

TRANSCRIPT: School: Understanding Jade's disability

I think school need to understand a bit more about her disability. And even the headteacher said to us, 'Whilst Jade reads as a 14 year old, I will teach her as a 14 year old'. But Jade's disability is invisible and just because she looks and reads as a 14 year old, doesn't mean to say her emotional level is OK enough to cope with it.

For example, they had a play which was about road safety and probably nobody needs more road safety knowledge than Jade. I understand that. But also on her statement it says that she has to be prepared. She has to have somebody with her. But Jade went into this play without anybody being with her and she was made to watch gory things of people going through windscreens and then asked how she would feel if her little brother, or she interpreted that's what it said, went through the windscreen. OK, most 14 year olds can handle that. They might be upset but they put that to one side and carry on. Jade can't and it eats away at her. So she came home absolutely distraught, hysterical. And that was the night we called the police, because we couldn't control her.

Now, school need to think before they do things with children as damaged as Jade and as complex. And it's about understanding what could happen and the consequences of their actions, 'cause Jade can't do it. They need to do it for her.

And this is the problem about having loads of different disabilities all together because children on the autistic spectrum don't tend to have much of an imagination. Jade does. But then, she's got the autistic side so she can imagine things but actually can only deal with it literally and the complexity of those on top of being emotionally younger is extremely complex.