

Educational Provision

A survey of 30 questions was circulated from 10.05.16 – 13.06.16 via Survey Monkey web link relating to educational provision for children aged up to 19. A total of 206 responses were received.

Summary

The majority of respondents were from Hampshire (88.8%). There were no responses received from the Isle of Wight local authority. Of the respondents from Hampshire, the majority were from the Eastleigh Borough, followed by Test Valley. We had good representation from all of the other unitary authorities in Hampshire.

The majority of children are in the 7-11 years age bracket (49%), followed by the 12-15 years age bracket (28.2%). A large proportion of children are male (82%). The majority of respondents described their child's condition as Autistic Spectrum Condition/Disorder (25.7%), followed by Asperger syndrome (24.3%). A large majority of children (187 out of 206) also have other conditions, the most common being anxiety (74.9%) followed by behavioural issues (42.2%). Some of the other conditions submitted by parents include sensory processing disorder and hypermobility. Exactly half of the children surveyed are considered to have a learning disability. Some parents commented that although they do not consider their child to have a learning disability, they are behind their peers at school.

Just over half of the children surveyed are currently educated at a local authority mainstream school (52.4%), followed by non-autism specific specialist schools at 14.1%. 2.4% of children surveyed are educated at home. Of those who are not educated at home, a large majority (86.4%) are placed within their local education authority area. Out of the 206 respondents, 36% go to a specialist school, and out of those 52% go to a local education authority school rather than an independent school.

Encouragingly, 36.8% of parents are very satisfied with their current school placement, with 29.3% fairly satisfied. Only 11.2% were very dissatisfied. Comments received highlight the following concerns:

- In mainstream schools, the non-SEN staff support is variable, ranging from "amazing" to "unable to meet needs", with many respondents stating that they need more awareness and understanding of autism.
- Noted lack of flexibility in adapting teaching methods for the individual child's learning style.
- There is generally good feedback for resources and units, but some are too far away from the child's home.
- Once the child is supported by understanding staff, they are much happier and do much better.

Nearly half of the respondents found that it was easy to obtain a school place for their child, which again is encouraging, however 14.7% found it very difficult. The comments received highlight a range of experiences:

- Easily obtained a place at a catchment school
- Local authority agreed to first choice school
- Used specialist help or had to go to tribunal to gain place in provision
- One parent contacted MP and County Councillors to make Hampshire County Council look at other options

An equal amount of parents felt that they had/had not received adequate information and support when choosing a school for their child (43.2%). The majority of the comments indicate that there was not enough official support to help choose a school, and parents had to do their own research to find a suitable placement. There was not enough information available on all the options. Support that was available included Portage, Parent Voice and school websites.

Most parents were able to visit the school before making a decision (94.2%). Only 33.5% of parents were offered an assessment of their child's suitability for the school where they were placed. The majority of parents (69.6%) feel that there isn't a range of appropriate placements for children with autism in their local area. One commented that they had to move to a different county to get into an appropriate school.

16.5% of respondents answered our home education question. The most common reasons for home schooling are:

- Because of experiences in school.
- Because the child would not get the intervention and support he/she needs in the schools that were available.
- Because the child would not cope in the schools that were available and because there was no suitable provision.

The most common reason for children not being in full time education is that the child will not cope in the schools that are available. Many of the comments cite anxiety as a primary reason for withdrawing from school, or refusing to go to

school. While at home, many of these children do not receive any support to help with their education, and the support they do receive is privately funded.

The majority of children (68.8%) have not been put on a reduced timetable at school, but of those who have, some parents agreed to it because their child was too anxious to cope with a full school day, and some parents were forced into it by the school and it impacted their child and their family negatively.

When asked where parents would most like their child to be educated, the three most popular options were:

- mainstream with an enhanced ASD resource/AS unit attached (26.2%)
- a special school (23.3%)
- local authority mainstream school (20.9%)

The majority of parents experienced a significant delay between receiving diagnosis and receiving support at school, of 1-2 years (25.1%), followed by 22.3% waiting for more than 3 years. The result of the delay has had a negative impact on many of the respondents and their families, including increased anxiety or breakdown of the child, and years of increased stress for families. One child started to self-harm.

Just over half of the respondent's children have either an EHCP or statement of special educational needs (52.8%). Of those who don't, 24.4% receive extra support at school regardless. Three respondents commented that their children were refused assessment because they were not far enough behind academically. Eight respondents are waiting significant amounts of time for draft EHCPs.

Opinion was split with 44.4% of respondents agreeing and 41.9% disagreeing that the educational provision that was received or was chosen was adequate to meet needs. However, a worrying 54.1% of respondents strongly disagreed that overall, educational provision in their district/borough/unitary authority of Hampshire is adequate for children with autism.

When asked what if anything could be done to improve provision, a variety of responses were recorded. It was felt that improvement is needed in the following topics:

- More teacher training on autism awareness, to better understand the child's needs.
- Improve support for the child, and implementation of strategies
- Increase local autism-specific provision.
- Increase secondary school provision.
- Improve provision/understanding for girls with autism.
- Improve communication with parents.
- Improve performance by HCC SEN teams.
- Improve ways of dealing with bullies.

Other comments received reveal some of the very real difficulties parents are facing in getting the appropriate education for their children. A general lack of support and non-understanding of needs has resulted in some children not being given the chance to achieve their potential, and some children leaving school with mental health issues. Parents feel they have to fight to get any support. There was however some praise for specific schools that have been very supportive.

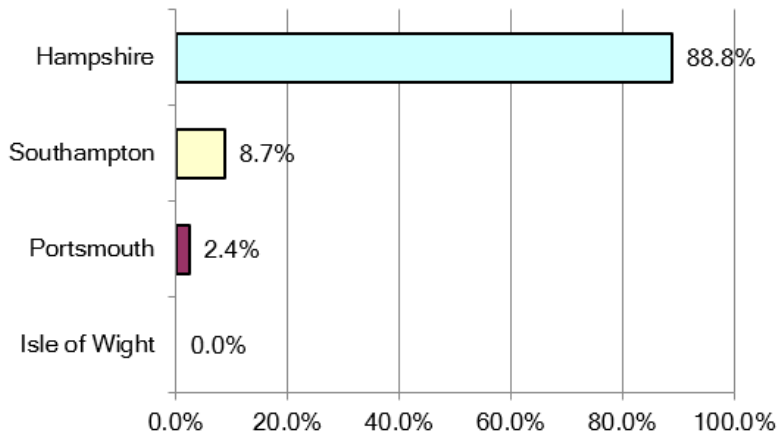
Our main concerns drawn from the responses received are that there appears to be a lack of provision for children with autism in Hampshire and available provision is too far away from home. Additionally, support in mainstream settings need to be improved and teachers need more autism awareness training. Finally, the HCC SEN teams need to cut down on delays during the EHCP process, and be more open to assess those children who do not present challenging behaviour.

Hampshire Autism Voice will feedback the results outlined here to the Hampshire Autism Partnership Board and other interested parties at Hampshire County Council and we will suggest that improvements need to be made to address these issues. Our organisation is already working towards improving one of the concerns by promoting the Autism Ambassador scheme and autism awareness in schools at the 2016 SENCo conferences, and recently providing autism training for 73 Autism Ambassadors from schools around the county.

A more detailed breakdown of the data collected follows for each question, with appendices for all questions for which open-ended responses were received.

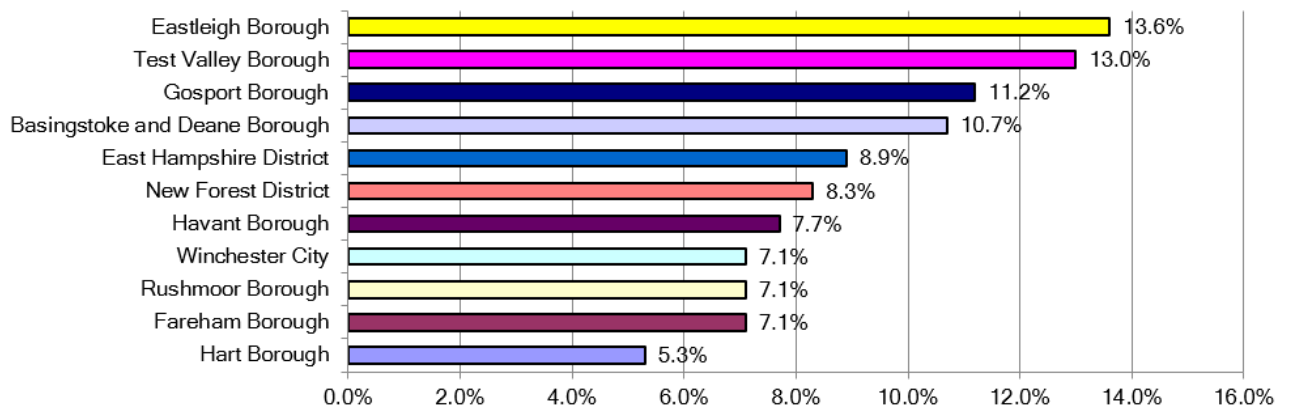
1. Which local authority area do you live in?

Answered: 206 Skipped: 0 (compulsory question)



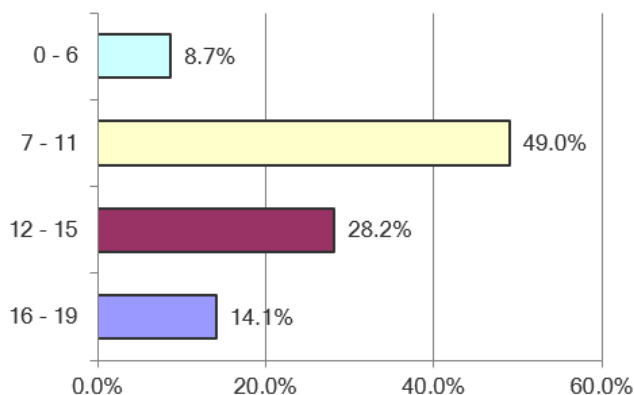
2. If you have answered Hampshire to question 1, which Districts/Boroughs do you live in? If not Hampshire please go to the next question

Answered: 169 Skipped: 37



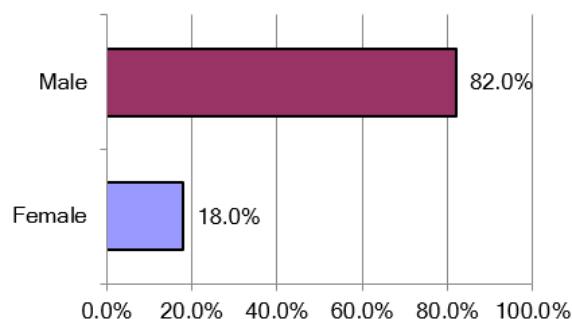
3. How old is your child?

Answered: 206 Skipped: 0 (compulsory question)



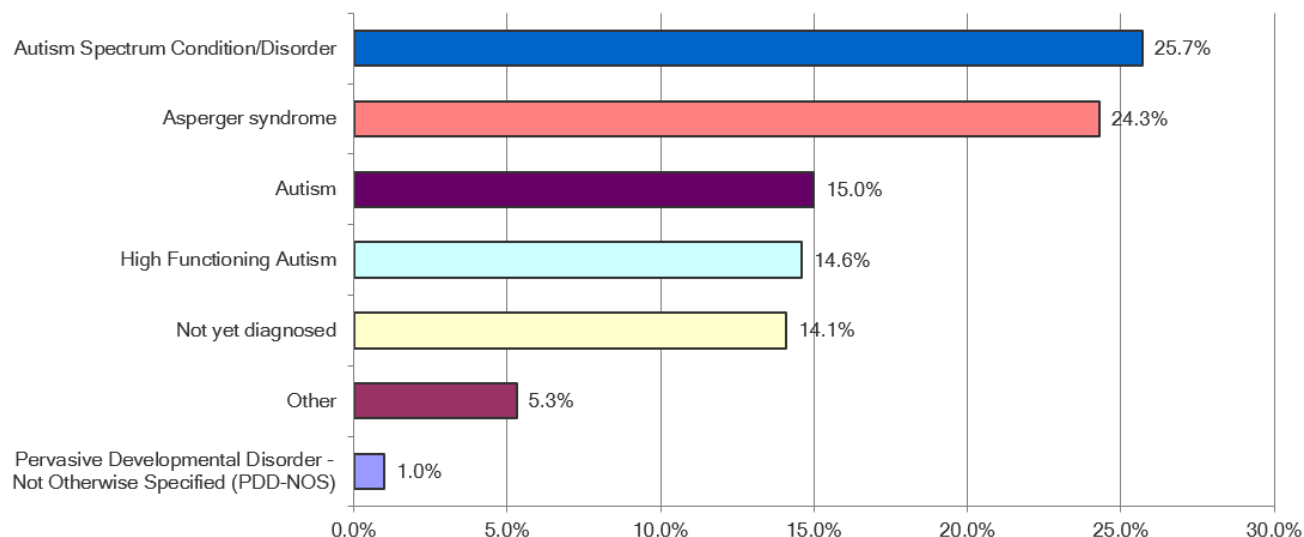
4. Is your child:

Answered: 206 Skipped: 0 (compulsory question)



5. Which of the following best describes your child's autism spectrum disorder?

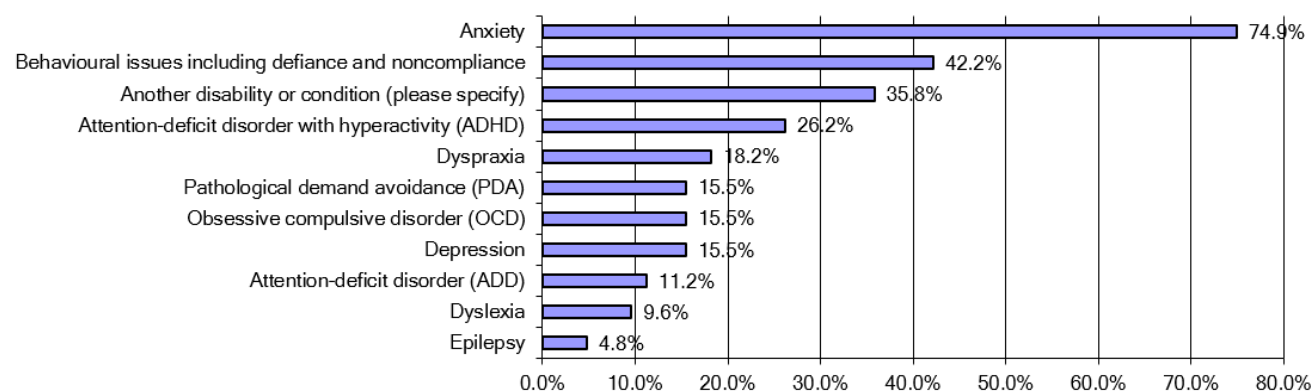
Answered: 206 Skipped: 0 (compulsory question)



Other descriptions include ADHD, mild autistic spectrum, and PDA. See appendices for all responses.

6. Does your child also have any of the following conditions? Tick all that apply.

Answered: 187 Skipped: 19

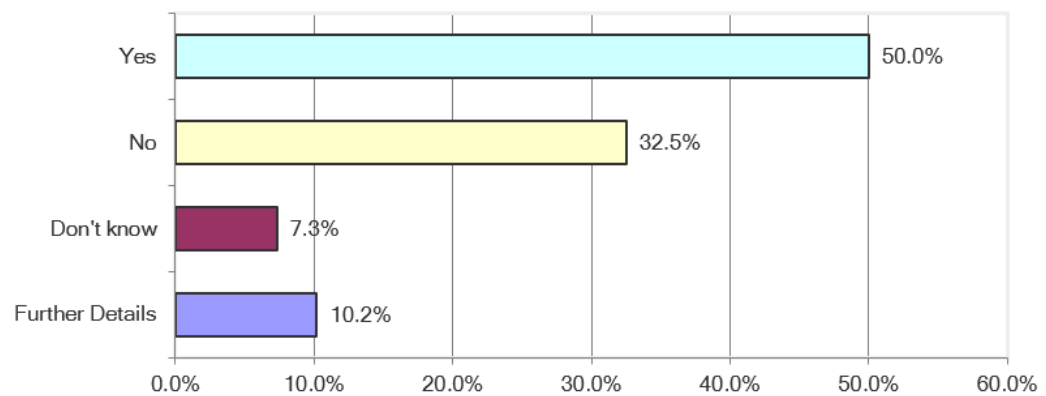


Other common conditions included hypermobility and Sensory Processing Disorder, Social Communication Disorder and speech and language issues.

See appendices for all responses.

7. Do you consider your child to have a learning disability?

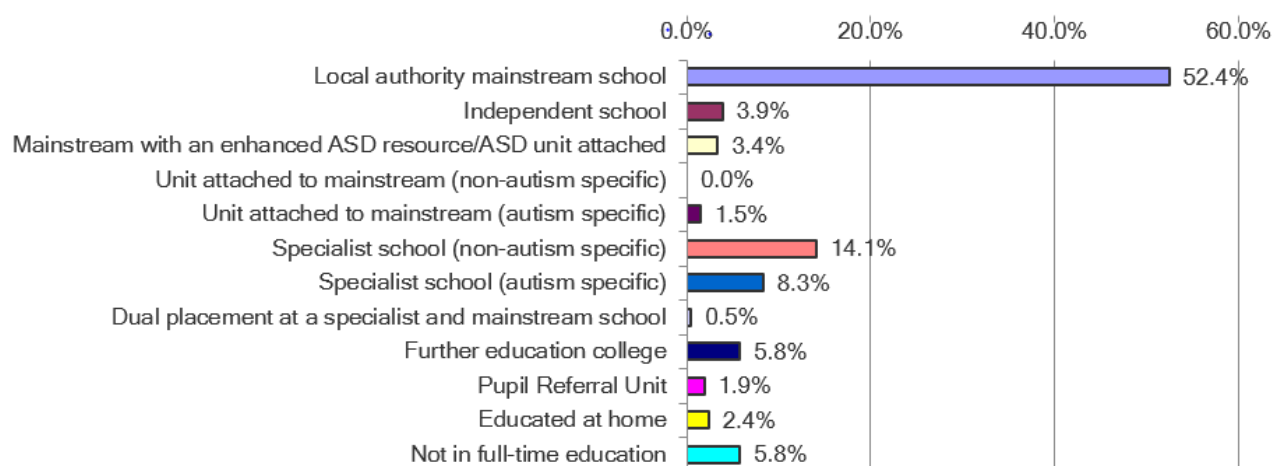
Answered: 206 Skipped: 0 (compulsory question)



Some parents were unsure their child had a learning disability, some mention that their child's barriers to learning are social communication problems rather than cognitive ability. See appendices for all responses.

8. Where does your son/daughter or the person you care for currently receive their full-time education?

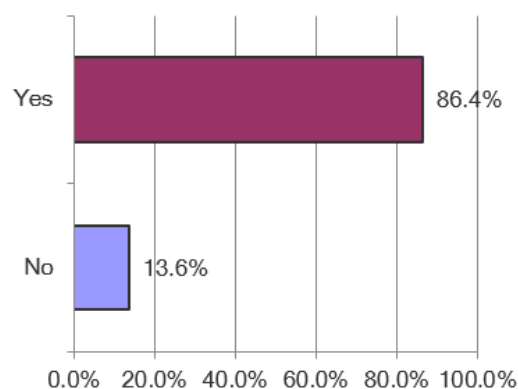
Answered: 206 Skipped: 0



See appendices for all responses.

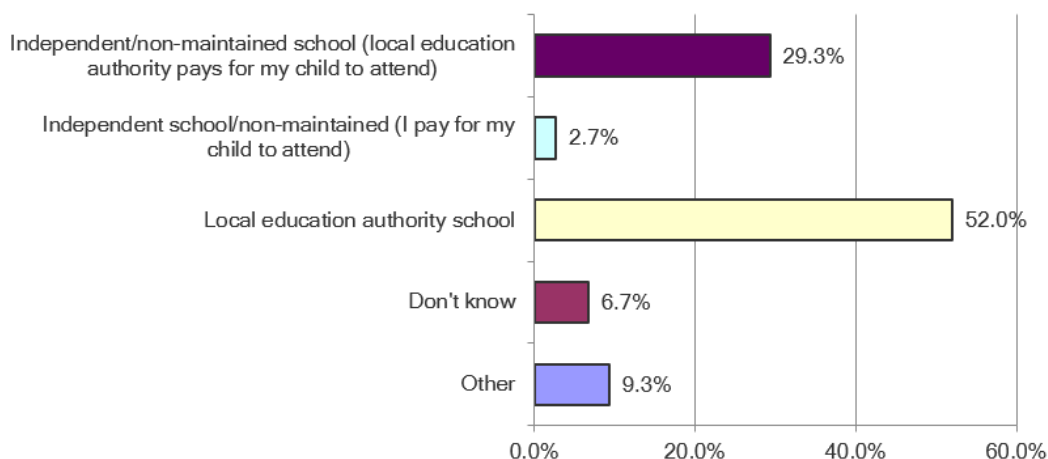
9. Is this placement within your local education authority area?

Answered: 206 Skipped: 0



10. If your child goes to a specialist school, which of the following is it?

Answered: 75 Skipped: 131



Of the respondents who ticked “Other”, one receives a special school bursary, one pays for the fees but the local authority pays for the 1:1 support. See appendices for all responses

11. How satisfied or dissatisfied are you with this placement?

Answered: 188 Skipped: 18

Very satisfied	Fairly satisfied	Neither satisfied or dissatisfied	Fairly dissatisfied	Very dissatisfied	Total
36.8%	29.3%	10.6%	12.8%	11.2%	100%
68	55	20	24	21	188

See appendices for all responses.

12. How easy was it obtaining a place at the school your child now attends?

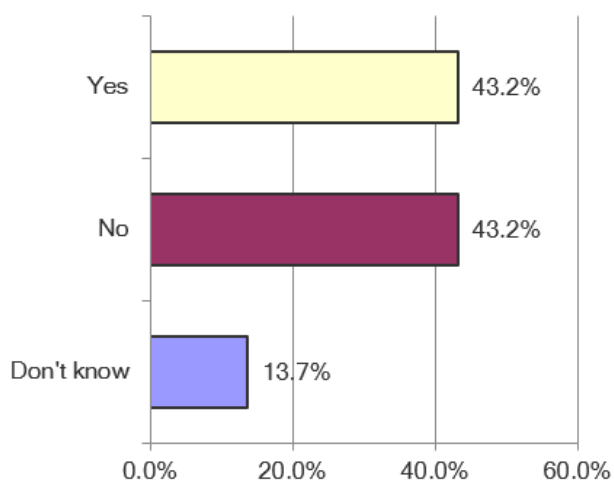
Answered: 191 Skipped: 15

Very easy	Fairly Easy	Neither easy nor difficult	Fairly difficult	Very difficult	Total
49.2	17.8	9.9	8.4	14.7	100%
94	34	19	16	28	191

See appendices for all responses.

13. When you were choosing a school, was there adequate information and support available to help you make the decision?

Answered: 190 Skipped: 16



If yes, please tell us who provided the information and support. If no, what information would have been helpful?

Information and support that was accessed by parents included:

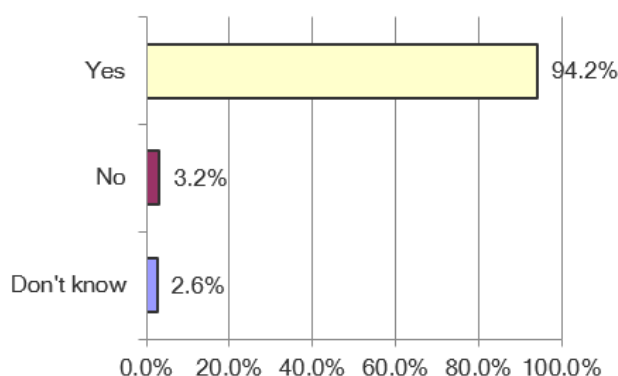
- Portage
- School website/open evening/speaking to school staff/SEN information report
- Independent advisors
- Parent Voice worker
- Word of mouth advice from friends
- Autism outreach worker
- Youth support worker
- Hampshire County Council
- National Autistic Society

Information that would have been helpful to 14 of the respondents was a comprehensive in-date list of provision for SEN in Hampshire, including independent provision, so that parents would have been aware of all available options. These parents had to carry out their own research to find suitable schools.

See appendices for all responses.

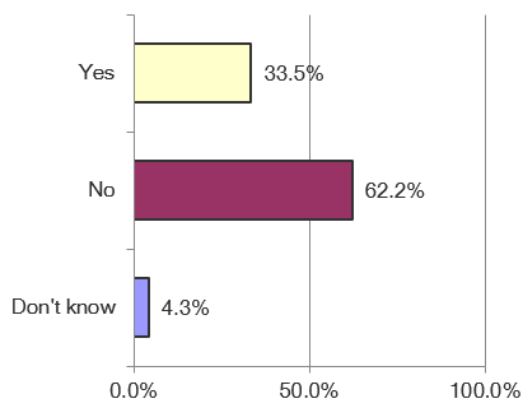
14. When you were choosing a school, were you able to visit the site before making a decision?

Answered: 189 Skipped: 17



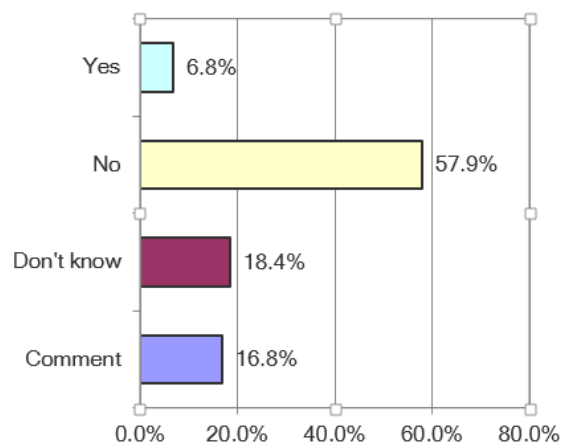
15. Did any school offer you an assessment of your child's suitability for the school? For example, through the SENCO visiting your child, or through an in-school assessment?

Answered: 188 Skipped: 18



16. When you were choosing a school, did you feel there was a range of appropriate placements for children with autism in your local area?

Answered: 190 Skipped: 16

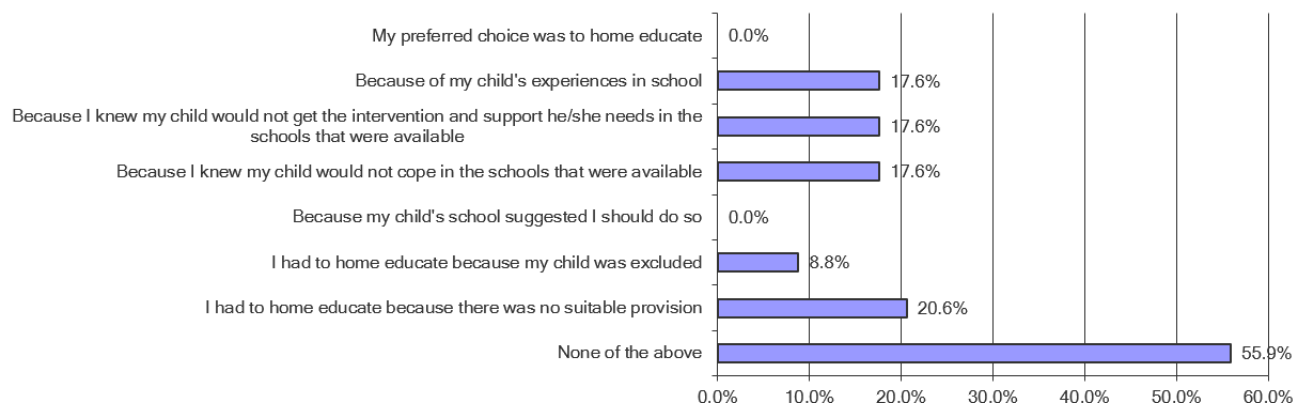


There was a theme among the comments that there is not enough provision for children with autism in Hampshire. The provision that does exist are few and far between. One child has to travel 1 hour in a taxi to his school. Some units, e.g. The Base at Romsey have too few spaces to meet local demand. One respondent was offered a BESD placement “which was NOT suitable for an anxious ASD child”. Four of the respondents have looked at out of county provision.

See appendices for all responses.

17. If your child is educated at home, please select a reason (tick all that apply)

Answered: 34 Skipped: 172

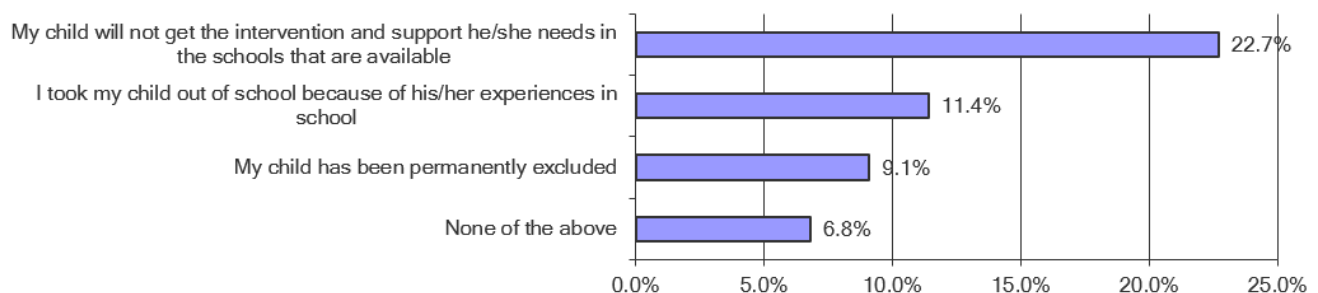


Of the 7 respondents who commented, 2 felt that their child was let down by their mainstream placements and they had no choice but to home educate. One respondent home educated while appropriate support was found. One respondent home educates because of his/her child's high-anxiety.

See appendices for all responses.

18. If your child is not in full time education, please select a reason:

Answered: 44 Skipped: 162



Eleven of the respondents commented that their children do not attend school because of anxiety issues. One child “fell ill with stress”. One child “became so anxious because his needs were not being met he has refused to go to school for almost a year now”.

See appendices for all responses.

19. If you home educate your child, or your child is not in full time education, what support if any do you receive, e.g. home tutor, home education groups? Is this support funded?

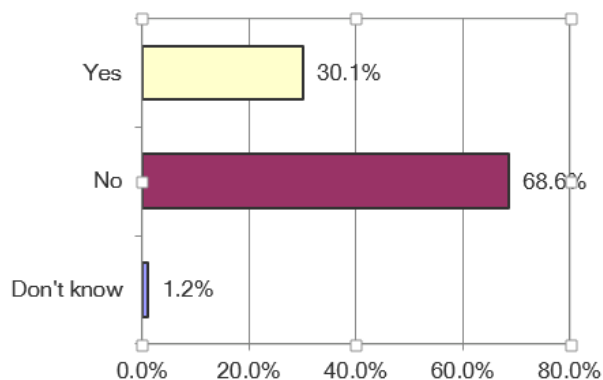
Answered: 21 Skipped: 185

- Ten of the respondents have received no funding or support.
- Seven have received support but have funded it themselves (parent support groups, SEEDs).
- Two have employed private home tutors.
- Three respondents have received support and funding – two for a PRU placement and one for a PBS placement.

See appendices for all responses.

20. Has your child ever been put on a reduced timetable at school?

Answered: 199 Skipped: 7

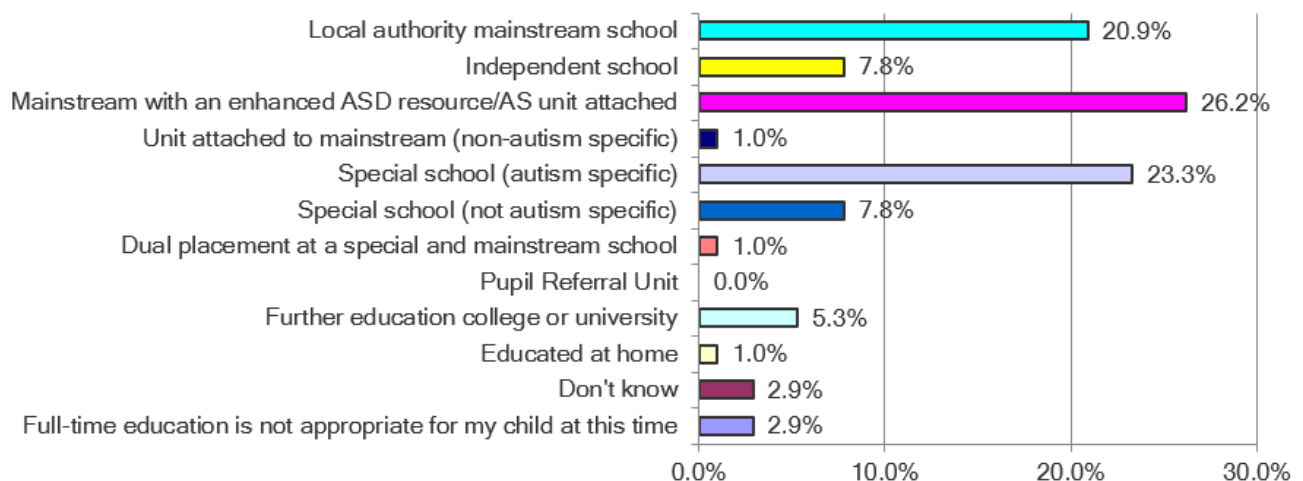


Of those who responded yes one commented that their child was put on a reduced timetable at the insistence of the school, and another felt that “all it did was increase his anxiety” and “it was for the school’s benefit”. One was concerned their child had missed a year of schooling due to a reduced timetable. Some felt that the reduced timetable helped their child cope better with the busy school day.

See appendices for all responses.

21. Where would you most like your child to receive their full-time education at this time?

Answered: 206 Skipped: 0

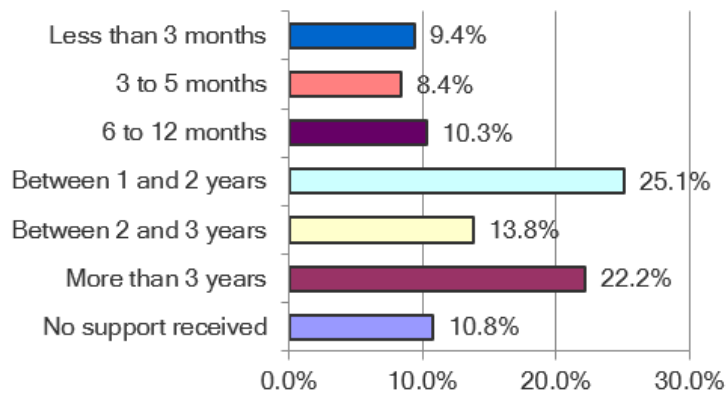


Again it was pointed out in the comments that there is not enough specialist provision in Hampshire for children with autism local to them. One respondent would prefer an Independent specialist school, while another ideally would like a specialist autism specific college for their child, two options not specified in the question.

See appendices for all responses.

22. How long was it between the time concerns were first raised about your child's progress and your child receiving support to meet his/her special educational needs?

Answered: 203 Skipped: 3



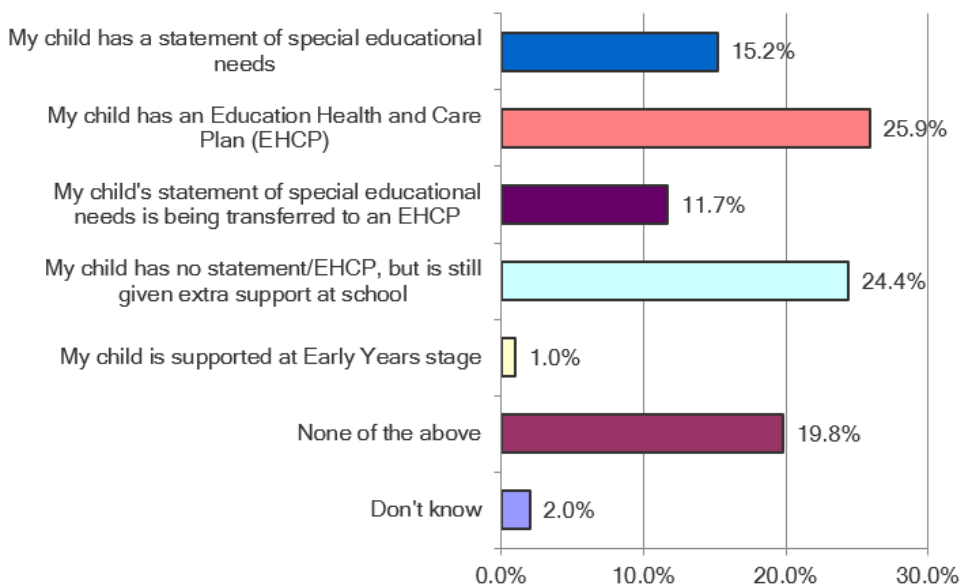
If support was delayed, what impact, if any, did this have on your child and your family?

Descriptions of the impact of delay in support include “huge”, “massive”, “horrendous” and “traumatic”. One mother had to leave work with stress, while 4 others had to leave work to care for their child. Many describe the situation as “stressful”, leading to “high levels of anxiety” for the child, with one described as having a “total mental breakdown”. Two children had refused to attend school. One family had to “move house to try and access the right educational placement”.

See appendices for all responses.

23. Which of the following applies to your child?

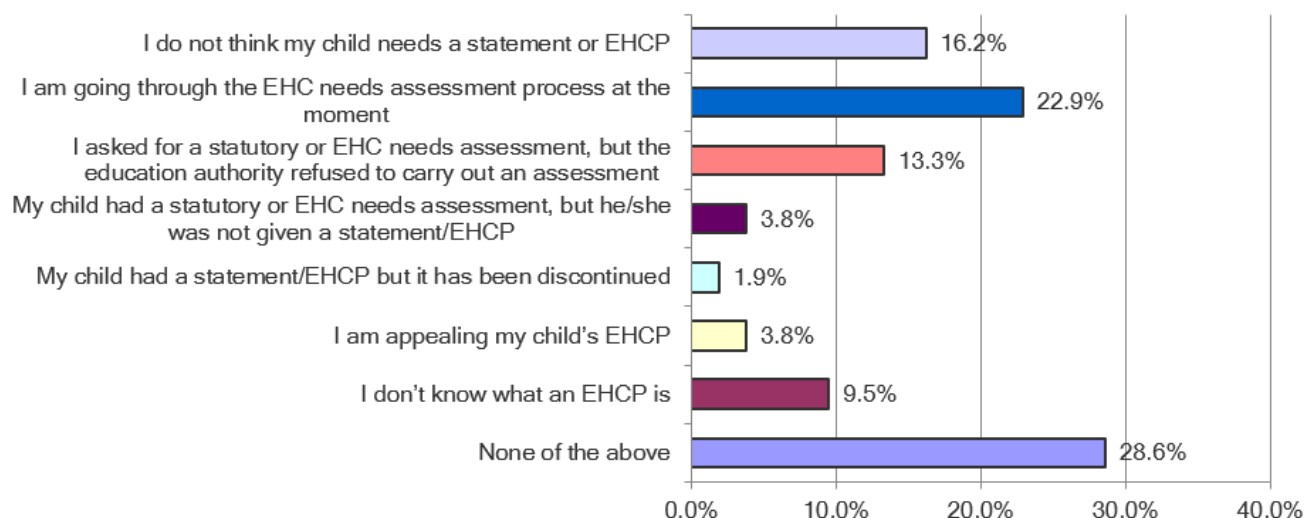
Answered: 197 Skipped: 9



See appendices for all responses.

24. If your child does not have a statement or EHCP, please tick one of the following:

Answered: 105 Skipped: 101



25. To what extent do you agree with the following statement: The educational provision my child has received/we have chosen has been adequate to meet his/her needs

Answered: 196 Skipped: 10

Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree	Don't know
18.9	25.5	12.8	13.8	28.1	1.0
37	50	25	27	55	2

26. To what extent do you agree with the following statement: Overall, educational provision in my district/borough/unitary authority of Hampshire is adequate for children with autism

Answered: 196 Skipped: 10

Strongly agree	Tend to agree	Neither agree nor disagree	Tend to disagree	Strongly disagree	Don't know
2.6	7.7	11.7	17.3	54.1	6.6
5	15	23	34	106	13

27. What, if anything, do you think is needed to improve provision?

Answered: 138 Skipped: 68

The most mentioned improvement that respondents would like to see is better autism awareness in schools. One person commented that "autism awareness training should be compulsory for all teachers and school employees at all levels". The other main improvement that respondents would like to see is better availability of specialist provision, one person commenting that there "seems very little choice in provision, especially for children with severe learning difficulties and autism". Some respondents would also like to see an improvement in support from the Hampshire County Council SEN teams, one commenting that only the most severe cases receive help and "those who are learning are dismissed and ignored by the education authority to the detriment of the child and their family".

See appendices for all responses.

28. If you would like to comment on any issues relating to education in your local education authority which have not been covered elsewhere in the survey, please do so here.

Answered: 71 Skipped: 135

Once again, the consensus was that there are many problems that need addressing with regards to SEN provision in Hampshire. The overall impression from the comments is that it is difficult for children with autism to access the correct placement and to access learning without support in mainstream schools. These difficulties lead to mental health problems for the children, which then impacts their ability to achieve their potential and has a huge negative impact on family life. The difficulties are:

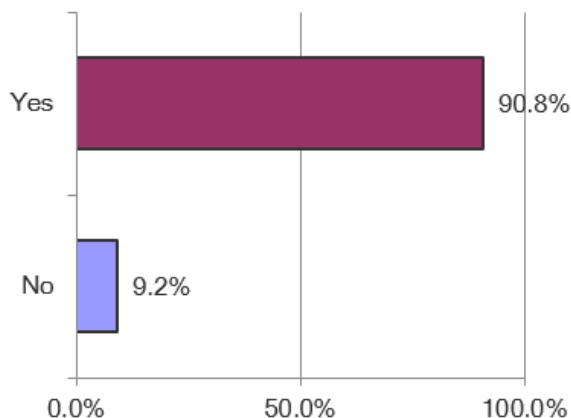
Not enough awareness and support in schools

Not enough provision for children with autism

Denial of needs and delays in procuring support via EHCP by the Hampshire County Council SEN department
See appendices for all responses.

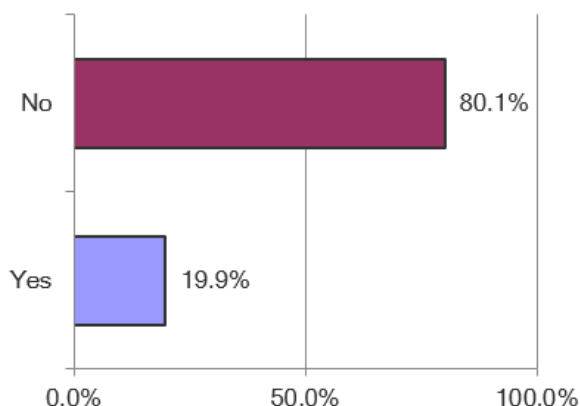
29. Are you happy to receive further surveys from Hampshire Autism Voice?

Answered: 195 Skipped: 11



30. Are you a member of the HAV network?

Answered: 191 Skipped: 15



Appendices – full responses to open-ended questions

Question 5 - Which of the following best describes your child's autism spectrum disorder?

ADHD. Awaiting diagnosis of asc

Down's syndrome and autism

Language Disorder

I have 3 sons aged 11-15. One with ASD. One with high functioning and ADHD and one with pdd and anxiety.

High level adhd low level atusim

Social communication difficulties

Adhd

Mild Autistic Spectrum

PDA

Social communication disorder

Pda and sld

Question 6 -Does your child also have any of the following conditions? Another disability or condition (please specify)

sensory processing

Hypermobility, asthma, reflux as a baby

Early onset psychosis

Short term memory loss, anemia

Selective mutism

possible add and dyslexia currently undiagnosed officially

Sensory

Auditory Processing Disorder

Genetic condition-CFC syndrome

Odd

Sensory Integration dysfunction

Hypermobility

The above are not diagnosed as such - we see them as part of his autism.

Hyper mobility

Hypermobility

Phobias, Tics, Separation Anxiety

Sensory disorder

He has suffered from these additional psychological problems as listed, in the past, but not all the time and not currently, as he is happy and settled. However he does have Type 1 Diabetes and probably Coeliac Disease (awaiting biopsy results).

Not sure

Spd

Down's syndrome

Sensory processing disorder

Recovering from psychosis episode

Sensory processing disorder and eating disorder

Phobias, Tics, Separation Anxiety

Language Disorder

Significant language impairment and processing problems

severe global delay

Hyper mobility and speech and language disorders

Speech and language disorder

Learning Disability

Anxiety

Speech and language issues

Gross/fine motor difficulties, delayed language, play and social skills

SPD

? Type 1 diabetes had for 18 months but has since faded away it will come back but just a waiting game

Joint Hypermobility Syndrome

Speech and language delay

Social Communication Disorder

Possible fetal alcohol syndrome

hypothyroidism

Cerebral Palsy

Social communication disorder, sensory processing disorder

Sensory Processing Difficulties, synesthesia

severe IBS and over-production of acid:acid regurg

Sensory Processing Disorder

Sensory processing disorder

SPD

Sensory Processing Disorder
 Twizzles items at eye level sometimes
 Cardiac
 Sensory processing disorder
 Un diagnosed depression, and probable Dyslexia but is unable to be fully tested due to an inability and reluctance to be able to record
 Affective dysregulation and childhood trauma
 Dysgraphia
 global development delay and cerebral palsey
 PSA not diagnosed
 learning delay, sensory processing
 global and specific learning delay
 sensory processing disorders
 Social communication disorder
 Sensory process dysfunction +partial deletion of a chrome s ome
 severe learning delay
 Sensory Processing Disorder, CRPS
 ODD, severe language disorder
 Complex Speech Disorder
 Working memory issues and Sickness reflux (most likely due to anxiety)

Question 7 – Do you consider your child to have a learning disability?

Yes, it is because the education system doesn't perceive it as one because she does well.
 Cx
 Speech delay
 He has a SEN statement
 mild learning non-cognitive disability through socio- emotional sensitivity.
 processing issues, requiring repetition, anxiety excludes him accessing standard schooling
 not academically, but yes socially and in many areas of communication.
 He has MLD
 We're not really sure at the moment, we've been told not to worry about how well he is doing at school but to concentrate on helping the autism symptoms. My son's academic level is at least 2 years below his age.
 Speech and communication delay
 he has severe ld
 a social incompatibility with school. He is achieving very well at school due to the support
 He has difficulties but I wouldn't say it was a disability
 He has issues, but is very bright provided you can get him engaged.
 a condition' seems a fair summary
 Needs keeping on task, although getting better
 Full statement
 2 year learning delay.
 He is unable to record either in written form or on the computer. He is just recently open to using a scribe but finding it hard to provide the information to record. Hugely being in all areas of learning
 He struggles more with school than his siblings, but tries harder
 He has a very high IQ so learns in a specific way

Question 8 – Where does your son/daughter or the person you care for currently receive their full-time education?

Specialist school, with Asperger/anxiety unit attached
 3 hours week at pupil referral unit
 was at Sparsholt College Equine for 2 years

Mainstream collage

He is out of school due to anxiety.

He is currently at a mainstream school but will shortly be transitioning to the ASD unit at a mainstream school

NB out of county specialist college

academy school

in foundation unit

But desperate to get specialist Provision as there is nothing in Hants

Excluded from mainstream. Currently at PBS centre and out of county private provision specialising in autism until EHCP process complete; neither provision is a school and are temporary.

has access to a unit for asd and other vulnerable children at breaktimes. senco aware

special school with autism unit, moved out of unit in yr9

waiting... on ehcp....still

mainstream with full time 1-2-1 LSA provision

six form college.

Question 10 – If your child goes to a specialist school, which of the following is it? Other (please specify).

N/A

dropped out of college

specialist unit in college

As above

Resource space ASD/Aspergers

We pay the fees the local authority pay for the 1:1 support

independent special school bursary placement

Question 11 – How satisfied or dissatisfied are you with this placement?

Because in the beginning they were quite good but then she was diagnosed the teachers treated her like she was a completely different now. My child is currently in mainstream primary school (year 3). He has had school action and school action plus support, but currently doesn't have any additional support, though his class does have an extra TA, which helps.

Would be very satisfied if they supported him more

Mainstream school do not understand or make sufficient allowances for autism. School won't do ehcp so have no choice

The school has no idea how to handle invisible disabilities

Brilliant senco but too busy to make a real difference. Teachers are not really experienced enough in autism

my child isnt naughty so cant access help required

The SENCo appears to have a really good understanding of his needs but most other teachers do not. Even the basics. They seem to think his inability to concentrate is a behavioural choice rather than a disability he cannot control. He has been called lazy, told he "can't be bothered", chastised for his inability to maintain concentration or for his tendencies to inappropriately interrupt or ask questions. His social interaction is most poorly understood and he has become a target for certain children and teachers.

He attends Romsey school asd unit and it is truly outstanding. Wish there was this facility attached to all schools

The school does not have the expertise and experience

It is the only one at primary age in Hampshire. More of this type of provision is desperately needed

I would not place him elsewhere but it would be a stretch to say that I was satisfied with it!

No provision what so ever for his emotional needs

Placement is excellent but is 19 miles away from home.

Most special schools operate crowd control and not specialist autism support. His chosen secondary school is similar

The school have not been as supportive as we would have liked when he was not well and do not have work at his gifted and talented level in Computer studies but he has made friends and is happy there. The school are supportive of him since he has got over his major problems.

Not enough provision or support

They do their best

pple more mainstream couldn't protect her from peer-group discrimination and denigration.

The school is good but it is 1.5 hours away and it is difficult for my son to have any friends. He is very isolated at home. Also the range of academic subjects is limited vs mainstream school.

Brilliant staff who completely understand. very different to his previous school Kings Winchester which had completely inadequate pastoral care, if your child did not fit the norm no appropriate support for child and inadequate duty of care to the mental health of the child, and actually damage the mental health if a child who presented, not aggression, but dissolving in tears and hiding in toilets . Took 18 months for the senco to recognise a drs diagnosis and then still did not implement sufficient and appropriate duty of care.

after the transition from infants to juniors we (me and my wife) were worried at less contact for us with staff at the school and we have asked and got some meetings with staff and SENco which last time was good - we are preparing (or staff are preparing) for the transition to next year class. I have been worried about the lack of contact with staff as we feel our son's social skills are below his peers and he always had issues with peer group. From what we have learnt this will not change in the immediate /school time future. I think the school could have been more inclusive of us from the beginning of his time there, but it seems they are responding to our concerns.

No statement

Dramatic contrast between support in ASD unit and support in mainstream primary school.

Current primary school, we chose this school before he had a diagnosis of Aspergers

we are appealing that this school should be named on our daughter's statement

requested alternative placement

Refusing to attend school often

Priceless -receives 1:1 support & access to on-site professionals

No SEN provision at school or understanding

Needs supportive environment for social learning and support for learning specifically for asc children

The mainstream school really expect him to just get on with it. He does have one to one support but they tend to help out in his class with other children if needed. He is expected to learn in the same way as the other children but not all autistic children can do this.

They want to move him to other school, and I disagree

Things started very well and school were v supportive. However (presumed) budget cuts mean my son's LSP is being changed, school seem reluctant to hear our views on their choice of new LSP..

Just got a teacher who understands her

This is his new school (his old school (siskin) was unable to assist with his needs as they failed him from their own mouths)

The variation in other children's behaviours has a huge negative impact on my sons anxiety and self esteem

SEN support amazing, but mid size mainstream school is not a comfortable place for any child on the spectrum

They are unable to keep bullying under control

totally unable to meet my daughters needs which has led to school refusal and even though academically gifted not able to take GCSE's this year

As it is part of a large mainstream school his sensory needs are heightened and mainstream classes are not the best option

Excellent, inclusive, supportive to child and family

no communication with senco, no provisions in place for a safe retreat, no IEP since last academic year

I am terribly concerned about Secondary Schooling. The provision for High Functioning Autistic children is incredibly poor - an average of 5 places in a mainstream ASD unit per year on average.

To far away from home, travelling 90mins each way

They do their best, but can't keep a consistent check on him.

We took him out of oak lodge due to lack of academic opportunity.

Very well trained on ASD/ASC but very stuck in this is how we do it rather than adapting to meet needs of individual. Very defensive and not open about sharing progress and targets.

This is a truly wonderful and amazing resource. The Base at The Romsey School. If only every Mainstream senior School had a resource like this . Exceptional teaching staff and support network

They do not adequately meet my daughters needs

Mainstream teachers are not qualified\Educated to teach ASD children.

School itself is doing everything it can. Issue is with Hampshire SEN and lack of provision for ASD in Hants

Awaiting placement in a school that can meet his needs.

No correct help/support. Cannot cope. Hugely damaging to his mental health.

LA did not engage until Jan so school had nothing to work with. Breakdown happened while waiting for response.

not as much support from senco as promised. not all teachers seem to be aware of his needs.

waiting.....ehcp draft took much longer than statutory time and needs rewriting

excellent school

Supported but not enough no change in teaching methods to accommodate his learning style

Very recently notified that there is no longer a place in FE for my son

The staff are amazing and try their best but the senior staff are very unaware about autism and often work behind parents backs

Only local choice when my son was decelerated an academic year

Question 12 – How easy was it obtaining a place at the school your child now attends?

He started at this school before we had got his diagnosis, although we were aware there were issues when he was at pre-school.

He was already at the school before we finally got diagnosis (it took 5years)

We were told we didn't have a chance

Sibling attends

Limited places for the provision and I didn't know it existed, happened upon it by chance after exhausting local schools

Transitioned from infants over to Junior's

He was accepted without having to appeal - it was some attitudes at primary level which made it hard as some thought he should go to St. Francis as if it was a foregone conclusion. Our SENCo at primary recommended mainstream at Bay House instead.

My son wasn't diagnosed until after starting secondary school

No choice given.

For secondary school - our preferred secondary school was not given it has autism provision within a secondary school. HCC have a named a school that is 'broadly comparable' - not good enough but also EHCP has been manipulated to make appeal unlikely to succeed

I had a lot of specialist advice - we employed independent advisors - specialist lawyer, Ed Psych, OT and SALT. If we had not done this we would have found it very difficult. The publicly available advice was hopeless..

ehcp had to fight every step of the way to gain appropriate provision....and only because we were polite, courteous and constant that we achieved placement

Very easy as diagnoses generally comes after you have already applied.

We had to wait a year for a place

we filled in the forms and live nearish. I am glad there was room otherwise it would have been really difficult and one hears of people having children at different schools or travelling miles...

It took emails to MPs and County Councillors to just to get HCC to look at other options

LEA agreed the school on the spot but it took a year for them to issue an EHCP

Primary school - we live in Southampton, but the school is in Hampshire it is nearer than our catchment school as we live on the boarder.

High school - due to go to The Romsey School in September, also got a place easily

Took LEA to tribunal

We are aiming to get him into Oak lodge special school

We got our first choice place school which was good but this placement has not worked out.

Had to request medical statement for appeal

Thanks to Hampshire County Council, Ed Psych and CAMHS

We made the decision to pay as no other suitable options were available.

we chose a school outside of our catchment and luckily they had space

He started at the school before he was diagnosed.

Catchment school

Current place came about due to extreme difficulties at previous school where assistance given was non existent. With help from local behaviour centre and new supportive understanding school Head and staff obtaining place at new school and settling in went smoothly over period of time

Catchment - but secondary will be a complete battle

He progressed from a specialist primary school which is a feeder school.

Local school - undersubscribed.

Moving on plan identified one college fulltime which then shut to 0.6 offer at start of term so new college had to be found in 3 days by myself

1 week before tribunal hampshire agreed the placement

Initially we were told that our son would have to attend a specialist non autistic school in Winchester. This would not have been right for him. I had lengthy phone conversations and written correspondence with The Castle and he was given the place at The Romsey School, thank goodness. We were just very lucky that there were 4 places available the Sept he was due to start year 7

LA tried to send her to a closer school that was not at all suitable and out of area

I had to take my son out of mainstream completely to get into a specialist school

Trying to get assessment of needs by the LA (despite clear diagnosis of ASD on starting school) has been virtually impossible as the message is very clear to schools that they have the budget and they can and must meet the child's needs. Parents wishes are argued with and ignored. It is impossible situation for the child, parents and school. There is no one to advocate for the child's needs other than the parents. Exclusion of a child due to their SEN not being fulfilled in mainstream is one of the most stressful situations for the child, parent and family to go through.

County placed him there despite reservations. He is now in year 8 and place has broken down.

It is the local school, he wasn't diagnosed before attending, not until y8

prediagnosis and the school at the time stated that he had no issues and would not provide support at all.

Endless time wasted by not kept informed of decisions several different case workers not told the truth several times 8 month battle where my son had to stay in his last school uneducated kept in isolation resulting in a very mentally ill child

Catchment school

had to wait a year for a place

Had to go to court.

follow on catchment secondary

it was the follow on school from special primary

we eventually employed a solicitor to fight HCC

Catchment school

One of group of founding parents

No educational placement for a year until I could find a suitable one that would take him!

Obtaining the place was as it was pre diagnosis however maintaining the provision has been a challenge due to senior staff with a lack of autism awareness

SENDIST Tribunal

School approved deceleration, Hampshire then said no, with a lot of phone calls etc, school said yes for a final time.

tribunal.

Question 13 - When you were choosing a school, was there adequate information and support available to help you make the decision? If yes, please tell us who provided the information and support. If no, what information would have been helpful?

We had asked about his behaviour at pre-school, but as we were only at the referral stage at that point, we didn't know anything about SEN support in School. We didn't know any other information. We only found out about school action/school action plus once he was on it. Extra information in pre-school would have been helpful for us, plus a better informed GP.

There was no information on how any local schools were with autism

Only because the choice was so limited because he was not statemented. My choice was therefore from mainstream schools only.

Nobody could point me in the right direction or suggest good options, I ended up visiting all local schools, who couldn't meet his needs, then visited special schools and autism specific schools, then happened to come across this one. Once I had visited it was obvious to me it was the right place, staff at the school are brilliant, just finding it was hard

Joe not diagnosed at the time

Unfortunately the decision was wrong to use his secondary school but there was no other option

Hampshire produce a list of provision for SEN children, but this is out of date - I know of at least two units that are not listed, in spite of being told the list is up to date. No one at Hants SEN seems able to tell me what other provision is not listed, or tell me about any new provision that is planned to open in the near future

On school visits, we asked for (anonymous examples) of their success and they could not give us any. It is as if they just expect to give the usual school tour and aren't prepared to be challenged on what they could provide. We would have been given information on the special school but because we wanted to also look at mainstream, they didn't bother with that. We would have liked to have visited mainstream schools out of catchment but were given no support at all with that.

No information on alternatives to HCC schools

I was lucky enough to have support from portage. Without this help I couldn't have made the decision

School open evening

As above - independent advisors, lawyer, SALT, Ed Psych, OT. There was nothing from LA and SENCO at local school at the time told us we didn't even qualify for a statement as autism was a "high incidence" condition!! (Untrue).

to be honest my wife did most of this I looked at the OFSTED report before moving to this house 5-6 years ago.

I knew what was out there as his older brothers also have asd

We only know of the unit that our son now attends. It would have been helpful to have understood more of the options available.

primary school - chosen before diagnosis. High school - we looked for more information as we now had a diagnosis so contacted the schools to ask questions. Used advice on NAS to know what questions to ask

It was a hard decision but I'm not sure what would have made it easier.

Currently seeking new school, no one helps define the best school type

We've looked at Oak Lodge and had help from parent voice worker

There was the standard information on the schools website (SEND information report). However, there was no real information on how they work with/teach autistic children. Once they had met my son his support was increased but no one told me why, I didn't find out until I called the school. Information on who will be working with your child and their experience of autism should be available. Also you should be aware of the resources in place for autistic children (ear defenders, weighted products, etc)

Website, head teacher, other staff.

The school

More info on support at FE colleges for MLD students.

Unfortunately I needed to find a place quick and someone mentioned Bedenham Primary School I'm so glad they were able to take my boys and give them the chance they deserved

The school and Hampshire County Council
not really a choice, more of a gamble. We had no information other than attending open evenings. We put down 3 schools all outside
catchment and luckily 2nd choice accepted

Already had a child attending same school

He wasn't diagnosed at that point, so I wasn't looking for any special provisions.

Friends with experience, autism outreach worker,

At time weren't considering a diagnosis so didn't know what to look for.

I asked my son what was tricky, he said, or had said already then I did all the research to see how his needs could be catered for. eg: visual
awareness policy/training taken up by some schools. NAS really helpful. Went to days set up for parent/teachers about autism spectrum

If you know where to go and what to do however we had to do a lot of work ourselves in understanding the system

Clifford Centre

Did not choose school had no other options

The school itself

I had to do it my self and write a case for it and then go to tribunal

I had to search for this unsupported - I googled schools in the area and arranged the visits. I was told I still should visit Main Stream schools
which I did but I found this hard and quite upsetting as I new he would not be able to attend a totally main stream school because of the
difficulties he has . I was advised this had to be done so I could write and explain to the County why he couldn't go to one of these schools
etc. I seem to spend a long period of my life writing in such a negative and very sad way, a constant reminder of my sons life and situation
and our situation as a family with a child with Aspergers.

More support would have been good and a decent statement would have helped

There is only this local school no others are near at all not enough support of schools

No support whatsoever. Not given options and told onus on parents .

I did this alone as the information is a) within my own knowledge of my child's needs and b) in researching schools extensively. It's not the
lack of information that holds parents back from finding the right school, it is the ignorance/denial that the child needs specialist support that
cannot be provided in a mainstream school.

I didn't have a choice

Information was supplied by the college and the youth support worker liaising between school, college and the family

I did not know that they had a low SEN provision

We were left to our own devices and had to hire a lawyer.

we found info

Own research

all schools refused to take my son the school he is now at was the only one that would take him. It was very upsetting that he was refused so
many schools.

no one told us where to look. I had to find suitable schools myself via the internet and then contact them to look around with no support
from HCC

How children with ASC are supported

Parent founded ABA school

Information was given when we received daughters EHCP draft

The Cambian Group of schools themselves, nothing from HCC! O

We chose the school pre diagnosis

Question 16 - When you were choosing a school, did you feel there was a range of appropriate placements for children with autism in your local area? If you wish to comment about multiple placements, for example Infant school and then Junior school, please do so here.

We didn't know at the stage that we were applying for infant school that he would have an ASD diagnosis.

Not relevant as she was diagnosed after starting school

No - Crofton School autism provision had just opened but we were given the impression by them and others that we shouldn't bother as it
has so few places. It is not what I would call my 'local area' anyway because it is in Fareham, as is St. Francis.

This unit was the only choice as we have no diagnoses and she refused senoir school.

We struggled with his school placements from the beginning. He could not access any extra help prior to his diagnosis at 8 yrs and after that
the changes of schools he had already had to have completely unsettled him and he developed extreme anxiety about school. I had to home
educate him for a year, despite problems with his 5 years older brother having no appropriate placement either and being violent towards
him.

There was no provision locally. We were offered a place in an Autism unit attached to a mainstream school but two independent special
needs schools had already assessed him as being in need of more support and he was unable to access a mainstream classroom so that
clearly wasn't going to work. Also there was a gap of a year before secondary school with no school available at all. Hence we fought for the
Independent option to bridge the gap and get the small class sizes we needed.

very limited number of children in the base at Romsey school. was told we may have to send son to hook or fareham even though the romsey school is less than 2 miles from home
commenting on this and question 15 - we had contact with the school as son was diagnosed in pre school. However saying that the only small school around is in Upham, and that would have been much easier for our son - and I suspect many others with SEN. So I doubt there was much choice in mainstream schools.

Not in mainstream placement

Didn't notice my child had autism at the time of sending her off to school

There are not a range of appropriate placements. My son was diagnosed by a private practitioner while at infant school as they had some concerns. We then went for a statement but at this time I wasn't told about the autistic unit. As far as I'm aware there are only two schools in Portsmouth, one is a special needs school which caters mainly for children with learning disabilities and the unit. We were very lucky to get a place at the unit but if we didn't I don't know what we would have done. Home schooling was not an option for us.

I wish he was closer to home. He has to travel over an hour each way every day by taxi

none at all available throughout 5-16, tried several times for unit

We didn't have any diagnoses then

Was not part of the criteria

Previous Junior school placement disastrous (as above)

Would have like him attending a school with smaller classes, even private. None without easy travelling distance available.

The opportunity in winchester is poor

Other suitable placements are EHCP entry only

no primary places available in the LEA.No alternative primary schools considered so it was not a choice. Currently choosing secondary school.
No non-independent autism schools are provided in Hampshire

Nothing available in Winchester . We need an ASD secondary school for high functioning teenagers/young adults

No, Where my son is now is perfect. He has Aspergers, and is very behind in his school work and learning ability. He finds it hard to record, has high Anxieties surrounding alarms, loud noises, eating etc. He is a bright sunny boy who appears to be mainstream but he really would not be able to cope in such an environment unsupported. As I mentioned earlier - The Base type of environment that he is in means that he can mix with Mainstream children when he feels able to, but can return to the support of the The Base when he needs it . He had supported lessons through year 7, and is now just starting to attend a few lessons unsupported on occasions. He finds relationships/friendships very tricky and the staff here have the time, huge patience and understanding to support him at all times, helping him make right choices and being there for him.

No suitable placements for an ASD child without an EHCP

There simply are not enough specialist schools

There is nothing in Hants for high functioning ASD . All provision is in Surrey or Berks.

Non available had to move to different county

we were offered BESD which was NOT suitable for an anxious ASD child

There is a 'special school's but it's not Asc specific and criteria too high

No in county provision met our requirements for autism specific school with focus on ABA

There is 1 senior school inside local authority and 1 outside the local authority suitable for daughte

all main stream infant and Junior schools not good for ASD.

Question 17 - If your child is educated at home, please select a reason. If you would like to comment, please do so here:

My son's anxiety mean I home-school part time too

I am considering this now because I am so disillusioned by what my son has experienced but even more concerned by the appalling reaction of the school to my concerns. Home educating my son would require my giving up my job as a social worker and my own current study/training to be an AMHP. I am sickened by the choices I am having to make

My son was excluded , now needs to catch up on quite a few years of being let down by the system. He needs residential care now this is so sad

I home educated him for one year only and then got him back to mainstream because SEN Statement had been no help to his brother.

I did home school for 6 months whilst appropriate support was found. to leave my son at Kings would have just made his mental health even worse have

I home schooled for a year after my son was failed in 2 mainstream schools and started to self harm at the age of 5. I home schooled until he got into his current SEN Scholl

home educated for two years before triebual.

Question 18 - If your child is not in full time education, please select a reason. If you would like to comment, please do so here.

My son has been forced into a part time timetable from the school he attends school 5x mornings and the Keppel Centre 3x afternoons

Mainstream unable to meet his needs no placement been found for him as yet

My child was medically signed off mainstream school, requested home tuition, forced into PRU instead, school falsified minutes of education planning meeting and went against what was decided with psychologist.

Sleep disorder and fatigue as well as separation anxiety stops my son from attending full time

My daughter is part-time in. A pupil referral unit for 2, hours a day.

When my son was out of school due to mental health problems, there was no helpful support available.

Failed to attain A-C in English & Maths/ now UB40

increasing slowly from 20 minutes initially to now 2 and a half hours per day

He dropped out when he became very ill after getting increasingly anxious at college

Anxiety makes it difficult for him to attend f/t

My son has severe anxiety and a sleep disorder. Recently started at the SN school and still transitioning. Aiming for f/t but that will take a while

He became so anxious because his needs were not being met he has refused to go to school for almost a year now.

My daughter is part-time in. A pupil referral unit for 2, hours a day.

She refuses to go as so anxious

He attends for 2hrs with adult support not in classroom setting

he is currently in nursery and doesn't go up to infants till next september

Currently considering reduced time table due to heightened anxiety and experiences in school

Education would not fund educational provision beyond 18.

They let her down time and time again and were unable to support her adequately leading to meltdowns at home, she now has severe anxiety and depression because of this

Off with anxiety related to school

Child fell ill with stress and has been flexi schooled since

child on 3 hour timetable for a year while waiting for ehcp

Question 19 - If you home educate your child, or your child is not in full time education, what support if any do you receive, e.g. home tutor, home education groups? Is this support funded?

I have part-time homeschooled since he was 7 as he cannot cope with full-time school due to his mental health

No support

No funding for home schooling but support from other home ed families and groups like Seeds. Would love to be able to afford a tutor for the boys.

Online parent run support groups

My son has had no school work or any interaction with anyone education for well over a month now

Due to have temp home tutor

We pay for a private maths tutor to help him reach his potential with science in the future.

Private tutor for Japanese. No support. Financed ourselves

Nothing

No support.

No support..

online learning 2 hrs Pupil behavioural unit

Was offered it for 6 weeks but when it came to it decided to refuse to take part...

Home ed group, no funding

I had no help or funding when we home schooled we did things our way, I sought support and advice from many home ed groups and tried to attend home ed meet ups when my son was able to cope with them

She has been home for 12 months now, no support whatsoever, not receiving an education at all

As previously - LA arranged temporary private placement and attendance at PBS, funded by LA.

Speech and Language and OT in resource space. Groups + tutoring not funded

None

He has very occasional time at Sparsholt college with support person but it is few & far between which is not funded. I need to be there as well.

No support at all. No funding available.

Question 20 - Has your child ever been put on a reduced timetable at school?

Not so far, but could be needed in the future.

In the run up to her exams they wanted her to do an extra hr every day which was making her ill and when we approach the principal he told both me and my daughter that we couldn't use "it" as an excuse

I don't know what this is but I have requested that the curriculum is narrowed down so that he doesn't feel so overwhelmed and is able to focus his attention on few subjects. I have been told this is not possible due to educational statutory requirements.

Yes. Mainstream schools use reduced timetables to get rid of problem children (and save money), rather than putting appropriate support in place (which would mean paying for additional resources / people)

No but was always told if we don't get a handle on his behaviour. He would end up in prison. Which is a disgusting thing to say.

Not officially, but due to health problems at times

Unofficially and only temporarily during SAT'S

In year 5 of primary school an autism advisor wanted him to do 15 mins a day followed by 30 mins the following week etc etc. This was totally unrealistic.

when he first started in reception class he was part time for most of first term. He did half days, was felt he would not cope and refused to use toilets a lot as well. Eventually my wife had to come into school to take him to the toilet.

No had to get note from child guidance to get him out of doing cooking because of his hypersensitive smell

He was on a reduced timetable for most of the time since he moved to secondary school.

Hope to be soon

Just about to start reduced hours.

Grrrrrrrr

Again at his old school he missed a year of schooling because of reduced time table

Currently considering this option

first year of senior school he missed RE to attend learning support

He has timetabled periods to rest

Home whilst moving schools as one school did not meet his needs.

When in mainstream Junior school, under pressure from the Head Teacher

Yes, in juniors he did 2 afternoons a week in their nature group

Mainstream only allowed her in 3 mornings a week but at the time LA would give her a statement. It was an awful time for us all.

Build up part time to fill time. Now stays at school but does no work after lunch, just does colouring.

In first year R of school was attending part time as it was too busy during certain times of day. Thereafter was compulsory to attend full time.

Part time attendance was at the Infant schools insistence and was very difficult to deal with going back and forth whilst trying to care for younger children and their nap times etc - impacted the whole family.

Mainstream was 10am till 2pm

But is on the verge of going onto one

at mainstream prior to statement he did 2hrs a day

was reduced hours in main stream for a whole year before his placement at special school

all it did was increase his anxiety as he knew he was not wanted at school.....it was for school's benefit not his benefit.

In Reception, my child was the only one to be part-time for the entire year. He should have been decelerated before year R but authorities would not listen to me. He was so out of his depth - socially, developmentally and academically but it took until he was nearly 10 to achieve a deceleration (6 years of fight and struggle)!

Question 21 - Where would you most like your child to receive their full-time education at this time?

For primary, local authority mainstream school is good for him. For secondary, possibly a mainstream school with ASD unit or resources - though he is only year 3 now, so we have a while yet before we are at that stage.

I would love my son to be in a local school (maintained or independent) which could provide an academic education in the right environment. He is academically capable but couldn't cope with mainstream classroom. There is nothing which provides this and would enable him to have local friends.

however with the proviso - I don't think he needs an enhanced ASD/As unit (not sure what that is but maybe can imagine), there could be "quiet times" or spaces for him in the day. Special little spaces not just for him but for neurodiverse to have a small respite from constant overloading of senses that I sense he gets.

About to leave now

flexi school and home ed

The type of school doesn't matter, whatever works out best for my son! Though I do have a preference for being able to mix with neuro-typical kids.

Specialist Autism Specific College

Because there are no autism secondary schools in Hants we prefer independent autism specialist school

in Winchester

Have seen this work incredibly well in USA esp with ABA techniques. Must be more cost effective than placing out of county and taxiing kids to Surrey/Berks or Independent schools.

Independent specialist, autism-based

he doesn't fit into bsd category as behaviour mostly settled and had too many learning needs, doesn't fit into mld school as he has too much behavioural history.

A specialist school closer to home

sparsholt college with funding so he could be there more of the time with a view to full time course

Question 22 - How long was it between the time concerns were first raised about your child's progress and your child receiving support to meet his/her special educational needs? If support was delayed, what impact, if any, did this have on your child and your family?

We were concerned about him, but school put him on school action and school action plus within a term of him starting Reception

No help was offered until after her full diagnosis was received in writing from Brookvale a couple of months before her GCSEs

We were distressed as she stopped talking, cried all the time and was incontinent
made his anxiety worse and his grades dropped

She has a speech plan but the other issues they don't see

Lack of support early on, resulting in complete school refusal and inability to cope with social aspects and sensory needs in school which lead to violent behaviour and extreme anxiety.

Still no EHCP - requested this again last week during meeting with head teacher

Had to pay privately. very difficult at home

Huge amounts of stress and worry for us as parents. I was unable to work due to being constantly called into school. My child's primary schooling has been a mess, and consequently he is now 1-2 years behind (even though he is an intelligent boy). The experience had a huge negative impact on my child's self-esteem - he used to cry and ask why he had a bad brain that made him do bad things, and say why didn't other boys have bad brains like him. This is all because of insufficient and inappropriate support in school, meaning he was set up to fail. Mainstream schools DO NOT know how to support a child with autism. However, children with autism should not be pushed into behaviour schools either. More ASD units with expertise on mainstream schools are essential.

He had to stay at nursery for the first autumn term instead of starting reception in infant level as they would not admit him without an SEN statement. The wait was awful.

Total mental breakdown

My daughter anxiety got worse until the transition to senior broke down and she refused to go after only going twice. She now suffers from OCD and separation anxiety. After 4 years of battling with little or no support CAMHS are now looking at assessments for Autism, ADHD and anxiety management but there's no staff so how long we're going to wait is anybody's guess. My family have gone through hell it's affected my 7 year old to the point she's now been referred it's a mess.

High levels of anxiety in my child almost to the point of break down.

Massive impact. He became school-phobic and depressed. We were already coping with his older brother with AS and extreme behavioural difficulties, which had resulted in us having to move house to try and access the right educational placement. I had already had to stop work and now became very trapped in the home, as was unable to leave them alone.

stress with daily routines/getting to school

School refusal, additional stress at home. Increased abuse/aggression towards siblings. Increased anxiety, depression for child and parents and siblings. Reduced learning. Additional stress on mother contributed to leaving work through stress related illness.

HUGE!!!!!!

Not diagnosed with autism until an adult

My son had breakdown in mainstream secondary. Extremely upsetting and stressful time for all

It took a while for it to be spotted in pre school - we changed pre schools twice I think, but once it was suspected an INCo was required things were in place for his reception year at infants school to help with transition and school.

No statement and has missed out on a lot of support well in secondary doing better with smaller class in collage but still on going battle to get him support he needs for things

Traumatic. Our son lost years of education at primary school.

The LEA refused to assess for an EHCP then refused to issue a Plan. They gave in a week before Tribunal which was a year after I first applied. My child's mental health deteriorated significantly, to the degree that he was out of school for a number of months and is now at a SN school. We sought assessment for autism for our child, the primary school were very supportive when we asked for help with reading / writing issues and then bullying issues

He has always received lots of support but he could not cope with being the odd one out in mainstream secondary school.

My daughter anxiety got worse until the transition to senior broke down and she refused to go after only going twice. She now suffers from OCD and separation anxiety. After 4 years of battling with little or no support CAMHS are now looking at assessments for Autism, ADHD and anxiety management but there's no staff so how long we're going to wait is anybody's guess. My family have gone through hell it's affected my 7 year old to the point she's now been referred it's a mess.

This was when he was in mainstream.

Child 1: less than 3 months. Child 2 & 3: over 3 years

Support has only just started. I have been battling to get help for the past 4 years. This has had a HUGE impact on family life, including my eldest daughter moving out as she has exams!

Hugely distressing to our child and us as a family

Its ongoing

no requirement - high achieving

Devastating

He has just received his statement still waiting for his CAMHS assessment which I believe to be 12/18 months his on tier 3 with high level ADHD low level autism

Catastrophic he started self harming and became too afraid to leave the house

it has taken 4 years for my son to settle and feel accepted

It took many many years and my daughter only got diagnosed last year and even now doesn't get enough support

no action at original primary school that caused us some discomfort and we moved him. Within a few months at new school they had an Ed psych in for him

We hit new lows as a family - things became much worse

It was a very difficult time, no one knew what was wrong and he kept being excluded.

Negative impact, he was labelled 'naughty, lazy and weird' and was often excluded at primary school. At Toynbee they immediately got the ball rolling to assess and accommodate his needs, but said it would take a long time to undo the damage during primary provision

she refused to go to school and would meltdown as soon as she left if she was there

Child is academically advanced so school don't seem to think he had any difficulties.

Anxiety for my son in particular

Caused our family a huge amount of stress and the primary schools our child went to had no idea how to cope and over exaggerated every incident to try and portray him as rude, difficult and badly behaved they had no idea how to treat him and this has had a huge negative impact on his well being - fortunately the resource unit are very experienced and understanding and put measures in place to make him succeed but this is not always supported by the local authority in terms of providing additional funding and the system relies heavily on parents being available which makes full time employment for both parents impossible

Stress, anxiety, frustration and massive affect on family home life

Increased anxiety and family stress

HUGE delay due to the awful referral system - GP forgetting to refer, school nurse being given 6 months to complete a visit, meetings being delayed and finally I complained that the health authority was neglecting my child and I got an appointment. Following this the paediatrician at Basingstoke Hospital was totally rude and insensitive. However, we are now supported incredibly well in SURREY thankfully

Was judged not to need Statement by Education authority.

Minimal impact as we were in a fortunate position to be able to support the school he was attending.

Huge impact as not in mainstream school as became school phobic and ended up in a specialist emotional and vulnerable unit where they only offered reduced hours and a reduced timetable meaning her education was compromised - family left to cope alone when CAMHS made the diagnosis of High Functioning Autism as if they had. Is "fixed" everything by giving us a diagnosis

as I went for parental request for statement which had to be done in 6 weeks in 2002

He attended a private primary school, where there was little support and understanding - I am a pre school SENCO and had it not have been for my training and understanding of the possible condition I would have been completely lost. Even with that knowledge it was a terrifically hard life with him for all of us from the age of 2 until 10 when we turned a bit of a corner. It was myself who approached the GP, then referred to a Mental health nurse, then referred to a Clinical Child Psychologist who gave the Diagnosis of Aspergers. At that point nothing further happened - as we were not in the state environment there was no help or support for him in his school environment. There were no spaces at local primary schools and in any event the transition and change would not have been conducive to his life at the time. His sisters were at the same school again creating a little support. It was only after I eventually after a nightmare time and near appeal that I obtained a statement. At this point an EP was sent to his school where he was shocked to see that he was just being left to his own devices on a daily basis in the Classroom. He was not disruptive but equally was not challenged to carry out much work at all if any in some lessons. I was asked by the school to employ privately a support worker for him to have 1-1 which I did for 3 days each week as this was all we could afford on top of fees. He would have received support in the state system but there was no where to move him to at that time. When he was diagnosed I supplied his school with books and literature on the subject. I was asked by the head to go in and provide a talk for the staff who I of course did - all an incredibly hard and upsetting thing to do but I managed and this did help some staff understand him a little more - it was as I look back a bizarre and strange situation. Over time things improved at his school and some teachers took time to learn about and understand the condition but unfortunately not all teaching staff.

It made a huge impact and we were close to losing our family and falling apart

Support only started once the school received a Private OT Assessment

Horrendous. Anxiety. Fear. Exclusion. Isolation. Failure. Lack of progress. Family tension.

The frustration of seeing him not cope and seeing it escalating not improving has been so stressful over the years since he has been at school. It has been stressful and time consuming trying to explain and advocate for what he needs to people / staff who can't understand. It has massively impacted on the whole family and has been the main cause of stress in our lives for five years.

He would be a lot better if small adjustments had been made when he started in Junior school. Apparently the fact he went backwards was due to my misunderstanding of how they operate. He spent 2 months crying in class, before his teacher told me after I had asked why he didn't have any stickers on the chart. Finally got a space in a different school and he was a changed child from day 1 and a lot happier.

Huge stress and upset to parent and child's mental health extremely low

initial support was put in place before we lived in Hampshire and then continued when we moved to Hampshire 8 years ago

Child remained anxious and was not in lessons as much as he should have been, affecting his learning.

Nearly over 3yrs by the time the support is in place. It has been utterly HORRIFIC for my child, me (his mother) and our family unit.

child running from school daily, in danger, not coping - at home a lot

We are still waiting
 lots of anxiety
 suicidal infant school aged child, very depressed and unhappy
 huge, not believed by school. having to sit with child for hours daily at school, exclusions
 Mainstream school did nothing for my son . There was no support and we moved him with the help of my family to a specialist independent school
 i had to leave my teaching job with HCC to be at home for my child who was constantly being sent home.....sometimes just for convenience.
 His self esteem went to rock bottom and he was on the verge of depression at aged 7
 my child & I both developed anxiety and depression. Didn't feel supported by secondary school at all only made to feel it was our fault! y
 Low academic achievement at school. Violent and districtive meltdowns at home.
 This was 10 years ago now though!
 my sons behaviour within school deteriorated until the school were forced to face it
 A brilliant key worker knew my son needed speech therapy at pre-school. However it took my seven years to have him awarded a Statement (now EHCP) for specific support in school.
 very stresful

Question 23 - Which of the following applies to your child? (Do they have a statement/EHCP)

No statement or EHCP, but has in the past received ELSA support at school, via school action plus. Currently extra TA in classroom.
 We're in the process of trying to get the EHCP in place for him.
 He is given extra support, but not enough
 My daughter received her diagnosis with thing to be put in place like headphone use which most teachers would not let her wear.
 She is making progress so they don't really step in. But they do let her have aids and support that i have asked for
 He was Statemented but was taken off it but around year after things changed again.
 my son is awaiting cahms assessment and we are looking at getting a ehcp with a view to getting him back into school at some point
 On the Sen register
 Ehcp refused to assess, as learning levels 'were not far enough behind'
 He has an IEP
 My child is on an Individual Learning Plan but this is not followed consistently. His needs have been poorly monitored and difficulties across all subjects only highlighted following a complaint I made to the school. Even then the onus of the problem was put on my son's 'behaviour choices' rather than any recognition that the problems occur due to his disability and him not being appropriately supported.
 ECHP refused due to being on par educationally. Besides the point he struggles with school and home life is really bad due to this
 School refused to help with EHCP, said he wouldn't get one as he's not "bad" enough.
 Took a year for the LEA to agree to issue a Plan then a further 4mths to get the final Plan
 Still waiting for the assessment to transfer to EHCP - HCC have already breached the guideline time frame for deciding to assess.
 In the end, he has managed without support, which has been better than the wrong "support" which can put further strains on family.
 Just receives basic ELSA support
 EHCP applied for but not followed up in 2015 by HCC
 Had a statement but would need an ehcp if he returned to college in the future
 My son is not statemented or EHCP, and at present I don't think he needs this, but as he was diagnosed as on the autistic spectrum has received support, as it has been recognised he will require SEN support - or that is how I have seen it?
 She's in a unit but they have no idea of autism or adhd and want to integrate her back into mainstream which won't work but there's not apparently enough evidence for a EHCP so we're stuck I will have to apply myself with no real support
 We have been waiting for the EHCP forever. We have just commented on a draft, waiting for it to be issued
 Awaiting things that be formalised
 2 children have EHCP's. 1 has no statement but receives support through the learning support department.
 after 40 weeks I have finally received the draft of ehcp
 No EHCP but applying, no extra help in school.
 We have approved his draft EHCP
 Not a lot of support but some
 My son had a statement until age 18.
 school have a huge waiting list for EHCP
 We are seeking an ehcp
 He has an Inclusion Patnership Agreement
 My son does not fit neatly into a box on the register yet so receives no help.

Hampshire Autism Voice Survey – Educational Provision – June 2016 Page 25 of 32

She has an EHCP after appeals and tribunal, current tribunal still active and is on hold until October

Still in the draft form having been converted from a statement

Declined an assessment until complaint/involvement from local MP

Only because we had to fight the system to get it.

EHCP pending

Has some help, but as no statement, he relays on who is available at the time.

The transfer to EHCP should have been completed by Hants LEA by 15 Feb. Mid May and this has not been done yet. As a result my child is missing transition to secondary school and is suffering.

Feel EHCP assessment needs to be done but keep getting fobbed off

The school are applying for an EHCP

Has been at SA+ but refused assessment of needs for statement by LA (infant school refused to support) and since exclusion at Junior school request for assessment of needs acknowledged and draft EHCP issued. Currently awaiting final EHCP including named school.

My son is at our local college, he had a statement until 16, we are currently waiting for the outcome of his reassessment for a EHCP

Am hoping to apply for EHCP

Is being assessed for an EHCP

have draft but draft does not meet guidelines, waiting meeting with LEA

took way too long to get his statement over 3 years

Question 27 - What, if anything, do you think is needed to improve provision??

- Better information for parents - we don't know what we haven't been told, and we don't know what help is available, and from whom. -

Better training of ALL school staff, including teachers and especially TAs and lunchtime staff Better support from the school through the diagnosis process - my school were not very helpful, didn't update his IEP unless I asked, and didn't act on the recommendations of the professionals - I think better training for the SEN teacher, and the staff would improve this. More understanding in schools when problems arise - and provision made (for example, provision for those with physical disabilities seems much better than for those with ASD or other similar issues - my child was labelled as being "difficult" rather than acknowledging some of his difficulties were down to his Aspergers - e.g. noisy environments and crowds causing him sensory problems)

Children with Aspergers syndrome who just sit and behave at school, but are still struggling but falling under the radar need their voice heard.

More **understanding about autism for staff** & more specialised schools/ units need to be available

Parents need to be taken seriously by the schools and not treated like idiots. The children need to be listened to. They find it hard to speak up in class and are ignored by the teachers for louder kids holding back their learning

More understanding

Implement basic training for teachers, let senco have no other teaching responsibilities and provide more funding.

More placements

Training of staff to recognise and support children with all levels of autism. Understanding that no two children are the same but still require a degree of support.

Unfortunately the senco team at my sons school were useless and couldn't care less about the children.

More **teacher training** or attached units, increased in school sen budgets or a need for ehcps to be recognised for children who aren't academically behind but who can't release their potential due to the educational setting they are in.

Better **training of teachers** on ASD generally so that problems are correctly identified and appropriately dealt with/referred. Better access to specialist assessment Better assessment, resourcing and regulation of provision for non-statemented children as well as statemented children. Improved awareness in schools and politically of the difficulties faced by Children on the spectrum and how damaging it is to them, their families and society to not meet their needs. As an adult with a disability, I am appalled that I can access better resources for my own education than I can for his even though his need is greater than mine.

More schools able to support children with autism. I visited many mainstream schools who didn't want to/couldn't take him

More specialist provision for Asd for both boys and girls

More **education and support for teachers**

There are many things

Much more ASD specific provision is required. Units on mainstream school are great, but they need to offer flexibility around where / how the child is taught (ie in mainstream classes or in the unit).

It is my child who is biggest part of raising his grades - luckily he has a great work ethic. The teaching/learning support assistants have been second to none and they should be given more power. It is often the teachers who are holding them back. Communication between school and home tends to be atrocious. The school cannot grasp that a child with autism cannot often tell parents everything that has happened at school that day and often they do not. Despite achieving higher grades than average in some subjects, he tends to get overlooked simply because he has autism and the assumption appear to be from the school that he will not amount to much. He is not encouraged to be ambitious in the same way they would do for a highly achieving child. Resolve these things and most schools should see that children with autism are really an asset, and do not deserve to be treated as an afterthought.

Support for child . Not to be just assumed that the child is naughty . From all individuals.

High functioning children do not get enough support there needs to be specific units at schools to support children who realise they are different but don't want to be completely separate from peers.

Teachers need more training Children and families need more support

Teachers trained to manage issues arising from autism. More autism specific school places.

Teachers and support staff making decisions need training in autism. They also need to stop fighting with parents to avoid providing support for children. Bigger budgets are needed, schools keep saying they don't have the money or services they need.

More SEN schools. Make it easier to get an EHCP without all the battles

More local specialised ASD provision.

More specific autism support. More emphasis on children achieving their potential. Significantly more SALT support - we had to fight to get 45 mins per week in the plan - ridiculous Decisions not made by incompetent HCC bureaucrats HCC to meet deadlines, respond to emails, be more open and honest - complaint currently lodged with HCC

Early intervention at reception level onwards. AS units in mainstream schools with full access to re-integrate asap.

Increased provision. There is not enough support to meet demand. Therefore only the most severe cases receive help. Those who are learning are dismissed and ignored by the education authority at the detriment to the child and their family.

Children with mild autistic issues need support mainly in social skills. This is never either understood or is greatly neglected in mainstream schools. This needs to be tackled as these children may manage but are left lonely and isolated, often excluded by other pupils. This provision needs addressing ASAP.

The Teachers at mainstream schools need to be trained to work with children with autism to understand their condition

The emotional/perceptual difficulties in some variants of Asperger's awareness remains largely unacknowledged or understood and extra - demanding on teachers. Often unsympathetic.

Special school with small class sizes for academically capable high functioning autistic children. There is nothing for academically capable kids who can't deal with the mainstream classroom. Also the autistic children tend to be put in with BESD kids who have different issues.

Awareness and understanding of autism and that every child's needs are different

Greater provision for specialist units who are trained to understand, and nurture children with autism and the other connected issues such as anxiety and depression

Education of teachers to understand and to pick up quickly when a child had a need and get it sorted much more efficiently and effectively as the difference in a child's life from quick diagnose and support from school, health and parents to not having that is vast!!!! The children's life and well being can be so different in the progress they make in their lives with support and diagnoses as they go through their childhood to then fulfill their own individual potential is dramatic. The mental health of these children can be so easily avoided if this was done.

Early diagnosis and listen to parents concerns!

More specialist provision for high functioning /aspergers

I think even the supposedly autism provision or colleges or schools seem to me to have a rigid attitude on how to manage students had need to both be more flexible and listen to parents concerns about how their children are managing as often children will try and get through a day and then be highly stressed at home. Or they miss cues that a student is experiencing high levels of anxiety, deal with the situations in ways that are not very supportive and exacerbate the situation.

More flexibility, in educational provision, (see above re. space for respite from constant overload of senses) time for LSA's to get more prepared and also more staff/LSA training in SEN's. Smaller classes /broken into smaller groups is a good idea. There is no provision of social skills in school - and this with communication is I suspect what leads to, or adds to poor mental health for so many young people in our country.

A lot more understanding that not all people with autism are the same all have different needs IQ as nothing to do with not having needs and support in other area other than academic and these needs do affect how they learn and cope with in schooling

Better training and signposting in primary schools to enable the behavioural challenges to be identified and to encourage the schools to support an application for an EHSC plan. I recognise that primary schools can't all have specialists in ASD but statistically even small schools will have at least one or two children on the spectrum, so there should be outreach to support those children in a structured way. the lack of experience amongst primary schools is painful.

Not enough special schools

More inclusion at mainstream schools with better training and understanding for staff. Being moved into a SEN primary school was the most destructive incident in my sons education.

Provide more SN schools.

My primary school Rownham St Johns has been very supportive of my son's needs and helpful in supporting us as a family. I do not know how other schools locally work with children with ASD. The Romsey school has an ASD unit, but we have not had any experience of how other high schools support children

There needs to be more suitable provision for secondary age children.

More autism training for teachers and support staff. Acknowledgement of issues especially in primary school. For schools and Educational Psychologists to stop saying children don't need labels as an excuse for them to give minimal or no support.

For girls in particular the support is hopeless. There is nothing available in my borough and the LA have offered us no support at all and are fighting our appeal despite a significant history of our child failing in mainstream school, a late diagnosis of ASD and profound SLI. We have had to self fund all the expert reports and find a school ourselves due to the non-existent support from Hampshire. Massive improvements need to happen urgently.

More places for SEMH and behavioural needs. Only 2 primary schools (Wolverdene and Waterloo) is NOT sufficient. Only the most challenging get the benefit from these schools. It is a massive fight to get in.

There isn't enough provision for the number of children who need specialist placements. There is nowhere that specialises in autism, although the special school my son attends tries their best.

Train teachers of mainstream schools about high functioning autism. They only see academic ability and have little understanding of the social, communication and sensory struggles that lead to kids not being able to participate in class and hating school. They have so much potential to achieve if given the right support.

More options and more support in schools to have quiet calm spaces to make children feel safe

More specialist ASD provision, and greater training for schools and teachers

Special schools specifically for children with autism.

Specialist provision solely for Autism with on-site specialists who work with the pupils daily.

Quicker diagnosis and more funding for extra support so children aren't left in limbo and parents aren't made out to be the problem, thus ensuring schools etc recognise mental health as a real problem needing support as much as a child with a physical disability.

More provisions, more funding, easier and quicker assessments

Needs to be made more aware of so other parents with children who don't have autism can understand and help their children understand??

Independent school in or around Aldershot - Autism only school

A unit attached to main Stream school for autistic children as the nearest secondary school is 25 miles away.

More training for SENCO's and schools. Faster help available to them, more information on which schools are best for SEN and the ability to transfer to the more suitable schools quickly.

More special schools that cater for children with Autism who are academically able or advanced.

The EHCP process should not be so long and confusing. It's delaying the children getting the help they need to thrive. The LEA need to be a bit more giving with their funds too.

More training and support given to teaching staff for autism and related difficulties

There either needs to be a special school dedicated to providing education for children with autism or more units set-up specific support for autistic children who do not have behavioural problems - they aren't really regarded as having any needs and do not 'flag up' - there are social skills courses for children in school with behavioural problems but it's felt inappropriate for my child because of the nature of the rest of the cohort - I agree with that, but as a consequence nothing has ever been offered to help him.....

More support for students with anxiety that isn't necessarily always school-based

Proper funding for resources and extra trained staff, so that children and parents are not forced to fight for the placement they already have, due to this being an issue. **Have more ASD trained staff in** schools, so they know how to help the children with ASD.

Flexi schooling, small class size, anxiety is not the same as skiving, recognition of Aspergers children who need an extended curriculum in some subjects not to become bored.

Education / **awareness of autism, for teachers**. More training, more readily available. Protection for funding for LSPs allocated to autistic children. An option to guarantee the same LSPs can work with autistic kids throughout their school life, should parents / teachers agree.

Camhs Fareham and Gosport to be put under special measures. The management to be removed from their post.

More special schools and units within mainstream schools.

A lot more needs to be done to support students that stay in mainstream. Those in specialist provision tend to have support to meet their needs but this is often far from the case for those that remain in mainstream.

Stop this one size fits all. All inclusive education setting. It doesn't work. Stop large class sizes for all schools. 30 kids per class is ridiculous. Separate units for children with challenging behaviours as these behaviours have such a huge mental and physical impact on children like my son, these challenging behaviours also take up a lot of the class assistants/teachers time again impacting negatively on the other children

Awareness of Asc and its diversity.

primary outreach and units, increased places at secondary units, training and specialist support for secondary staff, counselling/mental health provision, advice on transition eg connxions/careers/senpa role. Speech therapy provision, access to EP advice. Appropriate provision in FE for HFA.

Autism awareness Units that accommodate girls!!!

More acceptance by teachers and staff that the autistic spectrum covers a wide range of difficulties and children will not always show the "classic symptoms"

More autism **training for teachers** and all school staff. A lot of strategies put in place for ASD children benefit all pupils so could be rolled out across all schools/classes. Autism specific school/college run by Hampshire. More autism units at Mainstream schools

Listening to parents and actually hearing them

A school or unit for children with these needs

Seems very little choice in provision, especially for children with SLD and autism.

Greater understanding and more resources spent at those who aren't typical

educate the teachers in mainstream and boost the power of learning support. There will be a large number of children that will not cope even with masses of support because school with its noise, smells and lots of children are not a comfortable place for someone on the spectrum to grow and develop

Most specialist teachers and units

Camhs - waiting time, support etc

Faster diagnosis and early access to an educational psychologist, the you can start to work out what's needed.

Awareness amongst staff. They just don't know what it is. They can recognise severe autism but nothing else and don't know the difference between poor behaviour/ bad parenting and ASD

Autism awareness training should be compulsory for all teachers and school employees at all levels. There should not be financial constraints within primary years which discourage diagnosis and appropriate accommodations.

Teachers/LSAs need more knowledge of how AS can affect students although my son's school (Thornden) has been very good with him **More autism training in mainstream schools**. Autism Hampshire provide this but only if school requests, make it compulsory. More specialist places for females who are academically able but who's Autism profoundly disables them.

Secondary provision is outstanding but at primary level I found there was less understanding of the diversity and complexity that can present itself under the umbrella of autism.

teachers need more knowledge, my child does not fit the usual stereotype of AS difficulties (perhaps because she is a girl?), this has caused problems

More qualified teachers

More understanding, specialist staff and a proper ASD school not a unit attached to a mainstream school
Schools need to be better monitored. There is too much variation which is causing distress/disruption to children's education and unnecessary upset.

autism awareness training for teachers

More resourced provision places at Secondary School. EHCPs being realistic and not such a huge battle.
Not all children have extreme ASD so just need more understanding and this requires better informed teachers and teaching assistants. Lack of funding for this is a factor.

More education catered for add and adhd and autism specific Linked with social and mental health in the community
There are still children in mainstream schools with ASD difficulties being overlooked, or taught by staff not qualified or dedicated to dealing with ASD issues. This needs addressing.

La Sen team need to work better with parents to support pupils and support school to meet pupils needs. Not enough information and support for parents available.

CAMHS, etc do not support autism beyond diagnosis in Hants. There are no Hants provided autism schools. Therefore the only option is independent autism schools, To get LEA to agree to fund independent school here you have to appeal and be very lucky or have your child go through a crisis. Hants LEA need to start providing autism education and the social and communication skills needed by all autistic children instead of treating them as having behavioural difficulties and preventing them from learning how to function in society.

More awareness in schools and resources and areas that are accessible to the children on the spectrum

Special Secondary School /Sixth form needed in Winchester for high functioning children.

If your child is for whatever reason in the Private Education system, and this choice had been made prior to diagnosis there needs to be help and support for parents. This was a very dark and lonely time for me. When I contacted various organisations and advised we were at a private school they would apologise and explain that they could not help me further. I spent hours and hours in tears during the day and after work attempting to get somewhere for help and support and then had the added task of dealing with a child with Aspergers and 2 other children. I also had some knowledge - but completely recognise there must be thousands of parents out there in my situation with no knowledge and very little support.

Accessing independent schooling should be easier

Training and support for teachers with ASD children

Need to build more specialist schools there are not enough spaces for children that should not be in mainstream schools.

Focused ASD provision. Ideally units within mainstream setting which can access existing infrastructure and allow for integration where appropriate. Most effective and cost effective solutions.

Specialist maintained schools for autism. The overriding ethos that is being pushed by SEN (officers) to all regarding provision for children with autism conditions (including to schools, parents and independent panel) is - the majority of children with autism can cope very well in mainstream. But what if your child is one that cannot? This is ignored - as in other areas of life, the minority are discriminated against and made to suffer for not fitting the mainstream model.

Everything!

More support and understanding in mainstream schools of Asc.

Actually communicate with parents.

To recognise that anxiety does always show at school and family get the build up at home

More input from parents local authority to listen and support parents

More SENCO and ELSA resource. Full-time resource not part-time in my son's school. SENCO and ELSA resource are clearly inadequate for the amount of children needing it.

Schools with an ASD provision/unit attached! Easier access to help such as EHCP/SALT etc. Parents not having to spend thousands of pounds getting independent reports done to prove they need the support!!!! The LA's ATTITUDE and how they treat parents!!!

More schools, of every category

IEP should allow for schooling at home with parents as lead workers if they are able.

More schools

More asd schools . Schools that can meet different needs

More schools for children who do not fit in traditional categories, i.e. Between bsd and mld - more asd schools

Asd primary school.Am now going. To tribunal for secondary school as hcc has chosen a totally unsuitable school

More Outreach workers to help support SENDco and children in mainstream settings. If your child is on par with their peers yet have social issues they get hardly any help at all.

Better support in mainstream schools , and early detection

schools should not be allowed to pick and choose which children they will take

more awareess, especially i early school, more trainig, more support

within Hampshire there are extremely limited ASD places. SEN department seems to think a BESD placement will do when it wont. More ASD primary places and secondary places are needed quickly as most people i know now go to independent ASD schools with HCC footing enormous bills. We would all rather our children be closer to home but they have no choice but to travel each day. My son is lucky that he only travels 40mins to school. Others have much longer.

Reopen a ASchool,Hope lodge was closed

More funding. More understanding/ courses for teaching staff to recognize pupils who struggle with learning
Mainstream schools could have specialists in both autism and social communication as supports and identifiers.

Increased awareness and training in mainstream schools.

Everything needs to be improved. SEN team at HCC are a disgrace to parents with children with special needs. No empathy, no understanding, NO CARE!

More in county provision that is able to meet the needs of the children in Hampshire.

There needs to be a greater understanding among teachers and especially senior staff; there needs to be more small in school provisions that do not force parents to have to send their children miles away to school or constantly battle the system for places or even understanding. Where are the specific schools for children with autism, or the schools with an AS unit attached? You have to travel quite a distance to find a school like that. Speaking from personal knowledge, mainstream schools can employ LSA's with no previous experience of working with AS children. Who is that fair on? Parents of children with SEN should have say on deceleration issues. All teachers, TAs and LSAs should have specialised AS training. LSAs should build a relationship with parent/carers. From personal experience, I don't have this although I have requested daily or weekly feedback. Ideally, SENCos should be full-time.

Pacific ASD school in Hampshire, all teachers fully trained in ASD. More OT and speech language provision.

Question 28 - If you would like to comment on any issues relating to education in your local education authority which have not been covered elsewhere in the survey, please do so here.

Our LA has been terrible. 16 months to transfer from Statement to EHCP, during which all correspondence was ignored by them - until we contacted Head of Council. Incorrect advice given by them, refusal to consider Personal Budget as it would 'undermine the NHS' until we made it clear they were breaking the law. Finally they told us to take them to Tribunal for their extensive failings, which we are now doing. My daughter started senior school full of hope in all the top sets but has been let down by teachers who have turned a blind eye to bullying and lack of help from teacher. She has a couple of amazing teachers but the rest are oblivious to her basic needs and that she needs written instructions for homework as verbal is useless with her short term memory loss and then giving her detention for not remembering. She is now leaving school with mental health issues that were not there when she started. I have to fill this survey in more than once because my children have had very different experiences. I think carers have to be extremely proactive to get anything done and support groups are vital in helping them.

I have worked hard with school to ensure Joe's needs are met but some areas are failing

I kept an open mind when my son's school became an academy but they are not being effectively monitored.

I have considered EHCP application for my son but have been advised because he is on the borderline of average achievement he won't get it. Opportunities for children on ASD to achieve to their full potential does not exist. It appears they should just be thankful to have an education. We have been traumatised by the delays and inconsistencies while trying to get the needs recognised and have experienced 40 weeks of hell through the EHCP process which should have taken 20 weeks. Our views and preferences were never taken into account. Everything in our local authority is financially motivated including the constant delays. Staff need to be held accountable for the decisions they make. The amount of lies and unprofessional and harmful behaviour I have witnessed from so-called professionals has been truly shocking. My son's mental health has paid the price for their actions and there is no way to hold them responsible.

It would be nice if the LEA would listen to medical evidence and not ignore it

My son has lots of sensory needs that went unmet for most of his time in school and this affected his performance and led to high anxiety levels. Even though placed in a Special School that was supposed to support students with ASD, many of the staff did not understand the condition. This often resulted in melt downs when situations were handled inappropriately.

HCC are failing our county's children

All teachers need to be educated in ADHD and AS (or High-Functioning Autism) in particular, as these are so common now.

School Senco has been helpful when we needed to ask for advice. However, Senco has now changed so my child has to deal with someone else now. School have been supportive when I have approached them in some areas.

EHCP is a waste of time applying. They are only interested in school targets and stats. Not the well-being of the individual child and their learning capabilities. EHCP will only recognise disruptive children and those that bring school stats down. Funding is nowhere near sufficient and you should be embarrassed if you feel it is. Signed: disillusioned parent of a child let down by 'the system'.

H T of normal secondary school feeder from Primary said couldn't accommodate our daughter's needs

Not all schools understand the condition and judge the behaviour. We had to move my son schools in order for him to be included and to be able to achieve and reach his full potential.

Mainstream education at Kings was wholly found to be lacking in terms of its care provision. A child with autism left to sit outside head of year office with no staff to counsel or empower child for just dissolving under anxiety heightening, as if a naughty school boy rather than a child with additional needs

If we want a more inclusive education where possible (it can and should be done as the norm) there needs to be a massive change in how we think and manage children with special needs to provide much more specific and identifiable schooling.

Our problem was the educational psychologist who refused to believe our son was autistic and put all his strange behaviours down to Down's Syndrome. As a result he received the wrong education for the whole of his school life.

The negative effect of trying to integrate high functioning/aspergers into mainstream can take years to unpick. Specially trained teachers with an understanding of their complexities are required in special units with access to mainstream IF they can cope with it

I have felt quite let down by a placement I felt I had specifically chosen because I felt that the college had the expertise the support my son and prior to that the autism resourced provision was chosen for the same reason. In the end I have felt that in some ways the autism provisions have been less supportive than my son's access to a mainstream setting at the same time, even though that too had its problems. I am genuinely a believer that specialist placements should be a supportive and understanding environment but I do sometimes feel they are not staffed by staff who have either the right supportive attitude or the correct training and application of that training to adequately support students like my son and as a result the experience of school or college is made unnecessarily more difficult and stressful.

There is no long term look at a child / young person's future. This is especially important for those on the spectrum as I think the transition to adulthood/work is especially difficult. Also I have found the careers guidance in many mainstream schools has been a poor joke. Perhaps that's just personal experience - although it is so of my siblings and cousins too? I can only hope that this has improved but I have a nasty suspicion it has not and the whole area of post school education/training is bedeviled by a lack of support for neurotypical let alone the neurodiverse population.

Now our child is in a specialist unit, he has the necessary support. But I remain concerned that not all children can access that support. In many cases children are home schooled because of their adverse experiences at school. This creates a vicious circle where once home schooling starts it is very difficult to re-integrate the child into a school.

The LEA delay the EHCP process at every point possible and everything is a fight

Have the LEA keep to time scales re the EHCP process. Have the LEA stop making everything so difficult and making parents fight for what our children need.

We chose his primary school before we had a diagnosis of Asperger's syndrome. They have been very supportive as we sought diagnosis and helped with difficulties he had pre-looking for diagnosis. He is due to start high school in September and we used the helpful info from the NAS website about things to ask at open days. Both the local high school SENs allowed us to meet with them to discuss our questions and help us find the right school for our son. Romsey school has an Autism unit and the main school itself feels very understanding of the needs for children with ASD.

I think they need more staff and provision so that children are not left with no access to education. Pupil referral units are not a suitable alternative for vulnerable children who cannot cope in secondary school with autism.

I am very lucky that my son now goes to an amazing special school. He started in mainstream as we wanted to try it knowing he probably would eventually go to special school. It was the hardest year of my life and the school made it harder than it needed to be. I feel 'lucky' that my son's problems are quite obvious as I know lots of people who struggle to get listened to and whose children are often denied diagnosis or even if they get one the school don't recognise it or still give no support. Primary schools seem worse for this than secondary schools who seem to be a lot more supportive and less dismissive.

Total hell of an experience. First identified Wolverdene in November. Still battling for sufficient evidence in May. During that time multiple exclusions, reduced timetable and 0% education.

The school my son attends tries their best but they are struggling with cut backs in funding. All after school clubs have been cancelled because there is no funding available, they were able to reinstate one club, however, thanks to voluntary contribution from local charities, once this money runs out, the club will have to stop again. After school clubs are essential for children with special needs who, for all sorts of complex reasons, may not be able to access any other opportunity to practice their social skills in a more relaxed and fun environment. I feel this is essential for their development. The school has also had to cut back on teaching staff and LSAs, keeping to the minimum to cover classes. They have also had to reduce the amount of expert advice they can receive from SaLTs, Occupational Therapists and various other consultants.

More can be done to raise awareness of autism and to communicate examples of what people with autism can achieve. It would be great if teenagers felt like they could contribute to society and had ambitions to do well and got the right support in place as young adults in the work place.

Why is everything such a battle to secure the right placement? Surely it's more cost effective in the long-run to invest in the appropriate environment from a young age to assist development and progression!

Mill chase academy have been amazing supporting my son they believe in him and encourage giving him more support than his statement allows. This reflects his gcse grades.

as 27.

Parents should be included in their child's education and be provided with opportunities to support their child's education at home. There should be a better communication between schools and home, so that the child has the best chance.

I have had no help from the ccg camhs or anyone I have had to go private.

Longer hours at school to allow more play social break times with support for those who need it. More play therapy available. Smaller class size.

Senco's need to have better understanding for ASD and SPD and listen! Our senco was rubbish as her reception teacher and still rubbish now I wouldn't go to her for anything if I could help it

Since moving my son's from siskin to Bedenham I have been overwhelmed by the support that Bedenham have given them to get them back to full time education. Unfortunately my son's old school was unable to care for him support him and keep him safe in their own words they admitted that they has failed not just my son with additional needs but my older son too. Bedenham has proven that there is schools out there that go the extra mile to give every child the right to proper professional education that every child has a right too they are fair and encourage and know exactly how to treat not just the children but parents too and are very welcoming

Echos are often made unreachable and too much is only put in place in time to fob them off on the next school up

The main reason I've been fighting camhs for a diagnosis I'd the need for school to recognise him. After a 2hr assessment in school camhs came back with my son not having ASD, because school said he was fine (although constantly tell me otherwise) during it and of course he was not observed in any of his difficult areas. The entire thing has been a huge, traumatic experience and it's still not done.

At present my son is being transferred from Statement to EHCP; there are considerations that I needed to discuss at the Review meeting. However, nobody from LEA or Ed Psych came to meeting, so in essence the transfer review was just me, his keyworker and one other teacher. This is the situation for ALL yr 9 pupils transferring this year and is totally unacceptable. I need to change his placement as the school has failed to keep bullies at bay and in the meantime I will probably have to home educate.

My child's needs are met at school THIS YEAR simply because her teacher is OUTSTANDING. Other years have been appalling. I have been told not to bother trying for a statement as she won't get one, the school recently tried for child in more need and it was refused.

My daughter was always in the top set for every subject and was predicted very good GCSE results, she has now been out of school for a year due to lack of support in mainstream and so much red tape and time consuming appeals and tribunals. She will not be sitting any GCSE's this year and her long term prospects have been severely affected. The LA did not stick to any of the assessment and EHCP time frame as outlined in the code of practice.

The education system has a one-size-fits-all approach, this has not suited my child. It would have been helpful if we had somehow not had to go through a trial and error approach before finding something at which she can succeed, although this applies to neuro-typicals as well, it is much harder for a young person with AS to cope with continuous failure

school do not support an EHCP at this stage despite IEP targets remain unmet and progress is slower than they admit. I am sure when he gets to year 6 and he is leaving they will support an EHCP then as it seems to be the case with all children diagnosed with ASD in this school. The support my child gets at Hook Junior School is amazing and they get little extra funds for my son. My main concern is fighting for Secondary School places in resourced provision.

LA need to communicate, and tell the truth, all they can do is lie which makes us angry. A bit of understanding at very challenging times wouldn't go amiss, hard enough having children with additional needs more fighting and battling to get what they need causes additional problems for the child and families.

Children with ASD are usually stereotyped as all having the same problems, which is vastly wrong. This is often how a lot of schools seem to work. The biggest problem I think is the social side. The children are often lonely and have few friends as they are excluded by their peers. This has a. It impact on their learning and should be addressed more in state schools, but is ignored.

Current school do offer Sen support for most needs during school day hours. They say they are inclusive! Their definition of this that that pupils should attend all lessons alongside their peers with little regard to how well they access those lessons.

Hants LEA need to meet legal deadlines for EHCPs. Hants LEA need to provide autistic children with the education they need as a matter of course, not only after a crisis when the child cannot cope in a standard/BESD setting

Every year since his first statement at 3 years old we have had to wear armour ready for annual review. Transition from school to school was a battle, with a tribunal from Primary to Secondary and then after an extensive moving on package from Secondary to College, the college was changed at the 11th hour from full time to three days a week. Therefore we had to organise another college without any visit days within 3 days which really didn't support a smooth transition process.

It would be amazing if there were more environments like The Base at the Romsey School for children just like my son. Our lives especially my Son's have changed since he started there nearly 2 years ago. He still finds things on a day to day basis hard but it is the right place for him, he is making very steady progress and who knows may eventually be able to write/record which would be fantastic !!

Not enough specialist placements available so train teachers to understand ASD and how to make classroom adjustments.

my child cannot draw.

Hants SEN are completely ineffective. They are unresponsive and only react to escalation. They leave parents to advocate for their child without any expert professional help. They don't offer solutions and miss their own deadlines on everything. All at the expense of vulnerable children.

My child has suffered greatly due to the school system not being able to meet his needs. As a parent I have suffered greatly trying to be heard. This should not happen. It is difficult dealing with society at large (NAS campaigns) and trying to keep together as a family unit with all of the difficulties that autism brings but people at large are not aware of the difficulties in trying to secure adequate education provision for a child with SEN. This is not unique to Hampshire but that does not make it right.

Absolutely disgusted by hampshire sen department very little understanding or compassion towards parents and children

The LA cannot keep refusing to assess children for EHCPs when they do not know the full extent of their difficulties. They cannot keep making families go through appeals and tribunals for nothing!

Schools are all about attendance and not about quality of life.

Failed in so many ways, supper given in year r. Infant school ignored our requests for meetings, refused to give him extra transition. Junior school refused to apply for ehcp for almost a year, Many illegal exclusions, having to sit with him, go on trips with him, part time timetable. After a year of asking juniors finally agreed to do ehcp, took from June to sept to send off paperwork. Ehcp assessment refused and later agreed. Finally draft sent to us in May (strange 20 wks) but outcomes are not objective enough, not measurable and very vague. Section F is a joke, merely describing good practice

All teaching and support staff need to be trained to understand kids on the Spectrum especially the importance of sensory stimulation. It is not acceptable to make a child feel they're not allowed chewlery or a twiddle toy when it helps reduce their anxieties.

schools in my county would not take my child

HCC SEN were not helpful at all in trying to place my son in a suitable school. No-one met him and they didn't even ask for advice from The Hive where he had to spent 2 years fulltime until a placement was found. WE had to send them a report off our own backs! They definately need more training on how to do their jobs.

It has been a daily battle to red unsure my son is being supported in the best way to reach his full potential, still battling !!

Lack of understanding by Hampshire SEN of ABA, based on outdated research and blinkered views

Originally sent my daughter to a mainstream with a Special Ed needs dept whilst waiting for an ASC diagnosis. None of her needs were met and she made no academic progress for the 18 months she attended. She was also bullied every day and the schools attitude was to move her to a new set of bullies.

Lack of information and notice of changing availability of FE, in our case, notified after the Easter holidays of no place- with leavers do to go at the end of June- no other appropriate options are in place. My son needs months of support and preparation for such a massive move. I fought for the right nursery placement in a specialist school (who then Statemended my son, then I went to tribunal for a specially SALT primary school and then had to fight for a secondary placement (now 52 wk residential), but everything is a fight!

Whilst teaching and support staff have been supportive of my son senior management have tried to oust him from the school at every turn, showed a wilful disregard of his safety needs (resulting in complaints to the governors) and placed increasing stress on our family. Along with this the battle with the educational department regarding flexible outlooks, statement reviews and now the dreaded transfer to EHCP and a senior provision. The system seems determined to make families fight every inch of the way.

Firstly, deceleration was a big issue for me. My child was refused this although he was:- mid-August born, a boy (known to be less mature than girls), speech issues, behind developmentally socially struggling parental separation anxiety and already diagnosed with high-functioning autism. Headteachers are given the power to decide but are actively discouraged to decelerate or accelerate children by Hampshire. When approval for deceleration had finally been given in 2015 and a place arose (for September restart of year 5), Hampshire would then not let the Head move my child because they said legally they had to take a children from the waiting list over a SEN child already at the school. When the Head pointed out she could take a child from her Year 6 waiting list instead (allowing for the move to Year 5), she was also told by Hampshire this was not allowed. Madness!!!! We had to move schools to achieve deceleration, placing further anxiety on anxious child to start again and accept he had been decelerated. This just seemed ridiculous and downright cruel!!!! Why is there no equivalent of the Primary Behaviour Service at secondary school level? There are not enough EPs!