

What is the new Legislation?

The Welsh Assembly Government (2004) has always stated that it has been a fundamental principle that individuals with SEN have equality in receiving provisions in their home language at the earliest possibility as addressed by the Welsh Language Act 1993. Going forward, the Welsh Government (2020c) claims that the aims of 'the Act' are to provide a bilingual system of support for those with ALN. 'The Act' requires:

- ⇒ Multiagency to documented in the IDP of a child or young person, if they require their additional learning allocation delivered in Welsh and 'all reasonable steps' must be taken to make sure the delivery is in Welsh (Welsh Government, 2018c; 2020a).
- ⇒ All local authorities will be required to make sure that the Additional Learning Provision (ALP) made in Welsh is adequate (Welsh Government, 2020a).
- ⇒ Local authorities need to tie their review of ALP with other strategies, including the ones in the School Standards and Organisation (Wales) Act 2013, 'which requires them to draft, consult on and publish Welsh in Education Strategic Plans (WESPs)' (Welsh Government, 2020a, p.10).
- ⇒ Practitioners carefully look at the performance across all areas of learning of those with English or Welsh (EAL) as an additional language, as they may not have an ALN, but language-related difficulties (Welsh Government, 2021a).

ADDITIONAL LEARNING NEEDS AND EDUCATION TRIBUNAL (WALES) ACT 2018 ('THE ACT')

THE TRANSFORMATION FROM SPECIAL EDUCATIONAL NEEDS TO ADDITIONAL LEARNING NEEDS IN WALES

1905066

EAAE6002

Increased Collaboration

The current SEN Code stipulate that the multiagency must consider what the Code says, but it is at the discretion of the multiagency of how they implement the help, as the Code does not and cannot tell them how to do it (The Department for Education and Skills, 2001). Many parents argue that the SEN system left them feeling as though they were left out of the 'decision making process'. The ALN Code and Regulations under section four of 'the Act' has been approved by the Senedd on March 23rd, 2021 (Welsh Government, 2021c; Snap Cymru, 2021). The Well-being of Future Generations (Wales) Act (2015)

The purpose and requirements of the ALN Code and Regulations is to:

- ⇒ Encourage and enforces collaboration and information sharing between multiagency in the best interests of the child and young person. This is facilitated by the governments funding to employ five ALN Transformation Leads.
- ⇒ Ensure children and young people's needs are identified as early as possible and it will be the duty of all agencies working in partnership alongside parents and guardians to support learners and prevent disagreements from occurring, ensuring complete transparency and information being shared proactively.
- ⇒ Establish correct support.
- ⇒ Elaborate what can and cannot be done.
- ⇒ Easily and practical accessible tool that will place clear, legally enforceable limits that details procedures for all organisations.

(Snap Cymru, 2021; Welsh Government 2017; 2018b; 2018c; 2021a; 2021c; Department for Education and Skills, 2001; Provision Map, 2019).



(DLPNG, 2018)

IDP's a Unified Plan

'The Act' produces a legislative plan called Individual Development Plan (IDP), which supersedes the current SEN or Learning Difficulties and or Disabilities (LDD) plans for children and young people in schools and further education. According to the Welsh Government (2021a), the ALN Code is taking a rights-based approach in line with the Rights of Children and Young Persons (Wales) Measure 2011 and article 12 of the United Nations Convention on the Rights of the Child (UNCRC) and stakeholders must take the voice of the child into account. The IDP provides:

- ⇒ Person-centred practice approach with real outcomes (Welsh Government, 2018c).
- ⇒ Consistency and continuity, ensuring children's rights are protected regardless of the complexity of their needs and are provided with an IDP (Welsh Government, 2020a; 2021a).
- ⇒ Provides resources to support practitioners, ensuring that the voice of the child is being heard and that the settings are being inclusive (Welsh Government, 2021a).
- ⇒ A set timeline for authorities to implement an IDP by- 35 school days from the date the school suspects that ALN is present in the case of a child (Welsh Government, 2020a).
- ⇒ Transparency and includes all stakeholders when deciding if an IDP is required any longer.

Further Reading

- ⇒ [ALN/SEN Reform](#)
- ⇒ [Additional Learning Needs and Education Tribunal \(Wales\) Act](#)
- ⇒ [Additional learning needs \(ALN\) transformation programme](#)
- ⇒ [The Additional Learning Needs Code for Wales 2021](#)
- ⇒ [The additional learning needs transformation programme: frequently asked questions](#)
- ⇒ [Additional learning needs \(special educational needs\)](#)
- ⇒ [e-learning course: An introduction to the new additional learning needs system in Wales](#)
- ⇒ [Guidance on Welsh in Education Strategic Plans](#)
- ⇒ [Pupils with special educational needs in mainstream schools](#)
- ⇒ [Special Educational Needs Code of Practice for Wales](#)

A Bilingual System

The Welsh Assembly Government (2004) has always stated that it has been a fundamental principle that individuals with SEN have equality in receiving provisions in their home language at the earliest possibility as addressed by the Welsh Language Act 1993. Going forward, the Welsh Government (2020c) claims that the aims of 'the Act' are to provide a bilingual system of support for those with ALN. 'The Act' requires:

- ⇒ Multiagency to documented in the IDP of a child or young person, if they require their additional learning allocation delivered in Welsh and 'all reasonable steps' must be taken to make sure the delivery is in Welsh (Welsh Government, 2018c; 2020a).
- ⇒ All local authorities will be required to make sure that the Additional Learning Provision (ALP) made in Welsh is adequate (Welsh Government, 2020a).
- ⇒ Local authorities need to tie their review of ALP with other strategies, including the ones in the School Standards and Organisation (Wales) Act 2013, 'which requires them to draft, consult on and publish Welsh in Education Strategic Plans (WESPs)' (Welsh Government, 2020a, p.10).

Practitioners carefully look at the performance across all areas of learning of those with English or Welsh (EAL) as an additional language, as they may not have an ALN, but language-related difficulties (Welsh Government, 2021a).

The poster outlines the changes for practitioners moving forward covering Increased Collaboration, IPD's and a Bilingual System. The implementation of 'the Act', should benefit children, young people and practitioners alike, creating a unified system and child centred practice throughout Wales.