

Additional Learning Needs Transformation Programme Information Leaflet for Parents & Carers, Learners and Colleagues



What is the ALNET Act of 2018?

The system for supporting children and young people with special educational needs and disability in Wales is changing. The ALNET Act of 2018 replaces previous legislation surrounding special educational needs which was established nearly 30 years ago. In order to prepare for a new system, Wales is currently undergoing an ALN Transformation Programme. From September 2021, the Welsh Government is bringing in a new, simpler and more responsive system of meeting the needs of children with additional learning needs. The new system puts the learner at the heart of everything that happens. It will be brought in gradually over the next few years (2021 -2024).

What are the main changes?

- The term Additional Learning Needs or ALN will replace the terms Special Educational Needs, Learning Difficulties and Learning Disabilities.
- This new legislative system applies to learners aged 0-25. This will ease transition between compulsory school age and post-16 education and will allow for greater collaboration, support and rights for learners.
- A single statutory plan known as an Individual Development Plan or IDP is created, ensuring consistency and continuity.
- Learners views are always considered as part of the planning process, along with those of their parents and carers.
- The use of Individual Development Plans or IDPs ensures that learners are offered support that meets their needs to help them reach their potential.
- Navigating the new system will be easier and it is designed to reduce conflict.
- There will be improved collaboration between organisations with responsibilities for identifying and managing additional learning needs.
- Where disagreements cannot be resolved, the system ensures that children, young people and their parents/carers will have the right to appeal to the tribunal.
- If learners require additional learning provision to be delivered in Welsh, this must be documented in their Individual Development plan and 'all reasonable steps' must be taken to secure this provision.
- A new statutory ALN Code will ensure that the new system has a set of clear, legally enforceable parameters and practical guidance for local authorities and other organisations delivering services for children and young people with additional learning needs. This is awaiting publication due in April 2021.

My child has additional learning needs now. Will this change?

Will my child have additional learning needs under the new system?

If your child is currently at **School Action**, they will continue to receive the support they need in the classroom via reasonable adjustments and differentiated learning. Through careful planning, assessment and identifying next steps, your child's teacher will continue to meet your child's needs. They may have a regularly reviewed One Page Profile which documents their strengths, what is important to them and how best to support them in the classroom.

If your child is currently at **School Action Plus** or has a **Service Level Agreement**, requiring support in addition to typical reasonable adjustments and classroom differentiation, then they will continue to have an IEP until this is converted to an IDP when the new system is in place (unless of course they no longer require targeted support at that time).

If your child currently has a **Statement** this will remain in place along with an IEP until the implementation plan enables a conversion review to take place. The conversion review will adopt person centred practice principles to ensure the learner's views and those of parent's/ carers are considered alongside an evaluation of needs .

Under the new system, a learner **only** has additional learning needs if they have a learning difficulty or disability that calls for additional learning provision.

This means provision that is 'additional to' or 'different from' that provided for others of the same age.

This will be distinct from the teaching strategies and differentiated teaching that is generally available for all learners. Schools will continue to provide carefully planned interventions to support a range of needs which will be available as part of our universal provision for the benefit of all learners. Additional Learning Provision will be considered on an individual basis and encompass needs which are beyond a differentiated curriculum and targeted universal support. If a learner has additional learning needs that require additional learning provision an Individual Development Plan will be created for them.

In secondary schools, additional learning provision may include access to specialist resource provision , bespoke curriculum or education outside of a mainstream maintained setting.

What is an IDP? (Individual Development Plan)

- The IDP replaces School Action, School Action Plus and Statements.
- IDP's support children and young people from 0-25 who require support that is 'different or additional to that provided as part of the usual or differentiated curriculum'.
- IDP's are a single plan with a common format, using a Person Centred Practice approach. This process begins once an additional learning need requires additional learning provision.
- All IDP's will include an action plan and must be reviewed regularly.
- External services will collaborate on the creation of an IDP and all relevant people will contribute. The IDP will replace other plans and be a single document.
- The IDP is designed to be accessible and easy to update as needs change.

What is a Person Centred Practice?

- This approach recognises that all learners engage with education differently.
- It recognises that all learners with additional learning needs have different levels of need and these vary over time.
- It ensures that the range and type of support given is kept under regular review.
- It considers the child or young person's future and career pathway
- It supports the learner to increase their independent learning
- Meetings allow parents and carers to have their voice heard in the same way as professional practitioners with the learner right at the centre so their voice is also heard. This makes the learner more confident and engaged as they are included in making plans.
- This approach concentrates on the individual and has a positive impact on aspirations and outcomes.

The following websites and publications may also be useful

<https://www.snapcymru.org/help-for-families/aln-reform/>

<https://gov.wales/additional-learning-needs>

<https://www.theschoolrun.com/welsh-aln-act-explained>

<https://gov.wales/easy-read-explanation-additional-learning-needs-and-education-tribunal-wales-bill>