

ALN Reform

Introduction

Firstly I'd like to begin by introducing the act. Welsh Government (2020) highlights in the additional learning needs transformation programme: frequently asked questions. That the ALN system is a new system of support for children and young people with complex Additional learning needs in Wales. It is due to come into effect in 2021. The legislative framework of the new system is created by the Additional Learning Needs and Education Tribunal (Wales) (Act 2018). Which will replace the old legislation, which is the Special Educational Needs Code of Practice for Wales (Welsh Assembly Government, 2004). The changes will replace the existing statements of Special educational needs and related processes. They will also replace the Education Act 1996. Dauncey, (2021). States that The Welsh Government has described the act as a "complete overhaul" of a system "no longer fit for purpose".

The implementation of Individual development Plans

The National Deaf Children's Society Cymru (2018). States that within the new ALN reform, it will strive to replace statements of special educational needs, Individual Education Plans (IEPs), and Learning Support Plans with a new support plan called an Individual Development Plan (IDP). Adjacent with changing the term 'special educational needs (SEN)' to 'additional learning needs (ALN)'. The new individual development plans are going to be open to learners aged 0–16. This meaning College students with support needs will be entitled to inquire an IDP up to the age of 25. An IDP will outline a learner's support needs and be a legal document that will be positive for the learners. However, Senedd assembly Wales (no date) declares NDCS Cymru acknowledges that the chief barrier to an efficient implementation of the fundamental provisions is lack of awareness amongst professionals. In particular, awareness-raising between key multi-agency experts so that they can have the ability to make relevant referrals for an Individual development plan competently. Welsh Government (2018) Highlight Where required, the school will determine whether the child or young person has additional learning needs (ALN) and, if so, put an Individual development plan in place.

Increased Collaboration

Davies & Jones, (2021) affirms that one of the core aims of the aln bill is to warrant that all local authorities generate consistent practices and collaborate effectively with essential partners to prepare for the new ways of working. The act puts collaboration and the need to settle disputes with families at the most initial possible opportunity at its heart. However, Bridgend County Borough Council (2016). Appeal in their review and response to the new ALN bill that, Local authorities will be accountable for individual development plans; however, most communication for children aged 0-2 will be within the health services. They apprehend that there is the prospect that some children may shift through the net. And challenge How will local authorities know if there is a 'child for whom it is responsible for? They also dispute how the local authority engages with parents in developing and reviewing Individual development plans if the most association is with health services?

The Role of the ALNCO

Welsh Government, (2018). Highlights that the ALNCo should present strategic management and be the initial port of call within the setting for further professional guidance and advice. ALNCo will be the on-site ALN specialist, bridging the gap among specialist services and classroom practitioners. The ALNCo will have a duty to ensure that all pupils who have ALN within the education setting have an IDP. Suitably qualified ALNCo's are crucial to the efficient execution of the new system. The Act proposes a new statutory role: an Additional Learning Needs Coordinator (ALNCo). All maintained mainstream schools maintained nurseries, PRUs and FEIs in Wales will be obliged to appoint a person, or more than one person, identified as the ALNCo. The ALNCo will have accountability for organising provision for pupils with ALN. Nevertheless, this may demonstrate challenges for practitioners in schools as mentally Healthy schools.org (No date). Highlights that the new Act makes having an additional learning needs coordinator statutory in schools, whereas having a Special educational needs coordinator was a non-statutory requirement beforehand.

Conclusion

After undertaking in-depth research and analysing the evidence on the new additional learning needs Bill and what it means for us early years practitioners in Wales. I have acquired a lot that I will take forward within my practice. However, there are still gaps in my knowledge, and I desire to gain more knowledge on the impact this new act will have on the additional learning needs coordinators. It will be interesting to see the success of the new act after it is implemented across Wales. There is evidence to suggest that this will be a successful new transformation and that all learners with ALN will be supported to overcome barriers to learning and achieve their full potential. Welsh Government (2020)