) - take out of tutor time 10 mins • AHY to email tutor and all teachers to remind them to use wave 1 strategies for teaching students with ADHD and set 6 week deadline 	year team/Tutor/class teacher/SL should know who is on wave 1 and email Redborne SEND who update register
REVIEW		If strategies are working, no need to progress to stage 2			
St a g e 2	6 weeks	Parent/carers to undertake a support course: Colin.Foley@adhdfoundation.org.uk Call: 0151 541 9020 www.adhdfoundation.org.uk parenting@adhdfoundation.org.uk Parent/carers to complete the First Steps Form provided by the AHY	<ul style="list-style-type: none"> • Follow strategies used at home • Agree and meet targets to follow in school with AHY 	<ul style="list-style-type: none"> • AHY requests teacher feedback (Round Robin) from la000st 6 weeks • After feedback is received and read, targets set with student (form provided) • Share targets with staff/parents/carers 	AHY/Tutor/class teacher/SL
REVIEW		If strategies are working, no need to progress to stage 3			

St a g e 3	6 weeks		<ul style="list-style-type: none"> ● Feedback to AHY: what worked well, what did not ● AHY passes this information to NDL 	<ul style="list-style-type: none"> ● AHY requests tutor/teacher feedback and reviews targets set and sends all information to NDL ● NDL reviews seating plans, classroom environment, teacher feedback ● Pupil Passport completed by NDL and shared with staff 	AHY/Tutor/class teacher/NDL
REVIEW		If strategies are working, consider rationale for external involvement			
St a g e 4	6-12 weeks	<ul style="list-style-type: none"> ● As required, meet with PSO in school to complete Early Help Assessment (EHA) ● Engage with NDL 	<ul style="list-style-type: none"> ● Explore alternative strategies ● Meet targets set ● Engage with NDL 	<ul style="list-style-type: none"> ● PSO: Complete Early Help Assessment (EHA) ● 3rd Cycle of APDR completed as required (SEND team) ● Timetable Review ● Update passport as required with student 	PSO/SENDCo/NDL/SEND team
REVIEW		If strategies are working, consider rationale for Neurological Assessment and inform parents of timescales			
St a g e 5	10-18 months	<ul style="list-style-type: none"> ● Support with the completion of referral 	<ul style="list-style-type: none"> ● Work with school/Family Support worker/external agencies 	<ul style="list-style-type: none"> ● Complete initial assessment and submit to portal 	SEND team/children's services as required

NDL: neurodiverse lead teachers - Mr G Hodges, Ms L Haxell

PSO: pastoral support officer for the year group

SL: subject leader

AHY: assistant head of year

Useful Support:

[CAMH Neurodevelopmental Service](#)

www.adhdfoundation.org.uk

www.triplep-parenting.uk.net/uk/triple-p/

[Teaching and managing students with ADHD](#)