

Word count: 973	Global Developmental Delay (GDD) ECEY6006	
Introduction According to the National Health Service (NHS) (2021) Global Developmental Delay (GDD) is a term that is used for a condition that happens during a child's developmental period. Accompanying this condition, there are delays in motor skills which are both gross and fine. However, the Great Ormond Street Hospital (GOSH) (2020) states that GDD can also be seen as a child who is younger than school age having difficulties learning and understanding compared to other children. Evidence from Action (2019) shows that 1 in 10 babies are diagnosed with GDD and this has a long-term impact on their health and wellbeing. Sometimes, if an individual has Downs Syndrome or Cerebral Palsy, global developmental delay can be a part of those conditions (Mencap, no date).		
Identification and diagnosis Children with Additional Learning Needs (ALN) do not form a clearly defined group and most schools rely on their medical model to be able to identify the children with ALN (Smeets and Roelveld, 2016). Boyes Turner, (2017) state that 57% of teachers believe that many children are being misdiagnosed with ALN with 54% of these teachers believing that it is the pressure from parents that is causing the misdiagnosing. Official diagnosis can only be given by specialists which does not include teachers, nurseries or parents and the professionals who provide diagnosis must have expertise. Many parents push for diagnosis around 64% states Boyes Turner, (2017) followed by 62% of these parents worrying that genuine children with ALN will not get the help they need as the resources required are sometimes given to children that may not need additional help or resources. Identifying GDD can be very difficult as every child develops at a different pace as every child is unique, however getting early help can ensure the child can achieve their full potential (Mencap, no date). Everybody accepts a diagnosis differently. Unlike other forms of ALN like Autism or ADHD, GDD can be difficult to diagnose as there are not a set of symptoms that children with GDD have, but there are signs that they are experiencing delays within achieving their milestones across several areas of learning and functioning. Early intervention is vital for children with ALN however it is not always possible to do.	Barriers There are many barriers that affect GDD. The main type of barrier that affects GDD is cognitive barriers and an example of this being difficulty learning or understanding as well as difficulty interacting with others. Language barriers affects GDD also as children with GDD can have speech impairment and/or take longer to process what is being said to them. Language barriers does not mean that the child is unable to communicate their needs, and children may use gestures or may take the person's hand to what they want although this is more common in Autism. Children with GDD find it difficult to create and maintain relationships with peers due to social skills and delay in development (Low, 2020). Having peer relationships has an impact on children's wellbeing and happiness so if they are having difficulties with these relationships, this can have a negative impact on the child and their learning experiences (Austin, 2022). The medical model of disability according to Guevera, (2021) is that disabilities are seen as defects that need treatment and that the able body is seen as the norm as well it limiting the values of individuals. Sometimes, parents and/or guardians can act as a barrier if they do not understand GDD and they can become stressed, isolated and they may even blame themselves states Holland <i>et al.</i>, (2018). Parents may also argue due to their child having an ALN and they may not want to believe that their child needs extra support as well as facing the fear of the unknown (Holland <i>et al.</i>, 2018).	Strategies and interventions As children with GDD have difficulties with reaching their milestones, communication can be a frightening thing for those children, however speech therapy, occupational therapy and Applies Behaviour Analysis (ABA) can all help a child with GDD. If a child is having difficulties with their motor skills, they may often see a physiotherapist to support them with this. Early intervention works best when it is in the child's usual environment whether that be at home or at a day care setting and/or school (Mosaic Early Intervention, no date). Although GDD mainly affects the child that has the condition, it is also vital to support the parents and family that is involved with the child. Parents/guardians involvement is vital for the child's best chances at success so therefore by providing them with the information, support and tools that they need can help them cope with the situation (Mosaic Early Intervention, no date). Children with GDD often require additional and intensive support within educational settings to be able to learn new skills. Every child with GDD will be different and their skills, strengths and weaknesses will vary, so a comprehensive assessment of the child is vital to assess their current skills. According to Mosaic Early Intervention, (no date) the brain adapts and learns quickest between the ages of 0-3 therefore early intervention enables the child to receive their best outcomes. If the child is older, behaviour intervention programmes will be used which are effective, however early and intense intervention have shown more positive outcomes.
	Conclusion GDD is an additional learning need which can only be diagnosed by professionals and sometimes can display the same signs as ASD. A diagnosis can be done by professionals and can be difficult and a lengthy process, but once a diagnosis has been given, support and interventions can be put in place to enable the child to reach their full potential. Speech therapy has been proven to be beneficial for children with GDD to enable them to develop their social skills to be able to communicate with others as sometimes, speech and language barriers can be daunting on a child with GDD.	

Reference list

Action (2017) *Developmental Delay in Children*. Available at: [Developmental Delay in Children Action Medical Research](#) (Accessed: 10th May, 2023).

Boyes Turner (2017) Parents to blame for misdiagnosis of special educational needs? [Available at: Parents to blame for misdiagnosis of special educational needs? Special Educational Needs Solicitors, Boyes Turner \(senexpertsolicitors.co.uk\)](#) (Accessed: 1st May, 2023).

Belanger, S. and Caron, J. (2018) 'Evaluation of the child with global developmental delay and intellectual disability' *National Library of Medicine*, 23(6), pp.403-410. doi:[10.1093/pch/pxy093](#)

Drifte, M.C. (2013) *Special needs in early years settings: A guide for practitioners*. ROUTLEDGE.

GOSH (2020) *Children and young people with learning disabilities*. Available at: [Children and young people with learning disabilities | Great Ormond Street Hospital \(gosh.nhs.uk\)](#) (Accessed: 11th May, 2023).

Guevara, A. (2021) *The Need to Reimagine Disability Rights Law Because the Medical Model of Disability Fails Us All*. Available at: <https://heinonline.org/HOL/LandingPage?handle=hein.journals/wlr2021&div=12&id=&page=> (Accessed: 15th May, 2023).

Holland, J. et al. (2018) *Children with SEND and the emotional impact on parents*. Available at: https://nasenjournals.onlinelibrary.wiley.com/doi/pdfdirect/10.1111/1467-8578.12240?casa_token=7KVlydw0JG4AAAAA:mgzKiW2NphqX2lf86beRkF-JHCte6HcvwT2klCxo6ZlsMqkA_6th3Y-ztI7SPv9Ww0lcEuchQk7nw (Accessed: 1st May, 2023).

Mencap (no date) *What is Global Development Delay?* Available at: [What Is Global Development Delay? Find Out More | Mencap](#) [Accessed: 11th May, 2023].

Mosaic Early Intervention (no date) Global Developmental Delay (GDD) : [An Understanding of the Impacts and How We Can Support Infants and Young Children](#). Available at: [Understand Global Development Delay \(GDD\) \(mosaicearlyintervention.com.au\)](#) (Accessed: 11th May, 2023).

National Association of Head Teachers (2021) without sufficient funding SEN code of practice is nothing more than an empty promise, say school leaders. Available at : <https://www.naht.org.uk/news-and-opinion/press-room/without-sufficient-funding-sen-code-of-practice-is-nothing-more-than-an-empty-promise-say-school-leaders/> (Accessed: 10th May, 2023).

NHS (2021) *Global Developmental Delay*. Available at: [Global Developmental Delay - Children's Integrated Therapies \(oxfordhealth.nhs.uk\)](#) (Accessed: 11th May, 2023).

Smeets, E. and Roelvelde, J. (2016) 'The identifications by teachers of special educational needs in primary school pupils and factors associated with referral to special education.' *European Journal of Special Needs Education*, 31(4), pp.423-439. <https://doi.org/10.1080/08856257.2016.1187879>

Very well mind (2022) *What is Global Developmental Delay Disorder?* Available at: [What Is Global Developmental Disorder? \(verywellmind.com\)](#) (Accessed: 10th May, 2023).

Welsh Government (2018) *Draft Additional Learning Needs Code for Wales*. Available at: https://gov.wales/sites/default/files/consultations/2018-12/draft-additional-learning-needs-code-for-wales_0.pdf (Accessed: 11th May, 2023).

Welsh Government (2020) *The additional learning needs transformation programme: frequently asked questions*. Available at: <https://www.gov.wales/additional-learning-needs-transformation-programme-frequently-asked-questions-html> (Available at: 15th May, 2023).