

Changes from SEN to ALN

Introduction of the changes

What are the changes?

- Identifying needs early and putting effective interventions quickly which are monitored and adapted to ensure the learners needs are met
- All learners with ALN will be supported to overcome barriers to achieve their full potential
- Improve the planning and delivery of support to learners offering a holistic individual approach. With the learners needs at the heart of the process.

Why the changes?

- Around 23% of learners at mainstream schools identified as having SEN
- Planning will be responsive and flexible.

Additional learning needs (ALN) timeline



(Snap Cymru 2018)

There are 11 aims to the new ALN

1. An introduction to the new ALN
2. 0-25 age range
3. A unified plan
4. Increased participation of children and young people
5. High aspirations and approved outcomes
6. A simpler system
7. Increased collaboration
8. Avoiding disagreements and earlier disagreement resolution
9. Clear and consistent rights of appeal
10. A mandatory code
11. A bilingual system

(Dauncey 2016)

Child/young person-centred approach

The aim is to create a person-centred approach by identifying needs early, having effective support and monitoring. Adapting interventions ensuring they support and deliver the desired outcomes for the learner.

UNCRC UNCIEF (no date)

Article 28 All children have the right to an education

Article 23 Children who have any kind of disability have support and special care to enable them to live and lead full lives

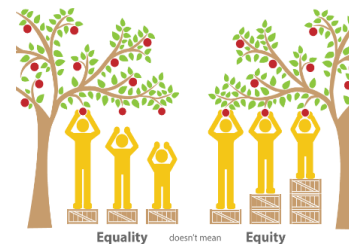
Article 29 Education must develop every child's talents, abilities and personalities to the full.

CRPD councilfordisabledchildren.org (no date)

Article 7 – Children with disabilities, all children with disabilities should be supported to ensure full enjoyment of all human rights and freedom of choice on an equal basis to other children.

Article 24 Every person has the right to an education, realising this right without discrimination and based on equal opportunity.

Inclusion and equity



(60millionsdefilles.org 2016)

Changes from Statements to Individual Development Plans (IDP)

Under the new ALN act there will be 1 statutory plan the Individual Development Plan which would replace the variety of statutory and non-statutory SEN and LDD plans currently in place for learners. The IDP will replace the existing Statements, which are usually awarded to pupils with more severe or complex needs, also the Individual Education Plans (IEPs) these are for children with less complicated needs. However, any child on an existing statement will continue to have the right to an IDP. IDP's will not only set out the Alternative Learning Provision (ALP) the pupils require at school but also support by healthcare services, social services and any other agencies involved in their support and care. Obtaining an IDP is expected to be a quick process. For schools producing the IDP it must be completed within 35 school days. Local authorities must complete in 12 weeks. This is significantly quicker than the statutory 26 weeks for the assessment for a statement.

Gov.Wales (2018)

Changes for practitioners

Along with the introduction of the IDP's. 3 new roles will be created. These will be An Additional Learning Needs Co-ordinator in educational settings, Designated Educational Clinical Lead Officers within the health board and finally an Early Years ALN officer in local authorities. Along with the new legislation the ALN transformation programme will also focus on developing the skills for teachers/learning supports and other education providers, enabling them to deliver effective support to ALN learners within their classrooms. Also allowing them easier access to information, specialist support and advice. Early interventions are key within the new ALN transformation programme.

Gov.Wales (2018)

Further reading available at:

<https://gov.wales/sites/default/files/publications/2018-11/aln-frequently-asked-questions-2.pdf>