

# Adran Addysg a Gwasanaethau Plant

## Department for Education and Children's Services

### Carmarthenshire County Council

#### Additional Learning Needs Transformation Implementation Plan Update

#### ECS Scrutiny Panel Report – June 2019

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## **1. ALN Implementation Plan**

Recent proposed legislation and the Draft ALN Code aim to transform what the Welsh Government describes as a separate system for learners with special educational needs and learning difficulties and/or disabilities in schools and in further education by creating a unified system for all learners 0-25 with Additional Learning Needs (ALN).

The purpose of the Carmarthenshire ALN Transformation Implementation Plan is to ensure that the legislation is embedded in Carmarthenshire and all learners with ALN within Carmarthenshire access their entitlement to a broad, balanced and relevant education within an inclusive learning environment. This ALN Transformation Implementation Plan is guided by the requirements of the Regional ALN Transformation Implementation Plan and sets out to promote the achievement and wellbeing of all children and young people. In essence, it makes sure that all children and young people with ALN have the same opportunities and services as everybody else.

## **2. Background**

The new ALN legislative framework aims to put approaches in place to ensure learners' views, wishes and feelings are at the heart of the planning process and focuses on the importance of identifying needs early and providing timely and effective interventions that are monitored and adapted to ensure they deliver the desired outcomes.

As part of the ALN Transformation Implementation Plan the Welsh Government has allocated an ALN Transformation Grant for 3 years to support Local Authorities and schools in the roll out of the legislation.

## **3. Over-arching Elements**

The ALN Transformation Implementation Plan is guided by the Carmarthenshire County Council Education Services Business Plan and is part of the objectives set out in the service plan for inclusion.

The development of service policies within Carmarthenshire is ultimately guided by statutory requirement and by the Welsh Government's 'Education in Wales; Our National Mission, Action Plan 2017-2021' where strong and inclusive schools are committed to excellence, equity and well-being so that learners are:

- supported to be emotionally and physically ready to learn in a safe and supportive environment;
- in schools that take account of and respond to the unique challenges that present themselves to individuals and group of learners with ALN;
- respected and challenged to achieve the best they are capable of, while being supported to overcome barriers that inhibit their learning;
- able to foster strong relationships and a positive sense of self – can understand and manage their own health and emotions – are in a better position to reach their full potential in the future.

#### 4. ALN Transformation Implementation Plan objectives

- i. To raise the awareness of all stakeholders of ALN Transformation and to ensure the rights of the child are central through strengthened approaches that enable the voice of children, young people and their families to play a key role in shaping the support and provision for their additional learning needs.
- ii. To have, in place, a workforce that values diversity, has inclusion at its heart and the skill set to meet the needs of all its learners.
- iii. To continue to improve the outcomes of all learners and is able to evidence the achievements and distance travelled through the use of Person Centred Planning approaches and the creation of Individual Development Plans for all learners with ALN who require Additional Learning Provision.
- iv. To have a local, integrated, early help offer that is easily accessible and adaptable to meet changing need.
- v. To ensure early and accurate identification of need providing an integrated, wrap around response and strengthened transitions into school settings and across stages.
- vi. To ensure a seamless transition for post 16 learners that is responsive to learners' hopes and aspirations, extending local learner opportunities through collaborative working and preparing Carmarthenshire's most vulnerable learners, wherever possible, for independent living.

#### 5. ALN Transformation Implementation Plan Work-streams

- (i) **Awareness raising to ensure the rights of the child are central through strengthened approaches that enable the voice of children, young people and their families to play a key role in shaping the support and provision for their additional learning needs.**

To build on the existing Children and Young People with ALN Participation Framework to engage with consultative groups of children and young people to inform the work of the programme.

To roll out and increase the reach of parents accessing parent engagement sessions, parent workshops/consultations and parent networks to strengthen relationships established on trust and support families in meeting the needs of their children's differences.

To finalise and implement the newly designed Inclusion and Parent Partnership websites for young people, families and the wider communication strategies including Twitter, Instagram and Facebook to strengthen partnership working.

To ensure the quality of information for parents and tools for sharing and providing feedback of parents' views is effective in minimising disputes.

To create a parent newsletter for families and investigate and implement additional methods for circulation.

To fully implement the reporting and monitoring system for identifying potential areas of dispute and develop targeted approaches to resolve issues identified early.

**(ii) To have in place a workforce that values diversity, has inclusion at its heart and the skill set to meet the needs of all its learners.**

To roll out a range of consultation approaches for parents and carers including conference events, workshops and social media (website, Twitter and Instagram) in readiness for the statutory reform.

To roll out a programme of events for Health and Social Care, School Governors, Headteachers, ALNCos, Inclusion Team, Challenge Advisors, Educational and Child Psychologists and Elected Members, to aid understanding of their roles and responsibilities in relation to the ALNET Act and how it links with the wider reform agenda.

To ensure all schools have evaluated their readiness for ALN Transformation and identified areas for development in their School Development Plan in preparation for the implementation of the Act.

To support Challenge Advisors to include readiness for reform as a line of enquiry in support visits and provide advice on what to include within the school self-evaluation and school development plan.

To specifically develop the workforce in relation to the use of person centred approaches for assessing, intervening and quality assuring the effectiveness of ALN support and provision.

To develop a plan for the conversion of statements into individual development plans ("IDPs") during the transformation period for embedding the ALNET Act including a common understanding of the criteria for maintained IDPs.

To roll out a bespoke professional development programme to develop workforce skills and strengthen an inclusive classroom ethos.

To continue to develop the ALN resources section of the corporate website.

To develop and deliver leadership, change management skills for the ALNCo to prepare for reform through a range of professional development approaches.

**(iii) Continue to improve the outcomes of all learners through the use of PCP approaches and IDPs and to be able to evidence the achievements and distance travelled.**

To ensure that schools and specialised support services are able to track all pupils and measure the effectiveness of provision for ALN using the electronic provision mapping tool.

To support the work of Challenge Advisors to ensure good quality teaching and learning is in place to provide differentiated learning and remove barriers to learning.

**(iv) To have a local, integrated early help offer that is easily accessible and adaptable to meet changing need.**

To develop the model of integrated local support for schools and a Cluster Group model to support pupils, parents and schools across health and education to include ALN and wellbeing.

To establish school cluster groups, supported by specialised health and education workforce, to support each cluster of schools and respond in accordance with need.

To work closely with the DECLO and key health leaders to secure joint understanding in relation to statutory duties and the implementation of the new reform.

To fully implement multi-agency evidence based approaches for effective early identification and intervention of need through the embedding of the early identification and intervention programme.

**(v) Ensure early and accurate identification of need providing an integrated, wrap around response and strengthened transition into school.**

To appoint an Early Years ALN Lead Coordinator.

To develop an overarching integrated early years approach for supporting settings in conjunction with the Flying Start Team and health professionals.

To develop integrated local support for settings and families through the Children's Disability Team and Entry to Education systems with support from health and education professionals.

To roll out Early Years parent workshops/consultations and parent networks for strengthening relationships established on trust and supporting families in meeting the needs of their children's differences.

To develop and implement a professional development training and development programme for early years ALNCoS and for practitioners.

To specifically develop the workforce in relation to the use of person centred planning approaches for assessing, intervening and quality assuring the effectiveness of ALN support and provision.

To develop and implement specific guidance and resources for transition for settings, schools and families.

**(vi) Seamless transition for post 16 learners that is responsive to learners' hopes and aspirations, extending local learner opportunities through collaborative working and preparing Carmarthenshire's most vulnerable learners, for independent living.**

To continue to develop the FEI workforce in relation to the use of person centred planning approaches for assessing, intervening and quality assuring the effectiveness of ALN support and provision.

To develop a plan for the conversion of post 16 statements into IDPs during the transformation period.

To review the transition processes between FEI, Careers Wales and schools for young people with ALN working towards one process.

To work in partnership with Coleg Sir Gar to scope, plan and implement the development of specialist provision for young people with complex needs to include supporting living.

**(vii) Communication**

To develop a communication strategy to ensure all Key Stakeholders are kept up to date throughout the implementation of the Legislation.

To identify key events for stakeholders and to provide appropriate publicity using a range of communication strategies.