

EDUCATION & CHILDREN SCRUTINY COMMITTEE

7th JUNE 2018

ALN Transformation Programme Update (Additional Learning Needs)

To consider and comment on the following issues:

- To note the contents of the 'ALN Transformation Programme Update' presentation by ALN Managers.

Reasons:

- To enable and support members of the Scrutiny Panel to undertake their key role in monitoring progress in school provision and support for the Authority's schools. Assist in determining future priorities as a result of the issues raised from discussion.

To be referred to the Executive Board for decision: NO

Executive Board Member Portfolio Holder: Cllr. Glynog Davies

Directorate: Education & Children	Designations:	Tel Nos. / E-Mail Addresses:
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EXECUTIVE SUMMARY

EDUCATION & CHILDREN SCRUTINY COMMITTEE 7th JUNE 2018

ALN Transformation Programme Update

The ALN Transformation Programme presentation will provide Scrutiny Panel members with an overview of progress and developments within this crucial area of work within our schools and communities.

Background and context:

The Additional Learning Needs and Education Tribunal (Wales) Bill was unanimously passed by Welsh Government on 12 December 2017. The Act will be supported by regulations and a new ALN Code, both of which will be revised and then consulted on during the Autumn 2018. They will then be laid before Welsh Government and published. It is anticipated that both will be in place by the end of 2019 following Assembly scrutiny.

Kirsty Williams, Cabinet Secretary for Education stated ...

‘The Additional Learning Needs and Education Tribunal (Wales) Bill is at the heart of our programme to transform the education and support for children and young people with additional learning needs in Wales. To make sure stakeholders are fully involved in developing and delivering our reforms, we have consulted widely about how we should implement the new additional learning needs system.’ (December 2017)

Three overarching aims of the Bill:

- **A unified legislative framework** to support all children of compulsory school age or below with ALN, and young people with ALN in school or further education (FE) (rather than two separate systems of SEN up to age 16 and Learning Skills Plans for post-16/19, both of which are currently covered by separate legislation);
- **An integrated, collaborative** process of assessment, planning and monitoring which facilitates **early, timely and effective** interventions (including duties on health boards and local authorities to collaborate with each other through a statutory Individual Development Plan for each learner with ALN);
- A **fair and transparent system** for providing information and advice, and for resolving concerns and appeals (including requiring local authorities to make arrangements for avoiding and resolving disagreements, revising a system found by previous reviews to be ‘complex, bewildering and adversarial’)

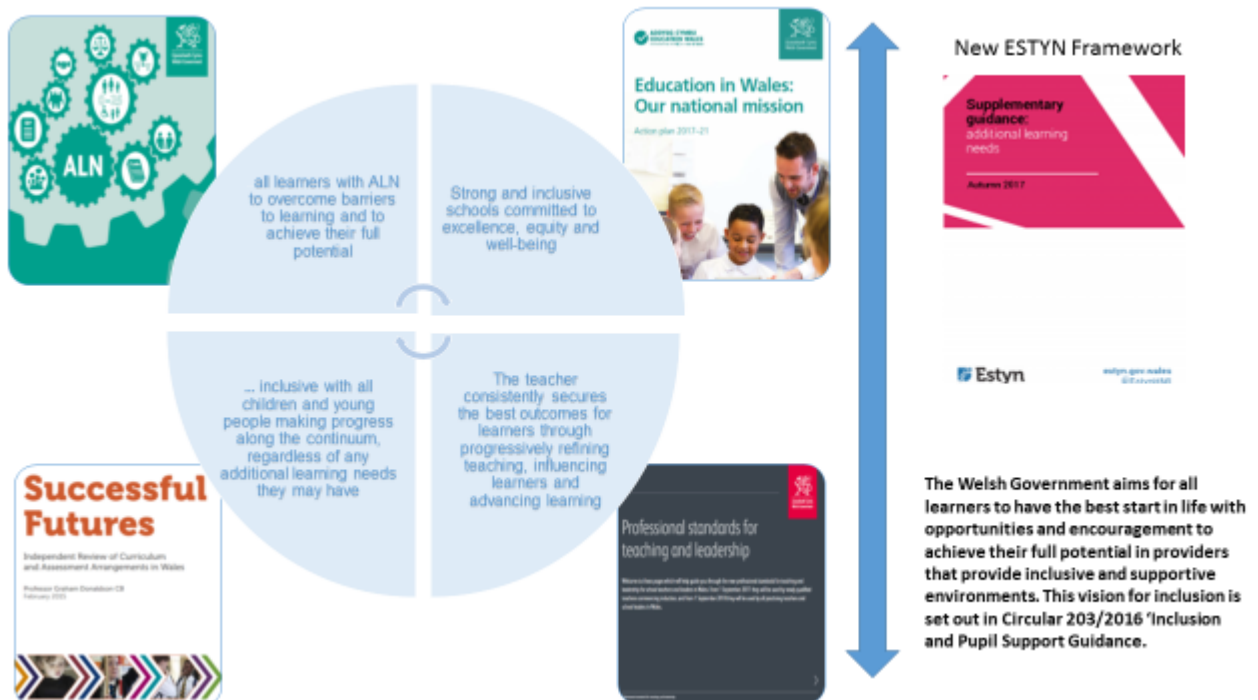
ALN Transformation Timeline:

Work of this nature demands much preparation and ongoing scrutiny. It is imperative to maintain open communication and an informative flow of information with all partners and stakeholders. The following timeline has been devised to support this aspect:



ALN Transformation - an integral part of our provision:

We are currently working within an exciting and evolving climate of curriculum provision and learning opportunities for all children and young people across Wales. The ALN Transformation agenda has an integral part to play within this development, sitting firmly at the root of excellent teaching and learning practice. The key links to current strategic documentation are demonstrated as follows:



Regional working in support of Transformation:

As part of the wider ALN Transformation Programme the Welsh Government initiated a two year, pre-legislative grant to support collaborative projects across each of the four consortia. The purpose was to develop innovative practice in readiness for the roll-out of proposed legislative changes. A conference will be taking place in June 2018 to share the work undertaken as part of the innovation funding across Wales.

Our officers currently enjoy and benefit from engagement with the recently appointed Regional Transformation Lead for South West Wales, Mr Huw Davies (Huw has seconded for two years from Estyn) and will provide further feedback during future Scrutiny sessions.

The Carmarthenshire perspective:

We are proud of our progress and collaborative approach to enhancing ALN provision across our schools. We have a solid foundation of skills and experience which supports the Transformation agenda well. We have focused successfully on:

1. Person Centred Planning:

- Three Conferences for **Senior Managers, Headteachers, ALNCOs**
- Termly input through ALNCo* Forum (*Additional Learning Needs Coordinator)
- ECP Coaching Model followed by Inclusion Department support **directly to schools**
- Champions and Coaches Training: Six 'Champions' and forty 'Coaches' (by Summer 2018)

*Next Steps: Roll out practice further through School Development Planning and School Self Evaluation. Encourage its use as a means to resolve disputes early.

2. One Page Profiles (1PPs):

- Significant support **over the past 5 years** has been given to schools to develop '1PPs' through training and the ALNCo Forum
- All schools should already be undertaking '1PP' with individuals/clusters of children as a minimum **and should have plans in place for embedding practice across the whole school**
- 1PPs sit under the context of personalised learning as set out by Donaldson, Foundation Phase agenda and revised Estyn Framework
- ALNCOs have received extensive training through the ALNCo Forum
- IDPs will contain the child's 1PPs

*Next Steps: All children to have a '1PP' (target through the School Development Plan and Self Evaluation Document)

3. Individual Development Plans (IDPs):

- Well developed within Carmarthenshire through its initial piloting within the Glan y Môr Family of Schools

- Standard format will be issued by WG possibly based on the Gwynedd Model (the Carmarthenshire model is aligned to this)
- A significant number of children already have IDPs within Carmarthenshire
- Build into the statutory process
- All schools have received training and support (schools can access resources/ practical support through Learning Wales Website / Helen Sanderson Website / plus ongoing support available from the department)
- ALNCoS should now be on a journey to refine their practices and be supporting teaching staff to develop across the school

*Next Steps: Further clarity needed through the Code of Practice as to the role of Local Authority (processes and provision). We await confirmation of conversion of Statements of Special Education Needs into IDPs (scoping exercise to be undertaken to assess the impact of undertaking this task).

4. Developing the role of the ALNCo:

The new Bill sets out clear expectations for the role of the ALNCo. The role will be mandatory for every school set at a senior leadership position. In partnership with schools, the Local Authority has been considering ways of supporting and enhancing the role of the ALNCo through packages of training and opportunities to share, resources and provision mapping tools.

- ALNCoS offered significant training on: PCPs, 1PPs, IDPs, Provision Mapping
- PCP Coaching model
- Support and training from their ECP

*Next Steps: Schools to identify a Senior Manager to undertake the mandatory duties of the ALNCo. Small schools may identify an ALNCo for Federations or clusters. Schools must be encouraged to engage early in preparation for Transformation.

5. Additional Learning Provision – ‘Provision Mapping Tool’:

An electronic ‘provision mapping tool’ has been devised by our Team and enables the ALNCo to set up a recording system (identifies provision within the school, tracks’ pupils’ progress, measures effectiveness at each stage of intervention).

- Carmarthenshire is leading within ERW on the development of an electronic dynamic Provision Mapping Tool
- Tried and tested successfully within a small cluster of schools already
- All schools are already expected to map provision for all areas of ALN at universal, targeted and specific levels of need

*Next Steps: Roll out practice across the region. The tool will enable greater quality assurance, support and challenge of provision and outcomes for our learners. It will also provide schools with the ability to cost and analyse the effectiveness of interventions and support.

6. Working with Families to create a less-adversarial system:

- The development of high quality help and advice which is easily accessible to families is a key element of our service. We feel this has been further strengthened by the new Bill.
- Carmarthenshire offers families readily available/ face-to-face support from our two Family Liaison Officers. They are assigned to the Primary and Secondary sector. Their role is to provide advice and support regarding SEN processes and range of services available. They act as an advocate for parents and the voice of the child.
- Our Family Liaison Officers attend third sector organisation events, facilitate network groups and workshops for families across the Carmarthenshire area.

In conclusion, we hope that Panel members will benefit from the presentation in support of their scrutiny activities and interaction with schools. We look forward to discussing the work and its positive impact on our Carmarthenshire practice and learners.

Additional Learning Needs and Education Tribunal (Wales) Act 2018 – Act Summary:

<https://seneddresearch.blog/2018/03/13/new-publication-additional-learning-needs-and-education-tribunal-wales-act-2018-act-summary/>

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: **Andi Morgan** Head of Education Services

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

CONSULTATIONS

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

Signed: **Andi Morgan** **Head of Education Services**

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:**

THERE ARE NONE:

Title of Document	File Ref No. / Locations that the papers are available for public inspection