

CHANGES TO ALN in Wales

Individual Development Plans (IDPs)- This is one of the main proposals for the way Additional Learning Needs in Wales is changing (Snap Cymru, 2016). Welsh Government (2018b) states that the implementation of the new IDPs requires school settings to move learners with current Individual Education Plans (IEPs) to the new system. This will be the process of changing the child from the SEN system to the new ALN system and their current IEP will be converted into an IDP- once this happens their IEP will be discontinued. Any individual between the ages 0-25 who has Additional Learning Needs requiring extra support will have an IDP (Welsh Government, 2019). Snap Cymru (2019) describes an IDP as a one-page profile about the child which includes their biographical information, their views, wishes and what's important to them. It is an action plan stating how they can be supported. Parents will be fully involved with their child's IDP which will help to develop good relationships between school staff and other professionals (Snap Cymru, 2019). Children's IDPs must be monitored accordingly to ensure that the correct intervention has been put in place (Dauncey, 2016). Welsh Government (2018c) state that the school setting must develop a child's IDP promptly however, this concerns practitioners as well as parents who question whether there will be enough time to complete IDP's as the current time scale for IEP's is already very challenging (Snap Cymru, 2016).

Introduction-Welsh Government (2014) has identified a high demand for a more modern approach to multi-agency working to benefit children during their journey through education. There are proposed changes to the methods of how children's Additional Learning Needs will be identified, evaluated and experienced in Wales (Snap Cymru, 2020). Welsh Government (2018) want to reconstruct experiences and outcomes for all children with ALN and have constructed a transformation programme to; Ensure that there is support available to help learners overcome barriers to their learning so that they are able to reach their full potential; Improve the support available to children ensuring they are at the centre of the process taking into account their views and individual needs; Put into action early interventions which are monitored to ensure they are helping the individuals reach their desired outcomes (Welsh Government, 2018)

0-25 Age Range- There will be an individual legislative arrangement relating to the interventions given to infants and young people between the ages of 0-25 who have ALN (Welsh Government, 2020). If an individual within the age range of 0-25 has ALN then they are entitled to additional learning provision (Welsh Government, 2019). However, this does not provide children and young people with the right to ongoing education up to the age of 25, it implements access to additional education or training using a fair support system (Welsh Government, 2018). This should develop the transition between education settings and post-16 learning as it will stimulate local authorities and post-16 professionals to collaborate and put provision in place for the young person after the age of 16 in a way that they currently do not (Dauncey, 2016).

SENco to ALNco- The ALNco is a legal role which will take over from the current SENco role which exists in most school settings in Wales (Welsh Government, 2019). The ALNco ensures that the needs of all children with ALN are being met within the school setting and because of this, the role should be an arrangement of the senior management team as this will help the school to design, control and deliver its commitments in meeting the individual needs of children with ALN (Welsh Government, 2019). The ALNco must be involved in the organisation of ALN resources including coordinating support staff and they must work closely with other colleagues on the senior management team to ensure that support staff are prepared and trained to carry out ALN interventions (Welsh Government, 2018c). Snap Cymru (2016) suggests that there should be clear guidance given on the average amount of hours that the professional should spend on preparing IDP's, organising IDP meetings and instructing staff on the best ways to support the children with ALN whilst monitoring the effectiveness of the interventions. Welsh Government (2018c) explains that the ALNco is not expected to prepare every child's IDP, they have a general responsibility to ensure that all children with ALN have an IDP across the school setting.

Conclusion- The new ALN legislation will be in action by the end of 2020 and training will be spread out from this time, meaning the new ALN system will begin on a phased basis from September 2021 with the new roles constructed under the Act starting in January. This implementation period will last for three years until 2024 (Welsh Government, 2020).

ALN implementation timeline

