

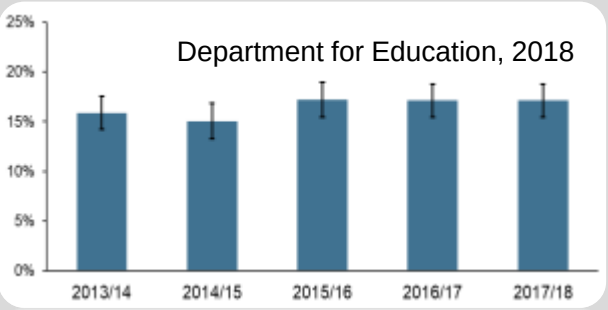
Down's Syndrome

How is identified in children?
What is the diagnostic process?

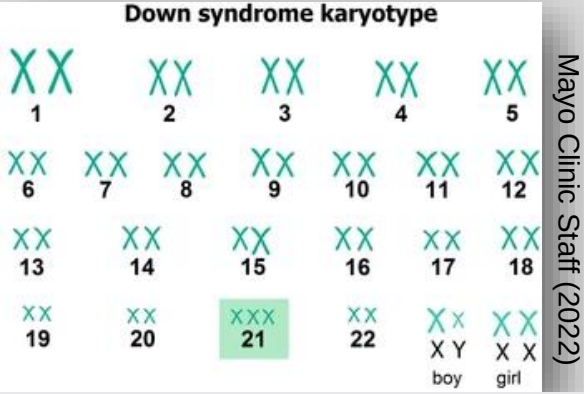
Centres for Disease Control and Prevention, 2021, and Crosta, 2022, describe the noticeable features of a Down's Syndrome are, slanted eyes, slight protruded lips, ears present as smaller, slight protruded tongue, hands and feet are short and sometimes infant can present an unusual crease upon the palm of their hand. This is a cluster features that occur together which is where the 'syndrome' meaning comes from. However according to Skelikowitz, M, 2008, there are more differences between those with down syndrome than similarities.



Centres for Disease Control and Prevention (2021)



Department for Education, 2018, published a document about the bullying throughout Wales and England. In the year from April 2017 to 2018, 17% of young people aged 10 to 15, reported that they were bullied because they were frightened or upset.



Enlightened by Crane, E and Morris, J, 2006, and Harris, N and Sole-Smith, V, 2020, the risk of down's syndrome has been seen to increase with the maternal age of the mum. The risk of Down's Syndrome in mum's aged 35 and over increases by 19% seen in data from 2003. To add, the Welsh government, 2017, introduced non-invasive prenatal testing within the antenatal screening programme. Women who are accepted to the screening process are considered with high risk of Down's, Edward's and/or Patau's syndrome. The previous screening process was offered to those at high risk but the screening was invasive and carried a small chance of miscarriage.

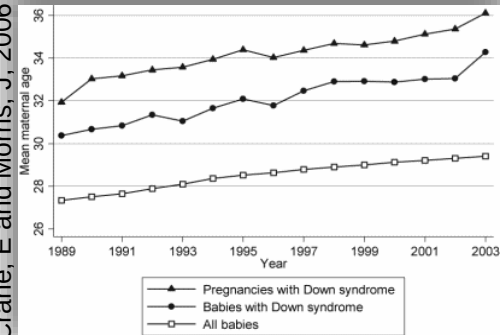
Possible impacts on children?

From presenting physical differences that are noticed children with down's syndrome are often bullied within the educational sector. According to Scott, M, et, al. 2013, the data they collected from young people living with Down's syndrome they feel as they get older, they still are not giving as much independence as they would like. It is said that they would like to be able to make more decisions for themselves about what happens in their lives and the opportunities they would like to take without the additional lectures from those caring for them. It is said by those young people that they have dreams and aspirations for their future and are fully engaged in transitioning from school into adulthood.

Explained by Morin, L, 2014, those with disabilities are unfortunately more likely to be a victim of bullying. Bullying is an aggressive side to behaviour which is almost likely to be repeat over time. Some have felt in the education sector there is lack of support from a variety of witnesses that could potentially resolve the situation. Several reported that teachers, staff members and peers have intervened, but it does not put the bullying to a halt.

Parent and practitioners working in partnership in education

The Education Act 2010, presented by Welsh Government, 2019, states that disabled children are only those with conditions or limitations on the day to day tasks. Service providers and employers have the opportunities to make reasonable adjustments to overcome these limitations for the child to be able to thrive, develop and learn. Discussed by, Newton, D. R. 2011, when being assessed, the local education authority set out an approach to ensure the children learning and development. The child is assessed by their strengths and weaknesses and then the correct professionals are pursued for advice as well as compelling the advice from the parent. A statement of special education needs is then created to identify the needs of the child and making sure these needs are met. Educational environments are equip to meet these needs and staff such as nursery nurses and teaching assistant are on hand to record progress and supervise the child's needs. Data collected by the NHS, presented by the Down's Syndrome Association, 2022, states that 8 out of 10, that is 80% of children with Down's Syndrome attend and learn through mainstream education.



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