

PWYLLGOR CRAFFU ADDYSG A PHLANT

21^{ain} O DACHWEDD 2016

Diwygio darpariaeth y cymorth ar gyfer dysgwyr gydag Anghenion Dysgu Ychwanegol

Ystyried y materion canlynol a chyflwyno sylwadau arnynt:

- Bod y Pwyllgor yn ystyried y cynnydd a wnaed yn Sir Gaerfyrddin ynghylch diwygio darpariaeth y cymorth ar gyfer dysgwyr gydag Anghenion Dysgu Ychwanegol, ac yn cyflwyno sylwadau arno.

Rhesymau:

- I alluogi aelodau i adolygu'r cynnydd a wnaed yn Sir Gaerfyrddin ac i weithredu eu rôl craffu.

Angen cyfeirio'r mater at y Bwrdd Gweithredol er mwyn gwneud penderfyniad:
NAC OES

Aelod y Bwrdd Gweithredol sy'n gyfrifol am y Portffolio:
Cyng. Gareth Jones (Addysg a Phlant)

Y Gyfarwyddiaeth: Addysg a Phlant	Swyddi:	Rhifau Ffôn / Cyfeiriadau E-bost:
Enw Pennaeth y Gwasanaeth: Gareth Morgans	Prif Swyddog Addysg	01267246450 edgmorgans@sirgar.gov.uk
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EXECUTIVE SUMMARY

EDUCATION & CHILDREN SCRUTINY COMMITTEE 21st NOVEMBER 2016

Reforming the provision of support for learners with Additional Learning Needs

The Welsh Government believes that it should be a right for all learners to have equity of access to education that meets their needs and enables them to participate in, benefit from and enjoy learning. 105,000 children, 22.6 per cent of all pupils at maintained schools in Wales, have special educational needs. Overall the academic attainment of learners with Special Educational Needs (SEN) is poor compared to the rest of the pupil population.

The current system for supporting children and young people with SEN and learning difficulties and/or disabilities, is based on a model introduced more than 30 years ago that is no longer fit for purpose.

Enquiries and reviews carried out as long ago as the early 2000s, including those by ESTYN, the Wales Audit Office and the National Assembly's former Education, Lifelong Learning and Skills Committee, identified that the current system is complex, bewildering and adversarial.

The evidence points to an assessment process that is inefficient, bureaucratic and costly, as well as insufficiently child-centred or user-friendly. Needs are sometimes identified late and interventions are not planned or implemented in a timely or effective way resulting in children and young people not being able to reach their full potential.

The Welsh Government wants to transform expectations, experiences and outcomes for children and young people with additional learning needs

To do so, it has developed the Additional Learning Needs (ALN) Transformation Programme, which will transform the separate systems for special educational needs in schools and Learning Difficulties and/or Disabilities (LDD) in further education, to create a unified system for supporting learners from 0 to 25 with ALN.

The transformed system will:

- ensure that all learners with ALN are supported to overcome barriers to learning and can achieve their full potential;

- improve the planning and delivery of support for learners from 0 to 25 with ALN, placing learners' needs, views, wishes and feelings at the heart of the process;
- focus on the importance of identifying needs early and putting in place timely and effective interventions which are monitored and adapted to ensure they deliver the desired outcomes.

New legislation and statutory guidance is only one aspect, albeit a fundamental one, of the wider package of reforms needed. The ALN Transformation Programme also focuses on skills development for the education workforce, to deliver effective support to learners with ALN in the classroom, as well as easier access to specialist support, information and advice.

The Additional Learning Needs and Education Tribunal (Wales) Bill will be introduced to the National Assembly for Wales before Christmas 2016. The Bill will be subject to scrutiny by an Assembly committee, which will then either agree or disagree to the general principles of the Bill or make recommendations for amendments to the Bill.

Once the Bill has been agreed by the committee and passed by the National Assembly for Wales it will then be submitted for Royal Assent. On receiving Royal Assent the Bill will become an Act of the Assembly and the new law may be commenced.

A draft of the ALN Code will be made available to support Assembly Members' scrutiny of the Bill. Following Royal Assent, the ALN Code and regulations which support the Act will then be revised (based on any recommendations for amendments) and consulted on, laid before the Assembly and published.

A presentation by Rebecca Williams (Additional Needs Provision Manager) will outline the issues with the current system and the phases of reform.

DETAILED REPORT ATTACHED?

NO

IMPLICATIONS

I confirm that other than those implications which have been agreed with the appropriate Directors / Heads of Service and are referred to in detail below, there are no other implications associated with this report.

Signed: Gareth Morgans Chief Education Officer

Policy, Crime & Disorder and Equalities	Legal	Finance	ICT	Risk Management Issues	Staffing Implications	Physical Assets
YES	YES	YES	NONE	YES	YES	NONE

1. Policy, Crime & Disorder and Equalities

We will need to ensure that our policies are aligned with the new Welsh Government policy and that we meet the needs of all learners irrespective of their needs.

2. Legal

We will need to ensure we meet the requirements of the new legislation in respect to meeting the needs of learners with additional learning needs.

3. Finance

There is a concern in respect to the impact of the extended age range (i.e. 0-25) on our current resources.

5. Risk Management Issues

We need to ensure that all schools and practitioners are aware of their new responsibilities under the new legislation and Code of Practice and that they meet the needs of all the learners in their care.

6. Staffing Implications

There is a substantial workforce development agenda in ensuring that all practitioners understand and are able to work in a person centred way as is advocated by the new legislation / Code of Practice.

CONSULTATIONS

I confirm that the appropriate consultations have taken in place and the outcomes are as detailed below:

Signed: Gareth Morgans Chief Education Officer

1. Local Member(s) – N/A

2. Community / Town Council – N/A

3. Relevant Partners – N/A

4. Staff Side Representatives and other Organisations – N/A

**Section 100D Local Government Act, 1972 – Access to Information
List of Background Papers used in the preparation of this report:**

THESE ARE DETAILED BELOW:

Title of Document	File Ref No. / Locations that the papers are available for public inspection
<p>Rhaglen Trawsnewid System Anghenion Dysgu Ychwanegol Llywodraeth Cymru</p> <p><i>Welsh Government's Additional Learning Needs Transformation Programme</i></p>	<p>Cymraeg http://gov.wales/topics/educationandskills/schoolhome/pupilsupport/additoinal-learning-needs-reform/?skip=1&lang=cy</p> <p>English http://gov.wales/topics/educationandskills/schoolhome/pupilsupport/additoinal-learning-needs-reform/?lang=en</p>
<p>Bil Drafft Anghenion Dysgu Ychwanegol a'r Tribiwnlys Addysg (Cymru)</p> <p><i>Draft Additional Learning Needs and Education Tribunal (Wales) Bill</i></p>	<p>Cymraeg http://gov.wales/betaconsultations/education/draft-aln-and-education-tribunal-wales-bill/?skip=1&lang=cy</p> <p>English http://gov.wales/betaconsultations/education/draft-aln-and-education-tribunal-wales-bill/?lang=en</p>