

Options for implementing the Additional Learning Needs and Education Tribunal (Wales) Bill

Consultation

response form

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Responses should be returned by **9 June 2017** to

Additional Learning Needs Reform Branch
 Support for Learners Division
 The Education Directorate
 Welsh Government
 Cathays Park
 Cardiff
 CF10 3NQ

or completed electronically and sent to:

e-mail: SENReforms@wales.gsi.gov.uk

Category of respondent	Schools	<input type="checkbox"/>
	Special schools	<input type="checkbox"/>
	Special educational needs coordinators	<input type="checkbox"/>
	Further education sector	<input type="checkbox"/>
	Preschool organisations	<input type="checkbox"/>
	Education professionals	<input type="checkbox"/>
	Teaching unions	<input checked="" type="checkbox"/>
	Local government	<input type="checkbox"/>
	Work-based learning organisations	<input type="checkbox"/>
	Local health boards	<input type="checkbox"/>
	Health professionals	<input type="checkbox"/>
	Other public sector organisations	<input type="checkbox"/>
	Third sector organisations	<input type="checkbox"/>
	Individuals	<input type="checkbox"/>
Other	<input type="checkbox"/>	

About ATL Cymru

ATL Cymru, the education union, is an independent, registered trade union and professional association, representing teachers, head teachers, lecturers and support staff in maintained and independent nurseries, schools, sixth form, tertiary and further education colleges in Wales. AMiE is the trade union and professional association for leaders and managers in colleges and schools, and is a distinct section of ATL. We recognise the link between education policy and members' conditions of service.

Question 1 – How should the implementation of individual development plans be done?

Option 1a. Introduce individual development plans with a single date to go live	<input type="checkbox"/>	Option 1b. Introduce individual development plans in mandatory phases	<input checked="" type="checkbox"/>
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Supporting comments

ATL Cymru remain concerned that the IDPs are being rolled out too soon. Whilst it is clear that there should be mandatory phases in future to ensure that the implementation is working before full implementation of the Bill, we know that this is happening already. Now is not the time to move children and young people onto IDPs. They are not yet statutory and do not have the legal backing which Statements currently have.

We would have concerns that the two systems are being run concurrently, and this will lead to confusion, not only for the education workforce, but for children and young people and their families too.

Question 2 – If individual development plans should be introduced in phases, how should these be grouped into tranches?

<p>Option 2a. Existing statutory plans</p>	<input checked="" type="checkbox"/>	<p>Option 2b. Education setting</p>	<input type="checkbox"/>	<p>Option 2c. Key stages</p>	<input type="checkbox"/>
<p>Option 2d. Significant points of transition</p>	<input type="checkbox"/>	<p>Option 2e. 'Early adopter' local authorities</p>	<input type="checkbox"/>	<p>Option 2f. None of these (please explain your reasons in the comments section below)</p>	<input type="checkbox"/>

Supporting comments

As with the question above, our concern is that local authorities have already started to move children from Statements to IDPs. Whilst we can see this would feed into a phased view of implementation, this cannot be justified before the legal framework is in place.

We would expect every child who is currently Statemented to be on a IDP which is looked after by a local authority.

Question 3 – What are your views on the priorities for Welsh Government support for delivery partners as they prepare for transition to the new system?

Supporting comments

Funding and training are critical to the implementation of the ALNET Bill.

The ALNET Bill places greater expectations on schools and colleges, their governing bodies and educational professionals.

Without proper funding and training the Bill is opening to repeating the problems with the current system.

Proper training, clear expectations management for all involved and

clarity between the duties for schools / FEIs and local authorities is key.

Training needs to be available not only for those who are currently within the education workforce, but built fully into the Initial teacher education and courses for learning support assistants. If the ALNET Bill is to work then the whole system must be ready.

For our education professionals to be ready for these changes we need to ensure proper training and funding is in place. The ALN Bill expects a lot of the education profession (on top of the great volume of change within the education reform programme).

Health services must also be a priority. How can the health services support the IDP process and the ALNCo role? The expectations of the Wellbeing of the Future Generations Act include expectations that there will be fewer young people who are NEET. We know a high proportion of NEETs are disabled young people. Without collaboration between different parts of the system children and young people risk being left out by the changes to ALN.

Question 4 – We would like to know your views on the effects that implementation of the Additional Learning Needs and Education Tribunal (Wales) Bill would have on the Welsh language, specifically on:

- i) opportunities for people to use Welsh
- ii) treating the Welsh language no less favourably than the English language.

What effects do you think there would be? How could positive effects be increased, or negative effects be mitigated?

Supporting comments

We would like to see better workforce planning to ensure that children and young people can access the most appropriate provision for them in their preferred language. There should not be any situations where children and young people are forced into a situation where they either have the best ALN provision for them OR it is available in Welsh.

We are broadly supportive of the opportunities which the Bill includes for children, young people and their parents to access the ALN process through the medium of Welsh. However, we do have some concerns.

Whilst it is of course right that the home language is taken in to account during the process, the Bill needs to ensure that the right to access the process in Welsh is available through Welsh medium education provision. We would not expect English medium schools to provide ALN provision (and not other provision) through Welsh.

There must be better training and funding available to ensure the workforce can access courses to upgrade their Welsh language skills.

There must also be services, such as speech and language therapy, available through the medium of Welsh. Without this kind of local authority level support, schools and FEIs will be unable to offer the kind of ALN provision which will meet the needs of children and young people.

Question 5 – Please also explain how you believe the proposals for implementation of the Bill could be formulated or changed so as to have:

- i) positive effects or increased positive effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language
- ii) no adverse effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language.

Supporting comments

Please see comments above – funding and planning are to ensuring that children and young people are able to access the ALN provision through the medium of Welsh.

Question 6 – We have asked a number of specific questions. If you have any related issues which we have not specifically addressed, please use this space to report them.

Responses to consultations are likely to be made public, on the internet or in a report. If you would prefer your response to remain anonymous, please tick here: