

The impending changes that are to be implemented from the new Additional Learning Needs Code

Introduction

The Welsh Government are in the midst of developing a new ALN code to which they hope to achieve a system that help those who have ALN and need extra support and the individuals around them in charge of providing the support a more transparent and guided system of working as a multiagency team to provide the best outcomes for those who have ALN (The Draft Additional Learning Needs Code Consultation Document A CONSULTATION FOR CHILDREN AND YOUNG PEOPLE, 2019). For this poster the main three points that will be outlined are;

Aim 3 of the ALN Code with the inclusion of Individual Development Plans

The new ALN code and the inclusion of the child's voice

One Page Profile

Aim 3 of the ALN Code with the inclusion of Individual Development Plans

The IDP will soon replace the existing system of statements. It will look to become a uniformed system that is used throughout out all agencies in regard to ALN. However, the change may not come easy as introducing new systems could be deemed as daunting to those who will be using them and are used to the existing system, especially those service who have never done an IDP. Within the introduction guide to the new ALN code it does state that practitioners should get familiarised with the new changes and not to become overwhelmed by impending changes and the feeling of having to change over straight away as it is going to be implemented over time. The IDP is set to put the responsibility of those agencies in fulfilling their role and adding to the IDP to further develop a plan in how they will contribute to achieving the plan and what activities and strategies they as individuals will implement (Gasper, M. 2010). This allows the responsibility to be shared and the approach may be similar to other agencies. However, how it is carried out within nursery, school, hospital or home will differ but be a joint effort. This allows for a process where multiagencies will need to communicate to archive an IDP allowing each profession their opinion on how to go forward with the IDP. However, it needs to be agreed what is expected from each party to avoid confusion as this could affect the outcomes for the child and delay the intervention they may need.

Further reading:

<https://gweddiill.gov.wales/docs/dcells/publications/1700412-aln-transformation-programme-en.pdf> (Additional learning needs (ALN) transformation programme, 2017).

https://downloads.unicef.org.uk/wp-content/uploads/2010/05/UNCRC_united_nations_convention_on_the_rights_of_the_child.pdf?_ga=2.262093642.653628954.1560855066-184347969.1560855066 (The United Nations Convention on the Rights of the Child, 1989).

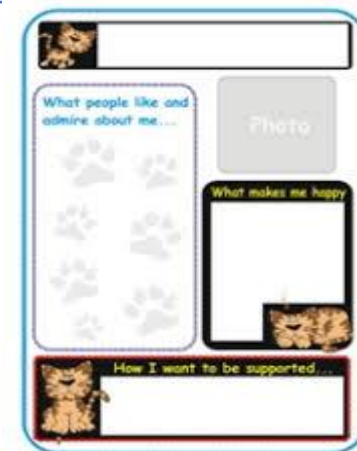
You Tube (2014) *Creating One Page Profile's with people who do not use words*. [video] Available at: <https://www.youtube.com/watch?v=-VYE9cVofTg> [Accessed 12 Jun. 2019]. (You Tube, 2014)

The voice and right of the child within the new changes to the ALN Code

Throughout the draft of the new ALN code the emphasis on the voice of the child being used to decide on the route of the care and support that they need is a highlighted factor (Getting it right for children, young people and families, 2012). This supports the implementation of the UNCRC (1989) to which states that children have a say in matters that affect them and have their input with these decisions since the law was passed. However, previously it has been profoundly left to professionals to decide what care may be best to suit the child's needs (Special Educational Needs (SEN)/ Additional Learning Needs (ALN) in Wales, 2015). Within the UNCRC (1989) article it states that parents and guardians have the right to informed choices on the care and services their child receives, although the child's wishes should be taken in to regard throughout (Additional Learning Needs Policy, 2017). Through the new ALN Code, children with additional language will no longer be seen as children with learning difficulties. This could delay children's education for those who once received extra support (Early-education.org.uk, 2019). For practitioners this could become difficult if children are to be in a class where the barrier is now not being able to receive extra support to further isolate them from learning. This could cause further strain on schools in finding how they will not support children with a language barrier (Early-education.org.uk, 2019).

One Page profile

- It is being developed to have a child cantered approach to ALN that working together will have the best outcomes for children.
- Snapshot of the child's likes, dislikes and how they could be supported (You Tube, 2014)
- Child involved in developing the one-page profile its barrier could be nonverbal communication and how their voice is heard.
- Can be used to transition from one service to the next (Helen Sanderson Associates, 2019)
- Staff knowledge could be an implication if not previously supported a child with a one-page profile. (Additional Learning Needs (ALN) Policy, 2017).



(Sheff Kids, 2019)

Conclusion

All children with ALN or not have the right to a system where their development, wellbeing and education is at the forefront of every decision made and not always able to make the decisions themselves rely on the adults and professional around them to make the best outcomes to suit their individual needs(Person-centred practice in education: a guide for early years, schools and colleges in Wales, 2019). The new ALN code does highlight the importance of the child's voice and the importance of multiagency work to achieve the best individual plan to suit each individual child. However, it does form some barriers with the introduction of the new ALN code.