

[You don't often get email from [REDACTED]. Learn why this is important at <https://aka.ms/LearnAboutSenderIdentification> ]

Contributing what I have been facing as a primary school teacher trying to cater for SEN in my classroom.

I currently have 29 pupils in my P5 classroom. 1 child is diagnosed SBEW and entitled to 30 hours per week classroom assistance. They are currently awaiting an ASD assessment too. I have another 2 children currently awaiting an ASD assessment, 3 children currently awaiting an ADHD assessment and 1 child currently awaiting a dyslexia assessment. All have been waiting at least 2 years. I have another children who is now on the school list to see the educational psychologist as they are working at the level of a P1 or P2 child and have expected cognition issues. That is 8 children with significant needs each with different strategies needed to help them learn. When I started teaching 18 years ago none of these children would have been in mainstream settings by P5. Most would have been in an MLD unit and at least one would have been in an SLD unit.

The child with an SBEW statement has been dysregulated since the start of the year. He has always found it difficult to settle in to a new class but each year it increases tenfold. After weeks of screaming (so loud it disrupts every classroom in the school), refusing to do anything asked of him, kicking and pushing staff, his classroom assistants has now gone off with stress. As a result of not being able to get anyone to cover her roll we have had many weeks where there was NO teaching or learning going on in the classroom for ANY CHILD because his behaviours have been so challenging and disruptive. This is despite having a nurture unit, sensory spaces for the child and reducing demand for him to simply coming to school. After weeks of this distressing behaviour his mum took sick leave from her job to come in to school to support him and try to break the negative cycle of attending school.

This child SHOULD NOT be in mainstream education. Not just for himself, but for the other 28 children in the classroom. Yet there are no spaces for him elsewhere.

As a staff we have been offered written documents from the EA behaviour support team to supposedly help manage him. All strategies have been tried and none work beyond a day.

As a result of his behaviour other pupils have been displaying anxiety and parents are beginning to worry about them and express frustrations to me. Hard to justify to them why their child, who can listen and learn, is being deprived of their education.

This is on top of the needs of the other 8 children who also struggle to cope in a mainstream setting.

This is not a unique case. We currently have 5 pupils in our school that spend their days trying to abscond, screaming in the corridors, running, destroying classrooms and hitting teachers. On the last day of term 5 members of staff were in tears with what they were being expected to deal with, with little to no support.

I work in a MAINSTREAM school with spaces made for nurture units, 3 sensory areas, learning support staff. We are in a better place, resources wise, than most mainstream primary schools however the school is in chaos.

We NEED MLD and SLD places - not more training or even classroom assistants. ALL children have a right to education. That includes the child who is able to learn and cope in a mainstream setting without any additional adjustments. My class have lost out on weeks of quality teaching due to 1 child. It is not right!

In our recent inspection I was told my teaching was excellent. But children can only learn if I am able to teach. And to teach ALL of the class. Not just meet the needs of the few.

After 18 years teaching I am ready to walk away from this profession. We are undervalued by government and parents alike. We are underpaid and overworked for the work we do. And now, as my boss told me recently, being hit is "part of the job now."

None of this is what I signed up for.



