

Readiness for the Additional Learning Needs and Education Tribunal (Wales) Act 2018 (ALNET) in Powys

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What is the Act?

Additional Learning Needs (previously 'SEN') legislation in Wales has been transformed

The new legislation brings about a fundamental change to the way additional learning needs of children and young people are met

The Act came into force on 01 September 2021, but is being implemented in stages up to 2024



The Additional Learning Needs Code for Wales 2021

Draft Code laid before and for approval by resolution of Senedd Cymru under section 5(2) of the Additional Learning Needs and Education Tribunal (Wales) Act 2018.

Welsh Government 11 Core Aims

In judging our readiness for the act, we have evaluated ourselves on the Welsh Government 11 Core Aims:

1. The introduction of the term Additional Learning Needs (ALN)
2. A 0 to 25 age range
3. A unified plan
4. Increased participation of children and young people
5. High aspirations and improved outcomes
6. A simpler and less adversarial system
7. Increased collaboration
8. Avoiding disagreements and earlier disagreement resolution
9. Clear and consistent rights of appeal
10. A mandatory Code
11. A bilingual system

Schools & the LA - Expectations

In addition we are working with schools and settings to ensure that they are prepared for the act, in particular they should:

- Ensure an inclusive ethos and culture
- Established clear vision and strategy

- Have clear leadership roles
- All schools have a named ALNCo
- Middle leader training for ALNCoS
- Training on roles and responsibilities, including headteachers and governing bodies
- Model job descriptions for the role of the ALNCo and ALN Governor
- Dedicated ALNCo email address in each school

- Be a learning organisation
- Focus on collaborative and cluster working
- Upskilling schools staff

- Have high aspirations based on strong assessment practice
- A range of agreed assessments including the Welsh National Tests and the New All Wales Reading Test
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- Work with partners
- Schools represented at all levels through the transformation process
- Participate in the Team around the cluster model

- Invest in staff
- Postgraduate diplomas paid for by LA
- Enhanced training offer for all schools

- Support parents and pupils with:
 - Improved communication between all parties – clear and consistent
 - Joint training sessions with schools and parents
 - Strong person centred practices
 - Improved policies and systems

2. A 0-25 Age Range – Early Years (0-5)

- Appointment of Early Years Additional Learning Needs Lead Officer (EYALNLO)
- Creation of Specialist Early Years ALN Team
- Specialist Teacher
- Speech and Language Therapist
- Play Therapist

- Developed and implemented EY Consultation Group Meetings attended by health and education
- EY Referral system into PIP

- Training delivered to health visitors, integrated disability services team
- Training developed in conjunction with the region delivered to settings in conjunction with FP Team, Fly Start and Childcare Teams on the new Act and Code
- Training delivered to settings on writing play plans, child centred outcomes and tracking progress

- EYALNLO parent and LA leaflets developed
- EYALNLO parent leaflets sent to all setting in foundation Phase, Flying Start and Childcare via the said teams.

- Scoping exercise of all EY services within Powys and shared
- Data collection and analysis to identify trends and emerging needs

2. A 0-25 Age Range – Early Years (0-5)

Emerging Trends and Themes Spring Term 2021						
Contributing to Powys ALN Transformation strategy		PCC: ALN Strategy document				
ALN Areas						
<ul style="list-style-type: none"> Area 1: Llanfyllin, Welshpool, Llanfair Caereinion Area 2: Machynlleth, Llanidloes, Newtown Area 3: Presteigne, Llandrindod Wells and Builth Wells Area 4: Gwernyfed, Brecon, Crickhowell and Ystradgynlais Flying Start. 						
ALN Themes and Trends						
Gender	County	ALN Need.				
<ul style="list-style-type: none"> Boys are significantly higher than girls recorded in having ALN; however, there is an increase of girls this term. Number of girls on EYA is higher than boys. Number of boys on EYA+ is higher than girls. 	<ul style="list-style-type: none"> SLC prevalent in Area 2 and within Flying Start (FS) ASC difficulties prevalent in Area 2 BSED difficulties prevalent in Area 4 and in FS. Toilet training issues are raising linked to ASC on school entry. 	<ul style="list-style-type: none"> Number of children receiving a Statement is equal for boys and girls. SLCN has risen by 26% across the county ASC concerns has remained the same at 5% across the county. BSED remains at 10% 				
Response:						
<ul style="list-style-type: none"> Multi agency meetings have taken place with transition as the focus. SALT is working closely with the ALN department and now sits on PIP and EY consultations. ALN setting support and training will be the focus next term – ALN Regional training EYPIP panel stepped up to include professionals across all agencies. Increased support Area 2. ALN Regional training completed May 2021 with 3+ settings Flying Start and Childcare. 						
Graduated Approach	FS	A1	A2	A3	A4	Story behind the data
Early Years Action (EYA)	None recorded	7%	5%	4%	11%	Area 4 seem to be managing their ALN Cohort in 3+ setting without referral to PCAN.
Early Years Action Plus (EYA+)	None recorded	5%	7%	3%	8%	A2 contact with EYALN team and EY assessment is the same.

- Data collection and forecasting is key to ensuring readiness for the act and monitoring ALP
- The EYALNLO is ensuring this happens on a termly basis
- This is fed back via the Inclusion Board and Inclusion Manager Meetings

2. A 0-25 Age Range – Post - 16

- Scoping activity completed and a report provided and distributed. This report included information on current provision and destination of leavers and proposals for relevant curriculum and provision-related recommendations
- The recommendations have been included in the terms of reference for the new Post-16 Strategic Management Board and Operational Management Board

- Post-16 Strategic Management Board and Operational Management Boards have been established and first meeting taken place

- The needs of current Year 10 students (with ALN) analysed to inform the vocational offer available from Powys Sixth Forms
- Collaboration with colleagues from NPTC Colleges to discuss transitions (monthly)

- Support schools to ensure that 'transition' annual reviews are completed effectively from Year 9 onwards
- Inclusion Team part of the Adult Services Transition working group

- Collaborate regionally with FEI Lead (CD) and attend collaborative meetings regarding the new act

2. A 0-25 Age Range – Mainstream

ALN Vision: Equitable Early Identification

- *Early identification, intervention and effective transition planning*
- *Inclusive education supporting participation fully in mainstream education, wherever feasible, and a whole setting approach to meeting the needs of learners with ALN.*

Nurture Programme

Welshpool Primary School – North Powys opened April 2021

Ysgol Cefnlllys – Mid Powys opened Jan 2021

Ysgol Dyffryn Y Glowyr – Welsh medium South Powys opened Sept 2021



The groups are small, structured teaching groups for children showing signs of behavioural, social or emotional difficulties, particularly those who are experiencing disruption or distress outside school. Pupils learn in an environment where the furniture is a mixture of home and school, so the space is safe, consistent and predictable for the children. Parental involvement is encouraged and has a positive impact. **Early impact assessments show that this approach is already successful for nearly all pupils.**

2. A 0-25 Age Range – Mainstream

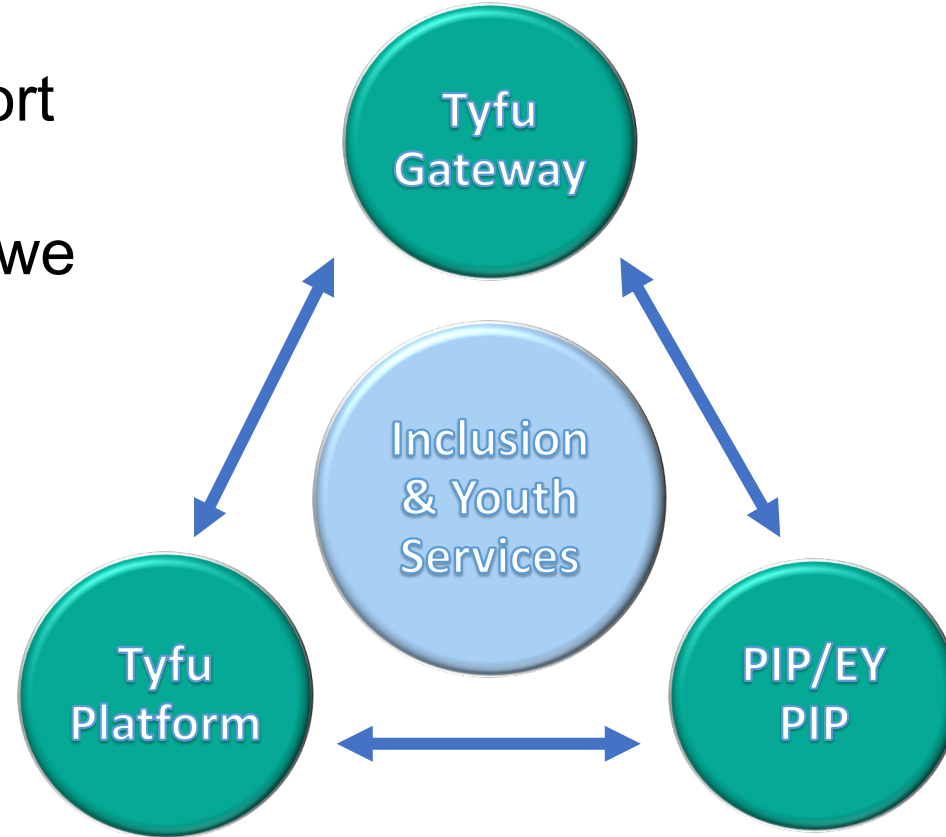
- Developing schools as learning organisations
 - Sharing of best practice
 - Seconded inclusion managers are current headteachers
 - Cluster based approach – small and rural schools grant (ALNCo)
- Training, including
 - PCP
 - One Page Profile
 - Specific SEN/ALN differentiation training
 - Disagreement resolution training
- Clarifying roles of senior leaders
- Joint SIA visits focussing on ALN and readiness for the act



3. A Unified Plan: Powys CC Inclusion System



To facilitate and support the new pathway for schools and settings, we have put a support system in place...



There are three key elements to the system, facilitated by the Council's Inclusion & Youth Services Team.

3. A Unified Plan: PCC Inclusion Gateway



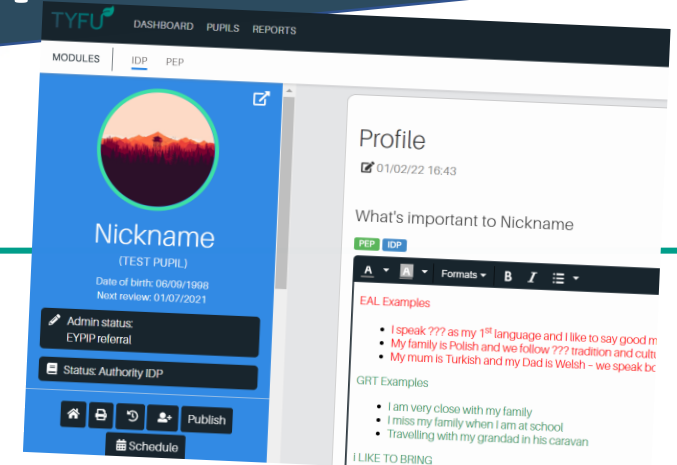
The gateway to inclusion services and support

The Tyfu gateway will provide a single point of contact for parents, carers, pupils, schools, settings, local authority and NHS for any queries relating to the inclusion pathway or Tyfu platform.

tyfu@powys.gov.uk

01597 827108

3. A Unified Plan: PCC Inclusion Platform



Powys County Council's Inclusion Platform

Tyfu will support schools, settings, the council, and other agencies to meet their statutory duties under the new Act, as well as ensuring that there is a co-ordinated approach to meeting the needs of children and young people with additional learning needs (ALN).

3. A Unified Plan: PCC Inclusion Platform



A unified plan
(individual
development plan)

Central location for
a pupil's ALN
journey records

School ULP / ALN
register

Collaboration with
parents, pupils and
professionals

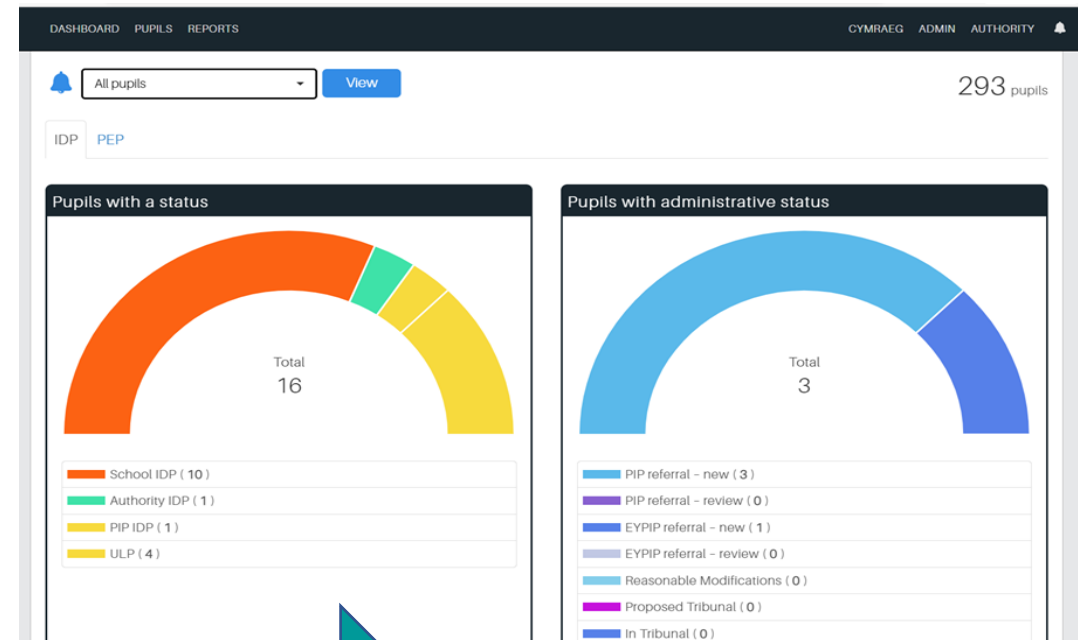
Graduated
response record
and evidence

Authority referral
system

Transparent,
efficient and timely
system – real time
decision recording

3. A Unified Plan: Tyfu

- Tyfu dashboard – ‘at a glance’ monitoring of compliance
- Tyfu reports allowing detailed data analysis and identification of trends
- PIP / EYPIP monitoring
- Quarterly Inclusion System Performance Report
- Case studies



Monitoring & Evaluation

3. A Unified Plan: PCC Inclusion Panels



The Powys Inclusion Panel (PIP) and Early Years PIP (EYPIP)

PIP and EYPIP are multi-agency panels which centrally coordinate all decision making in respect of requests from schools / settings for local authority additional learning provision (ALP) or NHS support. The panels also manage the LA IDPs.

PIP

EY PIP

4. Increased participation of C/YP

- Considerable training delivered to schools and settings (1,2 & 3 day) from Helen Sanderson Associates based around their 'Coaches & Champions' model.
- Training to all schools, settings and relevant officers (including SIAs) on Person Centred Practices
- Training from Helen Sanderson Associates and PCC Educational Psychologists on writing One Page Profiles
- EPS and SIS delivered training sessions (on-line) in spring term 2021 on Person Centred approaches (1PP,PCR, PCO) to ALNCos
- Training delivered by Helen Sanderson Associates and PCC Inclusion Team on writing person centred outcomes alongside emphasis on quality assurance
- *Junior Start Well board*
- *Children as researchers*
- *Pupil voice via school visits by Inclusion Team*
- *Meetings with Powys School Alumni*



5. High aspirations and improved outcomes

- SIA Summer visits to schools evaluated ALN and readiness for the act
- SIA's accompanied on visits by a member of the inclusion team
- Training and resources provided to schools and setting
- Good teaching and learning – Mike Gershon
- HD Videos and Training Books on differentiation
 - Questioning Strategies and Techniques.
 - Scaffolding and Modelling
 - Differentiation: Activities
 - Differentiation: Feedback
 - Differentiation: Stretching and Challenging More-Able Learners
 - Differentiation: Supporting ALN Learners
- Trauma informed practice
- Improved assessment and tracking
- WOW Training for LSAs and School Leaders (effective use of Learning Support Assistants)

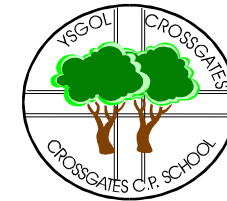


5. High aspirations and improved outcomes

Learners with Severe, Profound and Multiple Learning Difficulties and complex Behaviour, Social and Emotional Difficulties
Satellite Special Schools

Mid Powys

Crossgates Primary School – open September 2021
Satellite of Penmaes Special School, 3 FP learners identified so far. Building work to be carried out in Summer holidays. Teacher with TLR recruited from Penmaes.



North Powys

Llanfyllin all through school – due to open in September 2022
Satellite of Cedewain Special School. Building work to be carried out in Summer holidays. Recruitment to take place in Autumn term 2021 with secondment opportunities for school staff.



YSGOL
LLANFYLLIN



South Powys BESD provision

Maesydderwen High School – due to open by September 2022
Satellite of Brynlllywarch.



5. High aspirations and improved outcomes

Learners with Behaviour, Emotional and Social Difficulties

- Two play therapists employed, one to cover North to Mid Powys (started June 2021), other to cover South to Mid Powys (started Sept 2021). An outcome from Powys Inclusion Panel
- Play therapy contract with Windfall centre – 12 learners received online PT and attachment aware
- Art Therapy procured within South Powys
- Extensive training provided for all schools in LA
- Whole Powys training event with Paul Dix (author). Talk and Q&A session
- Both PRUs have provided training and continued outreach for behaviour support
- Team Teach training being rolled out through LA
- Inclusion manager support for schools with high levels of learners with highlighted BESD difficulties
- ALN team working with Forest Schools to provide bespoke education whilst waiting for consultations from alternative provision settings
- Primary and Secondary Early Identification Process (EIP)
- Behaviour call back and consultation

5. High aspirations and improved outcomes

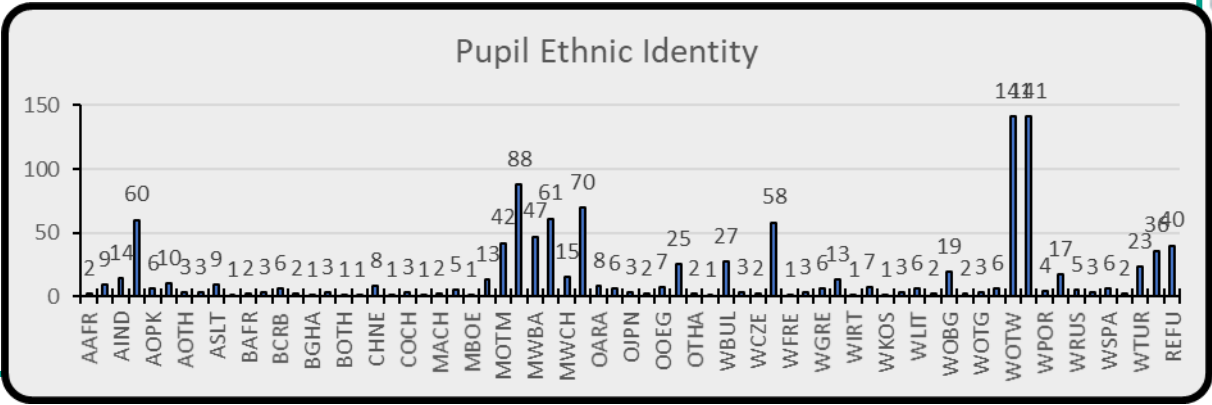
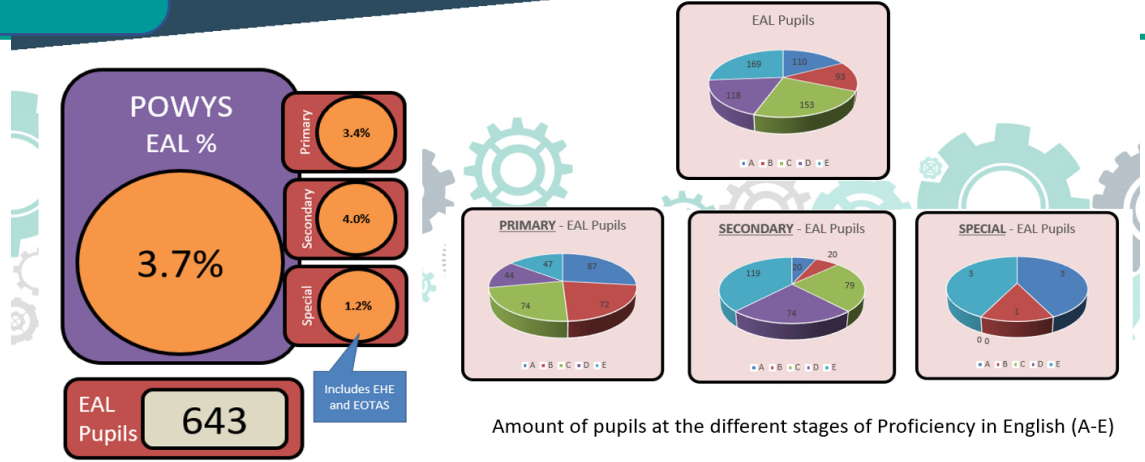
Additional support and provision to enable improved outcomes

- Powys Inclusion Panel (PIP)
- Specialist Teachers
- Additional Funding
- Area behaviour Managers
- PRU Placement (KS2, KS3 and KS4)
- Other central support
 - Multi-agency working and integrated access to services
- Specialist Centres
- Review of High School provision
- Primary School review to be completed by March 2023
- EY pilot project - early years assessment as outreach as opposed to setting based in several areas
- Proposal for Powys Autism Service underway

5. High aspirations and improved outcomes

Additional support and provision to enable improved outcomes for 'vulnerable groups'

- Accurate data collection and reporting for all learners
- Vulnerable Groups Boards
 - Multi-agency
 - Vulnerable groups team
 - Specialist teacher, family liaison and case workers
 - Learning Village
 - Resources for all schools
 - Enhanced training
- Inclusion Board
 - Emerging Needs
 - ALP



5. High aspirations and improved outcomes: LA Additional Learning Provision

Support through PIP includes

- Play Therapy
- Nurture
- Specialist Teachers
- EP and Sensory
- Early Help
- Support from health colleagues

Specialist provision

- Provision and outreach from 3 special schools (Penmaes, Cedewain and Brynllwarch) and their satellites
- Provision and outreach from specialist centres
- Provision and outreach from PRU

Early Years PIP

- Support and training for early years settings
- Access to the Action for Children referral scheme

5. High aspirations and improved outcomes: LA Additional Learning Provision - Behaviour

Behaviour call backs and consultations

Functions of behaviour assessment

Learner observations

Training

Mindfulness

IBPs & Risk Assessment

Pupil mentoring

Supervision

Team Teach

Forest Schools
(under development)

6. A simpler and less adversarial system

- Powys Inclusion Panel (PIP) – multi-agency and less bureaucratic (no wrong door approach)
- Electronic IDP (including PEP module) System
- Schools have a format to follow in a Joint Assessment Meeting
- Person Centred Practice in all schools and settings
- Disagreement resolution provided by SNAP Cymru
- Active in promoting early support from independent services (SNAP)
- SNAP attend panels to ensure impartiality
- Flexibility in placement setting
- Inclusion Team act as facilitator on behalf of parents and schools for other services (Team Around the Cluster)
- Training on new act and system to other professionals – Parents training due Summer Term

Joint Assessment Meeting

Individual Development Plan (IDP) Assessment

Joint Assessment Meeting Advice for School IDP

Child/Young Person:	
School:	
Advice provided as part of the Joint Assessment Meeting held on:	

The purpose of the Joint Assessment Meeting is to collaborate the family and professional advice as part of the IDP Assessment process.

Please note that all the information on this form will be used to complete the School IDP and access given to applicable individuals including parents/carers (for under 16's), the young person and all agencies directly involved in the education of the child, young person or adult.

Inclusion & Youth Services



IDP System Name here with logo

TBC

Child or Young Person Biographical Information	
Surname	
First Name (s)	
Preferred Name	
Date of Birth	
Gender (that the child/young person identifies as)	

Contributors/Attendees		
Name	Role/Organisation	Contact Email

NB: The evidence and advice submitted by those providing it should be clear, accessible and specific. They should provide advice about outcomes relevant for the child or young person's age and phase of education and strategies for their achievement. Professionals should limit their advice to areas in which they have expertise.

Hopes and Aspirations
Child/Young Person's Views

Parent/Carer Views

Current Attainment and Rates of Progress (based on individual base line not comparison)

Current Situation, Needs, Outcomes and Provision

Communication & Interaction			
What's going well?			
What are the barriers to learning?			
Agreed outcome (s)			
Steps towards target outcome (short term/long term)			
Resources required			
Strategies			
Intervention	Minimum time required	Who will provide	Recommended by?
Comments			

Cognition & Learning			
What's going well?			
What are the barriers to learning?			
Agreed outcome (s)			
Steps towards target outcome (short term/long term)			
Resources required			
Strategies			
Intervention	Minimum time required	Who will provide	Recommended by?
Comments			

Social, Emotional and Behavioural Difficulties			
What's going well?			
What are the barriers to learning?			
Agreed outcome (s)			
Steps towards target outcome (short term/long term)			
Resources required			
Strategies			
Intervention	Minimum time required	Who will provide	Recommended by?

7. Increased collaboration: Partnership Working

- PIP / EYPIP – multi-agency panels with broad representation from within and outside the authority
- EY multi-agency model – working with partners to develop coordinated provision for under 5s who are not at a maintained setting

- Partner training – children’s services, schools service, PTHB, CAMHS, YJS, EWS.

- PTHB – written agreement of implementation of joint working elements of Act (Sections 20, 64, 65)
- Regular catch-ups with DECLO and health colleagues

- Inclusion Groups Steering Group – schools, pupil voice, multi-agency and elected members (linked to Start Well Board)
- Inclusion Board– schools, multi-agency and elected members
- Expectations Document – All stakeholders

- Team around the cluster
- Improved communications and contact information for all stakeholders
- IDP System will improve collaboration across all areas



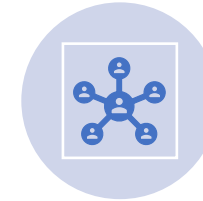
7. Increased collaboration: Information Sharing



Model ALN policy for schools



School Guides to ensure legal compliance – Conversion Guide, Duty to Decide and IDPs Guide



HWB network to share information – schools



Teams network to share information – early years settings



Regular bilingual Tyfu bulletins



Team around the cluster approach

7. Increased collaboration: Communication

- ALNCo forum
- HWB
- Inclusion updates
- Tyfu gateway
- Weekly drop-in sessions
- Headteacher and Governor briefings



8. Avoiding disagreements and earlier disagreement resolution

- Disagreement resolution training through SNAP and Region
- Family Liaison and Case Workers
- Knowledge about other key stakeholders disagreement resolution procedures – Health – Putting it Right
- Improved website for ALN

Additional Learning Needs



Contact the ALN team



Support for Additional Learning Needs (ALN)



How to access support



Special schools and specialist centres



ALN Transformation



Additional Learning Needs Policies and Key Documents



Powys ALN Parent Carer Forum



Useful Information and links



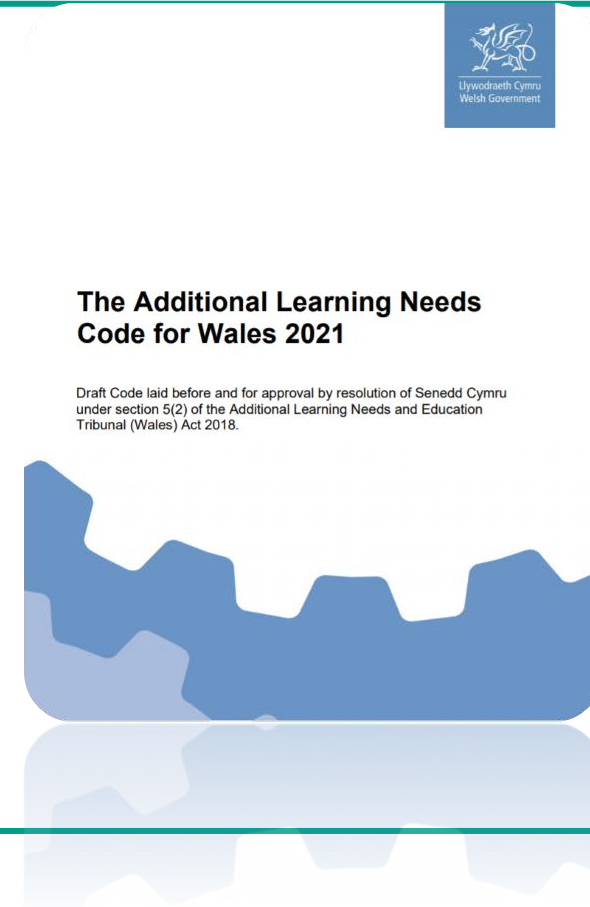
9. Clear and consistent rights of appeal

- Disagreement resolution training through SNAP and Region
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- Knowledge about other key stakeholders disagreement resolution procedures – Health – Putting it Right
- Improved website for ALN



10. A mandatory code

- Training to governors, head teachers, ALNCOs
- Social Care
 - Children's Services
 - Adult's Services
- Health Colleagues
- Adult's Services
- Parents



11. A bilingual system

- Appointment of Welsh Speaking colleagues in central team
- Welsh language resources provided to schools
- Training for ULP and IDP provided through medium of Welsh
- All resources bilingual
- Improved provision, including Welsh Medium Nurture Programmes and Satellite Provision



Impact - Schools



- In many schools (89%), pupils with ALN are well supported in class with an appropriate curriculum and teaching is effectively differentiated
- In many schools, most pupils make good progress and there are no trends in the progress of vulnerable groups
- Many schools deploy teaching assistants effectively to support learners
- Many (88%) schools provide good quality interventions and correctly identify pupils in need of support
- Many schools evaluate the effectiveness of interventions
- In many schools, staff are aware of pupils' IEP/IDP targets
- Many schools carry out person centred reviews, although these have been negatively affected by the pandemic
- In nearly all schools the role of the ALNCo is well developed and is either a member of the senior leadership team or has direct access to senior leaders
- Most schools have a nominated ALN governor
- Nearly all schools have attended Powys ALNET training and ALNCo fora
- In nearly all schools, staff have participated in professional learning related to ALN and this impacts positively on learners

Challenges

- How well are schools effectively using provision mapping to plan support and inform resource allocation?
- How well are leaders using transition information to plan for future needs of pupils with ALN?
- How effective are schools in delivering ULP and ALP, especially in smaller schools?
- How well are schools managing the conversion of IEPs to IDPs for mandated years?
- How well developed is pupil voice and are pupils involved in target setting?
- How effective are senior leaders in evaluating the provision for pupils with ALN?
- How well are leaders in smaller schools managing the statutory role of the ALNCo?

Forward Work Plan

Further implementing the strategy through transformation work programmes

Further training for schools and settings

Training and support for parents

Developing QA processes for school and LA IDPs

Review of specialist provision

Improved provision for pupils who are neuro diverse (ASD, ADHD)

Potentially extend nurture and satellite provision

Improved support for CLA pupils - virtual school

Conversion of all IEPs to IDPs (schools) and Statements to IDPs (LA)

Questions

Any questions?