

- ADDISS: [www.addiss.co.uk](http://www.addiss.co.uk)
- Cheshire East Information Advice and Support (Parent Partnership) Tel: 0300 123 5166
- Information, Advice and Support Service — Cheshire West and Chester Parent Partnership Service Tel: 0300 123 7001



This leaflet is available in audio, Braille, large print and other languages. To request a copy, please ask a member of staff.

Revised: March 2022 Review: March 2023  
Ref: WC/CP/0210322

## Transition to High School (ADHD) MCHFT

Addressograph	
Name:	_____
Address:	_____ _____
DOB:	____/____/____
NHS No.	_____

Date:

**Consultant:**

*Contact number:*

**Nurse:**

*Contact number:*

**MDT involvement:**

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**Medication:**

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- 
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Date of discharge:

## Being 11

- Most children with ADHD don't grow out of the condition, 70-80% continue to have symptoms as teenagers.
- They may not be as hyperactive, restless or impulsive; but they may still continue to interrupt, speak out of turn, lack concentration and have poor organisation skills.
- They will naturally want to become more independent from their parents as they want to spend their time with their peers.
- This is not easy to accept particularly if the child has ADHD.
- We must remember that having the freedom to make your own mistakes is part of growing up.

## Helpful Checklist for the Child

Questions to consider	Answers
How will I get to School?	
If I take a bike - where can I put it?	
Where do I get the bus? How much is it?	
How long does it take to get there?	
What is the uniform like?	
Where do you buy the uniform from?	
What sports kit will I need?	
Is there any other equipment I need?	
Name of form Tutor?	
Name of Head of year?	
Name of Head Teacher?	
Name of Deputy Head?	
Name of SENCO?	
How does the timetable work?	
What subjects will I be able to study?	
What facilities does the school have? (i.e.: sports)	
What happens if I find the work hard?	
Is there support in class?	
What out of school activities are offered?	
How much homework will I get? What happens if I don't complete it? Is there a homework club?	
Any other questions:	

# For School: Outline of Additional Needs

Name:

Form:

Additional needs:

Areas of strengths:

Areas of greatest difficulty:

Practical strategies:

copies to all teachers who teach.....



# The Secondary School

## Increased opportunity

May seem daunting, but also means more opportunities: More subjects, teachers are specialists, trips.

## Increased demands

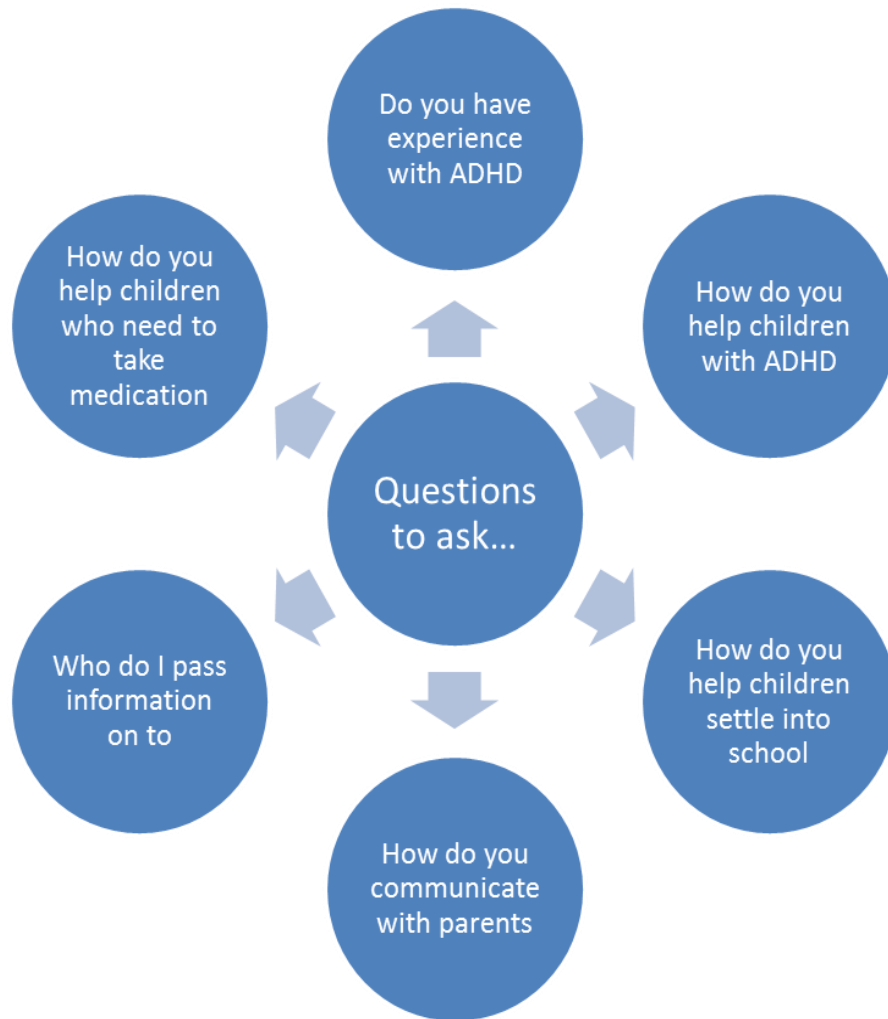
- 5-8 different lessons with different teachers in different places!
- Specialised equipment, ingredients, kits
- Homework
- Teacher doesn't know the child as well

## Specialist help

- Special Educational Needs Co-Ordinator (SENCO)
- Pastoral care
- Parent partnership

\*contact the SENCO to introduce yourself and make sure they know about your child.

## Questions to ask



## Helpful Checklists

Subject	Abbreviation	Equipment needed
Art		
English		
French		
Geography		
German		
History		
Information Computer Technology		
Maths		
Physical education		
Religious Education		
Science		
Technology		
Other:		

## Behaviour

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### Problems:

More unsupervised and unstructured times and influence from older peers may result in inappropriate choices.

Finding the lessons difficult or of little interest may result in poor behaviour.

### Solutions:

Contact school and explain concerns.

Pastoral support for guidance/some where to go at break times.

Look at extra support in lesson or altered timetable.

## Special Education Needs

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- SEN Support within school. ILP/School focused plan.
- School initiate statutory assessment process. EHC needs assessment.
- EHCP (Local authority decide) (Replaced statements).
- Award budget needs met in mainstream or specialised provision.

## Preparing for Secondary School

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### Practical steps

- Get to know the school. Ask to be shown around. Make several visits. Who's who?, What time are lessons and breaks? What's the uniform? Do you need money?
- New routines - equipment, homework, breaks/lunch.  
Get the timetable in advance - practice getting things ready.
- Social skills - peer support, 'safe havens'.
- Meet the SENCO and Head of year 7- establish the best form of communication in case problems arise and discuss your concerns. Arrange for your child to meet some staff. Give an outline of additional needs.
- Devise a plan to help your child become more organised...

## The Plan:

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Your child	You	Their Teachers
<ul style="list-style-type: none"><li>• Remembering to ask about homework</li><li>• Check school bag every night</li><li>• Report to a certain teacher if problems</li></ul>	<ul style="list-style-type: none"><li>• Helping them to prepare school bag</li><li>• Keeping a copy of the lesson and homework timetables</li><li>• Keep spare equipment</li></ul>	<ul style="list-style-type: none"><li>• Checking your child has noted down the homework</li><li>• Having a short weekly session with your child to talk over any difficulties</li></ul>

## Learning

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### Typical problems:

- Work unfinished, or rushed
- Poor handwriting
- Failure to listen to instructions
- Failure to note down homework

### Plan:

- Discuss with SENCO/teacher
- Is there a need for an Individual Education Plan (IEP
- Choose carefully where they sit and by whom
- Show the homework diary to teacher at end of lesson
- Can the task be broken down into manageable chunks?
- Time out card
- Child profile in folder in case of supply teachers

## Homework

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### Problems:

- Not noting homework down
- Not being able to read what's noted
- Not being able to settle down at home
- Not being able to concentrate in evening

### Solutions:

- Use computer, dictate, is homework on line available?
- Set up a routine at home...homework first, then leisure (use a timer and rewards)
- Communicate with school
- Try after school sessions
- Is medication dose correct?
- Is the medication taken as prescribed?