

The Additional learning need is a new statutory assistance system that will be implemented in 2021 for children and young people aged 0–25 who have a learning problem or impairment (Welsh Government, 2018). The term "special educational needs" (SEN) is being replaced by "additional learning needs" by the Welsh Government. ALN will be defined in a similar way as SEN. Individual Development Plans, or IDPs, will take the place of IEPs and Learning Support Plans as a legal document (The National Deaf Children's Society 2021). However Individual Development Plans (IDPs) for ALN children will be reviewed annually (similar to an Education, Health and Care Plan (EHCP) in England) (Boys Turner 2016)

ADHD Identified and Diagnosed	ADHD Barriers	ADHD Support Strategy
ADHD, known as Attention Deficit Hyperactive Disorder is a behaviour disorder. ADHD is often first diagnosed in childhood. Low amounts of a brain chemical called dopamine are found in children with ADHD. Brain metabolism in children with ADHD is lower in the areas of the brain that control attention, social judgement, and movement (Stanford children's health, 2021). In addition The primary indications of inattentiveness, according to (NHS Wales 2021), are: • Having a short attention span and being easily distracted. • Making casual errors, such as in schoolwork. • Losing items or appearing forgetful. Being unable to persevere in laborious or time-consuming tasks. • Acting as if he or she is unable to listen to or follow directions. • Unable to organise tasks due to a constantly changing activity or assignment. The following are the most common symptoms of hyperactivity and impulsivity: • Inability to sit still, especially in calm or peaceful environments. • Fidgeting all the time. • Inability to concentrate on duties An excessive amount of physical activity. Talking too much. • Inability to wait their turn. • Acting without considering the consequences. • Interrupting other people's conversations. • There is a lack of awareness of risk. These signs can lead to serious issues in a child's life, such as poor academic performance, poor social contact with other children and adults, and discipline issues. However The way a child behaves at home, school, and in social situations is crucial in determining a diagnosis. Physical, neural system, and mental health tests data are used to make the diagnosis (Stanford children's health, 2021).	In the United Kingdom, a major barrier to accessing specialist services is the limited recognition of disorders by general practitioners (Sayal et al 2005). However Negative classroom experiences can be caused by poor connections between practitioners and children. Stigma and discrimination can make it difficult to form positive relationships and have positive educational experiences. (Gwernan-Jones et al. 2016). According to Cockcroft and Atkinson (2015), TAs did not feel they were given enough credit for their degree of responsibility and success with the children they were assigned. They talked about how their work had been hampered by a lack of training, room, time, and resources. In addition a recent study, Greenway and Rees Edwards (2020) reported that "TAs had 'adequate' knowledge and limited training. Those who had received training had accessed their own opportunities, resulting in greater knowledge of ADHD than those without training" Also research by UK Teachers and ADHD, (2017) 22% Teachers' do NOT think their school has a good structure in place for supporting ADHD diagnosed pupils 23% Teachers' will NOT always refer a pupil they suspect to have ADHD to a health professional 34% Teachers' believe they have undiagnosed ADHD pupils in their classroom 72% Teachers' do NOT know how to refer suspected ADHD pupils for further support 42% Teachers' have NOT received training on teaching students with ADHD 63% Teachers' say they have NOT received adequate training and have the support needed in order to themselves support pupils with ADHD symptoms 75% Teachers' concerned about the lack of resources and specialist support available to support pupils with ADHD 19% Teachers' feel uninformed about ADHD.	According to Stanford children's health (2021) A child may receive care from a team that may include counsellors, therapists, social workers, psychologists, school psychologists, teachers, and psychiatrists also being in touch with other parents who have a child with ADHD may be helpful. Therefore it is important for families to be supported. In addition There are a few things that parents can do to support children with ADHD and also parents can get support as well. 1. Make use of visual aids and schedules. This can make it easier for children with ADHD to follow directions and absorb information. 2. Speak with child's school's SENCo (special educational needs coordinator). They should be able to assist parents with any difficulties and provide additional support. 3. The ADHD Foundation offers parents and caregivers advice and assistance. Also The National Health Service (NHS) gives information about living with ADHD (Action for children 2021). Moreover CHADD and the Attention Deficit Disorder Association are the two leading national ADHD support and advocacy organisations. Many public and private schools provide activities and networking opportunities for parents of children with ADHD. There are also numerous online communities for parents and people who are affected by the disorder (Gluck, 2019). In addition EHC plan is a legal document that outlines a child's special educational, medical, and social needs. It specifies the additional assistance that will be provided in order to meet those needs. An EHC Plan can be in place from birth and can last until a young person's 25th birthday in specific cases (EHC Plan 2020). furthermore There are two parts to the process: that can either request that the child be assessed by the local government or parents can appeal. Parents must understand exactly what there child should receive under the EHC plan. (Helping children and young people with SEN 2008)

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