

Cyngor Sir CEREDIGION County Council

REPORT TO:	Scrutiny Committee
DATE:	2 March 2022
LOCATION:	Virtual
TITLE:	Ceredigion's Additional Learning Needs Principles and Expectations document
PURPOSE OF THE REPORT:	To update the Scrutiny Committee on Ceredigion's Additional Learning Needs Principles and Expectations
REASON SCRUTINY HAVE REQUESTED THE INFORMATION:	Update on Additional Learning Needs

BACKGROUND:

The Additional Learning Needs and Education Tribunal (Wales) Act 2018 is part of the wider education reform programme in Wales. This provides a new statutory framework to support children with additional learning needs (ALN), and is accompanied by a mandatory Code that ensures the new system has a set of clear legally enforceable parameters which schools, local authorities and other partners responsible for providing services for children and young people with ALN must act upon.

The Additional Learning Needs Code <https://gov.wales/additional-learning-needs-code>
ALN Code - Provision from 0-25

The new approach, as set out in the Code, aims to:

“remain committed to creating a fully inclusive educational system where all learners are given the opportunity to succeed and have access to an education that meets their needs and enables them to participate in, benefit from, and enjoy learning.”

The new statutory framework is based on the following 5 principles:

- a) **A rights based approach** where the views, wishes and feelings of the child or young person or the parents/carers of the child or young person are central to planning and providing support.
- b) **Early identification, early intervention and effective transition planning**
- c) **Collaboration** where everyone involved works together in the best interests of the child or young person
- d) **Inclusive education** which fully supports participation in mainstream education, wherever practicable, and a whole setting approach to meet the needs of learners with ALN.
- e) **A bilingual system** where all reasonable steps are taken to provide ALP in Welsh to children and young people who require support through the medium of Welsh.

The ALN transformation programme is operational across Ceredigion. Under the new ALN system, local authorities have a duty to review the arrangements made by schools to meet the needs of learners with ALN. **Ceredigion's ALN Principles & Expectations** document is the strategic lead for our schools. This document is an integral part of the authority's framework for meeting the needs of all children and young people aged 0-25. It plays a vital role in the authority's work of ensuring high standards for all, and is closely aligned with policies for inclusion and school improvement.

THE CURRENT POSITION:

Ceredigion's ALN Vision Statement

Ceredigion is committed to creating educational environments that foster resilience and promote independence, enabling all children and young people to prosper and succeed, live fulfilled and meaningful lives, and become valued members and contributors in their local community.

Ceredigion's ALN Goals

As part of our transition to the ALN system, we aim to develop our current good practice as the most inclusive authority in Wales, embracing the principles of all Acts that affect children and young people's learning and well-being.

In appropriately meeting the needs of all children and young people in Ceredigion, our aim is to ensure they feel safe, valued, listened to, and that they feel a sense of belonging to their educational setting, which will be as local as possible, thus enabling them to progress and enjoy their learning by making available in schools:

- high quality, inclusive and differentiated teaching for all learners with learning difficulties, including those identified with ALN;
- a person centred approach to service delivery and arrangements where learners and parents or carers are involved at all stages;
- a range of targeted intervention programmes that support all learners with learning difficulties, including those identified with ALN;
- effective systems for monitoring the progress and achievement of learners with ALN and their inclusion in the daily life of the school;
- joint working arrangements to involve experts in cases where it is appropriate to do so;
- arrangements to review the effectiveness of interventions used to support learners with ALN and the skills and expertise of staff.

The purpose of Ceredigion's Principles & Expectations document

Under the new ALN system, local authorities have a duty to review the arrangements made by schools to meet the needs of learners with ALN. This document outlines the principles and expectations of Ceredigion Authority for educating children and young people with Additional Learning Needs (ALN). In addition, it provides clarity on what is expected of mainstream schools in meeting the needs of learners with ALN, and is reviewed by the authority. The purpose of the review is to determine whether the overall provision for learners in Ceredigion is sufficient to meet the overall needs of its population of learners with ALN.

This document is an integral part of the authority's framework for meeting the needs of all children and young people aged 0-25. It plays a vital role in the authority's work of ensuring high standards for all, and is closely aligned with policies for inclusion and school improvement.

In fulfilling its functions under the ALN Act and complying with its basic principle of inclusive education, every school should take all reasonable steps to secure provision that meets the needs of learners with ALN.

This document outlines what might reasonably be expected in mainstream schools for learners with ALN.

It is divided into three areas, as follows:

1. **Inclusion** - creating inclusive learning environments and using inclusive pedagogy to meet the diverse needs of all learners.
2. **Additional Learning Needs** - identifying barriers to learning and precise identification of additional learning needs.
3. **Additional Learning Provision** - minimum standards to provide support that is additional to, or different from, what is generally available.

The new ALN system will operate alongside the SEN system during the three-year transition period 2021-2024.

The implementation guide for 2021 and 2022 divides pupils into 4 groups:

Group 1	Children who are new to the system. The ALN system will start on 1 September 2021 or 1 January 2022 for children newly identified as having ALN up to and including Year 10.
Group 2	Children who are detained. ALN provisions commenced on 1 September 2021 for children of compulsory school age who are detained or for children detained after 1 September 2021.
Group 3	Children who attend a maintained school or PRU and who are not looked after or who do not attend more than one setting. Children in the following compulsory years in 2021 to 2022 will move into the ALN system from 1 January 2022 to 31 August 2022: Nursery Years 1 and 2, Year 1, Year 3, Year 5, Year 7 and Year 10.
Group 4	Children who attend a maintained school or PRU and who are looked after or who are registered at more than one setting. Children in the following compulsory years in 2021 to 2022 will move to the ALN system from 1 January 2022 to 31 August 2022: Nursery Years 1 and 2, Year 1, Year 3, Year 5, Year 7 and Year 10.

Ceredigion's ALN Principles and Expectations document will be presented to Cabinet in due course and will be operational across our schools.

We will provide an annual review of the action plan and the principles and expectations document.

WELLBEING OF FUTURE GENERATIONS:	Has an Integrated Impact Assessment been completed? If not, explain why	The Assessment is underway and is part of the consultation process.	
	Summary: The Additional Learning Needs and Education Tribunal (Wales) Act 2018 proposes a new statutory framework to support children with additional learning needs (ALN), and this framework is accompanied by a mandatory Code that ensures the new system has a clear set of legally enforceable parameters which schools, local authorities and other partners responsible for providing services to children and young people with ALN must act upon.		
	Long term:	Ceredigion's ALN Principles and Expectations document will set out Ceredigion Authority's principles and expectations for educating children and young people with Additional Learning Needs (ALN). It also provides clarity on what is expected of mainstream schools in meeting the needs of learners with ALN.	
	Collaboration:	Collaboration between partners and stakeholders will be at the core of the plan. The main collaboration will be between the authority's officers and the schools and their governing bodies as well as parents through local consultations.	
	Involvement:	Stakeholders and partners will be involved throughout the planning and consultation period.	
	Prevention:	The procedures that will prevent any problems that may arise or escalate throughout the plan period will be set out in it.	
	Integration:	In essence, it assists in the creation of a fully inclusive education system where every learner is given the opportunity to succeed and receive an education that meets his or her needs and enables him/her to learn, access and enjoy his/her education.	
RECOMMENDATION(S):			

- i) To agree to adopt the content of Ceredigion’s ALN Principles and Expectations document.
- ii) That any comments made by the Welsh Government are included as amendments to the Plan and submitted to the Learning Communities Overview and Scrutiny Committee and Cabinet for information
- iii) That an annual report on progress against Ceredigion's ALN Principles and Expectations be presented to Schools, the Learning Communities Overview and Scrutiny Committee and Cabinet

REASON FOR RECOMMENDATIONS:

To comply with the requirements of the Additional Learning Needs and Education Tribunal (Wales) Act 2018.

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Date of Report:	January 2021
Acronyms:	ALN - Additional Learning Needs SEN - Special Educational Needs SENCO – Special Educational Needs Coordinator IDP - Individual Development Plan