



Same but Different

Date: 12th Feb 2021

Inclusion Bulletin for Biggin Hill Primary School

Issue:3

EXTERNAL SUPPORT



If you feel you need some support at home, Bromley Children's Project may be able to help. You can self refer at www.bromley.gov.uk



Bromley Y is a local service offering therapeutic support for young people between the ages of 0 - 17 years.



Bromley Mencap provides a range of services and activities to improve the lives of people with disabilities, their families and carers.

If you would like any information on the above services, please contact a member of the Inclusion team here at BHPS.

Mrs Lawrence

A MESSAGE FROM MRS LAWRENCE

Dear Parents and Carers,
What can I say? This was not the start we had all hoped for in the Spring Term, but with half term approaching next week I think it is fair to say that you have all given your utmost to make sure your children have the best experiences they can during this time. As the weeks have progressed, I have been increasingly proud of the determination and resilience shown by the children in the behaviour for learning they are displaying; both at home and in school.

In this edition of *Same but Different*, I will be sharing information with you about Attention Deficit Hyperactivity Disorder (ADHD) and helpful strategies which can be used to support your children at home. It is important to note that whilst the majority of children will not have a diagnosis of ADHD, the strategies I am going to share with you will be of great benefit to many of us who are finding that as the days go on, our concentration levels may be slipping!
I wish you all a fantastic half term and look forward to seeing many of you (virtually or not!) when we return to school on February 22nd.

Mrs Lawrence
Acting Deputy Headteacher & Inclusion Lead
k.lawrence@bigginhillps.com



A MESSAGE FROM MRS SARGEANT



Dear Parents/Carers and children,
I just want to say a huge "Well Done" to you all. Everyone has been working so hard to get involved with the live lessons and the quality of work sent in through google classrooms has been terrific.
I am immensely proud of everyone including the school team who have all been working so hard but I am also aware of the impact emotionally on us all. Home learning can create a lot of pressure on parents and I know that some children can feel quite anxious about appearing on screens and speaking to an audience. If anyone feels they need support please don't hesitate to get in touch. Happy Half-Term!! Rest, relax and enjoy the week.

Mrs Sargeant
Family Support Worker and Inclusion Assistant
k.sargeant@bigginhillps.com

LOCAL OFFER

[Bromley Parent Voice – Working in partnership to give parents and carers a voice](#)

[Information, Advice and Support Service \(IASS\) | Information, Advice and Support Service \(IASS\) | London Borough of Bromley](#)

[Children and young adults with disabilities and learning needs | London Borough of Bromley](#)

[Kent Local Offer](#)

[Surrey Local Offer](#)

[Croydon Local Offer](#)

Attention Deficit Hyperactivity Disorder (ADHD)

ADHD is...

- ✓ **An abbreviation** for attention-deficit hyperactivity disorder. It's also the official name for what is sometimes referred to as attention-deficit disorder (ADD).
- ✓ **A common disorder** that can impact focus, impulse control and emotional responses.
- ✓ **Often diagnosed in childhood** but sometimes not until the teen years or later.

ADHD is *not*...

- ✗ **All about hyperactivity.** Kids with the inattentive type of ADHD may appear "daydreamy" or off in their own world.
- ✗ **A problem with laziness.** ADHD is caused by differences in brain anatomy and wiring.
- ✗ **Something most kids totally outgrow.** Many kids diagnosed with ADHD have symptoms that persist in adulthood.

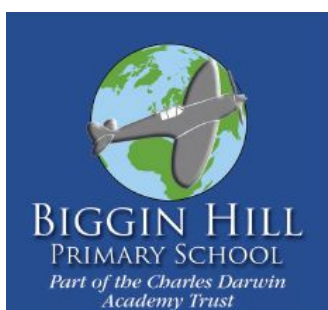
Children with ADHD may have difficulties with...

- Being and staying organised
- Managing time
- Focusing on what is important
- Managing emotions
- Shifting focus from one topic to another
- Impulsivity
- Following instructions
- Working memory (keeping information in their mind)
- Saying or doing something before thinking about their actions or the consequences of those actions.

If you have any concerns, please contact either Mrs Lawrence or Mrs Sargeant.

Strategies to support concentration skills

Many of us find ourselves at points throughout the day where concentrating on a task or activity becomes a challenge. The following page outlines several strategies which can be used to support your child (and yourself!) at home when you feel as though your ability to concentrate or remain focused is becoming a challenge. Many of these strategies can be used throughout your working day to improve your mental health as well as your levels of output. Children with concentration difficulties can often become frustrated and disengaged from their learning, implementing the strategies which follow could prevent this from happening.



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Sensory Circuits

Sensory circuits is a provision implemented at school which many of our children take part in before the school day. It is a short session (5 minutes) and takes the form of three activities: Alerting, Organising and Calming. For most children, this is completed once a day, before learning begins, however for some it is needed at a second point of the day to regroup the body and mind. Examples of sensory circuit activities are:

Alerting

- Skipping
- Jumping
- Jogging on the spot
- Step-ups
- Star jumps

Organising

- Walking up and down a straight line without wobbling off (fix eyes on a spot on the wall to support balance)
- Passing a bean bag or ball around back or legs
- Bend a skipping rope into different shapes to walk along
- Bear walk
- Slide on stomach in certain shapes (commando style!)
- Log rolls

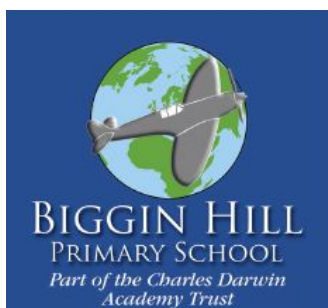
Calming

- Wall press ups - sets of 10, repeat 3 times
- Rocking slowly over a ball under the stomach
- Laying under a heavy blanket (1 minute)
- Rolling a ball up and down the spine whilst lying down
- Wrap tightly in a blanket or towel and apply pressure

Concentration Breaks

Concentration breaks are an important part of keeping our mind healthy and can take any form you wish. You may decide to set a timer and schedule breaks throughout a piece of work or you may wish to take breaks when you feel your child needs them. Look out for triggers and warning signs that your child may be becoming restless i.e. fidgeting, toe tapping, head swaying, change in posture. Concentration breaks do not need to be fancy or a big deal - they can be as simple as getting up from the table and fetching a drink, shoulder presses, shake out the sillies or standing to take deep breaths.

If you would like further information please contact k.lawrence@bigginhillps.com



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