



ADHD PATHWAY

(Neurodevelopmental Service)

Presented by:



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+ Foreword

I am delighted to be publishing our Attention Deficit Hyperactivity Disorder (ADHD) pathway.

This pathway is in addition to the Neurodevelopmental and Autism Spectrum Disorder (ASD) pathways which we published in 2024. Together, these pathways create a comprehensive framework for addressing the needs of children with neurodevelopmental conditions locally.

ADHD, like other neurodevelopmental conditions, can present unique challenges for children and their families. As with the other pathways, we recognise that a diagnosis, while important, is just one part of the journey and this pathway therefore does not just aim to assist with achieving a diagnosis, but also aims to provide the necessary child specific support to those diagnosed with ADHD.

The publication of this pathway would not have been possible without the hard work and collaboration of the multidisciplinary working group, which included professionals from the GHA, the Education

Department, the Supported Needs and Disability Office and the Care Agency. I would like to thank everyone who has contributed to this. Their efforts have ensured that this pathway is not just a piece of paper or tick box exercise, but is in fact a document which will guide and assist families with their ADHD diagnosis and ongoing personalised support.

As a Government, and as set out in our manifesto, we want to better the experience for those with neurodevelopmental conditions and with the publication and implementation of this pathway, I am sure we will go a long way in achieving that. I encourage all professionals and families to engage with this pathway, to provide feedback, and to continue working together as we continuously tweak and improve our service provision in this area.

A handwritten signature in black ink, consisting of several overlapping loops and a final horizontal stroke, representing the signature of Gemma Arias-Vasquez.

The Hon Gemma Arias-Vasquez MP
Minister for Health and Care

+ Service Overview

This document outlines the pre-assessment, assessment and post assessment pathways for neurodevelopmental conditions.

Term	Meaning
Pre-assessment:	Provide needs-based support and gather information to inform a request for further assessment.
Assessment:	Carry out an assessment, where appropriate, based on the National Institute for Health and Care Excellence (NICE) guidelines.
Post assessment	Provide support according to assessed needs.

Objective

The aim is to provide a multi-disciplinary approach to the diagnosis and management of children and young people with ADHD.

Core Principles

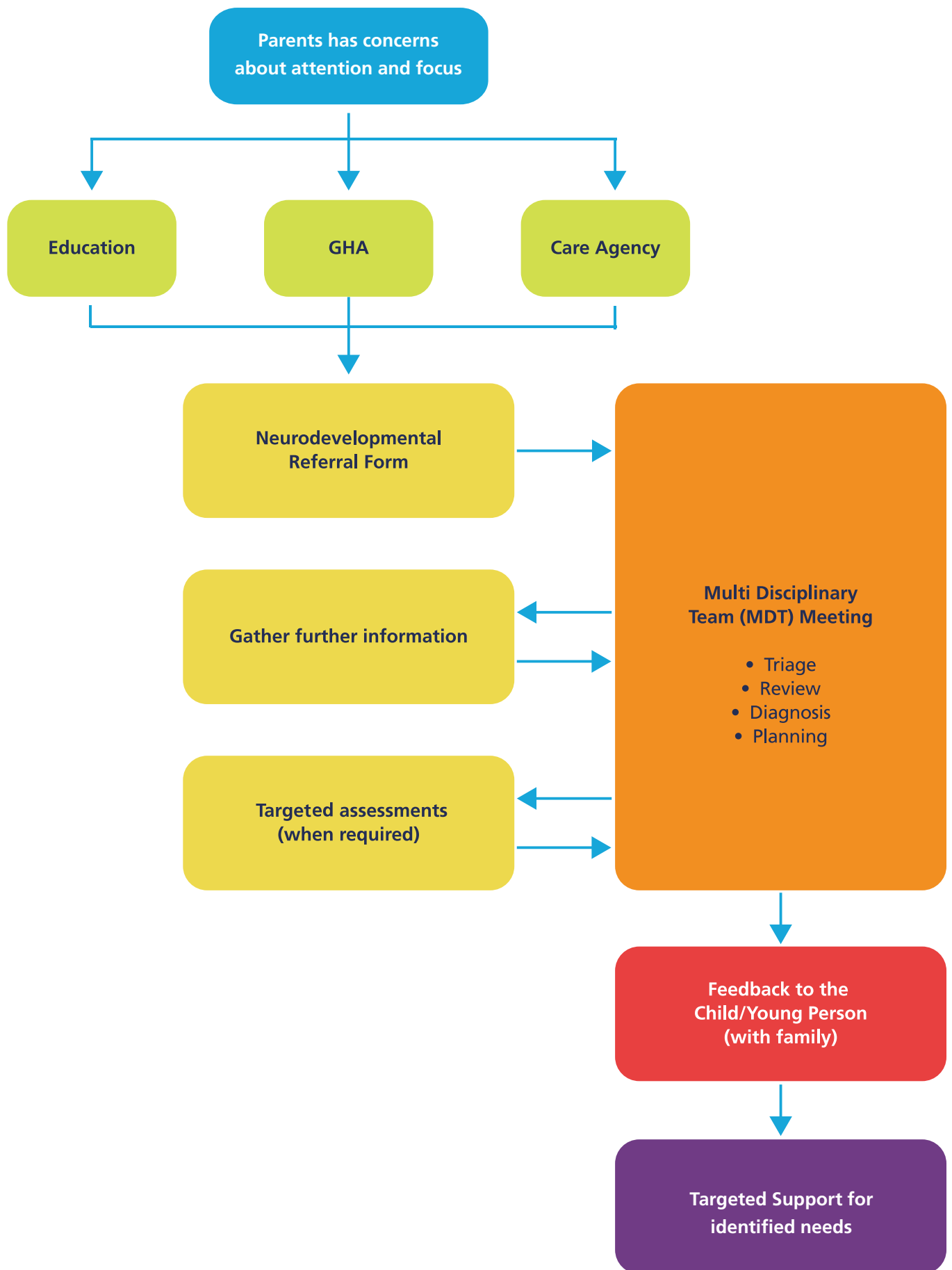
- The approach will be person centred and based on need;
- Multidisciplinary assessments and support strategies will be identified and agreed;
- Screening and diagnostic tools will be evidence-based and approved;
- Consistency and equity will be maintained;
- Information will be accessible and securely stored;
- Professionals and families will work together collaboratively to optimise the child/young person's access to learning, intervention, community presence, overall well-being and quality of life.

Summary

Attention-Deficit/Hyperactivity Disorder (ADHD) is a common neurodevelopmental condition marked by inattention, hyperactivity, and impulsivity. Typically emerging in childhood, ADHD can impact academic, social, and family life. ADHD can present with three subtypes: inattentive, hyperactive-impulsive, and combined.

The exact causes are unclear but involve genetic and environmental factors. A multidisciplinary approach is key for identifying and managing ADHD in children and adolescents to support their development and well-being. Management may include reasonable adjustments, medication (stimulants/non-stimulants), parent training and school support, with attention to other co-occurring needs.

+ ADHD Pathway



Parents with ADHD concerns are encouraged to seek help through professionals. Referrals will not be accepted directly from parents.

Referrals will be accepted from professionals in Education, the Care Agency or the GHA (for example general practitioners or health visitors). Parents should arrange to meet with any of these professionals to discuss their concerns. ADHD affects functioning in multiple domains and hence it is important to gather information from a variety of sources. Therefore parents will be requested to give their consent for professionals to approach and discuss the child's care with other relevant agencies and departments where appropriate. For example, if a referral is received from the Care Agency, additional information might be needed from the child's teacher and/or other professionals who maybe involved in their care.

In conjunction with parents, professionals in schools, Care Agency and / or the GHA will complete the Neurodevelopmental referral form. Further assessments may be required such as a physical examination, a blood test, genetic testing and any other relevant investigations. For some children or young persons, targeted assessments such as the Conners or DIVA may be administered.

The MDT of the Neurodevelopmental service will be led by the GHA. At the minimum, it will include:

- Paediatricians
- Mental Health
- Admin Staff

Where appropriate, the MDT will request input from Education, Care Agency and other allied health professionals.

The MDT meetings will sequentially consider information from sources to arrive at a diagnosis and begin to plan a targeted support package.

The relevant professionals (this will not be the whole MDT) will meet with the child / young person together with their family to explain the outcome of the assessments and offer a diagnosis. They will also have a conversation about how ADHD may affect the person's life. The family will be signposted to appropriate support and services.

Targeted support, specific to the child's need, will be offered, with a multidisciplinary and multiagency approach. Support will mainly be offered outside the Children's Health Centre, usually within the community, or at home or at school. A letter confirming the diagnosis will be shared with the family and stored in the patient's GHA clinical record. Parents will be encouraged to share our recommendations with the relevant agencies and / or departments as this will be beneficial to the child.

+ Resources

All assessments/screening tools will be carried out by suitably trained persons.

Table of resources referred to and used during assessment.

Resource	Purpose
Conners questionnaire	The Conners' Questionnaire (Conners Rating Scales) is a standardized tool used to assess symptoms of ADHD and related behavioural issues in children and adolescents. It collects information from parents, teachers, and sometimes the child, evaluating areas like inattention, hyperactivity, impulsivity, and emotional challenges. It helps guide diagnosis and track treatment effectiveness
Diagnostic and Statistical Manual of Mental Disorders-5th Edition (DSM-5) criteria	Developmental history, behavioural features, assessment of social and communication skills
The DIVA 5	Diagnostic Interview for ADHD, is a comprehensive assessment tool used for children and adolescents (ages 5-17 years).
International Classification of Disease-10 Revision (ICD-10)	Developmental history, behavioural features, assessment of social and communication skills
The National Institute for Health and Care Excellence (NICE) Guidelines	Guidelines for assessment of children and young people with possible ADHD
The Educational Profile	GHA document to be used in the Over 5s pathway as an information gathering tool
The Parent Profile	GHA document to be used in Over 5 pathway as an information gathering tool

+ Abbreviations

Abbreviation	
ADHD	Attention Deficit Hyperactivity Disorder
DSM-5	Diagnostic and Statistical Manual of Mental Disorders- 5th Edition
ICD-10	International Classification of Diseases
GHA	Gibraltar Health Authority
MDT	Multidisciplinary Team
NICE	National Institute for Health and Care Excellence

+ References

American Psychiatric Association. (2013). Diagnostic and statistical manual of mental disorders (5th ed.). <https://doi-org.ezproxy.frederick.edu/10.1176/appi.books.9780890425596>

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Parham, D. L., Ecker, C. L., Kuhaneck, H., Henry, D. A. & Glennon, T. J. (2021) (SPM™-2) Sensory Processing Measure, Second Edition and SPM-2 Quick Tips™. WPS.

Essex Partnership University. NHS Foundation Developmental Referral Form.

Conners, C. K. (2023). Conners 4th Edition (Conners 4™). Pearson Clinical Assessment. Available from: Pearson Clinical.

DIVA - Diagnostic Interview for ADHD. DIVA Foundation divacenter.eu

NICE - National Institute for Health and Care Excellence Guideline (NG87) <https://www.nice.org.uk/guidance/ng87>

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