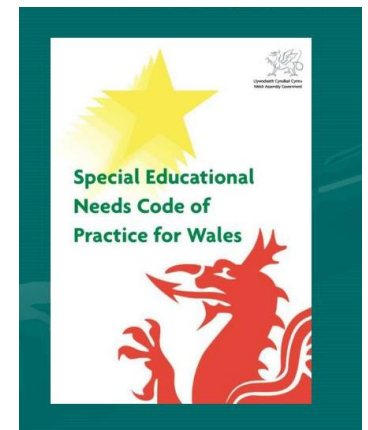


The Background

- Welsh Government have been reviewing their approach to 'Special Educational Needs' for a number of years
- Many have not been happy with the different approaches for children, depending upon the level of need
- It has been felt that the system should be more equitable and fair for all children and young people with additional learning needs



Welsh Government Vision

- We are striving to deliver a fully inclusive education system for the learners of Wales. A system where needs are identified early, addressed quickly and all learners supported to reach their potential.
- We want planning to be flexible and responsive, for our professionals to be skilled and confident in identifying needs and deploying strategies to help learners overcome their barriers to learning.
- We believe that the learner should be at the centre of everything we do and that they and their parents and carers are equal partners in their learning.(Person Centred Approach)



Updated Implementation Timeline

ALN implementation timeline

January
2018

Additional Learning Needs and Educational Tribunal (Wales) Act gains Royal Assent

March
2018

ALN Transformation Leads in post

Autumn
2018

Consultation on draft ALN Code and regulations

From
2020

Code and regulations laid before National Assembly

January
2021

New statutory roles commence:-

- ALNCo's
- EYALNLO
- DECLO

September
2021

New ALN system on a phased basis will commence

What do the reforms mean for children / young people?

- We will use the term 'additional learning needs' or 'ALN' rather than 'special educational needs' or 'SEN'.
- We will no longer use the terms School Action, School Action Plus and Statement in the graduated response
- The graduated response will allow us to explore provision to meet need



What do the reforms mean for children / young people?

- Children / young people will be supported through the same system from 0 to 25 years old
- There will be a universal statutory plan to support in meeting the needs of children / young people
- All children / young people with an additional learning need which requires additional learning provision will have a statutory plan – Individual Development Plan



What do the reforms mean for children / young people?

- Person centred approaches to gain the views, wishes and opinions of the child / young person
- Increased collaboration to include all stakeholders
- High aspiration and improved outcomes for all learners with additional learning needs



What do the reforms mean for children / young people?

- A simpler less adversarial system
- Avoiding disagreements and earlier disagreement resolution
- Clear and consistent rights of appeal



Identifying Additional Learning Needs

Draft Code Definition:

Additional learning needs is where a child / young person...

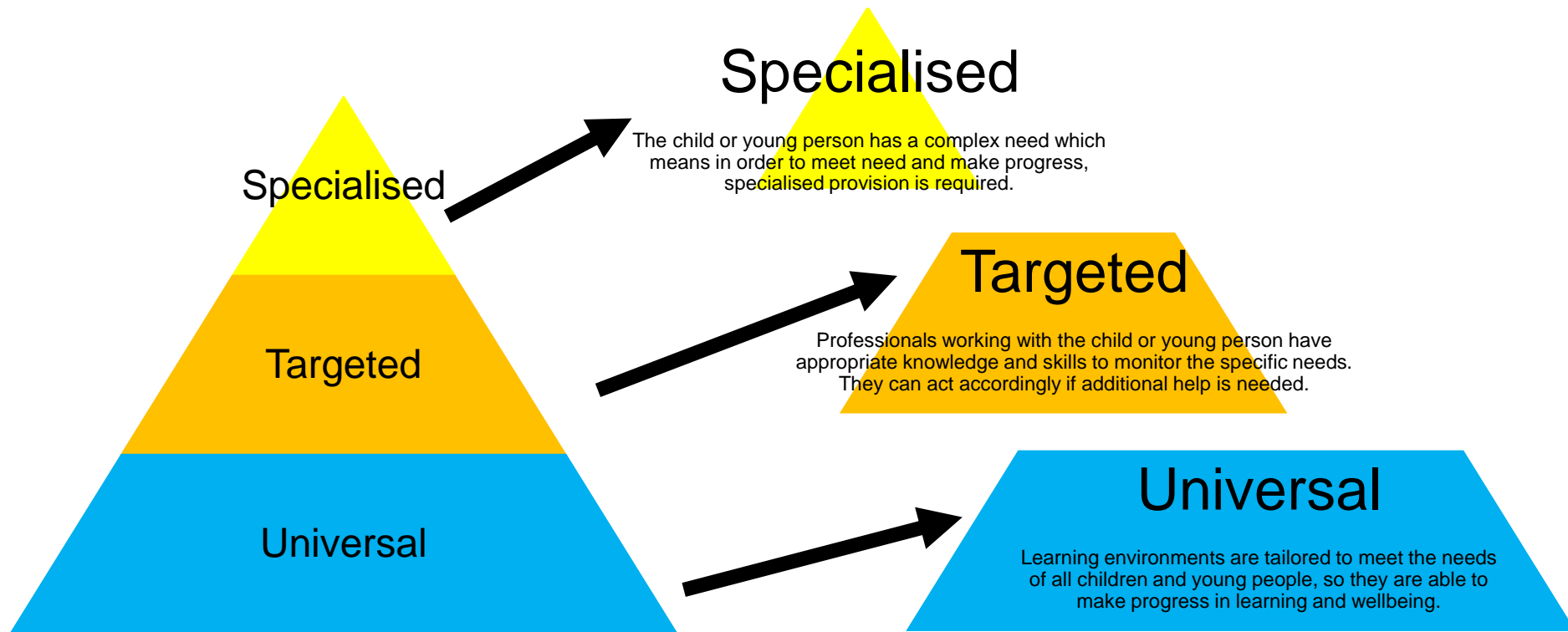
“has a significantly greater difficulty in learning than the majority of others of the same age”

“has a disability for the purposes of the Equality Act 2010”

Statutory school based or LA IDPs will be essential when there is an ***‘additional learning need’*** which calls for ***‘additional learning provision’***



Levels of Support



Ensuring Inclusion within our Classrooms



- Good quality teaching and learning
- Curriculum design to meet need rather than separate intervention
- Freedom to plan a curriculum journey for all groups of learners and individuals
- Skill based development, focusing on metacognition
- Reasonable adjustments within the classroom
- Differentiated learning to meet the needs of all
- Pair, group and whole class learning within mainstream
- Learning and wellbeing needs of nearly all students met through mainstream provision
- Taking into account individualised rates of progress and starting points with flexibility in delivery and assessment

Individual Development Plans

- **Where ALN requires ALP (specialised support)**
- These will be for the pupils with the most complex needs
- Every IDP is a statutory document
- There will be statutory content within the IDP



Single plan for 0-25
Person centred
Views, wishes and feelings
Mandatory elements
Portable between LAs
Easy to understand
Transparent
Provision that delivers
tangible outcomes
Reviewed each year

One Page Profiles

One Page Profiles should provide an overview of the child's barriers to learning and approaches to overcome these. They need to be purposeful and created through a person centred approach.

Individual Development Plan

Name:

Date:

Form:



This is me	What people like and admire about me ...
	<p><i>I'm quite confident and I like to try anything if other people try it.</i></p> <p><i>Sometimes people think I'm overly confident and sometimes I am.</i></p> <p><i>I always try to help anyone who needs help if I can.</i></p> <p><i>I like playing on the Xbox.</i></p> <p>Student 1 likes physical activities; he is good at scootering and skateboarding.</p> <p>Student 1 likes football and rugby and is considering playing for the school teams.</p> <p>He can apply effort to the work and wants to please staff.</p>
What is important to me ...	
<p><i>My dog Coco and my family (brother, sisters and parents).</i></p> <p><i>Scootering is my favourite thing to do, it gives me loads of exercise and it got me off gaming which I was addicted to.</i></p> <p><i>The most important thing for me is music, it's just my favourite thing and I love music.</i></p> <p><i>Friends are also really important, they are always there and make school life and out of school life enjoyable.</i></p> <p><i>I see my best friend everyday even though he went to a different school.</i></p> <p>Student 1 needs to feel valued and supported in school; he needs to be acknowledged and accepted by staff and peers</p> <p>It is important that staff focus on the positives and Student 1 has an opportunity to celebrate success with staff</p> <p>Staff remaining calm and listening to Student 1 is important</p>	
How to support me well ...	
<p><i>I like to be able to share my views and I don't like losing arguments; sometimes people can wind me up – teachers included – on these occasions I need time away to calm.</i></p> <p>Taking a calm and even tone with Student 1 is important and if there are concerns with behaviour, it is more impactful to address these outside of the lessons and not in front of his peers</p> <p>Focus on the positives with Student 1, celebrating success where possible</p> <p>It is helpful to strategically ignore some behaviours and address them later, or use proximal praise</p> <p>Check in with Student 1 during the lessons, ensuring he knows what is expected</p> <p>Use of clear and precise language, with visual impact through ppts support Student 1 in understanding and thus engaging in the learning</p>	

Objectives of ALN reform



1. ALN to replace term SEN
2. Act to cover 0-25 year olds
3. **A unified statutory plan – the individual development plan**
4. **Increased participation of children and young people (Person Centred Practice)**
5. High aspirations and improved outcomes
6. A simpler less adversarial system
7. Increased collaboration
8. Avoiding disagreements and earlier disagreement resolution
9. Clear and consistent rights of appeal
10. The ALN Code
11. A bilingual system

ADY
ALN

0-25

CDU/
IDP

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Any Questions?

