

## Recent examples of young people's experiences of misinformation

1. Young person transferring to Durham; connexions advisor from Gateshead Local Authority (LA) at annual review advised the young person and parent to look at provisions in South Tyneside when:
  - a) Derwentside College is on their doorstep and offered the course they wanted,
  - b) transport would be an issue and
  - c) in an entirely different local authority.
2. A School's behaviour support worker advised the young person that they would be better off in a special school "The Meadows" as they would get better support. The parent was also advised to visit.
  - a) The young person doesn't have an Education, Health and Care Plan (EHCP).
  - b) Special was not appropriate
  - c) Raised anxiety for the family. This took two school meetings and a home visit by Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) and the Special Educational Needs Coordinator (SENCO) to support the family following this incident.
3. Social worker advised the young person about a specialist college for autism (North East Centre for Autism) and raised the aspirations about the provision without knowing the EHCP process. The council is yet to agree assessment together with it being a high cost provision. There are other suitable provisions to meet the needs that are inclusive and closer to their home address.
4. CAMHS worker told a parent that they needed to apply for an EHCP because their child refused to go to school. Not realising until they get to school and explored what it was that made them anxious, they won't know what support needs to be in place/is available.
5. Parent of a child with SEND told another parent whose child went to the same school that they should call SEND IASS to apply for a statement.
  - a) Statements no longer exist.
  - b) After exploring the needs of the child a referral to the Autism and Social Communication (ASC) Team was enough for the school to support the child through school.
  - c) School saw no major issues.
6. Family worker told a parent and young person that he could go to an Enhanced Mainstream Provision (EMP) for ASD instead of a special school.

The Social Communication Assessment (SCAT) process had not even started, so the young person doesn't have a diagnosis. Now the young person has disengaged with

the mainstream school as he thinks he is now going to a different school for people with special needs.

## **Recent examples of parent's experiences of misinformation**

1. During an assessment for a child expected to require an EHC plan, who is struggling to cope in mainstream school. Parents are told at a meeting involving several professionals, to visit several special schools in county Durham and choose the school they prefer.

They only have access to transport to the 'nearest appropriate school' otherwise, they MUST provide transport themselves.

2. Child with a diagnosis of ASD. Coped really well through primary school and into Year 6. An incident happens in school that triggers her anxieties and she refuses to go into school. Three days later at a meeting, parents are told by a CAHMS professional to apply for an EHC assessment. Child well supported in school, good transition plan in place and heading for a secondary school in September that can ably meet all of her needs.

3. Third sector support worker during a home visit, tells a parent that if school won't refer her child to their Educational Psychologist (EP), then she should get a private EP assessment done so that she can apply for an EHC plan.

- a) If a school refuses to seek advice from their EP, it's usually because the child definitely will not require an EHCP.
- b) A private EP assessment costs several hundred pounds.

Any concerns about a child's progress or suspected SEN should always be discussed with school. Speak to the SENCo. (or SENDIASS).

4. Doctor (who has never attended a school meeting relating to this child) tells a parent that her child should be in special school.

The child (in reception year) is making week on week progress and school staff are pleased with his development. His parents wanted him to remain in mainstream school for as long as possible, although they accepted that he might eventually need to move into specialist provision (perhaps by end of Year 2).

Since speaking to the doctor, they no longer want him to stay in mainstream, despite a whole range of involved professionals being delighted with the progress he is making there.