

**Requirements of ALN ACT 2018**

**A. Implementing a unified plan for children and young people with additional learning needs**

**Moving from Statements to IDPs**

Welsh Government training about the Additional Learning Needs and Education Tribunal (Wales) Act will be rolled out from January 2020 and will be organised by regional transformation leads. The training consists of four levels:

- **Level one:** general overview of the system for all staff.
- **Level two:** more detailed information of the system for all staff.
- **Level three:** job specific training for staff including: the LA early years co-ordinator.
- **Level four:** training leaders with corporate or statutory responsibility under the Act including: elected members, chief executives and directors.

1. <i>Training/Awareness raising</i> <i>Ensuring that department/s are knowledgeable about how the Act will impact on working practices</i>	<b>Evidence – How are we doing? What should we be doing?</b>			
	<p><b>Training/awareness raising-</b> team plans, individual plans, CPD programmes, training timetables, discussion forums on-line, dissemination of updates from Welsh Government, frequently asked questions. ALNco training programme, school training programme.</p> <p><b>ALN Early Years Co-ordinator-</b>records of discussions, job descriptions, regional collaboration, and EY steering group in place. Discussions at school level.</p>			
	<b>GREEN INDICATORS (Secure)</b>	<b>YELLOW INDICATORS (Developing)</b>	<b>AMBER INDICATORS (Emerging)</b>	<b>What do we need to support us? What additional resources are required?</b>
<p><b>Have you started to identify staff which will benefit from training on aspects of the Act?</b></p>	<ul style="list-style-type: none"> <li>• (16.07.19)</li> <li>• All staff have been identified</li> <li>• training opportunities have been identified in team plans</li> <li>• and in individual performance management plans</li> <li>• School staff have training needs planned for in a coherent programme</li> <li>• (To cover L1,2,3)</li> </ul>	<ul style="list-style-type: none"> <li>• All staff have been identified including</li> <li>• Specific groups of local authority staff and</li> <li>• Specific groups of school staff</li> <li>• (To cover L 1,2)</li> </ul>	<ul style="list-style-type: none"> <li>• Discussions have been undertaken to identify staff that require training, within the department and in schools</li> <li>• (To cover L1)</li> </ul>	

<p><b>Have you considered how you will raise awareness and promote the new system and its implications for your authority across elected members?</b></p>	<ul style="list-style-type: none"> <li>• (16.07.19)</li> <li>• A training plan has been identified and planned for within corporate training plan</li> <li>• Members forums have been developed to share developments and updates across the members</li> <li>• <b>(To cover L4)</b></li> </ul>	<ul style="list-style-type: none"> <li>• Members have been identified that require training</li> <li>• Discussions as to a training plan have taken place</li> </ul>	<ul style="list-style-type: none"> <li>• Discussions have taken place as to how to proceed with training members</li> </ul>	
<p><b>Local authorities will be required to have an ALN early year's co-ordinator in post by <b>September 2019</b> –what steps have you taken/are taking?</b></p>	<ul style="list-style-type: none"> <li>• The role of ALN early years co-ordinator has been identified in organisational structure plans</li> <li>• The consortia have discussed a regional role and agreed on a way forward</li> <li>• (16.07.19)</li> <li>• A job description has been agreed</li> <li>• Job specific training has been facilitated</li> <li>• <b>(To cover L3)</b></li> </ul>	<ul style="list-style-type: none"> <li>• (16.07.19)</li> <li>• Discussions on the role of the ALN early years co-ordinator have been undertaken locally</li> <li>• The role has yet to be discussed on a regional footprint</li> </ul>	<ul style="list-style-type: none"> <li>• The role of ALN early years co-ordinator has yet to be considered/discussed</li> </ul>	<p><b>Discussions to be held with EYs Coordinator; post to possibly sit centrally in LA with current Statementing Officer; funding to be identified.</b></p>
<p><b>2. The Welsh Government has announced that the move from statements of SEN to individual plans will start in <b>September 2020</b> and complete by <b>July 2022</b></b></p>	<p style="text-align: center;"><b>Evidence – How are we doing? What should we be doing?</b></p> <p><b>Statements to IDPs</b>-LA officers engaged in process, steering/planning groups established, good practice discussed and shared, parents engaged/consulted. Schools (HTs and ALNcos) engaged/consulted. Aspects and challenges identified and discussed, problem solving being undertaken on a local regional (consortia) basis, team/service/individual implementation planning.</p> <p>Consultation/Engagement undertaken with Health/Social Care, parents, pupils, 3<sup>rd</sup> sector.</p> <p><b>ALN Early Years Co-ordinator</b>-involved in steering group, planning documents, written into individual/team plans.</p>			
	<p><b>GREEN INDICATORS (Secure)</b></p>	<p><b>YELLOW INDICATORS (Developing)</b></p>	<p><b>AMBER INDICATORS (Emerging)</b></p>	<p><b>What do we need to support us?</b></p>

				What additional resources are required?
<b>Have you identified who will be assigned leadership of the implementation of the move from statements of SEN to individual development plans?</b>	<ul style="list-style-type: none"> <li>• Leadership has been identified and role assigned</li> <li>• Implementation planning has been put in place to identify and steer process</li> <li>• Other agencies are being included (Health/Social Care)</li> </ul>	<ul style="list-style-type: none"> <li>• (16.07.19)</li> <li>• Leadership has been discussed</li> <li>• Implementation planning has been considered/discussed</li> <li>• Other agencies have not been engaged</li> </ul>	<ul style="list-style-type: none"> <li>• Leadership not yet considered</li> <li>• Implementation planning not yet discussed</li> <li>• Other agencies not considered</li> </ul>	<b>Process is well embedded in Greenfield and with Statementing Officer; weaker link from Health/Social Care (collaborative training would be beneficial)</b>
<b>Have you identified and planned for the key aspects in facilitating a timely move from statements to individual development plans?</b>	<ul style="list-style-type: none"> <li>• Multi-agency steering group established</li> <li>• Clear plans developed for implementation</li> <li>• Consultation/engagement with all other agencies, Health/Social Care</li> <li>• (16.07.19)</li> <li>• Consultation undertake with parents, pupils , 3<sup>rd</sup> sector groups</li> </ul>	<ul style="list-style-type: none"> <li>• (16.07.19)</li> <li>• Discussions to form steering group</li> <li>• Planning being considered</li> <li>• Discussions underway to engage all stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• Identification at early stages- thinking of ways to plan for moving to IDPs</li> <li>• Planning to be discussed and formalised</li> <li>• Little engagement with stakeholders</li> </ul>	<b>Holos has engaged with parents and pupils.</b>
<b>Have you identified and planned for the key challenges to making a timely move from statements to individual development plans?</b>	<ul style="list-style-type: none"> <li>• (16.07.19)</li> <li>• Challenges identified and feed progress</li> <li>• Good practice disseminated across consortia</li> <li>• Other agencies engaged and contributing to identification and problem solving through steering group and detailed planning</li> <li>• ALN EY co-ordinator included</li> </ul>	<ul style="list-style-type: none"> <li>• (16.07.19)</li> <li>• Challenges discussed, action planning being considered</li> <li>• Other agencies/ stakeholders challenges being considered</li> <li>• Planning being developed</li> <li>• Local rather than regional response to</li> </ul>	<ul style="list-style-type: none"> <li>• Discussions at early stages</li> <li>• Little evidence of planning</li> <li>• Local rather than regional response</li> <li>• Other agencies/ stakeholders not considered yet</li> <li>• ALN EY co-ordinator considered not factored in yet</li> </ul>	<b>IDP format tbc, IDP process drafted Challenge- capacity</b>

		sharing good practice and problem solving • ALN EY co-ordinator considered		
<p><b>3. The Welsh Government implementation plan sets out the expectation local authorities will work at a regional level, with transformation leads, to develop a regional implementation plan for making the transition from statements to IDPs. The development of the regional plans will start in <b>March 2018</b></b></p>	<p style="text-align: center;"><b>Evidence – How are we doing? What should we be doing?</b></p> <p>Implementation plans at local and regional level are joined-up, the following may be identified depending on where the LA/Region is in its journey</p> <ul style="list-style-type: none"> <li>✓ Practices and processes required to implement the IDP system are identified</li> <li>✓ Roles and responsibilities are clear</li> <li>✓ Detailed plans as to how the department will co-ordinate assessment, planning and delivery for children of pre-school age with ALN</li> <li>✓ Detailed plans as to how the department will co-ordinate assessment, planning and delivery for children and young people who are looked after by the state (LAC)</li> <li>✓ Explicit multi-agency working arrangements clearly identified</li> <li>✓ Identification of support provided to schools in the LA area</li> <li>✓ Identification of support provided to FEIs in the LA area</li> <li>✓ Explicit funding arrangements associated with implementing the IDP system detailed and consulted upon with all stakeholders</li> <li>✓ Planning to ensure IDPs will be integrated with local data management systems</li> <li>✓ Contingency planning and moderation processes identified for LA maintained IDPs which includes plans for pre-school children and plans for young people, up to the age of 25, enrolled in further education</li> <li>✓ Contingency planning and moderation processes and procedures identified for school-based IDPs and FE IDPs in consultation with schools and colleges</li> </ul> <p>Engagement with stakeholders may include some or all below</p> <ul style="list-style-type: none"> <li>✓ Additional learning needs co-ordinators (ALNcos)?</li> <li>✓ Maintained and non-maintained nurseries</li> <li>✓ Teaching staff – maintained schools, special schools, additional learning resource bases and PRUs</li> <li>✓ School governors</li> <li>✓ Health visitors, School Nurses</li> <li>✓ Flying start practitioners</li> <li>✓ Social services/LA Co-ordinators</li> <li>✓ Local Health Boards/Delos</li> <li>✓ FEIs</li> </ul>			

	<ul style="list-style-type: none"> <li>✓ EOTAS providers</li> <li>✓ Youth Offending Team</li> <li>✓ Children and young people</li> <li>✓ Parents</li> <li>✓ 3<sup>rd</sup> sector interest groups e.g. RNID,RNIB</li> </ul>			
	<b>GREEN INDICATORS (Secure)</b>	<b>YELLOW INDICATORS (Developing)</b>	<b>AMBER INDICATORS (Emerging)</b>	<b>What do we need to support us? What additional resources are required?</b>
<b>What actions have you taken to start the process of developing an implementation plan for making the transition from statements of SEN to individual development plans? Who has been involved in the process?</b>	<ul style="list-style-type: none"> <li>• The local and regional implementation plans are in place and are co-ordinated for regional strategy</li> <li>• Engagement has taken place <b>with a full range of agencies and stakeholders</b>(see evidence)</li> <li>• Effective monitoring procedures are in place</li> </ul>	<ul style="list-style-type: none"> <li>• (16.07.19)</li> <li>• Local plans are being formulated, links to regional plans have been discussed</li> <li>• Engagement has taken place with <b>some stakeholders</b> including principal players such as Health and Social Care</li> <li>• Monitoring processes are being considered</li> </ul>	<ul style="list-style-type: none"> <li>• Local plans are being discussed, links to regional plans being considered</li> <li>• Engagement has been discussed but not undertaken as yet</li> <li>• Monitoring processes are not in place</li> </ul>	<b>Schools are still using statements as IDP has yet tbc, however, Individual Action Plans have been in place for some time for all pupils in Greenfield special School. Transition programme tbc</b>
<b>4. Communication and resources</b> <b>What actions has the department taken to develop a communication plan to explain to partner organisations how the move from SEN to ALN and from statements to IDPs will work in the local authority area?</b>	<p style="text-align: center;"><b>Evidence – How are we doing? What should we be doing?</b></p> <p><b>A Communication plan may include the following identified good practice-</b></p> <ul style="list-style-type: none"> <li>✓ Lead identified, with clear roles and responsibilities outlined</li> <li>✓ Identified actions that the school should undertake to prepare for the implementation of the move from IEPs to IDPs</li> <li>✓ Clearly defined process to support/resource the link between the delegated ALN budget and the school’s responsibility to maintain IDPs</li> <li>✓ Clear criteria and moderation(local and/or regional/national) to define how schools will be responsible for developing and maintaining school-based IDPs</li> <li>✓ Clear criteria and moderation (local and/or regional/national) to define how IDPs may be referred to local authorities</li> <li>✓ Clear criteria under which a LA will reconsider decisions taken by schools</li> </ul>			

	<ul style="list-style-type: none"> <li>✓ Clear guidelines as to how IDPs will work for children and young people who are EOTAS, detained, elective home educated – including links to IDP process and EOTAS panels (set up under the EOTAS framework for action)</li> <li>✓ Clear guidelines as to how IDPs will work for children and young people with care and support plans, including those who are looked after by the state?</li> <li>✓ Clear planning to engage and inform pupils, parents, other stakeholders including Health, Social Care, voluntary sector</li> <li>✓ Equality of communication needs has been considered and reasonable adjustments implemented to allow equity of access</li> </ul>			
	<b>GREEN INDICATORS (Secure)</b>	<b>YELLOW INDICATORS (Developing)</b>	<b>AMBER INDICATORS (Emerging)</b>	<b>What do we need to support us? What additional resources are required?</b>
<b>Has the department identified who will be assigned leadership of developing the communication plan? When do you expect the communication plan will have been developed?</b>	<ul style="list-style-type: none"> <li>• (16.07.19)</li> <li>• Lead identified</li> <li>• Communication plan fully developed and being implemented across local area/region</li> </ul>	<ul style="list-style-type: none"> <li>• (16.07.19)</li> <li>• Lead discussions held</li> <li>• Communications plan in progress, planning undertaken but not yet implemented</li> </ul>	<ul style="list-style-type: none"> <li>• Communication plan and Lead only at consideration stage</li> </ul>	<p>Communication plan and Lead to be identified as a priority</p> <ul style="list-style-type: none"> <li>• (16.07.19) Lead- SB</li> </ul>
<b>What action has the department taken to develop guidance and resources to facilitate schools to implement the new IDP system?</b>	<p>See evidence</p> <ul style="list-style-type: none"> <li>• Guidance developed and distributed</li> <li>• Processes in place</li> <li>• Resources for schools developed by LA and in place</li> <li>• Communication materials developed or disseminated from WG</li> </ul>	<p>See evidence</p> <ul style="list-style-type: none"> <li>• (16.07.19)</li> <li>• Guidance etc. being developed</li> </ul>	<p>See evidence</p> <ul style="list-style-type: none"> <li>• Guidance etc. being discussed</li> </ul>	<ul style="list-style-type: none"> <li>• Needs to be further embedded in educational settings; this will be addressed in the next phase of training at PCP Forums;</li> <li>• (16.07.19) previous misinterpretation of statement resulted to inaccurate assessment.</li> </ul>
<b>How have you developed a communication plan to explain to children, young people and parents how the move from SEN to ALN and from</b>	<ul style="list-style-type: none"> <li>• (16.07.19)</li> <li>• Plan in place</li> <li>• Guidance developed locally/regionally/nationally and disseminated to key</li> </ul>	<ul style="list-style-type: none"> <li>• Plan developing</li> <li>• Guidance developing</li> <li>• Dissemination to some stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• Plan considered and some limited discussion</li> </ul>	<ul style="list-style-type: none"> <li>• (16.07.19) Guidance yet to be developed locally/regionally/nationally</li> </ul>

statements to IDPs will work in the local authority area	stakeholders including pupils, parents <ul style="list-style-type: none"> <li>Engaged with parents and pupils.</li> <li>Equity of access planned for</li> </ul>	<ul style="list-style-type: none"> <li>Yet to engage parents and pupils</li> <li>Equity of access needing to be addressed</li> </ul>	<ul style="list-style-type: none"> <li>Guidance not developing at this stage</li> <li>Engagement not yet underway</li> <li>Equity of access not being considered as yet</li> </ul>	and disseminated to key stakeholders
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**Additional Notes**

**Requirements of ALN ACT 2018**

**B. Putting in place policies to support the implementation of a single, unified plan for young people aged 0-25 years**

The Act places three requirements on local authorities in relation to young people, up to the age of 25, who attend further education:

- to maintain, where appropriate, IDPs for young people entering and enrolled at further education by July 2022
- to provide access to local authority dispute resolution services by September 2020
- responsibility on the local authority for securing post-16 provision for young people with complex needs who require specialist placements by September 2020.

<p><b><i>Transition planning for young people entering further education with LA maintained IDPs</i></b></p> <p><b><i>1. What actions will the local authority take to prepare for implementing its new responsibility for maintaining IDPs for young</i></b></p>	<p style="text-align: center;"><b>Evidence – How are we doing? What should we be doing?</b></p> <p>Draft implementation plans, regional meetings to discuss joint provision;, developed/developing transition processes using common formats; identifying and training staff to take on new role/s, additional responsibilities; developing multi-agency working; working in collaboration with FE providers; setting up steering groups; engaging with all agencies e.g. Careers Wales. Team/service plans and individual work plans; attending LHB, Social Care meetings locally/regionally</p> <p>Evidence of consultation with a wide range of stakeholders/partners may include:</p> <ul style="list-style-type: none"> <li>✓ Young people</li> <li>✓ Parents</li> <li>✓ Social Services</li> <li>✓ Schools</li> </ul>
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<p><b>people, up to the age of 25, enrolled in FE?</b></p>	<ul style="list-style-type: none"> <li>✓ FE colleges</li> <li>✓ Careers Wales</li> <li>✓ Local Health boards</li> <li>✓ Further education institutions</li> <li>✓ Specialist independent colleges</li> </ul> <p>Communications plan may be in place.</p>			
	<b>GREEN INDICATORS (Secure)</b>	<b>YELLOW INDICATORS (Developing)</b>	<b>AMBER INDICATORS (Emerging)</b>	<b>What do we need to support us? What additional resources are required?</b>
<p><b>Has an implementation plan been drafted? The plan may contain:</b></p> <ul style="list-style-type: none"> <li>➤ <b>A timetable to ensure implementation of LA responsibility for supporting, as appropriate, young people making the transition to further education as in new COP</b></li> <li>➤ <b>Identifying capacity and resources</b></li> <li>➤ <b>Practices and processes required to implement systems to support transition to post-16 education</b></li> <li>➤ <b>Multi-agency working</b></li> </ul>	<ul style="list-style-type: none"> <li>• An implementation plan is in place</li> <li>• A timetable for transition is in place</li> <li>• Increased capacity and resources have been identified; including training of existing staff and/or recruiting additional staff to cover new responsibilities</li> <li>• Clear transition processes are in place</li> <li>• Multi-agency working is operational and established processes are evident</li> </ul>	<ul style="list-style-type: none"> <li>• (16.07.19)</li> <li>• An implementation plan is being developed</li> <li>• A timetable is being developed</li> <li>• Additional resources and capacity are being planned for</li> <li>• Transition processes are under development</li> <li>• Multi-agency processes are being discussed and drafted</li> </ul>	<ul style="list-style-type: none"> <li>• An implementation plan is being considered. Drafting is not yet in place</li> <li>• A timetable is being discussed but is not in draft as yet</li> <li>• Transition processes for Post 16 pupils have not been discussed or identified</li> <li>• Multi-agency working is at the emergent stage, initial contact has been made but not sustained through a steering group/working party</li> </ul>	
<p><b>What consultation has been undertaken with stakeholders</b></p>	<ul style="list-style-type: none"> <li>• Consultation has been undertaken with all stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• (16.07.19)</li> <li>• Consultation is being developed to include</li> </ul>	<ul style="list-style-type: none"> <li>• Consultation has been discussed but is not yet taken place</li> </ul>	



<p><b>Have you developed/are developing a communications plan?</b>  <b>This may include:</b></p> <ul style="list-style-type: none"> <li>➤ <b>Easy-read leaflets providing information on what support is available and what they can expect during the admissions process (including transition)</b></li> <li>➤ <b>Adequate information about ALN support within all college guides/prospectuses</b></li> <li>➤ <b>Easily accessible information on the college/LA website about ALN support and transition opportunities</b></li> </ul>	<ul style="list-style-type: none"> <li>• Plan in place</li> <li>• Wide variety of media used</li> <li>• Guidance developed locally/regionally/nationally and disseminated to <b>key stakeholders including pupils, parents</b></li> <li>• Equity of access planned for</li> </ul>	<p>a wide range of stakeholders</p> <ul style="list-style-type: none"> <li>• (16.07.19)</li> <li>• Plan developing</li> <li>• A range of media being considered</li> <li>• Guidance developing</li> <li>• Dissemination to some stakeholders</li> <li>• Yet to engage parents and pupils</li> <li>• Equity of access needing to be addressed</li> </ul>	<ul style="list-style-type: none"> <li>• Plan considered and some limited discussion</li> <li>• Media use not yet being considered</li> <li>• Guidance not developing at this stage</li> <li>• Engagement not yet underway</li> <li>• Equity of access not being considered</li> </ul>	
	<b>GREEN INDICATORS (Secure)</b>	<b>YELLOW INDICATORS (Developing)</b>	<b>AMBER INDICATORS (Emerging)</b>	<b>What do we need to support us? What additional resources are required?</b>
<p><b>2. Has the department identified/is identifying the actions that need to be taken to extend access of local authority dispute resolution services to young people, up to the age</b></p>	<ul style="list-style-type: none"> <li>• (16.07.19) This requirement has been written into contracts/work plans for dispute resolution services</li> </ul>	<ul style="list-style-type: none"> <li>• This requirement is being discussed to implement</li> </ul>	<ul style="list-style-type: none"> <li>• This requirement has not yet been considered</li> </ul>	

<p><b>of 25, enrolled in further education?</b></p>				
<p><b>What actions has the department identified/is identifying that need to be taken to develop practices and processes in preparation for taking on responsibility of securing placements for young people with complex needs?</b></p> <ul style="list-style-type: none"> <li>• <b>Has work started on developing a plan to implement LA secured specialist post-16 placements?</b></li> </ul> <p><b>The plan may include:</b></p> <ul style="list-style-type: none"> <li>➤ <b>Early identification of the number of young people with ALN each year that will be likely to need specialist placements?</b></li> <li>➤ <b>Working with FEIs to develop local/regional provision, where possible</b></li> <li>➤ <b>Working with LHBs to put in place joint funding mechanisms</b></li> <li>➤ <b>Working with all partner organisations to ensure placements are secured and arrangement are put in place in a timely way</b></li> </ul>	<ul style="list-style-type: none"> <li>• An action plan is in place</li> <li>• The plan includes early identification of pupil numbers and the range of specialist places available locally/regionally to meet need in a timely way</li> <li>• Work with FE colleges is already in place</li> <li>• Working with LHBs to agree joint funding mechanisms are well-developed</li> <li>• Working with partner agencies is evident</li> </ul>	<ul style="list-style-type: none"> <li>• (16.07.19)</li> <li>• An action plan is developing and discussions have taken place</li> <li>• Early identification of pupils and available resources have been discussed in a local and regional context to enable services to meet pupil needs in a timely way.</li> <li>• Working with FE colleagues is in development</li> <li>• Working with LHBs is at an early stage with discussions about funding</li> <li>• Working with other partner agencies e.g. Career Wales is being discussed</li> </ul>	<ul style="list-style-type: none"> <li>• An action plan is not in place or been discussed</li> <li>• Early identification of resource has not been considered</li> <li>• Local and regional discussions are not in place</li> <li>• Work with FE colleges is being considered</li> <li>• Working with LHBs and other partner agencies has not been considered yet, no joint funding protocols are in place.</li> </ul>	<p><b>Joint funding arrangements tbc</b></p> <ul style="list-style-type: none"> <li>• (16.07.19)</li> </ul> <p><b>Challenges of FE pupils who have not been included in map and gap analysis due to them sitting outside of CSC. Further buy in needed for Social Services and Health.</b></p>

## Additional Notes

### Requirements of ALN ACT 2018

#### C. Clear and consistent rights of appeal

The Act introduces extended rights of appeal to children and young people. Children and young people with a school maintained plan will be able to appeal certain decisions to tribunal as will young people, up to the age of 25, who are enrolled in further education. These rights of appeal are **requirements** within the Code of Practice.

<p><b>1. What action has the department taken to implement practices associated with explaining and promoting rights of appeal, including all learners with ALN, 0-25, not just in relation to LA based IDPs (N.B. requirement of the COP)</b></p>	<p style="text-align: center;"><b>Evidence – How are we doing? What should we be doing?</b></p> <p><b>Service-</b>Updated all correspondence e.g. standard letter templates, posters, leaflets, web-sites; engaging with parents groups, organising consultation events, working with 3<sup>rd</sup> sector agencies to raise awareness, included in their publicity, advice and guidance. Updated communications plan, service, team plans, identified additional resource/capacity</p> <p><b>Schools-</b> Updated all correspondence e.g. standard letter templates, posters, leaflets, web-sites engaging with parents groups, organising consultation events, working with 3<sup>rd</sup> sector agencies to raise awareness, included in their publicity, advice and guidance</p> <p>Raising awareness training provided/planned</p>			
	<p><b>GREEN INDICATORS (Secure)</b></p>	<p><b>YELLOW INDICATORS (Developing)</b></p>	<p><b>AMBER INDICATORS (Emerging)</b></p>	<p><b>What do we need to support us? What additional resources are required?</b></p>
<p><b>How is the Service planning to:</b></p> <ul style="list-style-type: none"> <li>• Produce literature for children, young people and parents to raise awareness of/promote the right to appeal?</li> <li>• Produce literature for young people with ALN</li> </ul>	<ul style="list-style-type: none"> <li>• (16.07.19)</li> <li>• Service/Comms planning takes on board all requirements of the COP</li> </ul>	<ul style="list-style-type: none"> <li>• Service/Comms planning to on board all requirements of the COP is in process</li> </ul>	<ul style="list-style-type: none"> <li>• Service/Comms plans being considered</li> </ul>	<p><b>Need regional leaflet; to look at SNAP Cymru materials</b></p> <ul style="list-style-type: none"> <li>• (16.07.19) <b>Materials are still in development</b></li> </ul>

<p><b>making the transition to further education to raise awareness of/promote their right to appeal?</b></p>				
<p><b>Have you considered how to:</b></p> <ul style="list-style-type: none"> <li>• <b>Raise awareness of the right for children and young people, who lack capacity, to have a case friend where disagreements proceed to tribunal</b></li> <li>• <b>Raise awareness of the right to representation for young people over the age of 16 and parents, who lack capacity, to support them in taking a case to tribunal</b></li> </ul>	<ul style="list-style-type: none"> <li>• Discussions have/are taken place to address via guidance/advice/other agencies retained</li> </ul>	<ul style="list-style-type: none"> <li>• (16.07.19)</li> <li>• Discussions have/are being considered taken place to address via guidance/advice/other agencies retained</li> </ul>	<ul style="list-style-type: none"> <li>• Some consideration is taking place</li> </ul>	<p><b>Service is provided by SNAP</b></p>
<p><b>Are you planning to: Providing guidance to schools which includes:</b></p> <ul style="list-style-type: none"> <li>➤ <b>The rights of children and young people to take a case to tribunal</b></li> <li>➤ <b>How the school should prepare the case including the quality of evidence required</b></li> <li>➤ <b>Lessons drawn from local authority experience of decisions made by the tribunal</b></li> </ul>	<ul style="list-style-type: none"> <li>• Guidance and advice planned to support schools including templates, access to support, dissemination of case studies and exemplar resources</li> </ul>	<ul style="list-style-type: none"> <li>• (16.07.19)</li> <li>• Guidance and advice being discussed to support schools including templates, access to support, dissemination of case studies and exemplar resources</li> </ul>	<ul style="list-style-type: none"> <li>• Discussions and planning being considered re: guidance and advice etc.</li> </ul>	<p><b>Signpost to SNAP; LA involvement; emphasis on increased parental involvement; consistent approach required across the region.</b></p>

## Additional Notes

### Requirements of ALN ACT 2018

#### **D. Increasing participation of children and young people**

- The Act introduces a requirement for those involved in the ALN system to support children, young people and parents and to have regard to the views, wishes and feelings of children, young people and parents.
- Person-centred practice is one approach which can be used to achieve this- It is imperative that children and young people see the planning process as something which is done with them rather than to them.
- Once young people become 16 they are treated as adults who can choose to involve their parents but who have to consent to sharing information with them, as the rights belong to them alone.

#### **1. *Has Person-Centred Practice (PCP) training been rolled out across the LA?***

#### **Evidence – How are we doing? What should we be doing?**

**Participation standards-** evidence of service and team self-assessment, working with children participation officers at local level and national level

Children’s Commissioner’s guidance on taking a rights based approach in education settings - <https://www.childcomwales.org.uk/wp-content/uploads/2017/05/The-Right-Way-Education.pdf>

**Evidence of PCP training,** sustained developments, resources made available to schools, dissemination of good practice through ALNco forums via advisory teachers, LA based staff, included in submissions for assessments, used in school and LA based IDPs. Used in annual reviews, IDP reviews. 1 page profiles in general use in schools

**PCP training evident** across partners including Health Social Care, Play, Youth, YOS, FE colleges, ITT courses

**School/LA based “champions”,** use of ALN Innovation Grant, evident in implementation plans, local and regional approaches

**Evidenced in School development plans,** ALN development plans, service planning and individual plans

	School based staff training programmes e.g. LSAs			
	GREEN INDICATORS (Secure)	YELLOW INDICATORS (Developing)	AMBER INDICATORS (Emerging)	What do we need to support us? What additional resources are required?
<p><b>Have all LA staff involved in ALN been trained?</b> If not, will all staff have undertaken training by <b>September 2020</b>?</p> <p><b>Is the local authority currently using PCP? If not, when will it be implemented?</b></p>	<ul style="list-style-type: none"> <li>• (16.07.19)</li> <li>• Training well established, and sustained</li> <li>• LA ALN staff trained</li> <li>• PCP champions, schools and LAs, in place and implementation plans in place</li> <li>• Evidence of 1 page profiles, IDPs, PCP processes in place at LA and school level, including at transitional and annual reviews of LA and school-based IDPs.</li> <li>• Sharing of good practice and resources evident</li> <li>• Evidence of LAC PCP processes in place and for other vulnerable learners</li> <li>• Training rolled out to a wide range of partner agencies including: <ul style="list-style-type: none"> <li>• Health</li> <li>• Social Care</li> <li>• Play</li> <li>• Youth</li> <li>• YOS</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Training on-going</li> <li>• ALN staff identified for training, some already trained</li> <li>• PCP champions in place and implementation plans being developed</li> <li>• (16.07.19)</li> <li>• Some evidence of PCP processes in place but not across all schools and services</li> <li>• Resources being developed and a dissemination method being discussed</li> <li>• Training being developed to include partner agencies, some have been trained</li> <li>• Specific PCP processes for vulnerable groups e.g. LAC pupils not yet regular practice</li> </ul>	<ul style="list-style-type: none"> <li>• Training to be rolled out, actions have been identified including identifying ALN staff to be prioritised</li> <li>• PCP champions not yet in place although discussed, implementation plans not in place yet but consideration given</li> <li>• Resources and good practice dissemination considered but not yet evident</li> <li>• Training for partner agencies not yet considered, less of a priority than schools at present</li> <li>• No specific templates processes for LAC pupils or other vulnerable groups</li> </ul>	<p><b>Refresher training to be provided for Education, Social Services, FE, and EYs</b></p>

	<ul style="list-style-type: none"> <li>• FE colleges Post 16 transitional reviews</li> <li>• Careers Wales</li> </ul>			
<p><b>Have all school staff involved in ALN in the authority been trained?</b></p> <p><b>If not, when will staff have undertaken training by September 2020?</b></p> <p><b>Are all schools using PCP? If not, will all schools be using PCP by September 2020?</b></p>	<ul style="list-style-type: none"> <li>• (16.07.19)</li> <li>• Schools/ALNcos trained and process embedded</li> <li>• Plans in place to continue training programme and to refresh</li> <li>• School based champions evident</li> <li>• Evidence of 1 page profiles, IDPs, PCP processes in place at school level, including at transitional and annual reviews of LA and school-based IDPs. Sustained and consistent practice evident</li> <li>• Sharing of good practice and resources planned for 2019/20</li> </ul>	<ul style="list-style-type: none"> <li>• Many schools/ALNcos trained and process becoming sustained in some schools</li> <li>• School based champions identified</li> <li>• Evidence of use of consistent PCP processes across many schools</li> <li>• Sharing of good practice being undertaken</li> <li>• Resources being developed for school use</li> </ul>	<ul style="list-style-type: none"> <li>• Some ALNcos and school staff trained</li> <li>• School based champions being considered</li> <li>• Some evidence of PCP processes used in some schools, although not always consistently</li> <li>• Sharing of good practice and development of resources being planned for</li> </ul>	<p><b>New ALNcos receive annual training;</b></p> <p><b>25 out of 28 schools have 2 staff members trained.</b></p>
<p><b>2. What other actions has the department taken to support and increase the participation of children, young people and parents/carers?</b></p>	<ul style="list-style-type: none"> <li>• The service has strong evidence of engagement with young people and their parents/carers to ensure that they have been fully involved in the Act's requirements and changes for PCP</li> <li>• The Service has completed the</li> </ul>	<ul style="list-style-type: none"> <li>• (16.07.19)</li> <li>• The service has evidence of engagement with young people and their parents/carers and have made some effort to engage with them to raise awareness of the Act's</li> </ul>	<ul style="list-style-type: none"> <li>• The service has started to engage with young people, their parents/carers and has started to raise awareness of the Act's requirements and changes for PCP</li> <li>• The service is planning to engage in</li> </ul>	

	<p>participation self-assessment and achieved the standards successfully, and works closely with the participation officer to ensure participation</p> <ul style="list-style-type: none"> <li>• A communications plan is in place to disseminate new requirements and changes including ensuring attendance of all pupils parents and carers at PCP reviews</li> <li>• The service ensures pupils and parents understand and participate fully in the process</li> </ul>	<p>requirements and changes for PCP</p> <ul style="list-style-type: none"> <li>• The Service is undertaking the participation standards self-assessment, and is developing work with the participation officer to ensure participation</li> <li>• A communications plan is being developed to disseminate new requirements and changes and some pupils, parents and carers take part in the PCP process.</li> <li>• Work is being undertaken to explain process to pupils and parents/carers</li> </ul>	<p>the participation standards at some point</p> <ul style="list-style-type: none"> <li>• A communications plan to disseminate new requirements and changes is being considered and a few pupils, parents and carers are starting to take part in the PCP process</li> <li>• Development work is planned to explain the PCP process to pupils, parents and carers</li> </ul>	
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**Additional Notes**



## Requirements of ALN ACT 2018

### E. High aspirations and improved outcomes

- This new Act will pave the way for a radical new approach, driving improvements in standards to ensure all learners are supported to meet their full potential. Essentially it brings the entire legislative framework into a 21st century enabling us to effectively support learners with ALN through their education journey.
- At the heart of all of the reforms is a focus on inclusion; putting children and young people at the centre, and ensuring they are supported to reach their full potential.
- The emphasis of IDPs will be on making provision that delivers tangible outcomes that contribute in a meaningful way to the child or young person's achievement of their full potential

#### **1. What action has the local authority undertaken to support children and young people with specific needs**

#### **Evidence – How are we doing? What should we be doing?**

Service and team plans, self-evaluation for LACESYP (KQs), reviews of specialist provision including PRUs, ESTYN inspection reports for schools, EIBs, monitoring of standards of vulnerable groups, comparison of data at a local, regional and national level, including exclusions and attendance, monitoring of individual pupil progress at annual reviews, transitional reviews, extraordinary reviews including pupils accessing EOTAS provision and pupils accessing out of county provision, progress of LAC pupils, monitoring disapplication levels

ALNco meetings, ALNco training programs, local and regional, training of LSAs

Review of specialist support services, capacity, training and delivery of improved outcomes for pupils, HI, VI, Speech and Language, special school and SNRB outcomes, also including EPS and ASD support, LAC support  
Co-construction of policies and planning, regional commissioning of specialist services.

	GREEN INDICATORS (Secure)	YELLOW INDICATORS (Developing)	AMBER INDICATORS (Emerging)	What do we need to support us? What additional resources are required?
<b>The Service is undertaking an assessment of demand for specialist support?</b>	<ul style="list-style-type: none"> <li>• (16.07.19)</li> <li>• Service has robust procedures to constantly review the demands for</li> </ul>	<ul style="list-style-type: none"> <li>• The Service is developing procedures to review</li> </ul>	<ul style="list-style-type: none"> <li>• The Service is considering how to assess demand and is discussing how to</li> </ul>	<b>Review is currently being undertaken;</b> <ul style="list-style-type: none"> <li>• (16.07.19)</li> </ul>

<p><b>The Service Is undertaking reviews of likely future need (on-going assessment of the type and capacity to deliver ALP to meet likely future needs)?</b></p>	<p>specialist support and responds accordingly</p> <ul style="list-style-type: none"> <li>• Future needs are assessed and provision planning undertaken on a regular basis.</li> </ul>	<p>demand for specialist places</p> <ul style="list-style-type: none"> <li>• Responding to demand in future is being developed</li> </ul>	<p>respond to future demands and adjust provision/support accordingly</p>	<p><b>LRB and Additional funding support review undertaken; entry and exit criteria revised.</b></p> <p><b>Challenge- The needs of EYs pupils who do not attend Flying Start are not always known until last minute.</b></p>
<p><b>Undertakes assessments of the capacity of specialist support staff – including specialist teachers and ALNcos with specialist training/experience</b></p> <p><b>Undertakes an assessment of capacity in LA to work with children who require specialist service?</b></p> <p><b>Has developed an action plan to overcome any gaps in capacity?</b></p>	<ul style="list-style-type: none"> <li>• (16.07.19)</li> <li>• The Service reviews it's capacity on a regular basis at LA and school level and adjusts support/provision accordingly</li> <li>• An action plan is in place which includes identifying the need to train additional specialist staff to sustain support e.g. including regional services such as SENCOM, EPS</li> </ul>	<ul style="list-style-type: none"> <li>• The Service is at the start of reviewing specialist support and provision and to plan accordingly</li> <li>• An action plan is being developed to consider future need</li> </ul>	<ul style="list-style-type: none"> <li>• This is being considered</li> <li>• An action plan has been discussed</li> </ul>	<p><b>As a consortium we have applied for WG grant for Sensory Workforce Development; internally we have addressed shortfalls for HI and VI (recruited and filled posts) and funded training as required.</b></p>
<p><b>Puts in place practices for ensuring specialist staff are up-to-date with evidence on effective interventions to support young people with ALN?</b></p>	<ul style="list-style-type: none"> <li>• Regular sessions to upskill specialist services staff and LA support staff are undertaken, including building CPD opportunities into individual and team work plans</li> <li>• (16.07.19)</li> </ul>	<ul style="list-style-type: none"> <li>• (16.07.19)</li> <li>• Sessions for specialist staff are organised</li> <li>• LA staff can access opportunities to upskill themselves</li> <li>• There are some organised sessions for school-based staff which follow a</li> </ul>	<ul style="list-style-type: none"> <li>• Some sessions have been put in place</li> <li>• LA staff can access CPD for their individual needs</li> <li>• School based staff have access to some organised sessions but no pan has been developed as yet to</li> </ul>	<p><b>It has been identified that the quality of agency and LA LSA staff needs addressing; effectiveness tbc; QA plan to be put in place; training for students on college courses tbc</b></p>

	<ul style="list-style-type: none"> <li>Organises regular training sessions for school based staff</li> <li>A training programme is in place that responds to local and regional need.</li> </ul>	<p>development plan and is addressing a training plan that will respond to local and regional need</p>	<p>meet local and regional need</p>	
<p><b>Engage with other LAs in the region to develop collective planning, commissioning and provision of specialist services?</b></p>	<ul style="list-style-type: none"> <li>(16.07.19)</li> <li>There is clear evidence of joint commissioning of specialist services and regional services are very much supported at Director/local politician level.</li> <li>There is evidence of regional collaborative planning to meet the requirements of the Act.</li> </ul>	<ul style="list-style-type: none"> <li>There is evidence of regional services being in place</li> <li>Some joint commissioning has taken place or is planned for in future</li> <li>Collaborative regional planning is developing.</li> </ul>	<ul style="list-style-type: none"> <li>Some regional planning takes place</li> <li>Central services are being discussed to meet local and regional need, which is leading to discussions around joint commissioning.</li> </ul>	<ul style="list-style-type: none"> <li>EP and VI jointly commissioned with RCT; processes in place with Health and RCT in respect of specialist equipment; (16.07.19) enhanced provision for SALT; Special School nursing.</li> </ul>
<p><b>2. What actions has the department undertaken to support improved outcomes for young people with ALN</b></p>				
<p><b>Putting in place practices and processes to track progress of young people with LA maintained IDPs?</b></p>	<ul style="list-style-type: none"> <li>Robust monitoring of pupil progress for statemented (LA maintained IDPs) pupils is in place including those pupils who are EOTAS or in Out of County placements.</li> <li>(16.07.19)</li> </ul>	<ul style="list-style-type: none"> <li>(16.07.19)</li> <li>Statemented pupils progress is monitored via the Annual review process by school.</li> <li>Monitoring of specialist provision is being developed</li> <li>(16.07.19)</li> </ul>	<ul style="list-style-type: none"> <li>Statemented pupils are monitored to track progress but challenge is yet to be robustly used especially to out of county placements</li> <li>Specialist provision monitoring</li> </ul>	<p><b>More robust tracking needs to be developed; high level data needs to be provided.</b></p> <ul style="list-style-type: none"> <li>(16.07.19)</li> <li>Moderation is untaken by Outreach (VJ) in LRBs-Complex, Nurture/SEBD. PRU and other school based LRBs carry out their own</li> </ul>

	<ul style="list-style-type: none"> <li>Specialist provision is held accountable for pupil progress and is quality assured at least annually</li> <li>Pupils attainment is routinely tracked and reported to LA and consortia and is reported and compared regionally</li> </ul>	<ul style="list-style-type: none"> <li>Some tracking reporting of attainment takes place but is not yet reported and compared regionally</li> </ul>	<p>arrangements are in discussion</p> <ul style="list-style-type: none"> <li>Tracking and reporting is developing locally</li> </ul>	<p>monitoring processes. Capita generates reports.</p>
<p><b>Putting in place practices and processes to track progress of young people with school maintained IDPs?</b></p> <p><b>Putting in place practices and processes to assure ALP is appropriate for the needs of the young person</b></p>	<ul style="list-style-type: none"> <li>The school robustly tracks the progress of those pupils with school-based IDPs using target setting.</li> <li>Schools are challenged/supported by the LA/consortia through EIBs etc. to raise achievement</li> </ul>	<ul style="list-style-type: none"> <li>(16.07.19)</li> <li>The school tracks the progress of pupils and uses target setting</li> <li>The external challenge/support is being developed</li> </ul>	<ul style="list-style-type: none"> <li>Some tracking of pupil progress takes place, target setting is being developed</li> <li>External challenge and support is being discussed at LA and consortia level</li> </ul>	<p><b>There is variation in the quality of the IDP and inconsistency in its use.</b></p> <ul style="list-style-type: none"> <li>(16.07.19)</li> <li>Inconsistency of approach by CAs.</li> </ul>
<p><b>Ensuring all schools have access to a qualified ALNco? If not, when does the department intend to do this?</b></p> <p><b>Putting in place practices and processes to ensure all ALNcos are kept up-to-date with the latest evidence on effective support for young people with ALN</b></p>	<ul style="list-style-type: none"> <li>(16.07.19)</li> <li>Nearly All schools have a qualified ALNco (QTS)</li> <li>ALNco meetings are held regularly to upskill staff and an LA/Consortia CPD programme is available to schools</li> </ul>	<ul style="list-style-type: none"> <li>Most schools have a qualified ALNco</li> <li>ALNco meetings are held to upskill staff and an LA/Consortia CPD programme is being developed</li> </ul>	<ul style="list-style-type: none"> <li>Some schools have a qualified ALNco</li> <li>ALNco meetings are taking place</li> <li>A CPD programme is being discussed</li> </ul>	<ul style="list-style-type: none"> <li>Increased status of ALNCo needs to be bolstered within some schools; consortium (16.07.19) training programme tbc “qualified” ALNCo – what does this mean?</li> <li>variable attendance at ALNCO forum and take up of training prog.</li> </ul>

**Additional Notes**

**Requirements of ALN ACT 2018**

**F. Increased Collaboration**

The new system will support a strong focus on collaboration. Encouraging improved collaboration and information sharing between agencies, which are essential to ensuring that needs are identified early and the right support is put in place to enable children and young people to achieve positive outcomes. Three fundamental new roles are created by the Bill to facilitate increased collaboration – Additional Learning Needs Coordinators in education settings; Designated Educational Clinical Lead Officers in health board; and Early Years ALN Lead Officers in local authorities.

<p><b>1. What action has the department undertaken to increase collaborative working</b></p>	<p style="text-align: center;"><b>Evidence – How are we doing? What should we be doing?</b></p> <p><b>Collaborative working</b> will include all LAs within the region and the consortia for school improvement as well as the active involvement of LHBs and Social Services and other partners such as dispute resolution services, specialist services.</p> <p><b>The work may include:</b> Developing regional strategies, Implementation plans, IDP design and processes, joint commissioning of services, supporting regional specialist services, developing protocols for sharing information</p> <p><b>The planning should include</b> working collaboratively with; children and young people; parents, FEIs, specialised independent colleges, schools/ALNcos, independent schools, youth offending teams, early year’s providers.</p>			
	<p><b>GREEN INDICATORS (Secure)</b></p>	<p><b>YELLOW INDICATORS (Developing)</b></p>	<p><b>AMBER INDICATORS (Emerging)</b></p>	<p><b>What do we need to support us? What additional resources are required?</b></p>
<p><b>Has the department developed a plan for increasing collaborative working with partner organisations</b></p>	<ul style="list-style-type: none"> <li>Collaborative work is planned for and evident including work a with a wide range of partners and</li> </ul>	<ul style="list-style-type: none"> <li>(16.07.19)</li> <li>Collaborative work is developing, planning is in place and a range of stakeholders and</li> </ul>	<ul style="list-style-type: none"> <li>Collaborative work is being planned for and partners and stakeholders have been identified</li> </ul>	<ul style="list-style-type: none"> <li>(16.07.19)</li> <li>Further engagement from Health and Social Services is required; good collaboration with EYs, MIA ND Forum and</li> </ul>

	collaboration/consultation with a wide range of stakeholders	partners are being engaged		CAMHS liaison these models need , to be replicated.
<b>2. Does the department intend to put in place systems for analysing multi-agency data to inform strategic planning and disagreement avoidance/resolution</b>	<ul style="list-style-type: none"> <li>Data is being shared across partners on a regular basis to inform planning e.g. specialist provision planning, specialist service/staff planning</li> <li>Protocols and procedures are established</li> </ul>	<ul style="list-style-type: none"> <li>(16.07.19)</li> <li>Data is beginning to be shared with some partners, and is used to inform planning is developing</li> <li>Protocols and procedures are being developing</li> </ul>	<ul style="list-style-type: none"> <li>Data sharing with partners is being considered and discussed. It is not available as yet to inform planning</li> <li>Protocols and procedures are being discussed</li> </ul>	

**Additional Notes**

**Requirements of ALN ACT 2018**

**G. Avoiding disagreements and early disagreement resolution**

The new system will focus on ensuring that where disagreements occur about an IDP or the provision it contains, the matter is considered and resolved at the most local level possible.

<b>1. Does the department currently monitor the number of complaints about ALN planning and provision?</b>	<p style="text-align: center;"><b>Evidence – How are we doing? What should we be doing?</b></p> <p><b>Collected, collated and shared data may include</b></p> <ul style="list-style-type: none"> <li>Complaints about planning provision (assessment and review of statutory and non-statutory provision)</li> <li>Complaints about provision (statutory and non-statutory)</li> <li>Complaints to local authorities</li> <li>Complaints to schools</li> </ul>
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	GREEN INDICATORS (Secure)	YELLOW INDICATORS (Developing)	AMBER INDICATORS (Emerging)	What do we need to support us? What additional resources are required?
<b>2. What action has the department taken to avoid and resolve disagreements?</b>	<ul style="list-style-type: none"> <li>• (16.07.19)</li> <li>• There are clearly established protocols to avoid and resolve disagreements, including supportive trained LA staff and/or access to external mediation .advocacy</li> </ul>	<ul style="list-style-type: none"> <li>• Practice to avoid and resolve disagreements are evident. Protocols are being developed to ensure consistency of approach</li> </ul>	<ul style="list-style-type: none"> <li>• Resolution is practised however it is rather on an ad hoc basis. Protocols are being considered to ensure a consistent approach</li> </ul>	
<b>Developing practices and processes for children, young people and parents to raise concerns and have questions answered</b>	<ul style="list-style-type: none"> <li>• There is evidence of a supportive and consultative culture. Pupils and parents are engaged through the PCP process and fully involved.</li> <li>• The service adheres to the Children's Participation standards</li> </ul>	<ul style="list-style-type: none"> <li>• (16.07.19)</li> <li>• There is evidence of a supportive and open culture developing. Pupils and parents are engaged in some cases</li> <li>• The service is developing its response to the Children's Participation standards</li> </ul>		<ul style="list-style-type: none"> <li>• (16.07.19) <b>A more robust process needs to be in place to raise concerns received from parents.</b></li> </ul>
<b>Extending existing arrangements to include children who do not yet attend school</b>  <b>Extending existing arrangements to include young people up to the age of 25 who attend further education?</b>	<ul style="list-style-type: none"> <li>• Early years work is well-established and robust transition procedures are in place. Disagreement resolution is evident for EYs pupils and parents</li> <li>• An implementation plan has been developed to extend existing arrangements to 25</li> </ul>	<ul style="list-style-type: none"> <li>• (16.07.19)</li> <li>• Early years work is evident and transition procedures are in place. Disagreement resolution is available for EYs pupils and parents</li> <li>• An implementation plan is being</li> </ul>	<ul style="list-style-type: none"> <li>• Some early year's liaison is in place but is not well-established. Disagreement resolution is being planned to extend existing arrangements to early years and up</li> </ul>	

<p><b>Drafted an implementation plan and timetable?</b></p>		<p>developed to extend existing arrangements</p>	<p>to 25 for pupils and parents/carers</p>	
<p><b>Developed procurement strategies if appropriate?</b></p> <p><b>Developed service level agreements if appropriate?</b></p> <p><b>Developed/refined/extended in-house approaches/services to avoid/resolve disagreements if appropriate?</b></p>	<ul style="list-style-type: none"> <li>Dispute disagreement processes are in place and monitored for effectiveness</li> </ul>	<ul style="list-style-type: none"> <li>(16.07.19)</li> <li>Dispute disagreement processes are in place and monitored</li> </ul>	<ul style="list-style-type: none"> <li>Dispute disagreement processes are in place</li> </ul>	<p><b>Processes for high level data reports tbc</b></p>
<p><b>Raised awareness across service providers of Welsh Government commissioned training on the provisions in the bill?</b></p>	<ul style="list-style-type: none"> <li>(16.07.19)</li> <li>Provider/s have been made aware of training available</li> </ul>	<ul style="list-style-type: none"> <li>Provider/s have been made aware of training available</li> </ul>	<ul style="list-style-type: none"> <li>Provider/s have been made aware of training available</li> </ul>	

**Additional Notes**



## Requirements of ALN ACT 2018

### H. A bilingual system

- Services will be required to consider whether the child or young person needs ALP in Welsh. If they do, this must be documented in the IDP and 'all reasonable steps' must be taken to secure the provision in Welsh.
- A series of strategic duties are also aimed at driving progress towards a truly bilingual ALN system and the Bill includes a mechanism so that the duties to provide ALP through the medium of Welsh become absolute over time.
- Equalities legislation requires "reasonable adjustments" to access documentation in other community languages

<p><b>1. What action has the department taken to support children and young people through the medium of Welsh throughout the ALN system?</b></p>	<p style="text-align: center;"><b>Evidence – How are we doing? What should we be doing?</b></p> <p>Capacity assessments, action plans, audit of staff skills in Welsh, access to other ICT based solutions, sharing expertise locally/regionally e.g. Welsh ALNco group meetings Investment in Welsh medium resources for ALN, adaptation of Welsh language resources, planning for specialist provision including early years, Post 16-25</p>			
	<p><b>GREEN INDICATORS (Secure)</b></p>	<p><b>YELLOW INDICATORS (Developing)</b></p>	<p><b>AMBER INDICATORS (Emerging)</b></p>	<p><b>What do we need to support us? What additional resources are required?</b></p>
<p><b>Undertaken an assessment of capacity in the LA to carry out assessments and reviews, and to deliver provision, through the medium of Welsh?</b></p> <p><b>Developed an action plan to overcome any gaps in capacity?</b></p>	<ul style="list-style-type: none"> <li>• Capacity assessments have been undertaken and sustainability planned for through effective planning</li> </ul>	<ul style="list-style-type: none"> <li>• (16.07.19)</li> <li>• Capacity assessments have been undertaken and planning is taking place to meet need current and future need</li> </ul>	<ul style="list-style-type: none"> <li>• Capacity assessments are being planned to meet requirements of Act</li> </ul>	
<p><b>Developed criteria for establishing whether ALP via</b></p>	<ul style="list-style-type: none"> <li>• Resources, assessment, planning and provision through</li> </ul>	<ul style="list-style-type: none"> <li>• (16.07.19)</li> <li>• Resources, assessment, planning</li> </ul>	<ul style="list-style-type: none"> <li>• Resources, assessment, planning and provision through</li> </ul>	<p><b>A staff member from one of our Welsh Medium schools is part of the</b></p>

<p><b>the medium of Welsh is required?</b></p> <p><b>Undertaken an assessment of data about demand for, and supply of, assessment, planning and provision through the medium of Welsh?</b></p>	<p>the medium of Welsh has been effectively planned for to meet current and future needs</p>	<p>and provision through the medium of Welsh has is being planned for to meet current and future needs</p>	<p>the medium of Welsh is being considered to meet current and future needs</p>	<p><b>PCP Working group and has provided input.</b></p>
<p><b><u>Additional Notes</u></b></p>				