

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 60

Ymateb gan: Unigolyn

Response from: Individual

---

Thank you for providing this opportunity to share our experiences regarding the educational journey of my [REDACTED] year old daughter, who is neurodivergent with an ASD diagnosis received in April 2023.

After a wonderful experience at a nursery school that was able to respond to my daughter's needs and take things at her pace we knew we needed to be careful about picking a primary school that would work for her. At this point there had been no discussion of neurodiversity with me, however, delays and sensory needs had been noticed and as such before applying for primary school, we reached out to the council regarding deferring a year due to her August [REDACTED] birthdate. Unfortunately, we didn't receive any response, so we didn't have any guidance or support in making an informed decision. Schools also told us this was near impossible.

My daughter's school journey began in a Welsh Medium school where we encountered significant challenges that impacted her overall well-being and academic progress. Within 2 weeks of starting the school We were informed that my daughter couldn't participate in afterschool clubs without a dedicated 1-2-1 support, which would be down to us to both fund and recruit.

Within just four weeks of starting, concerns were raised about her ability to thrive in the school environment. The school suggested specialist provision and introduced a reduced timetable, hindering her Welsh language learning due to limited exposure. Whilst I was told this could not be done without parental support it was also framed as being in her best interest and the only option to keep her in the school.

The reduced timetable not only affected my daughter's ability to learn but also had significant repercussions on her overall well-being. It isolated her from her peers and disrupted her social integration. Furthermore, the reduced hours she spent in school necessitated that I take reduced hours at work to provide the necessary support she required during the additional hours she was at home, providing additional stress during a cost-of-living crisis.

in addition to this we were informed that my daughter would not be able to take part in school trips without a parent present. When we questioned this with the

law that she should had access we were met with risk assessments that they couldn't guarantee her safety. This created the guilt that we felt we needed to attend all trips.

Managing my daughter's incontinence at school posed a significant challenge. The school's limited support in this regard, expecting us to frequently come in for changes, added stress and disrupted her learning experience. This turned from being something that she was indifferent about to something which she carried a lot of shame regarding, we believe that this has significantly set back progress as now she will not engage with any toileting activities.

These experiences have highlighted the critical need for improved communication, understanding, and support for disabled and neurodivergent children within the education system. An inclusive and accessible environment is vital for the well-being and academic success of all children.

We believe that it was the environment rather than our daughters needs which created the majority of these issues. She is now settled in an English medium mainstream school who have been open and welcoming. She is in school full time, does not need us to attend beyond what all parents are asked to do and really enjoys going in each day. She has however lost the opportunity to be in Welsh medium education and gain the positives that would bring.

We hope that by sharing our experiences, we can contribute to positive changes in the education system that ensure equal opportunities, comprehensive support, and a nurturing environment for every child.

Thank you

[Redacted]

[Redacted]