

Cynulliad Cenedlaethol Cymru  
 Y Pwyllgor Plant, Pobl Ifanc ac Addysg  
 Ymchwiliad i Addysg Heblaw yn yr Ysgol  
 EOTAS 24  
 Ymateb gan: Snap Cymru

National Assembly for Wales  
 Children, Young People and Education Committee  
 Inquiry into Education Otherwise than at School  
 EOTAS 24  
 Response from: Snap Cymru

### All wales half year EOTAS

Over the first half of this year SNAP Cymru has dealt with a number of issues where children and young people are Educated Otherwise Than At School (EOTAS)

Exclusion - Reduced Timetable	<b>Ex RT</b>
No placement	<b>No place</b>
Home Education (Elective)	<b>HE (E)</b>
Home Tuition	<b>HT</b>
Non-attendance - Anxiety	<b>NA (Anx)</b>
Non-attendance - Behaviour	<b>NA (Beh)</b>
Non-attendance - Medical	<b>NA (Med)</b>
Non-attendance - Other	<b>NA (Other)</b>
EOTAS	

### By county

	<b>Ex RT</b>	<b>No place</b>	<b>HE (E)</b>	<b>HT</b>	<b>NA (Anx)</b>	<b>NA (Beh)</b>	<b>NA (Med)</b>	<b>NA (Other)</b>	<b>EOTAS</b>
<b>All Wales</b>	113	11	9	24	76	12	5	29	19
Blaenau Gwent	5	1	2						
Bridgend									

	<b>Ex RT</b>	<b>No place</b>	<b>HE (E)</b>	<b>HT</b>	<b>NA (Anx)</b>	<b>NA (Beh)</b>	<b>NA (Med)</b>	<b>NA (Other)</b>	<b>EOTAS</b>
Caerphilly	20			2	3	1			
Cardiff	21	3			3	2		8	4
Carmarthenshire	3	1				1		4	
Ceredigion							1		
Conwy					1	1	1	1	
Denbigh			1		1	1			
Flintshire					1				
Gwynedd					2			7	
Merthyr T	15			4			1		
Monmouthshire	1		1		1			1	
Neath PT	5	1			1	2		12	
Newport	7								2
Pembrokeshire									
Powys	1	2			7		1	5	2
Rhondda CT	10				10	2	1	5	1
Swansea	12			1	7	2		6	5
Torfaen	2			1	7				
Vale	11			1	9				
Wrexham				1	1			3	
Ynys Mon	2		9	2					5

The highest number of concerns arise from long term reduced timetables with apparently little prospect of returning to full time education. We supported 113 families across wales with these concerns. In all cases the amount of time out of school was equal to or higher than the amount of time in school ranging from full mornings/afternoons every day at best to between a half and one hour per day at worst. Families reported high levels of stress during these periods (some had lasted over a year when they came to us) and also having to give up work or not being able to seek work because of these regimes.

We have briefly listed the most anxiety provoking areas of EOTAS. In the first list the prime reason for contacting SNAP Cymru was the concern that the education been provided was either not there and they were seeking EOTAS, or was not supporting learning in a way the family needed.

### **EOTAS cases in brief**

<b>Case number</b>	<b>Problems reported by parents</b>	<b>ALN / Disability As reported by parents</b>	<b>Current position As reported by parents</b>	<b>Casework Hours</b>
2895 Cardiff M	7	STF/ASD age 15	Special school	107
7390 Cardiff M	10	STF 15	Home Tuition	32
11593 Cardiff	4	Anxiety on ND pathway age 13	In school seeking therapy that CAMHS think appropriate but cannot provide/ child will not engage	9
10458 Cardiff F	3	Behaviour age 5	School Statutory assessment being carried out additional funding made available to school for his support	16
1068510 Cardiff F	4	Behaviour age 11	5 hours home tuition	10
13630 Cardiff F	2	Severe anxiety age 12	Supported to take matters forward with CAMS and Education- Home Tuition being sought	3
2310 M Merthyr Tydfil	6	Behaviours /cognitive and general delay Possible Attachment disorder CAMHS assessments pending Age 8	Statement review considering split school/PRU and also considering OOC specialist placement	47

<b>Case number</b>	<b>Problems reported by parents</b>	<b>ALN / Disability As reported by parents</b>	<b>Current position As reported by parents</b>	<b>Casework Hours</b>
4503 M Newport	5	Learning, behaviour communication difficulties age 14	Attending Family Provision	43
11585 F Newport	1	Mental health age 15	VOC wants do some work based learning and hates school.	6
11560 F RCT	6	Anxiety medical behavioural communication sensory issues age 14	Key working to arrange parental meeting with head of EOTAS	9
5734 M Powys	9	STF	EOTAS arrangement has increased his self-confidence and his confidence in the community.	33
6802 M Swansea	2	General learning difficulties age 9	Consideration for PRU	5
7995 M Swansea	4	Medical behavioural communication age 13	He does not want to come back to the school due to the bullying. He would prefer to attend Stepping Stones.	8
9741 M Swansea	7	Global learning difficulties Age 13	Following a considerable time of home Education he is starting a mainstream school. Health based referral concerned with his processing difficulties	23
10441 F Swansea	2	ASD	Contact made with local school SENCo currently requesting Step Ahead, awaiting response from panel	32
11742 M Swansea	2	Behaviour age 14	EOTAS provided YP engaging. supported to try to enter ND	2

<b>Case number</b>	<b>Problems reported by parents</b>	<b>ALN / Disability As reported by parents</b>	<b>Current position As reported by parents</b>	<b>Casework Hours</b>
			pathway - having difficulty as he is not in school	
10856 M Swansea	7	General learning difficulties Age 12	SA is underway. We are awaiting the EP advice	13
9173 F Swansea	4	Behaviour age 14	Would like to consider a career in Midwifery. She enjoys Health and Social Care at school. She is enjoying her placement at Amelia Farm, but her ultimate aim is to return to her mainstream school full time	27
9495 F Vale	4	Behaviour age 9	Statement in place placement under discussion	13
10240 M Vale	6	Dyspraxia medical and behavioural age 14	Suffered severe bullying in previous school. He does not want to return there if he goes back to mainstream education.	19
13438 F Vale	4	Medical behaviour communication sensory issues age 12 On ND pathway - likely to be diagnosed with ASD	Home tuition	4
11755 F Vale	8	Behaviour age 14	Parent taking forward complaint that school failed to follow permanent exclusion process. School has offered to take her back if mum drops the complaint	25
<b>Learning difficulties -5 ASD -2 STF -4 Mental Health issues - 5 Behaviour difficulties - 8</b>				

Other families were concerned about having no school placement

**No Placement cases in brief**

<b>Case number</b>	<b>Problems reported by parents</b>	<b>ALN / Disability As reported by parents</b>	<b>Current position As reported by parents</b>	<b>Casework Hours</b>
12153 M Blaenau Gwent	2	STF age 10	Parent removed from school stating staff bullying. Worked with LA and family child now	4.5
13209 M Bridgend	3	ASD age 11	Visiting specialised unit for possible placement	6
13434 M Bridgend	1	Speech Language and communication age 11	Advised to contact LA to discuss suitability of mainstream placement offered which parent feels will not be adequate to meet needs	3
8007 F Caerphilly	4	Mental Health aged 15	Parent states too long on reduced timetable with YP stating that she does not get RA and is treated as a naughty child. This broke down and YP had no placement. Currently attending the Hive Tuition - parent would like to look at increasing hours in the near future.	55
11800 M Cardiff	3	No disability named but parent believes him to have additional needs undiagnosed Aged 14	No Placement following permanent exclusion MLD diagnosed following referral Parent considering placement in STF	4

Case number	Problems reported by parents	ALN / Disability As reported by parents	Current position As reported by parents	Casework Hours
12372 F Cardiff	1	Mobility issues aged 12	<p>Parent stated that the 'wheelchair friendly' school had not been hospitable</p> <p>"It became impossible for S to cope there. They didn't provide the support that they had promised, she was belittled by support staff and made to feel like a burden. We had meeting after meeting and each time we were reassured things would change but it never did just for the worse. Things became unbearable for S that I had to remove her from the school in December and now I am finding it difficult to find her another school"</p> <p>Parent currently home educating but feels this has been forced</p> <p>Gave advice on getting statement of SEN and the local disability team contacts</p> <p>Parent felt that she did not need more advice</p>	3
13343 M Cardiff	5	Behaviour communication /interaction aged 5	Family failed to get all children into same school then failed to get older children into wrap around services. Father disabled mother unable to get all children to school	10

<b>Case number</b>	<b>Problems reported by parents</b>	<b>ALN / Disability As reported by parents</b>	<b>Current position As reported by parents</b>	<b>Casework Hours</b>
			on time. Great deal of Key Working to achieve additional places for older children in wrap around to resolve placement difficulty	
6704 F Carmarthen	7	ASD/STF pathway aged 12	Had a visit from EP -at home- to assess CYP. EP supporting her attending small unit but at present no spaces, so in the interim tutoring will be arranged at library.	26
9784 M Denbighshire	5	Global Developmental Delay/ASD aged 14	As not been in education for 2 years as parent has moved around in different counties. Parent didn't understand why the LA wouldn't issue a statement. It was explained that the LA needed further evidence and forwarded information from last placement.	6
7418 F (adopted) NPT	6	LD/STF pathway but YP is not engaging with process aged 14	PRU but only attending 1 hour per day Parent feels supported and thinks this will improve over time	20
9681 M Powys	9	ASD aged 14	Parent disabled and unwell now feeling able to pursue her complaint against previous school VoC YP was very unhappy in school. He has not been in school for 8 weeks. Now is settling onto John Beddoes and is looking forward to a work place on a farm and a return to a Full Time school Timetable.	21

<b>Case number</b>	<b>Problems reported by parents</b>	<b>ALN / Disability As reported by parents</b>	<b>Current position As reported by parents</b>	<b>Casework Hours</b>
11094 M Powys	5	STF	Is unsettled by having to stay at home he is not coping well with not being in school. Now very excited about going to visit Forest School	3
7856 M Swansea	8	Global Developmental Delay aged 4	SNAP supported parents to list some issues to raise during the admission meeting - such as how to handle E's meltdowns / changing routines / communications / how to initiate September - for instance gradually or to start full hours straight away. STF teacher stated to parents that its likely E will be supported by a TA whilst in STF for a while.	27

**Learning difficulties -4 ASD -4 STF -4 Mental Health issues -4 Behaviour difficulties -1 Medical -1**

We have three categories recording non-attendance and the largest of these is non-attendance due to anxiety about school. Not all non-attendance is a complete refusal to go to school, some is sporadic or associated with certain situations. However all these families wanted their child to have better access to education.

#### **Non Attendance (Anxiety)**

<b>Case number</b>	<b>Problems reported by parents</b>	<b>ALN / Disability As reported by parents</b>	<b>Current position As reported by parents</b>	<b>Casework Hours</b>
10566 M Ynys Mon	4	Behaviour aged 14	CYP left school and set to begin home tuition with the support of	9

<b>Case number</b>	<b>Problems reported by parents</b>	<b>ALN / Disability As reported by parents</b>	<b>Current position As reported by parents</b>	<b>Casework Hours</b>
			TRAC - mum happy and is certain this will be the best option for CYP	
11171 M Ynys Mon	11	Dyspraxia	VoC "No one thinks I'll listen at school even if they ask me if I'm ok so i don't bother" (at the start) Now Is currently attending school more often and has made all of his exams. He feels much more comfortable expressing his feelings and attending knowing he has support around him from TAF and SNAP - doesn't feel so alone.	8
13351 F Ynys Mon	1	Mental Health	"Do not want to go to school, but would like to go to University. "I have no one to talk to except for my one friend". Support to make gradual return to school	4
6702 m Blaenau gwent	2	Anxiety awaiting CAMHS	Ongoing support to resolve	28
9596 f Blaenau gwent	2	Medicated for high levels of anxiety aged 15	Situation leading to no placement I will have to remain in class with the bully. Mum is frustrated that school have not been following their bullying policy and making reasonable	15

Case number	Problems reported by parents	ALN / Disability As reported by parents	Current position As reported by parents	Casework Hours
			<p>adjustments to keep I safe in school.</p> <p>Still not attending but the threat of prosecution for non-attendance has been withdrawn. YP states that the noise and crowds in school scare her and she is just waiting to be beaten up again.</p> <p>Parent requesting work to be sent home</p>	
7296 m Caerphilly	3	Medical/LD/ASD aged 14	<p>Safeguarding concerns parent and YP supported to take these forward</p> <p>Parent states</p> <p>Things with c have not improved he is still extremely distressed every morning before school, biting himself pulling his hair pushing his fists into his nose/cheek, jumping up and down aggressively.</p> <p>SL from the CALDS team has been very helpful she sent in a nurse to school to check out things. The darkroom (stationary cupboard) that c accesses most of the day, will now be having padding fitted to the floor &amp; walls &amp; CCTV.</p>	29

<b>Case number</b>	<b>Problems reported by parents</b>	<b>ALN / Disability As reported by parents</b>	<b>Current position As reported by parents</b>	<b>Casework Hours</b>
			<p>NYAS advocate now involved</p> <p>Advised and supported to use AR to request new placement</p>	
8797 m Caerphilly	3	ASD aged 9	Request for community tuition made as an interim measure when SA proceeding	32
11774 m Caerphilly	2	Vi (ocular albinism /stigmas/photo sensitivity ) aged 13	Has issues with ongoing bullying in school and via social media. Advice given parent link with head to formalise her concerns asking how they as a school will be dealing with this form of bullying which is having an emotional impact on m including comments made via social media around disability is a form of discrimination.	3
8638 f Cardiff	5	Mental health aged 16	Not suitable for the Carnegie centre due to behaviour issues described in the FAP referral. Panel recommend school refer to EWS.' Looking at FE	16
5997 e Cardiff	6	Mental health aged 15	<p>The Carnegie placement should be in place by October half term.</p> <p>Mum stated that they had their assessment appointment at CAMHS and that she is going to have a nurse to support her.</p>	47

<b>Case number</b>	<b>Problems reported by parents</b>	<b>ALN / Disability As reported by parents</b>	<b>Current position As reported by parents</b>	<b>Casework Hours</b>
8982 m Cardiff	10	Mental health aged 10	F has had some difficult days where he's not wanted to attend school, but school have been very flexible offering a later taxi service should he not make it on time in morning.  Flexi has been attending a Wednesday well-being session at St Fagan's with another student from his school, which he is really enjoying.  Parent has also stated he has the unit in school in which he can use should he feel the need too.	47
11654 m Cardiff	5	Behaviour/anxiety aged 11	Signposted to better lives project DLA strand Cardiff and vale	6
12911 m Cardiff	2	Mental health aged 13	Mum agreed to send letter to school requesting a reduced timetable and a formal meeting to discuss strategies that may support c in returning to school	3
13347 f Cardiff	8	STF aged 12	Ongoing support	3
13427 m Cardiff	4	STF aged 13	Ongoing support for statutory assessment	5
13429 m Cardiff	5	Behaviour/anxiety age 12	Parent stated that s isn't doing to great currently, feeling low and tearful. The thought of going to	39

<b>Case number</b>	<b>Problems reported by parents</b>	<b>ALN / Disability As reported by parents</b>	<b>Current position As reported by parents</b>	<b>Casework Hours</b>
			<p>school is making him feel sick with his anxiety.</p> <p>Parent stated that he is currently on medication which was prescribed by his Dr at CAMHS.</p> <p>Ongoing support to appeal nil</p>	
13610 m Cardiff	8	LD/ASD/DYSPRAXIA	<p>Peer sprayed perfume in face. School not seen by parent as providing RA</p> <p>SNAP working with family and school to put RA in place</p>	4
7719 f Conwy	2	Behaviour/anxiety age 9	<p>She has not been at school for about 5 weeks she shouts and screams and refuses to go not receiving any work from school.</p> <p>Referral made by the attendance officer helen taylor</p> <p>school nurse has made an assessment and she is showing traits of autism possibly.</p> <p>Working with family and Ia to achieve statutory assessment</p>	10
11158 f Denbighshire	1	Behaviour/anxiety age 15	<p>The school have been really supportive and have placed CYP in a small "nurturing" class.</p> <p>Initially B seemed to be fine and appeared to be making friends</p>	3

<b>Case number</b>	<b>Problems reported by parents</b>	<b>ALN / Disability As reported by parents</b>	<b>Current position As reported by parents</b>	<b>Casework Hours</b>
			<p>but now school refusing again.</p> <p>ESO stated that parent may well be issued with a court summons but said she would request that parent would be seen in family court not magistrates court. Explained about EOTAS team- asking for ep assessment to establish any learning diff Advised then allocated into casework ask if B could see counsellor in other venue other than at sch. Explained about parent's right to ask for SA-referred to website.</p>	
11981 m Denbighshire	3	Behaviour/anxiety age 13	4 weeks home tutoring agreed	3
11461 m Gwynedd	6	Behaviour/anxiety age 17	Advice given on contacting SENDisT and making formal complaints	2
11896 m Gwynedd		Mental health anxiety and depression age 13	<p>CYP has been out of education for 2 years, attended 'Llechan Lan' unit for a fixed period with the intention of returning back to school. School have tried reduced timetable, CYP suffers with anxiety and depression and has been involved with Educare</p>	2

<b>Case number</b>	<b>Problems reported by parents</b>	<b>ALN / Disability As reported by parents</b>	<b>Current position As reported by parents</b>	<b>Casework Hours</b>
			discussed alternative provision - home schooling  Trac have started working with R on Mondays - taking him out of the house to socialise.	
4788 m Monmouthshire	6	Asd aged 13	Voc I cannot return to King Henry School -please don't make me  Following Ia and SNAP Cymru work with family he is going to try to reintegrate into school	34
6986 f Monmouthshire	1	Asd aged 13	An experienced tutor will started on Monday 10.6.19 and has an excellent proven record in building relationships and trust with the child before starting the tuition lessons	10
9549 m Npt	5	Asd aged 14	Has not returned to school following some confusion with going into a maths class where he did not know anyone. There are also some issues at home, he is having trouble sleeping and the family are still grieving the recent loss of the father	26
12806 f Npt	2	Asd aged 13	Advised on next steps parent happy to take forward	2

<b>Case number</b>	<b>Problems reported by parents</b>	<b>ALN / Disability As reported by parents</b>	<b>Current position As reported by parents</b>	<b>Casework Hours</b>
8350 Npt f	6	Asd aged 14	YP has been out of school for 3 years and mum feels nothing is moving forward Officers have tried t contact parent who is unresponsive	18
13483 Npt m	6	Gdd aged 8	Working with school family and EWO for return to school	2
4759 Newport f	2	Asd 15	Advice given and support offered to take forward issues of placement and statutory assessment	2
13411 Newport m	3	Asd aged 12	Refusing to go back to school because he does not feel that he is getting his needs met in his specialised class where another pupil is very disruptive. Is self-harming and has photo evidence of this because she has had experience of a need for evidence in the past. The school agreed to provide a with counselling after which the parent was told that the counsellor did not believe he had self-harmed and now the parent feels that she does not know how to take things forward. Suggested emergency AR might be a way forward to resolve situation	3

<b>Case number</b>	<b>Problems reported by parents</b>	<b>ALN / Disability As reported by parents</b>	<b>Current position As reported by parents</b>	<b>Casework Hours</b>
13563 newport m	2	Asd aged 5	Ongoing support to work with school for a gradual integration to allay anxieties	2
3229 Powys f	6	Asd aged 9	Following a long term school refusal I stated she wanted English medium education currently after much intervention and support. Currently on reduced timetable in English medium school	94
5882 Powys m	8	Chromosomal condition aged 13	Anxiety around school transport triggered refusal to attend. I s looking forward to moving to Scotland and going to a new school	23
5883 Powys m	6	Behaviour/communication /interaction aged 15	Initially refused school or to tell anyone why Work done directly with young person to arrange school and gradually increase timetable to full time	74
8010 Powys m	3	Asd aged 16	YP states he is very unhappy Parental concern that a diagnosis of attachment disorder masked the need for ASDservices	8
11685 Powys m	3	Behaviour. Communication/cognitive and sensory needs aged 14	Anxiety level was evident when Yvonne suggested that he try one or two subjects in school. Way forward is not clear. C to have a break over the summer.	5

<b>Case number</b>	<b>Problems reported by parents</b>	<b>ALN / Disability As reported by parents</b>	<b>Current position As reported by parents</b>	<b>Casework Hours</b>
			Yvonne Hockley to meet family in November to review situation Yvonne suggested Kooth online counselling to help with anxiety	
12183 Powys f	1	Anxiety and dyslexia aged 14	Parent has been threatened with a £60 fine, rising to £120 if not paid. Parent says c also has some support for this in school and this may be increasing. I suggested she appeal the letter and contact the inclusion officer at her Ia. Also suggested she speak to GP and request a referral to CAMHS. We also discussed how she could request a meeting with SENCo to discuss how school can meet c's needs and improve her attendance	1
12671 Powys f	4	vi and general developmental delay aged 13	Achieved statement of SEN to support placement	46
12982 Powys m	4	Asd aged 13	Would consider returning to Crickhowel high school if a reduced timetable could be organised for him.	15
13079 Powys m	4	Asd extreme anxiety Emotional dysregulation Asthma aged 14	Agreed that m should be allowed to work towards 'a' level maths and science and that he could be allowed to attend the 'a' level classes and be part of those classes as a pupil.	16

<b>Case number</b>	<b>Problems reported by parents</b>	<b>ALN / Disability As reported by parents</b>	<b>Current position As reported by parents</b>	<b>Casework Hours</b>
			Access to the ASC unit when required should also be allowed,	
13152 Powys f	4	Anxiety Possible asd aged 14	Ongoing to address: Statutory assessment * arranging a meeting in school with social worker * referral to Tros Gynnal for advocacy for A	2
13252 Powys f	7	STF aged 14	Parental ill health made it impossible to meet appeal deadline support ongoing to achieve outcomes	6
5815 Rct m	4	Behaviour/ communication interaction /cognitive difficulties aged 15	Parent had already looked at the schools behavioural policy and had issues on how it was being enforced. She feels that she is not being heard in her requests for reasonable adjustments to meet needs support given to achieve appropriate medication regime	47
9129 Rct f	4	Behaviour aged 14	Home tuition	10
9273 Rct f	6	STF aged 15	Following a bullying incident CYP has hated this placement she has become more isolated, self esteem is low, she is reclusive and only goes out after dark. Managed move but first da an incident when another pupil bullied her she went home and 10 mins later mum went in and CYP had drunk	22

<b>Case number</b>	<b>Problems reported by parents</b>	<b>ALN / Disability As reported by parents</b>	<b>Current position As reported by parents</b>	<b>Casework Hours</b>
			lemonade and bleach - exploring Home Tuition	
9477 Rct f	3	STF - medicated Possible asd Communication disorder - this has been mentioned aged 12	Following a gradual increase of reduced timetable with familiar adult support and safe places to go to, a different adult ordered her into a classroom and she has not returned to school. Information and support given to request statutory assessment and refer for EOTAS	6
9692 Rct m	3	Mental health difficulties aged 14	Mum stated that this has started due to bullying in school. Mum stated that CYP had tried to speak to staff about this however they had told him he was over reacting. Mum stated that CYP is now refusing to attend school and when he is on site he runs away. Parent reports that following advice given things are now going well and school is supportive	6
11717 Rct f	2	Anxiety aged 12	Daughter is refusing to attend school. The school have got the educational psychologist involved but I'm not getting any support from the school although they have agreed she can go in for 10 mins a day but some days i can't get her to go in for that.	1

Case number	Problems reported by parents	ALN / Disability As reported by parents	Current position As reported by parents	Casework Hours
			Advice given for EP and NDT	
11859 Rct m	2	Asd aged 13	<p>C is now refusing to attend school and dad has met with the school but doesn't seem to be able to resolve issues around reasonable adjustments demands are placed on c in the class - such as reading out loud that he really can't cope with.</p> <p>SNAP officer rang parent to make initial contact he informs us Treorchy comp has stated they cannot look at adjustments as they do not have time or teaching staff to devolve when looking at dis application of languages as he struggles with this.</p> <p>Ongoing support given</p>	10
12650 Rct m	5	Asd	<p>He has issues with moving from class to class, changing teachers, eating in front of others, noise and crowds.</p> <p>Parent was taking him to school and phoning to ask for a member of staff to come out to collect him.</p> <p>Parent given advice and information to move forward</p>	2

<b>Case number</b>	<b>Problems reported by parents</b>	<b>ALN / Disability As reported by parents</b>	<b>Current position As reported by parents</b>	<b>Casework Hours</b>
13089 Rct m	2	Anxiety / asd pathway aged 9	Provision promised, but not in place, headphones, ELSA etc. Lack of ep involvement. FYPO shared will attend, shared option to gain VoC, to explore if there's patterns etc - days subjects etc. Ongoing	2
13116 Rct f	1	Asd aged 13	Ongoing issues with n starting to self harm (mum stated scratches - as cannot get to anything) school aware no plans in place. Currently exploring provision planning meeting to address what's working/not working. Addressing the plans to support key contact as priority. And interim plans during SA period ongoing	8
13685 Rct f	2	Medical and behavioural needs aged 13	Parent concerned about decreasing attendance Being supported to engage in ep referral	2
<b>Learning difficulties -8 asd -19 STF - 5 mental health issues - 20 behaviour difficulties -13 medical - 5</b>				

We record home tuition as being taught at the home or in a 1:1 or small group not on school premises, and home education as when the parent teaches the child themselves. None of the “elective” home educators wanted to teach their own child but found themselves doing this because they could not, for a variety of reasons, get their child to engage with the education offered.

## Home education (elective)

13686 Rct m	2	Anxiety aged 11	Current status - not attending (anxiety) mum liaising with school.	2
7976 Swansea f	8	Learning difficulties - ep involvement - low score Behaviour being displayed due to frustrations aged 12	Has started in birch grove autistic unit..she is doing really well	60
8319 Swansea m	4	Asd 17	Last year YP out of school for several months due to mental health issues. Supported to gain unit placement. Special unit funding being withdrawn Parent wanted similar support with daughter and informed that her support will now come from la parent liaison officers she does not feel they are independent and is shocked and disgusted.	5
8489 Swansea f	5	Gdd aged 11	Parent explained that s is not managing her mainstream placement. She is very anxious - self harming - saying that she is experiencing bullying. Parent stated that she has reluctantly considered home education Currently CYP has been given a placement in birch grove and awarded transport.	17
9678 Swansea m	2	Asd aged 8	Spoke to parent, still having issues with CYP not attending school due to anxiety. School is going to request STF placement, parent has	6

			to write in support - recommended website templates	
10856 Swansea m	7	Nd pathway re: asd Severe anxiety aged 12	Support to achieve statutory assessment	13
11364 Swansea m	2	Asd high anxieties preventing him attending school aged 11	Anxious school refuser being supported to transition into secondary SNAP visited mum and e at home as planned. E had been on a transition that day to Gowerton comprehensive, and had a really good day. E and i went to the local coffee shop where he continued to talk about his day. He explained how he had been very anxious in the morning, but had motivated himself to go in order to please his mum. I praised him for this, and he admitted he felt good about it, and had made a couple of new friends, which had helped to ease his anxiety about going there in September	8
6190 Torfaen f	4	Mental health and sensory processing difficulties age 14	CYP is attending school 9am - 1:15pm. Lunchtimes are still an issue, CYP refuses to attend. School would like CYP back in school full time ready for GCSE's. - Referrals have been made to health but awaiting diagnosis. Parent will contact FYPO as soon as they hear something. - currently school are doing all they can to support CYP, nurture class	34

			available where CYP prefers to be	
9166 Torfaen m (cla)	2	Currently waiting for appointments via CAMHS to look at possible ASD diagnosis aged 15	Struggles in getting out of the house, high anxieties and is not able to get to school	11
9168 Torfaen m (cla)	1	Asd aged 15	Has not been attending school for some time due to high anxieties and pending CAMHS assessments to look at ASD - he has been subjected to severe trauma when younger  LA and school working with family to provide appropriate HT	13
13355 Torfaen m	1	Asd aged 12	Has not been in school for 8 mths. He is in ASD base in cwmbbran, has a statement.  Support for engagement with LA and therapies ongoing	6
13587 Torfaen m	2	Asd 15	He was diagnosed with ASD in march 2019 having effectively dropped out of school in January 2018. Torfaen have offered him 3 alternatives to attending school; none of which are suitable because he won't leave the house on a regular basis and doesn't want a stranger in the house. We registered him for online school 7 months ago in order to keep him involved in education. Now that he	2

			has a diagnosis we feel there's more that can be done to help him. Support ongoing	
9143 Vale f	4	STF aged 14	Agreed PRU placement	13
9253 Vale m	2	Mental health aged 14	Was supported during year 7 and 8, he was also supported by CAMHS, FACT and emotional and wellbeing team. All services have now ceased. Since returning this term - year9 the new head of year is not viewed by parents as supportive. There are no support plans in place and parent has been threatened with a blue notice for non-attendance. Support to reengage with school	12
9266 Vale f	6	Asd aged 15	J is leaving home every morning at 8.30 but is home by 8.55am. As school is too noisy.  Asd outreach are supporting and have suggested under armour to help desensitise and also a weighted blanket - mum is worried as this is expensive - FYPO signposted parent to family fund.  Parent feels school are really trying to support and they have deferred j's exams for a year and also applied for support j to access school  J is really happy with referral to OOST as she wants to be in school.	

10009 Vales m	8	STF concerns about dyslexia aged 13	Support given for meetings and application for managed move and SA	33
10929 Vale f/m	5	Anxiety age 13	<p>"m is very anxious about attending school"</p> <p>She struggles to follow the school rules and see a sense of injustice as people are treated differently</p> <p>ASD traits - struggling being passed back and forth between the neuro-developmental team and primary mental health- on waiting list</p> <p>presents as male however some call her by Female name and some friends call her Male name</p> <p>being bullied in school</p> <p>mum stated that if may has a bad day before school she will have a meltdown and not attend school</p> <p>M says he has been out socially during the summer but only with his cousin or the LGBTQ+ group. He did not go on holiday with mum and S</p> <p>All problems presented now fully resolved</p>	16
11593 Vale f	4	Mental health aged 13	<p>E is an anxious non-attender on ND pathway</p> <p>Ep assessment and grow project awaited</p>	8
9709 Wrexham f	1	Under CAMHS because she has cut herself on 2 occasions she is also on	<p>She has stated that she 'would rather die than go into school.</p> <p>There is no behaviour support plan</p>	4

		the waiting list for assessment by the neuro development team aged 13	in place, there has never been a multi-agency meeting called. Accepted place at PRU	
11171 Wrexham m	11	Dyspraxia under investigation anxiety- asd, tourette's aged 15	Has been out of school for 14 weeks.  A specific event triggered this where he was unable to access a safe room he goes to when his tics get excessive and he has now lost all confidence to return. Returning to school with support of TAF and SNAP	8
<b>Learning difficulties -5 asd - 6 STF - 4 mental health issues - 5 behaviour difficulties -2 medical - 0</b>				

Home tutoring was offered to some children and young people- again for a variety of reasons – behavioural issues are the most common difficulties being experienced by this group sometimes accompanied by a diagnosed disability or a series concern about their mental health. Reading down this list we have shown a few of the difficulties families are facing as they move towards home tuition.

### Home tuition

8230 Blaenau gwent m	3 Parent withdrew from school despite wanting him in school and professional referrer stated that there was not enough of the right kind of provision	Asd/STF aged 10	Out of school because of safety concerns. It is a concern that there are limited provisions that cater for Boy's needs in this area and the family are in need of support to ensure that Boy accesses his right to an education within a setting	7
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			<p>which will best meet his needs.</p> <p>Currently integrating back into education for one hour per day</p>	
5744 Caerphilly f	3 C has stated that she wants to end her life. C is suffering great anxiety and she is being bullied at school. In addition she has a thyroid problem, asthma, sleep apnoea and a low iron count.  She was removed from school over unresolved bullying and fear that her health needs were not being met	Mental health aged 13	<p>Staff took VoC to take forward into Service meeting to discuss bullying and ways to support further Met with C to give her assurance we would support her to explore return to school placement when health needs are controlled Currently Parent to contact us when she comes out of hospital and will update us as to current situation as currently home tuition is working and in place but integration plans for return to school is being discussed and explored</p>	70
5530 Cardiff m	8	Mental health aged 11	Home educated as refugee/asylum seeker while specialist placement was sought and found	62
6023 Cardiff f	9	Learning difficulty with behavioural	Staff supported the VoC	46

	Parent home educated while a statement and a new placement was sought	problems aged 16	<p>Wants to go back to education for more hours per week</p> <p>Wants to return to school, but not Bryn y Deryn</p> <p>Current situation</p> <p>Has started at red rose, there have been a few settling in issues.</p> <p>Dr davies has ruled out STF and ASD and suggests behaviours is down to her learning needs - she will go for blood tests and a brain scan.</p>	
6691 Cardiff m	4 Parent home educated while a statement and a new placement was sought	STF aged 14	ACT placement found	29
7479 Cardiff m	7 Child excluded parent he this was then supplemented with bespoke plan	Behaviour aged 13	<p>SNAP contacted cc, cc stated that SA had been agreed and Cantonian had given in a provision map providing 10 hours tuition and a play therapy session. Cc stated that this would be held in spectrum centre as CYP had been banned from the hubs in the area.</p> <p>Cc stated that he planned to</p>	80

			review the support and whether CYP was engaging with it every month on a PSP, until there is an outcome of the SA process.	
8297 Cardiff m	5	Behaviour (cams referral made) aged 17	Parent Home Education because of aggressive behaviour at home and school. Chased support for home tuition and further placement. YP has now left school	15
8445 Cardiff m	Matters presented 8: Statutory assessment Exclusion - reduced timetable Communication breakdown Home tuition Non-attendance - other Disagreement resolution informal - provided Educational provision - school Access to services - social services	Attachment disorder aged 13	Statement originally refused Mainstream placement broke down. Voc - "i do not think i could come with any mainstream school" then requested specialist placement SSD supporting obtaining statutory assessment	36
8630 Cardiff m	Placement Exclusion - permanent Home tuition Educational provision - school Statement - annual review	STF aged 13	HT provided at Hub	17
10463 Cardiff m	Exclusion - fixed Educational provision - school Communication breakdown Placement	STF aged 12	STF placement broke down specialist independent place achieved	7

	Home tuition Statement - annual review Exclusion - reduced timetable			
3100 Merthyr tydfil m	6	STF challenging behaviour - violent resulting in reduced timetable attending 1 lesson a day aged 13	Parent informs us he feels that Cyfartha school does not want him and this makes him anxious and upset - he wants to go to school and Cyfartha is his preference Achieved PRU placement	76
5354 Mt m	5	Odd aged 12	Parent informs us T does not work well with tutors who are "old - grey hair and dithery" He will not engage and as a consequence this is proving difficult to find someone to provide this support - T has expressed he wants to go to school Achieved PRU placement	103
10116 Mt m	Statutory assessment Exclusion - permanent Discrimination - family discussion Educational provision - school Home tuition Complaint - formal re education Statement - proposed/draft Appeal sen - considering Appeal sen - lodged	Behaviour aged 10	Parent voice that M does not like attending the PRU and has a negative experience hence he could not get on there and does not want to return  Ongoing to agree new placement	47

11144 Mt m	4	Asd age 14	Excluded from school for attacking a teacher. Currently alternative placements being explored. He has been placed on 2 hrs tuition and the suggestion a long term placement 2 days will be looked at	24
8389 Rct m	1	Being bullied age 12	New placement offered	7
12146 Rct f	1	Behaviour difficulties following death of father	HT achieved child and family happy	4
10927 Wrexham m	2	Asd medical	Following a period when he Crohn's flared up and he was out of school his behaviour deteriorated and SNAP officers supported exploration of the tools available to support him - has now left school	5
<b>Learning difficulties -1 asd - 3 STF/odd - 6 mental health issues - 2 behaviour difficulties -6 medical - 1</b>				

**Case studies illustrating our work in brief above**

**12823 xx Cardiff male aged 15**

**A 4 year study of anxiety/ASD and EOTAS**

X had a history of anxiety, processing difficulties and school reluctance in primary school which was well managed but increasing as he got older. He transitioned into secondary school and started extreme anxiety behaviours and began to cut down his circle of contact in school and home.

School responded by offering him a personal TA who met him in the mornings and stayed with him. He had access to a quieter space when needed. This worked for a few weeks then he found the “nurture” room too haphazard and threatening and the TA used the reception space for their withdrawal. At home his parents continued to try to get him to walk the dog and go swimming but he became more and more reluctant to undertake these activities in case he met someone from school.

Officers from SNAP Cymru became involved and accompanied his parents to meetings at school. These meetings were attended by professionals from school, LA and health trying to find a solution or an offer that might help him engage. School refused to allow him to continue to receive support in the reception on the grounds of safeguarding but offered him a later start and early finish and that the parents could take their car into the grounds so that he could avoid the public areas of the school. A hammer blow to these plans was that his ta left and he refused to engage with a new TA.

Home tuition was offered. It was in part successful as he began to engage through computer games but on one occasion when x left the family room, to seek sanctuary in his own bedroom, the tutor is reported by parents to have followed him up the stairs and this finished the trust and he refused to engage with any tutor again.

A therapeutic placement was agreed with access to a farm and a team of OTs and a clinical psychologist. He attended several times and, although he would not enter the building, had walks around the farm with a member of staff and engaged with the animals. Eventually he refused to engage.

Multi-disciplinary meetings happened regularly over the next year. The ASD team, the neurodevelopmental team and others including x's own advocate and SNAP Cymru where suggestions were made but the non-engagement brought plans to nothing. His parents, who had their own levels of anxiety and other problems were desperate. They set out to investigate any and all possible educational settings. They looked at mainstream independent schools. EOTAS providers and independent special schools – having exhausted all ASD provision provided by the LA. (The advocate stated that he had been unable to represent x except on a rights basis as x would not engage.)

The settled on a private day school for young people with ASD and high levels of anxiety. Another meeting was convened with the head of the school and a plan formed. Parents would introduce him first to the journey to school, then a tutor would come out and speak to them for a minute or two, then the tutor would address x and over months the plan was that he would step inside the school. Three months later at another meeting the school asked the la to

fund a one year placement with a one to one whether he attended or not and the la agreed. The end result was that he attended the school for over 12 months with reports of engaging with more than one adult and making educational progress. School wanted to determinedly encourage more peer interaction and this caused a resurgence in withdrawal behaviours.

Parents complained that they were stymied when they wanted to increase his level of independence by parking a little way down the street and getting him (now 15) to walk from the school gate to the car and the parents reported that school wanted a personal handover to continue. There were other issues with the headteacher that they are continuing to complain about. Parents report that they were told that his placement will cease at the end of this current term and are working with SNAP Cymru and LA inclusion officers to agree the amended statement and find a new placement.

The family have learned to trust some of the LA and SNAP Cymru officers over time and are working well together to achieve the aim of a unit within mainstream placement. The level of customisation to try to achieve this placement is extreme and demonstrates the time an effort of all parties.

#### Learning points

For SNAP Cymru the learning is about the long term nature of our involvement with some young people and their families. Over the years this family has received hundreds of hours of support from members of our senior leadership team. Where some agencies have, at times, found he situation impossible to work with we have always tried to accommodate the extreme anxieties of the family and the seeming intransigence of the situation.

For the la this has been a difficult and time-consuming journey as no matter how much of their limited resources they gave this young person the difficulty with his disability and his family's high levels of anxiety were such that very little of what could be offered was able to be taken up.

Generally, taking this as an example representing several other cases, there are very few suitable places to offer a young person with this level of need.

- There needs to be rapid access to a place to prevent school refusal becoming long term NEET
- There needs to be more than one such place as if the place is in a part of a town/county where the young person has had adverse experiences then he or she will not attend

- There are few specialist places for children of mainstream ability to access education which is not school based but is purposed for their needs.
- While health and education appear to work together the actual medical, therapeutic or psychological needs are difficult to address within educational settings
- That where a young person has cognitive ability within the average range they are more difficult to place as they question and test out options offered and any small adverse message results in instant refusal of the whole
- That these young people want to read their statement of SEN and these documents appear extremely judgemental and threatening leading to more withdrawal and refusal to engage

And in some of county boroughs

### **The value of Glamorgan - caseworker report**

Case js 12227 is my most recent one concerning managed moves in The Vale of Glamorgan. The failure of the la to follow correct WG guidance on reduced timetables, exclusion procedures and managed move procedures resulted in them moving a child to EOTAS provision, who didn't want to go and wanted to remain in mainstream school. Outcome was an apology from the head teacher and acknowledgement procedures weren't followed and reinstatement into mainstream school.

In The Vale of Glamorgan at primary level, most, but not all schools, have PSP's in place and someone from the LA present when this is happening.

At secondary level it is much more haphazard, very few if any schools implement PSPs and pupils are left on reduced timetable for a significant amount of time. The la are better at dealing with anxious non-attenders as they have some good EOTAS provision, such as the grow project at Amelia farm, and several EOTAS tuition groups. The EWO's do a good job of supporting pupils like this, as well as the youth wellbeing team - to which parents can self-refer.

However, i have some experience of schools in The Vale of Glamorgan at secondary level dealing with pupils with behavioural issues where exclusion processes may not be followed, there is not always a clear structure to managed moves and 11 pupils are on long term reduced timetables often with no PSP's in place or behaviour support. Some

schools are better than others at setting up more vocational provision for disaffected students. There is no small size provision for such pupils – the only options are EOTAS or the PRU.

### **Blaenau Gwent**

EOTAS provision within Blaenau Gwent –there is now a provision called the river centre which is over 3 sites- site 1 -EBD school when there is long term schooling, and a turnaround where pupils access a 6 week block and integrate back into their mainstream school (secondary pupils). Site 2 - where this is accessed by secondary pupils with anxiety. Site 3 – junior PRU and ASD/EBD junior provision. Criteria to access the ASD/EBD school are the diagnosis of ASD but with behaviours. Home tuition is accessed through this provision. If the lea are not able to meet needs here they do access provisions out of county.

ALN outreach is also accessible through the special school in county.

Within county CYP's are usually accessing the secondary site when the mainstream placement is breaking down or are at risk of permanent exclusion.

Parents and voluntary sectors share concerns with the secondary site, stating that there is extreme behaviours within and parents share concerns with SNAP Cymru, concerned that that their children will pick up on this.

Home tuition- parents report young people struggling with minimum hours each week.

Case 11429- accessing out of county EOTAS, due to the in county not be able to meet her needs due to extreme behaviours

Case 10311- ASD/EBD primary –parent reports that he needs smaller, quieter provision with structure and access to a sensory room.

EOTAS provision in Newport- Bridge Achievement Centre

### **Merthyr Tydfil**

EOTAS provision consists of two PRU provisions and tuition service. Looking at current casework a number of children offered places in the PRU have diagnosis of STF and ASD and mainly these placements have been offered as mainstream secondary and primary school provisions are stating they cannot meet needs and often as a consequence of repeated exclusions or long term use of reduced timetable whilst in both primary and secondary school and then placed on further reduced timetables whilst in PRU provision.

Some pupils are being placed on tuition due to placement breaking down as they state they cannot manage behaviours presenting and instead of lea securing alternative placement via managed move protocol, they are informing parents to approach school admissions to secure alternative placement for themselves case file: reduced timetable 2 hours per day male asd 8769 age 14 yrs.

Parents told there are no alternative placements for their children mainstream placements break down and even when parents visit settings and express they are not happy their options are limited to tuition which is 1 hr a day; case: 10053 age 10 (permanent exclusion 6 weeks before summer holidays. 14 fixed Term exclusions) currently objecting to securing a place in PRU has been on tuition for some time and has lodged a SENTW appeal as parents reports that LEA will not provide alternative.

Concerns have been raised that PRU provisions which are specialists provisions in relation to managing behaviours are using reduced timetables, asking parent to pick children up which is limiting access to education and impacting on emotional wellbeing of both families and young person.

## **RCT**

RCT has a number of innovative options for EOTAS and has shared their scrutiny report with SNAP Cymru for us to be better able to support families.