

Cyflwynwyd yr ymateb hwn i'r [Pwyllgor Plant, Pobl Ifanc ac Addysg](#) ar gyfer yr ymchwiliad: [A oes gan blant a phobl ifanc anabl fynediad cyfartal at addysg a gofal plant?](#)

This response was submitted to the [Children, Young People and Education Committee](#) for the inquiry: [Do disabled children and young people have equal access to education and childcare?](#)

AEC 63

Ymateb gan: Unigolyn

Response from: Individual

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My son [REDACTED] who is now [REDACTED] has a diagnosis of ASD. He currently accesses education in a mainstream school with 3 and a half hours of 1-2-1 support a day. Aswell as then working in a small group in the afternoons. Oliver has an IDP.

[REDACTED] did not display stereotypical behaviours of ASD as a baby and toddler. Although there were concerns that I noticed and brought up with professionals who never felt there was enough evidence to act upon. When [REDACTED] started a private nursery I became more concerned as he was becoming aggressive and wouldn't follow instructions. Once again concerns where ignored. As a parent I had hoped that perhaps he was just delayed and going through behavioural issues spilling on from the toddler years.

The summer before reception class [REDACTED] had started repeating words over and over. I was sure that when he started reception and was around other children his own age this would finally be picked up as a cause for concern. Within the first week it was noticed by [REDACTED] teacher who then made a referral for an assessment for autism.

In her referral the teacher noted that [REDACTED] required constant 1-2-1 support to be able to access the curriculum. That he was a danger to himself and others. That he was a flight risk.

I was told that [REDACTED] could not get any 1-2-1 support until he had received a diagnosis. Despite there being an identified need. He attended virtual speech and language at home and had some classroom adjustments made. But nothing compared to the level of support he required. He was well below his peers academically, emotionally and socially.

[REDACTED] became so withdrawn in himself from attending school. He was absolutely exhausted at the end of the day. I would pick him up and be constantly told how he had hit another child or had ran out in the yard undressed after P.E yet no ideas or support offered to help. It was purley put to me as a waiting game and nothing could be done until he received a diagnosis.

As a last resort because of [REDACTED] emotional distress from school and refusing to attend school in the mornings. Which would involve [REDACTED] lashing out and hitting and scrambling me. I Asked the school if I could home school [REDACTED] part

time, two day per week. They agreed. This however had no end in sight and happened for 9 months.

Once [REDACTED] received his diagnosis 18 months later I was relieved at finally being able to put in for a statement as advised by the school senco to get him 1-2-1 support.

However the school had not carried out the things required for [REDACTED] to be granted a statement. They had not carried out the school action plan of gathering evidence from the educational psychologist or any other professionals.

As a result we had a do not proceed at panel. However they awarded [REDACTED] 10 hours of 1-2-1 support, stating the school must add an additional hour per day from their budget for SEN.

Speaking to the local authority in the attempt to obtain a statement it became apparent that the school had not followed the process for a child with special educational needs. I was asked "why don't we know about your son?" Apparently they have meetings every two weeks with schools to discuss such issues. A woman from the local authority told me she would support me if I wanted to make a formal complaint against the school. However when this reached the highest person in the SEN department she didn't share the view that I would be supported by the L.A if I made a complaint. Instead I was told conversations would be had with school behind closed doors.

I had provided messages from the school that showed all the misinformation I was given. Conversations were had between myself and school. The local authority was made aware. However there was no real accountability for the years [REDACTED] was left without support and the emotional damage that he and our family suffered as a result.

I'm happy to say things at [REDACTED] school have improved. He is now being fully supported. One of the biggest factors in this change besides [REDACTED] being granted his 1-2-1 hours, was having a woman called [REDACTED] who works for CASS go into school.

Has a parent you are not privy to what goes on at school throughout the day. Schools can be very vague about how a child's day looks and what support they are putting in place.

[REDACTED] goes into school and unknown to the child monitors them. She can then see what that child's day looks like and what support could be put in place when the child is struggling or his 1-2-1 support hours are over.

[REDACTED] liaised between home and school putting [REDACTED] needs at the forefront. She was able to repair a lot of mistrust I had for school by helping school put

support in place. I would love to see this type of provision being offered as a standard practice for children with sen.

There should be mandatory training for sencos on disabilities and additional needs. Not only how to spot and support a child with additional needs and disabilities. But also training on the law around what they should be doing as a senco and school.

If there is clear evidence as in my case that a school have not carried out it's legal obligations around sen, that is then shared with the local authority, why do parents then need to make the complaint? As this can be daunting for parents. Especially if your child is to remain at the school. That's besides whatever paperwork etc would be involved for families who already have busy, stressful lives.

I'm still baffled how my son could have such severe difficulties yet be left without support. Not to even be mentioned in any meeting's with local authorities by the senco. It's clear there needs to be training and much more hands on oversight in schools to make sure children with sen are being supported.

Thank you for coming to talk to us at the [REDACTED]. I hope that some positive changes can be made as result.