

Cyflwynwyd yr ymateb hwn i ymgynghoriad y [Pwyllgor Plant, Pobl Ifanc ac Addysg](#) ar [Flaenoriaethau'r Chwched Senedd](#)

This response was submitted to the [Children, Young People and Education Committee](#) consultation on [Sixth Senedd Priorities](#)

CYPE SP 44

Ymateb gan: Karen McFarlane, TSANA (Cynghrair y Trydydd Sector ar Anghenion Ychwanegol)

Response from: Karen McFarlane, TSANA (Third Sector Additional Needs Alliance)

Beth yn eich barn chi yw'r prif flaenoriaethau neu'r materion y dylai'r Pwyllgor eu hystyried yn ystod y Chwched Senedd? Os oes modd, nodwch eich barn o ran sut y gallai'r Pwyllgor fynd i'r afael â hyn.

What do you consider to be the main priorities or issues that the Committee should consider during the Sixth Senedd? Where possible, please set out your view about how the Committee could address them.

Thema 1: Addysg oedran ysgol | Theme 1: School-age education

Thema 2: Addysg bellach ac addysg uwch | Theme 2: Further and higher education

1. TSANA call upon the Committee to monitor equitable access to ALP for post-16s

TSANA wish to highlight the very real risk of inequitable access to Additional Learning Provision (ALP) contingent on the nature of the young person's Additional Learning Needs (ALN).

TSANA is concerned that the move from a centrally managed reserve to meet the education and training needs of young people requiring specialist provision to local authority control will result in a postcode lottery of provision. For children and young people with low incidence and complex additional learning needs pan Wales guidance is required.

It is crucial that Wales can learn from the experiences of Special Education Needs and Disabilities (SEND) reforms in England and that the negative and detrimental



experiences of children and young people with complex learning needs are not replicated in Wales.

Thema 3: Iechyd a lles, gan gynnwys gofal cymdeithasol (i'r graddau y maent yn ymwneud â phlant a phobl ifanc) | Theme 3: Health and well-being, including social care (as they relate to children and young people)

Thema 4: Plant a phobl Ifanc | Theme 4: Children and young people

1. TSANA call upon the Committee to monitor implementation of the ALN reforms

We fully support effective and full implementation of the ALN reforms and wish to see a smooth transition in line with the ethos and principles of the reforms.

However, we are mindful that much of the workforce remain unclear and confused around the reforms. This is especially evident regarding the different implementation stages of the reforms and when each stage becomes effective.

There is also widespread workforce confusion regarding Independent Development Plan (IDP) eligibility. Whilst TSANA are working closely with Welsh Government to address this issue, given how extensive this confusion is, TSANA remain extremely concerned that many children and young people will be deemed 'ineligible' because of their level of ALN. With both of these issues, TSANA's individual member organisations are already experiencing geographical differences with workforce knowledge, understanding and proposals around implementation and IDPs. This situation needs to be monitored to avoid inequity across Wales.

Monitoring is of particular importance as a review of the ALN reforms is not planned until 5 years after the initial implementation stage. TSANA remain concerned about this time frame as 5 years represents an extensive educational period for children and young people with ALN. With 3 stages of implementation planned, it is crucial that each stage is monitored to ensure the reforms are meeting their principles; they are addressing the needs of children and young people with ALN; are equitable across Wales and improve the educational experiences of children and young people with ALN.

2. TSANA ask that the Committee give consideration to the provision of funding for specialist ALN support services



With a wider age range of children and young people being supported under the ALN Act, TSANA ask that the Committee consider whether specialist ALN support services require further investment in order to meet this extended need.

3. TSANA ask that the Committee give consideration to the ongoing issues Covid has created for children and young people with ALN and how best to support them during and beyond the recovery period

The pandemic has created challenges for everyone, however, those children and young people with ALN have faced a number of specific challenges. Most notably; access to remote learning, specialist support and peripatetic teachers; communication difficulties and barriers presented by face coverings; difficulties with isolation and emotional wellbeing as a result of being unable to access their crucial support networks in the same way, if at all.

In addition, TSANA are aware that as a result of Covid, long term changes to service delivery may be made. In some areas, there are early discussions about changing service delivery on a permanent basis. These changes need to be approached with caution. Whilst remote service delivery has been useful during unprecedented times, it is not necessarily an appropriate substitute for face to face support in the long term. Suggestions to change how services deliver must not be overly focused on cost saving and must look at effectiveness and the needs of the child or young person with ALN.

4. TSANA ask that the committee consider access to careers advice for learners with ALN

During the development of the ALN Code of Practice, TSANA repeatedly raised concerns regarding the downgrading of the former duty to invite a careers advisor to be involved in learners' support plans as they reach key transition stages. This concern was shared by the former Children, Young People and Education Committee, who included recommendations on this matter in its reports to the Minister on the ALN Act and the development of the Code. Despite this, the duty to involve careers advisors at key transition stages was not enhanced in the final Code.

To ensure that issues do not arise, TSANA would welcome consideration of this matter by the Committee.

5. TSANA ask that the committee consider access to British Sign Language lessons



The National Deaf Children's Society Cymru, the Children's Commissioner for Wales and other organisation have long been calling for investment in opportunities for families of young deaf children to learn sign language.

Prior to the pandemic, Welsh Government commissioned a report on this matter. This report highlighted the difficulties families face in accessing British Sign Language lessons and it is essential that steps are taken to address this important issue.

