

**Course: BSc (Hons) Health and Social Care**

**Module: Independent Project (BMHP6020\_LON)**

**Component 1: Element 1 - Project Proposal**

**Student ID:** 2327313

**Student Name:** Maria Elisa Jose Dos Santos

**Date of submission:** 11 July 2026

**Word count:** 500

## **Element 1 - Project Proposal**

***My project title: The experiences exploring of children with ADHD in Primary schools in the UK***

**1) Aim:** To explore the experiences of children with ADHD in Primary schools in the UK

**2) Objectives:**

- Discuss the experiences of children with ADHD in primary schools in the UK
- Analyse the impact of ADHD on the experience of children in primary schools in the UK
- To Recommend solutions for improving the experiences of children with ADHD in primary schools in the UK.

**3) Background/Rationale:**

According to Russell et al. (2023), ADHD is a neurodevelopmental disorder, characterised by attention and behavioural problems, hyperactivity, and impulsivity which is a seriously impact on a child's school life and their capacity to form relationships with peer. Compared to their peers, children with probable ADHD in UK primary schools exhibits significantly lower academic achievement. Their likelihood of having below- expected literacy attainment is 16.7 times higher May, F et al. (2021).

In England, there are an estimated 741,000 children and young people (ages 5 to 24) with ADHD (diagnosed or undiagnosed). In March 2025, up to 549,000 people- many of them children were- awaiting an evaluation for ADHD. This suggests that there is a sizable gap in the pathways for assessment and assistance. NHS Digital (2025).

Since 2024 there was an increase of 93,700 (5.6) pupils. This includes the number of pupils with an education, health, and care (EHC) plan.

#### **4) Methods**

This methodology is secondary research using a systematic literature review. Ten peer-reviewed journal articles will be included.

Databases:

ProQuest.

PubMed

Google Scholar

Keywords

Children with ADHD, primary schools, School experiences, AND UK education OR lived experiences children UK

#### **inclusion and exclusion criteria**

Inclusion criteria:

- Peer-reviewed studies only
- Primary research studies
- Studies based in the UK
- Studies related children with ADHD and attending primary school
- Studies published after 2016 to 2026

Exclusion criteria

- Non-Peer-reviewed studies, reports websites
- Secondary research studies
- Studies based outside the UK
- Studies not related to children with ADHD and attending primary school
- Studios published prior to 2016

#### **5) Resources:**

UWSTD Library, feedback, internet, laptop, databases.

**6) Timescale:**

| <b>Chapter</b>                                   | 29/07/26 | 20/08/26 | 01/10/26 | 01/11/26 | 01/12/26 |
|--------------------------------------------------|----------|----------|----------|----------|----------|
| Chapter:1<br>Introduction                        |          |          |          |          |          |
| Chapter 2:<br>Background                         |          |          |          |          |          |
| Chapter 3: Methods                               |          |          |          |          |          |
| Chapter 4: Results<br>and Discussion             |          |          |          |          |          |
| Chapter: 5<br>Recommendations<br>and Conclusions |          |          |          |          |          |

**7) Self-reflection as researcher (any strengths or challenges):**

| <b>Strengths</b>             | <b>Challenges</b>                                          |
|------------------------------|------------------------------------------------------------|
| <i>Time Management</i>       | <i>Finding hard to find articles</i>                       |
| <i>Passion for the topic</i> | <i>Overwhelming with academic writing</i>                  |
| <i>Personally experience</i> | <i>Limited experience in advanced statistical analysis</i> |

## References

May, F, Ford, T, Janssens, A, et al. (2020) *Attainment attendance and school difficulties in UK primary school children with probable ADHD* Available at: <https://www.bpspsychub.onlinelibrary.wiley.com/doi/10.1111/bjep.12375> (Accessed: 8<sup>th</sup> June 2026).

Russell, A. Clarke, S. Ford, Tamsin, et al. (2023) *Educational experiences of young people with ADHD in the UK: Secondary analysis of qualitative data from the CATCh- uS mixed-methods study* Available at: [https:// www.doi.org/10.1111/bjep.12613](https://www.doi.org/10.1111/bjep.12613) (Accessed: 8<sup>th</sup> June 2026).

Gov.UK (2025) *Special education needs in England* Available at: <https://www.explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england/2024-25#content> (Accessed: 8<sup>th</sup> June 2026).

NHS England (2025) *ADHD Management information* Available at: [https:// www.digital.nhs.uk/data-and- information/publications/statistical/mid-ADHD/may](https://www.digital.nhs.uk/data-and-information/publications/statistical/mid-ADHD/may) (Accessed: 12<sup>th</sup> June 2026)

Nice (2019) *attention deficit hyperactivity disorder: diagnosis& management* Available at: [https://www. Nice.org.uk](https://www.nice.org.uk) (Accessed: 12<sup>th</sup> June 2026).