

Transformational Program.



Source: (ALN Transformation. 2018)

Introduction.

This academic poster will give an oversight of the transformational programme to be implemented that looks to reform aims, objectives and results for children and young people who have additional learning needs (ALN). It will give a summary of changes that practitioners will encounter in the implementation of the transformational programme, summaries three key areas of the eleven identified aims, giving an overview, reasoning for change and the new practice procedures. The transformation of ALN by Welsh Government was to introduce a simplified programme that reacted with a quicker response time to identify children and young people's needs, when there was additional support needed due to disability or for those with special educational needs or both(gov.wales,2018).

Draft ALN Code.

The code outlines the obligations of each of the responsible bodies, such as Local Authorities, Health Bodies and in terms of Further education, responsibility here lies with the independent Governing Bodies. It also outlines the inclusion of parental rights as well as that of individuals such as those entering further education or short courses. The code identified the need to be reactive and instantaneous in undertaking and developing the IDP (gov.wales,20218). This could be developed as part of a meeting and with all parties agreed can be offered as a final version at the end of the meeting. Thus, giving an instant and agreed Independent Development Plan. It is only when this is beyond the governing bodies control that this would not be possible and acceptable under the Code (gov.wales,2021). Stated in the Draft Code is the parental rights and child's rights to receive and be in receipt of any documentation, be involved in meetings and can dispute findings and name. Furthermore, Local authorities will be responsible for maintaining the IDP is including the monitoring of their effectiveness, and a responsibility to intercept when schools are not performing in their obligations. Local authorities will be solely responsible of children and young people with complex needs within schools including that of pre-school, however, not those of maintained schools or FEI's. In contrast, FEI's and Maintained schools are held responsible for Identifying ALN as well as the delivery of the Additional Learning Provision (ALP). (Draft Additional Learning Needs Code for Wales, 2018).

The changes and implementation of the IDP in replacement of the IEP for early years

Implementing the Additional Learning Needs and Education Tribunal Wales Act (2018) A guide to the timeframes for implementing individual development plans for children of compulsory school age and under,(2018) Instructs the importance of immediate action in transferring the IEP to the new IDP so that this can be implemented rapidly as the Special Educational Needs plan will then cease. Preparation of IDP's with swift approach can then assure a streamlined continuation of provision for the child. All will need to have been converted by the end of the academic year. Adopting the Person-Centred Approach within the IDP will also facilitate conversations with the governing bodies. The report shows that early years will have an obligation to undertake all the required changes within the first year safeguarding that all children requiring additional learning support from birth to age 3-4 will have an IDP in place at the end of the academic year.(gov.wales,2018).

SENCO to ALNCO.

As outlined in the key messages and obligations in the Draft Code, there will now be a change in the role of the SEN. The introduction of an ALNCo will replace the SEN and what we have previously known and engaged with. (Role of the Additional Learning Needs Co-ordinator Non-statutory guidance, n.d.) Outlines that, where previously the engagement responsibilities of an SEN and relationship with a pre-school manager, was to ensure the embedding of the day to day practice obligation and where referrals could be made directly by the manager for engagement and support, the new act changes the cycle (gov.wales,2018). Therefore, the obligations now lie with the local authority, usually regionally, to determine and implement the procedural steps needed. Therefore, where previously the role of the SENCo was to ensure the embedding of practices and overseeing the processes and practices and ensuring the support, advice and signposting was available, it is now the role to take on the responsibility of undertaking a front focus approach and not that of the practice manager(gov.wales,2015). The ALNCo will have the decision of a child ALN and the development and implementation of the IDP, the monitoring of its progress and the distribution of information to the relevant parties such as Case Friends, parents and children. The ALNCo will have the strategic role of coordinating and ensuring ALN is being delivered within the early years setting correctly and within the legalities and regulations of the code.

Conclusion.

On review of the transformation requirements for early years, there is a great emphasis on the reactive approach to transference of Statements and IEP's to that of the new IDP, with little time to undertake the development of the new plans to ensure completion within the first year. Ensuring that the ALNCo and Manager to work closely with the governing bodies to implement these changes, disseminate, and agree these with parents will be vitally important to meet the timeframes set.