

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 11

Ymateb gan: Unigolyn

Response from: Individual

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I have been forwarded a link to the "Do disabled children and young people have equal access to education and childcare?" Website.

My daughter is currently [REDACTED] years of age and should be doing GCSEs at present.

She has been unable to access education in school for over 3 years. She is a bright, articulate and intelligent young woman who is not sitting any GCSEs and will be leaving school with no qualifications.

For the 5 years that my daughter has been in comprehensive school, the school has actively pursued the line that there are issues within the home life.

Assessment for ASD started with school whilst my daughter was in yr7.

In year 8 she had OT assessments and was found to have sensory processing issues.

At the start of year 9, she was seen by physiotherapist and paediatric neurologist and found to have hyper mobility.

The school was provided with paper copies of all findings, by myself.

I made repeated appointments to meet with ALNCo at school. All appointments bar 1 were cancelled. The 1 appointment that was not cancelled, I arrived at school to be told the ALNCo was unavailable and I was to meet with the truancy officer instead.

Over the years I have been asked to meet with staff from [REDACTED] and [REDACTED] [REDACTED] and have complied with these requests.

By early spring of year 9, my daughter was placed on the Child Protection Register, leading to 14 months of Social Services involvement.

At the start of year 9 my daughter had planned to start [REDACTED] GCSEs. The only way she would have been able to do this was if she could wear noise cancelling headphones. She was told she was not allowed to use/have noise cancelling

headphones in school. As a result she was not able to be in class to access an education.

In Spring term year 10 my daughter was diagnosed with Autism.

During summer term year 10 the final Child Protection Conference took place. The conclusions were that “this is a young person needing a high level of support” and “that mum is doing a good job in difficult circumstances”. During this meeting a requested an IDP from school, it was refused.

In summer term of year 10, I contacted the Local Authority in regard to an IDP for my daughter. It took a long time to get an appropriate response.

In Autumn term year 11 an in-person meeting took place at school with ALN from the LA present.

In Spring term of year 11, I met with the Ed Psych in an on line meeting and my daughter and myself met with the Ed Psych in-person the following month.

It was stated that my daughter has ALN and needed an IDP. This was given back to the school to manage, with the intention of creating an IDP in readiness for starting college in September 2023.

The in-person meeting with the Ed Psych, took place at the request of the Head of ALN at the school, with the intention that the Ed Psych also look for signs and symptoms of ADHD.

The 2 Ed Psych reports which I have received from those meetings, make no mention of having looked for ADHD.

From January to end of April yr 11, my daughter attended college to do ■ 1 morning a week. She was part of a small group ■ with a TA present. My daughter needed the TA to be with her at all times.

I was told by school in January that the TA would be the 2nd of the 2 professionals who would be looking for signs and symptoms of ADHD in my daughter.

Over the last year I have contacted the college on several occasions by phone asking to speak with a member of ALN staff and by email to ND staff directly. To date I have received no response from ALN or ND staff.

My daughter has accepted a place for college starting in September 2023.

In July 2023 the college runs a 2 week summer school to aid transition to college for some pupils.

At a meeting with the ALNCo at school in May 2023 for the IDP, at which a transition officer from the college was present; I asked about ADHD assessment and later had initial assessment forms sent out to myself from school. I stated that my daughter would need a 1:1 LSA, and school confirmed that the TA had needed to be with my daughter the whole time she had been in college. College stated that an LSA is only available for 4-5 pupils.

Later in May 2023 I took application forms for the summer school into the college to hand deliver personally. At that time I asked if a 1:1 LSA would be available for my daughter for that time as she needed one. I was told that they would enquire if there could be funding available. Later I received an email from the same college transition worker who had been at the IDP meeting in school, stating that a 1:1 LSA is something which is only available for pupils with a physical disability but that there will be LSAs present who can check in with her.

I am seriously concerned by the lack of support which my daughter has received from school so far and the apparent lack of support in the future for attending college.

I am concerned at the barriers which exist to her accessing education.

The negative impact on mine and my daughters health and well-being has been huge.

All useful information that is received or given arrives after it was needed.

The process of fighting to have ALN acknowledged, recognised and met is exhausting, frustrating, stressful and unnecessary.

It has taken 5 years for school to acknowledge that my daughter has ALN, just a few months before it is time for her to leave the school. They have wasted almost a third of her life by refusing to provide support which she obviously needed and persisting with the route which they chose to take.

It took Local Authority involvement to force the school to look for ALN and the need for an IDP.

It is too late for her to have support in school and she will have no qualifications from school.

This is a pupil who, at one point, was forecast to get several GCSEs at A\*\*.

She is leaving with nothing.

I am not sure if this is the type of information which will be useful to yourselves.

If you wish to discuss this with me, please do not hesitate to contact me.