

Cyflwynwyd yr ymateb hwn i ymchwiliad y [Pwyllgor Plant, Pobl Ifanc ac Addysg i weithredu diwygiadau addysg](#)

This response was submitted to the [Children, Young People and Education Committee inquiry into Implementation of education reforms](#)

IER 35

Ymateb gan: Unigolyn

Response from: Individual

Nodwch eich barn mewn perthynas â chylch gorchwyl yr ymchwiliad. | Record your views against the inquiry's terms of reference.

I originally contacted you last year with my concerns over the provision for children with additional needs moving from Primary to Comprehensive school. We are a year on and I am experiencing the same heart wrenching situation.

There were [REDACTED] pupils in particular that I had concerns over and when meeting with the Additional Needs Coordinator from the feeder Comprehensive I was very upset and angry. The details are below:

One boy had a very traumatic early childhood and was taken from his parents and put into care. At the age of [REDACTED] he was adopted and this is a loving, supportive family situation. However, he is affected by the trauma from his early years. Whilst he doesn't remember much at all, I have witnessed certain situations triggering an anxiety in him. [REDACTED]

[REDACTED] We can only think that this is triggering something in his emotions. [REDACTED]

[REDACTED] During the last year I have worked with this boy to support him with his well being. He has opened up to me, often not even letting on his feelings to his own loving parents. He has huge trust issues with both adults and children and he hasn't told anyone that he is adopted. [REDACTED]

[REDACTED] He has take a while to trust me and I had to build a relationship to do this. It was not easy. When I met with the Additional Needs Coordinator recently, along with the boy's parents, I made it clear how important it is for him to build a trusting relationship with an adult eg a teaching assistant. We were simply told that it won't be possible when he goes to comprehensive and in fact he will have a number of different teaching assistants interacting with him. This surprised me! I am also a THRIVE practitioner and we are trained to recognise that a

child needs a named and trusted adult if they are to work on their trauma and have a chance of moving forward. Her approaches totally ignores this national approach. [REDACTED] and he is now facing a very bleak start in Year 7. His parents are so very worried and I am simply flabbergasted!

The second child is a girl with an ASD diagnosis. She is very complex and quite hard to work with. I have worked with her over the last year, focussing on understanding her well being and ASD and put a number of strategies in place. She desperately wants friends but is so very confused on how to make and maintain friends and often has falling outs with others. [REDACTED]

[REDACTED] As she has got older, she is appearing immature to her friends and she just doesn't understand this. She watches and copies parts of others children to learn and be a good friend. However, along with growing up and puberty she has developed anger issues and again I have worked hard on this and there are strategies in place. Every single day I am involved in conversations with her to help her understand the world around her and deal with confusing issues. She has issues both in and out of school and this is partly because adults don't spend the time getting to know and understand her. [REDACTED]

[REDACTED] Indeed the same Additional Needs Coordinator at the comprehensive admitted that she probably will get into trouble [REDACTED]

[REDACTED] This surely shouldn't be the case with a child on the autistic spectrum! She needs a named adult that she knows that she can go to when she gets into a panic or meltdown but we have been told that this is not available in comprehensive school. She simply has to get on with things! There are so many other issues with this child that I could go into but I think what I have already outlined illustrates the concerns enough. Her mother has approached me since this meeting crying over her concerns for her move to comprehensive school.

I felt the need to update you on these cases to illustrate the frustration that we are still experiencing with our primary aged children. I hope that this information is of further help to you.