

KETTLEBROOK SHORT STAY SCHOOL

ADHD PLEDGE

2023



Kettlebrook Short Stay School (KSSS) is a Pupil Referral Unit (PRU) trauma based school that serves the Staffordshire secondary schools in the town of Tamworth. Kettlebrook provides statutory placements for those students who have been permanently excluded from their school and support placements – working closely with their home schools. It is essential that we offer all our students, families and schools the very best education programmes for each of our student – so that they can achieve the social and academic success that they each deserve. We must also work closely with all the agencies that are involved with each student and their families – so that together we can enable each student to develop and flourish along their educational journey for life – whether that is returning to mainstream, moving onto SEND specialist provision or their chosen POST 16 destinations – College, Apprenticeship and or Employment.

Each student will have a pre-admissions meeting and up to day 10 induction programme so that we can quickly get to know our students and families to create a bespoke academic and social offer that meets their individual needs. Most of our students will have had some form of trauma (even if it is from being permanently excluded) or barriers that they need to overcome to access learning in and out of the classroom.

To achieve the success that we do – the staff at Kettlebrook must be well qualified, highly trained and committed to working with our vulnerable and at times challenging students. Whatever our role and responsibilities are in school – we as staff must understand and adapt a full range of learning strategies and think/work out side the box to enable each of our learners to engage and become intrinsically motivated.

- We pledge to work with the ADHD Foundation to provide training for our staff team.

2 staff undertook the ADHD training as part of the Staffordshire PRUs collective training on 5th & 12 July 2022 with Colin Foley and Arron Hutchinson. This was of an excellent standard of delivery and so knowledgeable and motivational to help us develop in house better ways in which to engage our learners.

As a direct result – our SENCO then delivered training on our understanding of ADHD and as a staff how we could apply strategies to support our ADHD students (and staff) - changing things at whole school level and within each classroom. It also came at the time that EXAMS boards were allowing candidates to have fidget spinners in their exams.

Impact of ADHD: the facts

UP TO 30% OF CHILDREN WITH ADHD MAY HAVE A SEPARATE SERIOUS MOOD DISORDER LIKE DEPRESSION , AND UP TO HALF OF GIRLS WITH ADHD MAY ATTEMPT SELF-HARM*	DATA SUGGEST AROUND HALF OF CHILDREN WITH ADHD IN THE UK DO NOT FEEL SUPPORTED BY THEIR SCHOOL*
UP TO 30% OF CHILDREN AND OVER HALF OF ADULTS WITH ADHD ALSO SUFFER FROM AN ANXIETY DISORDER *	ADULTS WITH ADHD ARE NINE TIMES MORE LIKELY TO END UP IN PRISON, THAN THOSE OF A SIMILAR AGE AND BACKGROUND WHO DO NOT HAVE ADHD* • THEY ALSO EXPERIENCE GREATER FINANCIAL INSTABILITY AND ARE MORE LIKELY TO HAVE BEEN FIRED FROM A JOB**
UP TO 20% OF INDIVIDUALS WITH ADHD MAY SHOW SYMPTOMS OF BIPOLAR DISORDER *	AROUND A THIRD OF PEOPLE WITH ADHD ARE THOUGHT TO HAVE TO WAIT OVER TWO YEARS BEFORE THEY ARE FORMALLY DIAGNOSED*
ADULTS WITH ADHD HAVE A HIGHER MORTALITY RATE THAN THOSE WITHOUT ADHD*	RESEARCH SUGGESTS THAT CHILD AND ADOLESCENT ADHD PATIENTS IN THE UK MAY EXPERIENCE THE LONGEST WAITING TIMES ANYWHERE IN EUROPE WHEN LOOKING AT TIME FROM INITIAL MEETING WITH A DOCTOR TO FORMAL ADHD DIAGNOSIS*
CHILDREN WITH UNTREATED OR POORLY CONTROLLED ADHD ARE: • MORE THAN FIVE TIMES MORE LIKELY TO PARTICIPATE IN FIGHTS* • MORE THAN TWICE AS LIKELY TO FEEL FRUSTRATED AT SCHOOL* • THREE TIMES AS LIKELY TO HAVE A READING DISABILITY*	IN A RECENT SURVEY, 22% OF PATIENTS AND PARENTS AND CAREGIVERS OF CHILDREN WITH ADHD (n=104) NOTED THEIR GP EXPRESSED DOUBT ABOUT WHETHER ADHD IS REAL*

- Visually accessible format so as not to put too much pressure on the cognitive load.

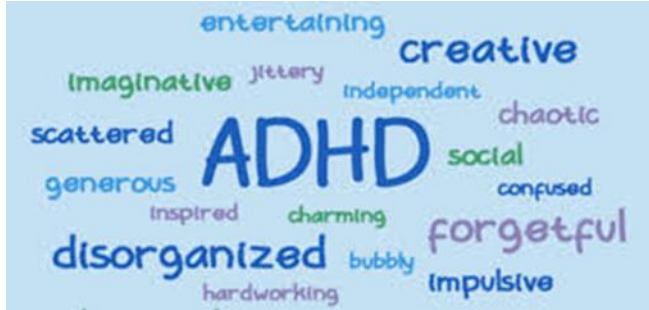
1. Task sheets.
2. Chunking work.
3. Covering up information not required at that time.
4. Encourage reading question first and then highlighting relevant information.

- Fear of rejection.

1. Avoid trigger words such as, 'NO' or 'That's WRONG', instead use try 'next time you and I need to work on.....'
2. In order for them to show what they know before the cognitive loads of the lesson fully begin try starting the lesson with, 'Steven, what do you know about.....?'



- We pledge to provide regular opportunities for all learners with ADHD to have access to physical activity and exercise during the school day.



Most of our students will have informal PE/Sport each day.

All of our students can have access to a range of physical activities at break and lunch time.

All of our students can get up and move around the classroom to support their learning progress. Some classrooms have exercise equipment out to be used throughout the lesson.



2023 – we are planning to install a multi gym for all our students and staff to use on a daily basis. This will help with improving their personal fitness levels, well being and develop control, resilience, commitment, motivation and cooperation.

- We pledge to provide opportunities for all learners with ADHD to learn self-calming strategies such as breathing, progressive muscle relaxation or mindfulness.



Kettlebrook is a Mindfulness school. We have staff who are .b trained – this helps our students to follow formally and informally Mindfulness strategies to help them with their anxieties and give them different strategies to use in stressful and non stressful situations.

We have started to have places around the school where the students can move to in each class room or area of school as part of their self-calming strategies.

We have had school Guinea Pigs – that have been really good in helping students self regulate.

Other strategies we use include meet and greet on entry and exit; students can identify key staff who they would prefer to go to, to support their self-calming. 'Everyday is a new day/ every lesson is a new lesson'!!



- We pledge to provide tactile resources in every classroom.

Waist down such as;

1. Resistance bands around ankles and chair legs.
2. Balls under their foot.
3. Foot pedals.



From this dull, uninspiring classroom to this light, fun, tactile ADHD friendly classroom.

There is a selection of fidget spinners in each classroom and on every exam desk.



We are developing each classroom to have it's own set of curriculum related tactile resources for each student to use when they want/need to. As part of each student's induction – we specifically introduce them and explain how they can use them.



- We pledge to produce a display for the whole school and hold one assembly to celebrate the achievements of people living with ADHD.

At Kettlebrook

We are Trauma-Informed.

We connect before we correct.

We stay curious not furious.

We understand behaviour is communication.

We believe in co-regulation, that young

people regulate off the adults in their lives.

We think can't not won't.

We empathise when someone is flipping their lid.

We believe in restoration not punishment.

We believe that relationships buffer stress and build resilience.

All of us need one another, always.

Resilience means we see you,

we hear you, we are with you.

On induction, each student designs their own fish with their chosen emotion to contribute to the self regulation 'iceberg' display. This helps our students to identify what behaviours we might see and what hidden feelings and needs we might all have underneath.

We have a couple of staff who share their own ADHD coping strategies with our students – so that they can hear and see first hand how they can develop and be accepted (sometimes for the first time) by everyone.



By having these daily strategies of support – our students can celebrate each day whether they have ADHD or anything else – its not just one offs at Kettlebrook – it's daily!!

- We pledge to provide information and support for parents and carers of children and young people with ADHD.



We offer our parents 1-1 support from our SENCO to help guide our parents & carers – we find face2face support works best as it is more bespoke and highly personal. We do have signposts for ADHD websites eg:

<https://www.youngminds.org.uk/parent/parents-a-z-mental-health-guide/adhd/>

<https://www.adhdfoundation.org.uk/services-for-families/>

<https://parents.actionforchildren.org.uk/additional-needs-disabilities/support-home-school/support-child-adhd/>

<https://www.nhs.uk/conditions/attention-deficit-hyperactivity-disorder-adhd/living-with/>

The staff and Governors at Kettlebrook Short Stay School continue to develop our ways to support each individual student to be able to fully access a holistic education.

To Empower learners to become successful

Executive Headteacher: Kirsty Rogers

SENCO: Jeanette Mansell

Head of School: Kerry Jefferson

Chair of Governors: John Brodie

Governor link for SEND: Jane Gentles