

ADHD Support @ Workington Academy



Students with ADHD may experience differences in attention, working memory, impulse control, and regulation of energy levels. These factors can impact learning, behaviour, and social interactions in the classroom. ADHD is not a sign of low ability—many students with ADHD are creative, resilient, and highly capable—but they may require specific strategies to help them thrive.

Research and guidance from ADHD charities emphasise that **movement, structure, and relational support** can significantly improve outcomes. The following strategies are used in school:

Rest breaks – Short, planned breaks reduce cognitive fatigue and support sustained focus. The ADHD Foundation notes that concentration typically wanes after 15–20 minutes, so micro-breaks can help students return with renewed attention.

Regulation interventions – Techniques such as breathing exercises, sensory tools, or quiet spaces help students manage big emotions. YoungMinds highlights that students with ADHD often experience intense emotional responses, so structured regulation strategies reduce escalation and anxiety.

Shared support – Regular check-ins, task scaffolding, and breaking instructions into smaller steps reduce working memory load. According to ADDISS, students with ADHD often have difficulties retaining multi-step instructions, and shared support ensures tasks remain achievable.

Movement opportunities – Incorporating purposeful movement (e.g., resistance bands on chair legs, classroom tasks, standing workstations) provides an outlet for physical energy. The ADHD Foundation explains that physical activity boosts dopamine and norepinephrine levels, which are critical for attention and self-regulation.

Collaboration with parents/carers on medication – Medication can significantly improve focus and impulse control. However, consistency and monitoring are key. ADDISS stresses

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that partnership with families ensures medication is administered correctly and its effects are observed both at home and in school

Prompts and reminders – Visual timetables, verbal cues, and written prompts support transitions and task initiation. YoungMinds highlights that ADHD affects executive functioning, so prompts help bypass difficulties with organisation and working memory.

ADHD Additional Needs Passport – This tool records individual strategies, strengths, and needs, ensuring consistency across staff. ADHD Foundation advocates for student voice in planning support, helping them feel understood and reducing stigma

By combining these approaches with quality first teaching, we aim to create a structured, flexible, and inclusive learning environment—helping students with ADHD access the curriculum, build confidence, and achieve success.