

Education and Home Affairs Scrutiny Panel

Anonymised Evidence Submission

(4)

█ 7yrs Autistic Grouville.

█ Asburgers (RON)
Spinal Problems (RoN)
Diagnosed at 9yrs

█ 4yrs old Non-Verbal Autism

2 Children Highlands / Secondary School

Occupation █

█ Detachment Disorders and ADHD (See email)
Uses lenses which makes big difference.

Date/ Place Seen: 1st May 2015 Morier House

Documents: N/A

Background:

█
Child on SEN Register. No RoN.
"He is doing fine" so tends to be left to get on, but is not doing fine.
Sits in the middle bracket so receives no more intervention.
Had 3 x 1 hour slots of 1x1 assistance.
When left on his own he is 2 levels below.

Has been in personal contact with Educational Psychologist.
Well behaved so little interest from school.
Child had to be badly behaved to get provision.
Child needs to have run around regularly. School cannot provide the staff for that.
There is no inclusion of parents' wishes.
Educational Psychologist delayed assessment due to more important work.
No planning for next year – every year. (These children need extra help with change)
Explosions at home. If happened at school would get help.
May go to Teacher, Head Teacher or Ed Psych. Depending on issue.

██████████
Has RoN
Child does not know Senco.
No extra hours although school is funded for it due to RoN.
Then given 1 hr support
Routines changed without sufficient notice.
Expelled when kicked off.
Moved to La Roquier where there was more support provided.
Health and ESC are very separate and do not communicate well.
Would not go to SENCO.

██████████
Good support at St Saviours. 27 hrs of 1x1.

No complaints about the system.

██████████
Doing OK so left to get on. Would do much better with help.
Yr 10. Finally diagnosed.
On SEN Register. No RoN.
Because he is on target, he gets no support.
School decides who gets what.
Decisions made through SENCO and Head Teacher.
Rouge Bouillon has lots of Key workers.

██████████
See Separate Email.
No RoN.
Schools deal with behaviour, not underlying problem.
Change as went into Yr3.
Standards depend on the teacher.
Lenses made huge difference.
No more support.
Support is about behaviour, not about learning.

Overall agreed:
Central point of contact for child is needed. (With power to do something)
Reports from CAMHS is very slow and delays everything.
Communication is slow (Particularly from CAMHS) slowing everything down.

Nobody can tell you what happens next.
CAMHS blames Ed. Psych. Ed. Psych. Blames someone else.
No central point of information.
Understanding for parents of:
 Access to provision
 Quality of provision
 Requirements of progression through system.
Suggestion: Student Passport System. (As in UK).
Teachers do their best but need more training.

