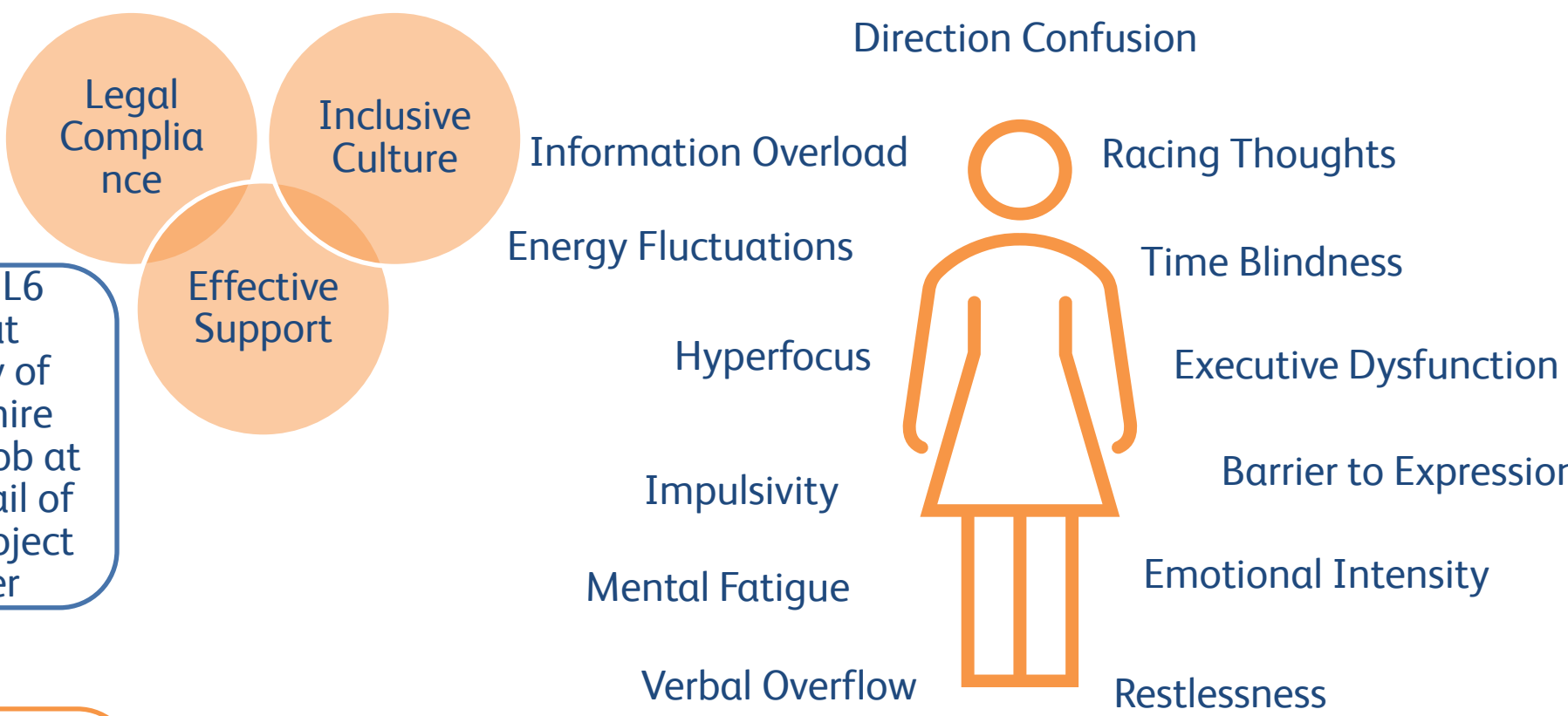
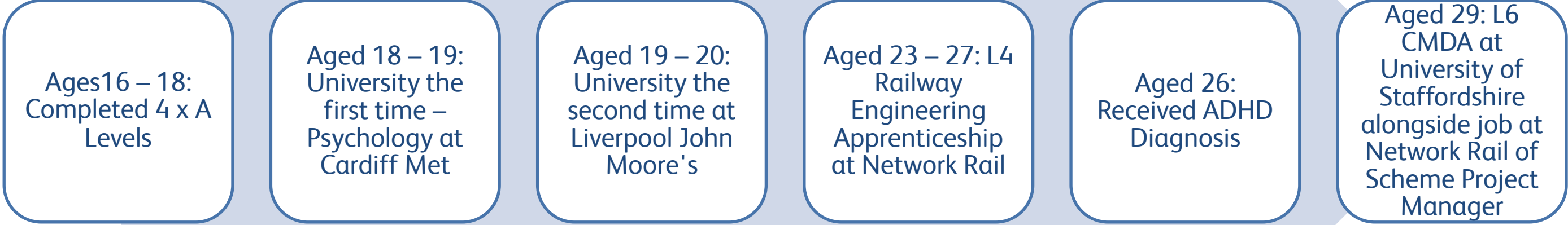


My Story – Navigating education with ADHD

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What the evidence shows

- Standard fixes don't fit:** Generic support packages ignore ADHD's individuality. (Jansen et al, 2017)
- Masked needs, missed voices:** Apprentices rarely help shape their own support. (Haglund, 2020)
- Same support, tougher demands:** Rising academic pressure isn't matched by adaptive help. (UK Government, 2010)
- System failure:** Admin gaps and weak enforcement block effective adjustments. (Pearson and Gimblett, 2023)
- Overloaded and undertrained:** Staff lack time and confidence to apply support plans. (Pearson and Gimblett, 2023)
- Extensions ≠ support:** Deadline delays are a band-aid, not a solution. (Smith et al, 2025)
- Design for one, benefit all:** Inclusive tools help every learner thrive. (Design Council, 2006)
- Assessments need a rethink:** Recall-heavy tests sideline ADHD strengths. (Liu and Huang, 2021)
- Rigour ≠ rigidity:** Policy language can undermine the legitimacy of adjustments. (CMI, 2024)
- Support ≠ hand-holding:** One-to-one help builds independence, not dependence. (Liu and Harwood, 2022)
- Flex isn't a favour:** Alternative teaching models should be standard, not special. (Jones et al, 2025)

ADHD is a disorder that is defined through analysis of behaviour. People with ADHD show a persistent pattern of inattention and/or hyperactivity–impulsivity that interferes with day-to-day functioning and/or development. ADHD UK. (2025)

In August 2025, an estimated 4.33%, around 2.5million people in England have ADHD (NHS, 2025)

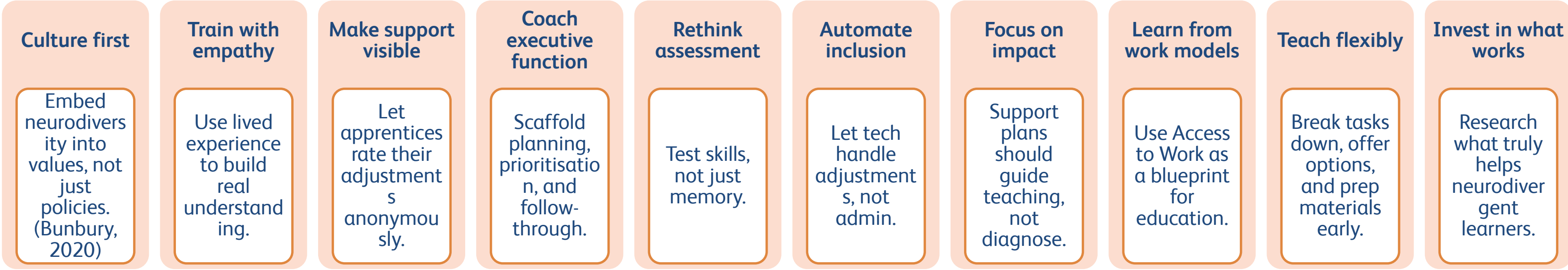
ADHD in Action: Practical Support for Apprentices Who Think Differently

Heather Campbell

Conclusions – What it all means

Legal rights ≠ lived reality	• Adjustments exist on paper, but not always in practice. (UK Government, 2010)
Support is generic, not genuine	• ADHD apprentices face systems that don't flex.
Willing hearts, worn-out hands	• Staff want to help but lack time, training, and tools.
Extensions are easy, change is hard	• Quick fixes mask deeper challenges.
Tools aren't enough	• Without culture change, adjustments stay surface-level. (Harding, 2024)
From “have to” to “want to”	• Inclusion must be a value, not a tick-box.

Recommendations - Turning insight into action



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