



ALN

ALN Information, Advice and Guidance

Central South region



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This booklet is published by the 5 local authorities that work together in the Central South region: Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taf and Vale of Glamorgan. Although the information is correct at the time of publication, the local authorities reserve the right to make any adjustments where this is necessary to enable them to comply with changes in policy and/or legislation.

Contact details:

For further information please view your local council websites:

Bridgend County Borough Council
www.bridgend.gov.uk

Cardiff Council
www.cardif.gov.uk

Merthyr Tydfil County Borough Council
www.Merthyr.gov.uk

Rhondda Cynon Taf County Borough Council
www.rctcbc.gov.uk

Vale of Glamorgan
www.valeofglamorgan.gov.uk



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PART ONE

Introduction to the information booklet

Your child may already have been identified as having special educational needs. They may be receiving extra support in school to help them in their learning, or they may have a statement of special educational need. The approach to supporting children who have difficulties with learning is changing. The Welsh Government has passed new legislation, called the Additional Learning Needs (Wales) Act, and Additional Learning Needs (ALN) Code, which will replace all of the legislation and guidance about special educational needs.

The purpose of this booklet is to explain the new legislation, and how this will change the way that schools will work with you to identify and support your child's needs.

Your local authority has produced a step by step guide to support you in raising concerns regarding your child's learning. Visit your local Family Information Services (FIS) to access the guide or for more information and advice.



PART TWO

ALNET (Wales) Act 2018

As part of the Additional Learning Needs Educational and Tribunal (ALNET) (Wales) Act 2018 the Welsh Government has replaced the term 'special educational needs' (SEN) with 'additional learning needs' (ALN).

However, the definition of ALN will be very similar. It will cover those who:

- ✚ have a significantly greater difficulty in learning than the majority of others of the same age or
- ✚ has a disability for the purposes of the Equality Act 2010 which prevents or hinders him or her from making use of facilities for education or training of a kind generally provided for others of the same age in mainstream maintained schools or mainstream institutions in the further education sector.

The Act introduces a clear duty on local authorities to support you as parent/carers and your child to contribute to the planning for additional learning needs.

'Information and transparency are key to empowering individuals, providing them with greater clarity about what to expect, how to participate and how to access help'.

This includes:

- ✓ Having regard for the child's, young persons and Parent/Carers' views and feelings
- ✓ Promoting participation in decision making
- ✓ Providing information and support



Impact of the ALN (Wales) Act.

As a parent you might be concerned about your child having Additional Learning Needs (ALN).

Welsh Government's introduction of the new ALN act means the following to your child and you as a parent/carer: *improved collaboration, a unified plan, participation and having a voice and a simpler less adversarial system.*

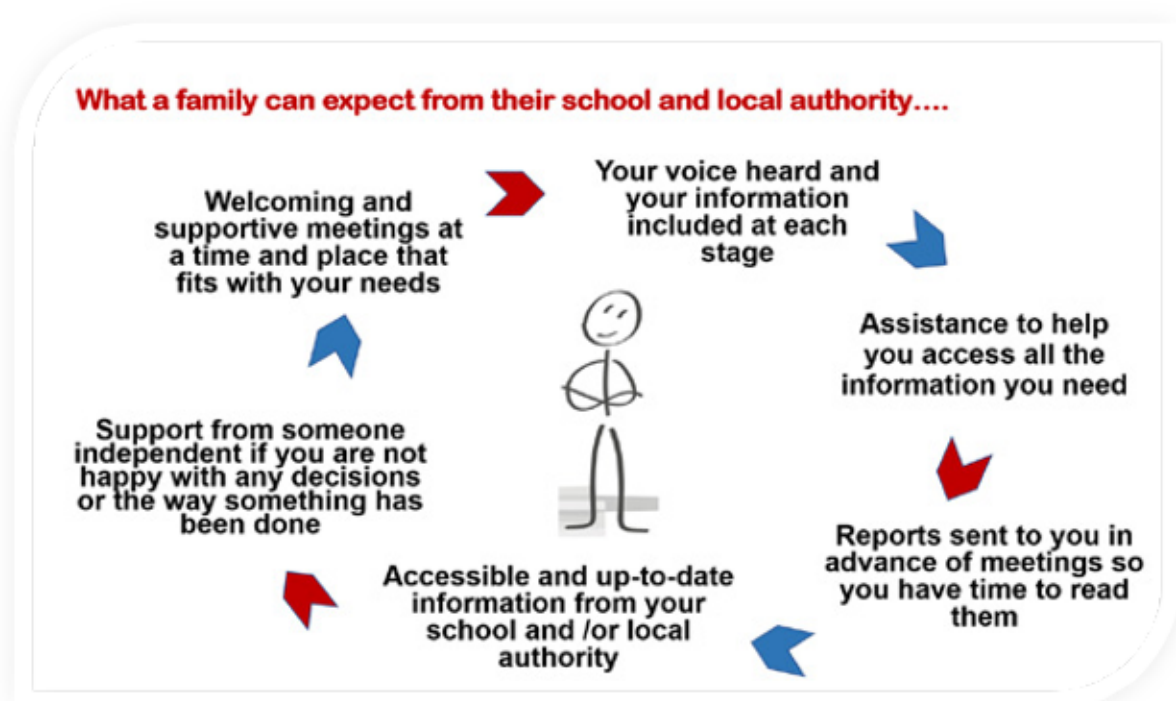
Improved collaboration – between you as parent/carers, your child and those services involved in planning and delivering ALN support.

A unified plan – Individual development plans (IDPs) are a new unified plan which ensures that your child's learning plan follows them during school transitions.

Increased participation and having a voice – Children, their parents/carers and young people will be supported to understand and participate in the decisions that affect them, provided with appropriate reassurance, and offered opportunities to raise concerns and have their questions answered.

A simpler and less adversarial system - If a child, their parents/carers or a young person is not happy with the decisions that have been made about their ALN or IDP by a school, they may request that a local authority reviews or reconsiders the decision.

<https://gov.wales/additional-learning-needs-aln-factsheet-children-young-people-parents-and-carers>



PART THREE

Important Contacts

Key notes of those involved with ALN support

Parent/carers have suggested that a list of key people involved in their child's ALN support would be useful. We have provided a form for you to record the key information relevant to your child or young person.

The ALN (Wales) Act has identified key roles to those whose job it will be to support the coordination and implementation of the ALN system. Below is a short summary of those key roles and their responsibilities.

Additional Learning Needs Coordinator (ALNCo).

This role is similar to the special needs coordinator (SENCo) role. The ALNCo is the lead coordinator for learners with additional needs. They work in maintained schools, nurseries, colleges and pupil referral units (PRU).



The ALNCo makes sure that the needs of all learners with ALN within the education setting are met.

Early Years Additional Learning Needs Lead Officer (ALNLO).

The role of the Early Years ALNLO is to work with parents, early years settings, health professionals and others who may be working with children below compulsory school age, to raise awareness of the ALN system and to promote early intervention.



Early
Years
ALNLO

- promotes early intervention of ALN
- focus on early years

The ALNLO has responsibility for co-ordinating the local authority's role in relation to children under compulsory school age who are not attending maintained schools. This is applicable to all children until they are of statutory school age.

Designated Educational Clinical Lead Officer

The new law requires all health boards to have a designated education clinical lead officer (DECLO). The clinical lead officer will have responsibility for co-ordinating the health board's role in relation to children and young people with ALN.



DECLO
Designated
Clinical Lead

- contributes to IDPs
- and ALP*
- monitoring & measuring compliance

The DECLO role will also help health and education authorities work together more effectively; where appropriate contributing to IDPs and additional learning needs provision (ALP).

**Additional Learning Provision (described in the child or young person's IDP)*

This form can be used to record **key contact information** of those working with you and your child.

Role (what they do)	Name /Person	Telephone /email Address	Comments
Class teacher			
ALNCO (Additional Learning Needs Coordinator).			
Local Authority (Council) Inclusion service.			
Headteacher			
Educational and Child Psychologist			
Health professional (worker)			
Other (relevant to your child)			
Other (relevant to your child)			
Other (relevant to your child)			

PART FOUR

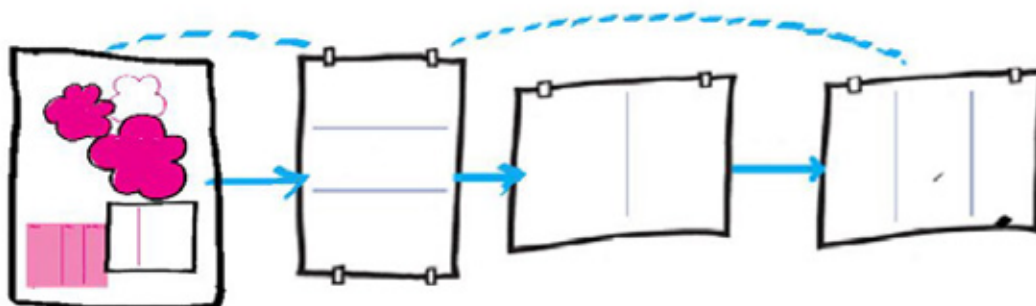
ALN - Planning and reviews

Person Centred Practice / One page profile / Individual Development Plans

Person Centred Practice (PCP)

Using person-centred thinking tools can improve communication between children, families and practitioners, adopting person-centred approaches can be particularly useful when thinking and planning for transition.

- **One Page Profile**
- **Person Centred Thinking Tools**
- **Annual (PCP) Reviews**

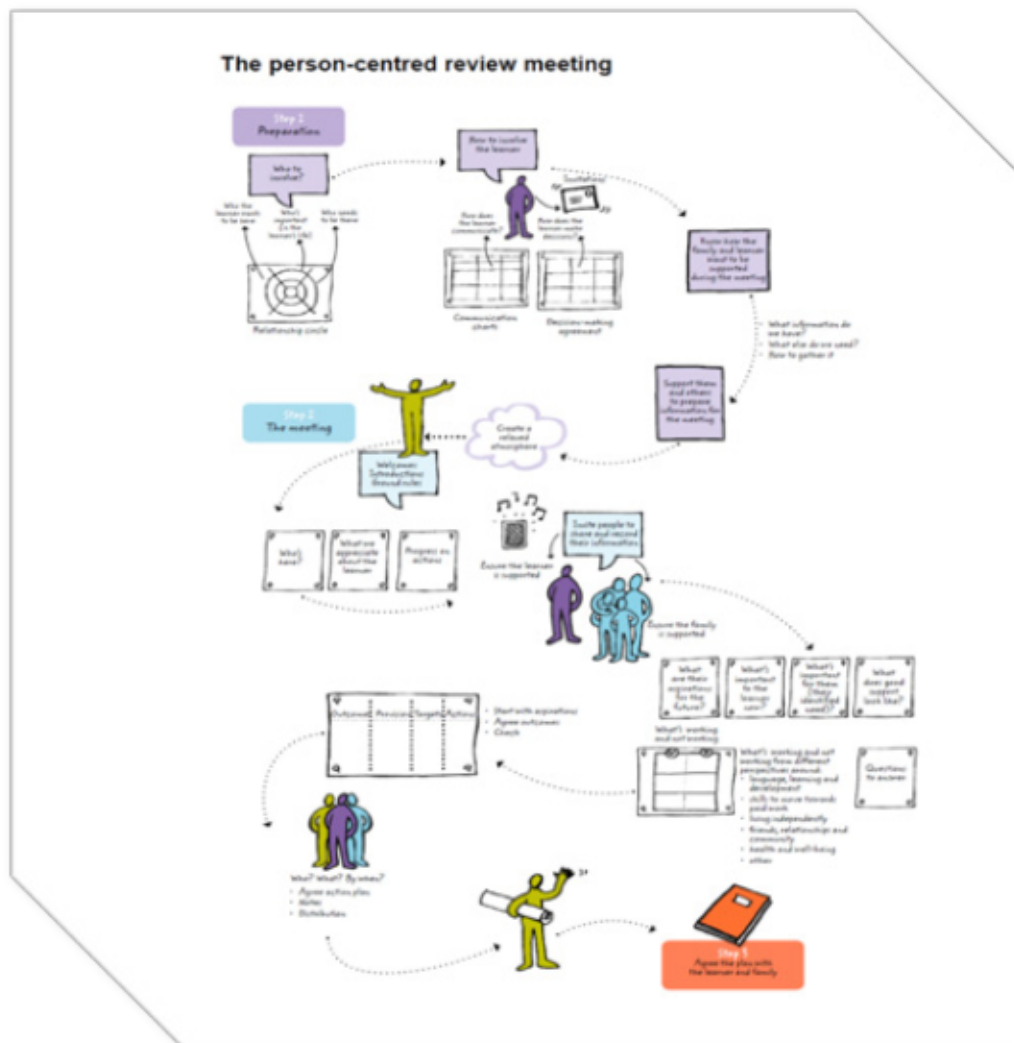


All maintained schools and early years settings in your local authority will aim to communicate with your child and you using person - centred practice communication tools. This includes working with you and your child to complete a One Page Profile (OPP)

Welsh Government has created resources for families, children and young people on what to expect at annual reviews and PCP meetings. Use the link to access the resource.

<https://gov.wales/person-centred-reviews-guidance-families>

The example below is of a PCP planning process review meeting.



The focus of the review meeting is to discover:

- what's important to the child now (inside and outside the educational environment?)
- what's important in the future (what needs to be in place to meet future learning needs?)
- how best to support the child (what you need to know or do, i.e. to complete their learning plan?)
- what's working and not working (from the child's/families' and schools' point of views?)
- any questions to answer – enables all involved to ask relevant questions i.e. are statutory requirements addressed (is the IDP still relevant?)
- action plan, agree next steps to be taken and review date.

A video and further guidance on person-centred reviews can be accessed [online]
<https://youtu.be/bkwBSF0nxiY>

With the implementation of the ALN Act, those working with children and young people will be using one-page profile's (OPP) to gather relevant information. The OPP captures all the important information about the child or young person on a single sheet of paper under three simple headings:

1. What people appreciate about me?
2. What's important to me at school?
3. How best to support me at school?

One Page Profile

NAME

What pupils like and admire about me

What is important to me at school?

How best to support me at school?

Individual Development Plan (IDP) and Person - Centred Reviews.

An Individual Development Plan (IDP) is a legal document that will replace statements, Individual Education Plans (IEPs) and Learning Support Plans.

An IDP focuses on what your child needs for them to reach their educational potential. The information noted in the IDP will be used to inform the Additional Learning Provision (ALP). The type of support outlined, and the detail within the plan, will depend on the extent of your child's ALN.

Who will need an IDP?

Any child or young person aged 0–16 who fits the description of ALN (see Part Two). In addition, any young person aged 16–25 who fits the above definition of ALN and attends or wishes to attend college.

What will happen if my child needs an IDP?

A request for an IDP can be made by a parent/carer, professional, or the learner themselves.

- For children aged 0–3, the request is made to the local authority.
- For school-aged children, the request is first made to the school.
- For college students, the request is made to the college – unless a specialist college placement is sought, in which case a request is made to the local authority.

The Additional Learning Needs Coordinator (ALNCo) will probably be your main point of contact, unless your child hasn't started school or nursery, in which case, it will probably be your healthcare professional, the early years ALNLO or another early years specialist from your local authority.

If the school does not agree that your child has ALN, they must let you know this and explain why. If you disagree with the decision, first discuss this with the school. If you still can't reach agreement, you can ask the local authority to review the decision (see page 18, for more information about what to do if you disagree).

What will an IDP look like?

The Welsh Government has developed a mandatory template for the IDP. (see example within the appendix section of this guide). *It is important to note that the mandatory content of IDPs are not yet confirmed.* This will be confirmed once the new ALN 'Code' is launched.

Welsh Government has said that local authorities can change the style and layout of the document, but must use all the headings, in the order they appear on the template.

Who will be responsible for creating and reviewing the IDP?

Child / young person	Responsibility for IDP
Birth to - 3 (not in compulsory school)	Local authority
Children 4 - 16 years attending mainstream schools.	School and local authority
Young people aged 16 plus attending mainstream college	The college

An IDP will be reviewed annually (within 12 months) following the person-centred review model of communication and participation. If you or your child wishes, you can request an earlier review. Also, your child's school, college or the local authority may decide to review an IDP earlier, they will let you and your child know, and agree where and when the review takes place.

What is a person-centred IDP review?

Person-centred reviews are a way of deciding what support is needed for a child or young person with additional learning needs (ALN) or to decide any changes that need to be made to their support or ALP.

It is important that children and young people have the right people involved in their review meeting to help them to plan for their future.

This is to make sure that they have the things that are important to them, as well as the right support to help achieve their aspirations.

Who will be there

The child or young person can choose who they would like to be there, but there will also be some people who have to be there.

Sometimes there may be lots of people involved in the review, such as health, social care and education professionals, as well as family and friends.

For others, there might just be you, your child, and someone from the school or college.

Where and when will it be?

It will probably be held at the early years setting, the school or college. The time and date should be mutually convenient for all of those attending. There will be at least one IDP review meeting a year; the school or college will let you know when these are due.

What do you need to think about before the meeting?

Welsh Government has created the *person-centred reviews for families* booklet* to help you think about the things that you might want to say. You can use the activities resources within the booklet to write down things you want to remember to say on the day.

It is important to your child that your views are heard at the meeting. In this case, it is essential that you take time to think about the questions, record your thoughts in the spaces provided and send this booklet to your school or college by the date they have asked for. This will help to make sure that your views are listened to at the meeting.



What will happen at the meeting?

You will find a person-centred review has a relaxed atmosphere, very different to other traditional meetings you may have been to. Everything is set out to be as informal and comfortable as possible.

If it is a small meeting, it may be just a relaxed talk, or the meeting may include some of the things in the next few paragraphs.

-  If there are lots of people coming, there may be a big table, but there could be music playing and posters or large pieces of paper pinned up on the walls.
-  These are for everyone there, including you, to say what they think is important.
-  Every review will change to meet the needs of your child, who is at the centre of the meeting. One person, called a facilitator, will have the job of making sure that everyone can have their say and that the meeting comes up with targets and actions for change.
-  The facilitator is most likely to be someone from the school or college and you should know who it is before the meeting.
-  The meeting begins with everyone introducing themselves and possibly sharing something that they like or admire about your child.
-  The facilitator will explain what will happen in the review meeting, and then everyone will have the chance to share their views and knowledge about your child.
-  When everyone has finished giving their comments, you will all think about and talk about what needs to change and what outcomes and targets you want to see.
-  You will then all agree what actions need to take place to support your child to help him/her meet their aspirations.

At the end of a review

By the end of the review the facilitator will make sure that there is an agreed Action Plan.

The Action Plan is to make sure that everyone can see what is going to be done to support your child to learn and to achieve their dreams.

The above information has been adapted from the PCP resource, please use this link to access the resource booklet. The document provides a template for a family to use in preparation for their child's person-centred review.

* <https://gov.wales/sites/default/files/publications/2018-12/person-centred-reviews-for-families.pdf>

There is also a resource booklet for learners who are taking part in a person-centred review to plan for their future. It includes a template for them to use in preparation for their person-centred review.

Guidance is provided on what and how the young person may wish to contribute to the review and the methods they choose to present their views.



These reviews will be child focused and as such will give your child the opportunity to see how he/she can help themselves to reach their full potential.

An example:

Deciding how would they would like to tell everyone what they have been doing since the last review.

Ideas suggested such as:

- Speak to them.
- Create a PowerPoint presentation that they can watch without you needing to say anything.
- Create a PowerPoint presentation and talk to them about the presentation.
- Create a scrapbook.
- Use a tablet or laptop, e.g. iBook.
- Have photographs printed out that you can stick up during the meeting.
- Have statements written on cards for you to stick up during the meeting.
- Write about what you have been doing before the review.
- Write what you want at the same time as everyone else.
- Use symbols to explain what you want and how you feel.
- Have someone with you who will help just you

Adapted from WG 'person-centred reviews' (2015)

Additional resources to support your child or young person in planning for their review meeting is available at: <https://gov.wales/sites/default/files/publications/2018-12/person-centred-reviews.pdf>

PART FIVE

Disagreement and resolution

1. If you think that your child has an ALN, the first step is to talk to your child's teacher or ALNCO (Additional Learning Needs Coordinator). They are trained to provide information, advice and guidance on ALN.

2. If the school agrees with you that your child or young person has ALN, the school will work with you to create an IDP (Individual Development Plan). You as the parent will be invited to contribute to the content of the IDP. It is important that you do so as you know your child best. An IDP is normally revised every 12 months or sooner if required.

3. If the school does not agree that your child has ALN, or you are not happy with the content of your child's IDP, in the first instance you will need to discuss this with the school. If you are still dissatisfied, then you can consider talking to your Local Authority to seek further advice. If the Local Authority agrees that your child has ALN, an IDP will be prepared or revised.

4. However, if the Local Authority agrees with the school and you are still unhappy, they can point you towards Independent Advocacy Services that supports families and young people to make informed choices on what to do next.

5. Right to Appeal - All children, their parents/carers and young people have the right to appeal to the Education Tribunal Wales (ETW) against decisions.

6. Educational Tribunal Wales - Their job is to hear and decide appeals about children with additional learning needs. Appeals can be made by you the parent/carer or the young person themselves. The ETW is independent of government, local authorities, schools and Further Education Institutions (FEIs). Its decisions are legally binding.

The Tribunal is also able to make decisions about a child's ability to understand matters relating to the ALN system, including what it means to bring an appeal. The Tribunal can appoint **a case friend** to support the child or young person.

A case friend – is someone who will support your child through the tribunal process. Children and young people will be provided with information to access independent advocacy services.

PART SIX

Jargon Buster (Glossary)

ADHD: Attention Deficit and Hyperactivity Disorder: ADHD is a range of problem behaviours associated with difficulties with attention span, including restlessness and hyperactivity.

Advocacy: is when a person speaks up for you.

ALN Code of Practice: A Guide for parents, schools and Local Authorities (LAs) about the help they can give to children with Additional Learning Needs. Schools, LAs and Children's social services must have regard to the Code (i.e. they must not ignore it) when they work with a child with Additional Learning Needs. *This is currently a draft code of practice (June 14th 2019) for updates visit Welsh Government, <https://gov.wales/education-skills>*

ALN: Additional Learning Needs.

ALP: Additional Learning Provision (the provision described in the person's IDP)

An advocate: is a person who speaks up for you.

An independent reviewing officer: Is someone who makes sure that the child who is looked after is treated fairly.

Annual Review Report: is a written progress report completed by the school or local authority for an Annual or Transition Review meeting.

Annual Review: This is the Review of an Individual Development Plan (IDP) which a Local Authority (LA) must carry out within 12 months of creating the IDP and then on an annual basis.

Appeal: An appeal is when you ask for a decision to be changed.

ASD: Autistic Spectrum Disorder - the term used for a range of disorders affecting the development of social interaction, communication and imagination.

BESD: 'Behavioural, Emotional and/or Social Difficulties'. Or sometimes known as **SEBD**

CAMHS: Child and Adolescent Mental Health Service - service to provide help, support and care for children and young people suffering from mental health problems.

Capacity: Capacity is being able to make a particular decision or choice.

Careers Service: This is a service for all 13-19 year olds, to help them prepare for the transition to work and adult life.

Case friend: A case friend is someone who can help a child or young person understand their plan, and takes decisions for them, like deciding to appeal. They already know the child or young person and are not an advocate.

Code: A Code gives rules and advice to help local authorities and others do what the law tells them to do.

Disagreement Resolution: The Local Authority (LA) must provide arrangements to help prevent or resolve disagreements between parents whose children have ALN and the LA or school. Using this service does not affect parent's right to appeal to the Education Tribunal Wales (ETW)..

Early Years Settings: These settings are all pre-school educational provision nursery classes and schools, day nurseries and preschools.

Educational Psychologist (Ed Psych) (EP): They offer specialist advice and support to pupils, schools, parents and other agencies. The service plays a major role in the Statutory Assessment process and may contribute to the transition planning process and some Annual Reviews.

EOTAS: Education Other Than at School.

Equality Act: The Equality Act became law in October 2010. It replaces previous legislation (such as the Race Relations Act 1976 and the Disability Discrimination Act 1995) and ensures consistency in what you need to do to make your workplace a fair environment and to comply with the law.

Families First: (FF): Families First is a Welsh Government programme which provides multiagency systems and support for families

Further Education (FE): (post 16) learning provision, which can include training or vocational education.

Further Education Institution (FEI): College, or provider offering work-based or adult and community learning for those over 16..

Flying Start: A Welsh Government programme for families with children who are 0 - 3 years of age

Foundation Phase: This begins when children are born and lasts until the end of their Reception year.

Health Visitor: A qualified nurse employed by the Health Service who gives advice on general child health, particular health problems, and has specific responsibility for monitoring a child's progress and advising parents when needed.

HI: Hearing Impairment - pupils with a hearing impairment range from hearing loss to those who are profoundly deaf.

Inclusion: This is about educating children with additional learning needs (ALN) in mainstream (local) schools wherever possible.

Independent Parental Supporter (IPS):

An IPS is someone who can support parents, encouraging parental participation and helping the parent understand the ALN system. Independent means someone who is independent of the decision-making process that determines the type and level of support for a child with ALN. IPSs will often be someone from a voluntary organisation, a Parent Partnership Service, another parent or a friend.

Individual Development Plan (IDP): An Individual Development Plan is the name for the new plan children and young people with ALN will have.

Local authority (LA): Local Authority (the Council); the local authority is the County Council.

Lead Professional: One person who is responsible for helping the child and family through the system and to make sure they get the right services at the right time.

Learning Difficulties: A child has learning difficulties if they find it significantly harder to learn than most children of the same age.

Looked after children: Looked after children those who are in care and may be in a foster home.

LSA: Learning Support Assistant

Mainstream school: An LA maintained school that is not a special school. Mainstream schools form the majority of schools and include Infant, Junior, Primary and Secondary schools.

Maintained school: This is a state school including community, foundation and voluntary schools as well as community special and foundation special schools.

Mentor or Learning Mentor: This is an adult or older pupil who is linked with a child to provide support across a number of areas such as learning or behaviour.

MLD: stands for moderate learning difficulties

Monitoring: the ongoing assessment of work, progress, expenditure or achievement

Multi-disciplinary: Involving professionals from a range of disciplines (usually Education, Social Care and Health)

Occupational Therapist (OT): A professional employed by the Health Trust to work with the child, parents and teachers. Occupational Therapists use therapeutic techniques (advising on equipment and environmental adaptations where appropriate) to improve a child's ability to access the physical and learning curriculum.

Paediatrician: a doctor specialising in the needs of babies and children.

Parent Partnership Services: Provide information and support to parents of children with ALN to help parents to play a more active and informed role in their children's education.

Physiotherapist: This is a therapist who supports children with physical and medical needs, helps with exercises and provides advice to parents and schools.

PMLD: This stands for Profound and Multiple Learning Difficulties; in addition to very severe learning difficulties, pupils have other significant difficulties, such as physical disabilities, sensory impairment or a severe medical condition. Pupils require a high level of adult support, both for their learning needs as well as for their personal care.

Portage Worker: This is an experienced Early Years worker who works with children 0-3 years with significant additional needs and their parents. They work in the home and provide programmes to improve the development of young children, keeping in touch with other professionals.

Provision Map: A map of support showing what the school/LA is providing for their ALN pupils, so parents can better understand what support is on offer, when and where from.

PSE: Personal Social Education.

Psychiatrist: A doctor who helps people who have difficulties with the way they feel and behave. Child Psychiatrists specialise in helping children.

Pupil Referral Unit (PRU): A PRU provides education for excluded pupils or others who may be out of school for a variety of reasons.

SEAL: Social and Emotional Aspects of Learning.

Section 140 Assessment: This is an assessment of a student's educational and training needs and the provision required to meet them. Careers Wales Officers have a statutory requirement to carry these out, delegated to them by the WG, as from Year 11.

Special Educational Needs (SEN): A child is said to have SEN if he/she has learning difficulties that need special educational provision. *This has changed to ALN: Additional Learning Needs since the Welsh government's new ALNET Act 2018*

SI: sensory impairment.

Speech Language and Communication Difficulties (SLCD): This is when a pupil may have difficulties with expressive language or receptive language and or processing difficulties.

Severe Learning difficulties (SLD): Pupils with severe learning difficulties have significant intellectual or cognitive impairments. They may also have difficulties in mobility and co-ordination, communication and perception and learning self-help skills. Pupils with severe learning difficulties will need support in all areas of the curriculum.

SLT: A Speech and Language Therapist will help children who have speech, language and communication difficulties.

Special School: This is a school which is specially organised to make special educational provision for pupils with Special Educational Needs and Statements whose needs cannot be met in a mainstream school.

SPLD: Specific Learning Difficulties in a particular area of the curriculum.

TAF: Team Around the Family (TAF) This is a way of working which brings a wide range of professional together to work with a family in order to help them address the breadth of challenges they are facing.

Teaching Assistant/Learning Support Assistant/General Assistant (TA/LSA/GA): This is a person employed in school to support children's learning under the direction of a class teacher.

Transition Plan: This is a plan devised following the Year 9 Annual Review and updated at subsequent annual reviews. The purpose of the plan is to draw together information from a range of individuals within and beyond the school in order to plan coherently for the young person's transition to adult life.

Tribunal: A tribunal is a special group of people whose job it is to deal with disagreements.

Visual impairment (VI) - a range of difficulties from partial sight through to blindness

The Additional Learning Needs Code for Wales 2021. This Code comes into force on 1 September 2021 as provided for by the Additional Learning Needs Code (Appointed Day) (Wales) Order 2021. Available at: [The Additional Learning Needs Code | GOV.WALES](#)

PART SEVEN

Resources - support information and templates



Children in Wales
Plant yng Nghymru

Children in Wales

Children in Wales is the national umbrella body for organisations and individuals who work with children, young people and their families in Wales. They are a membership body, and their members are drawn from the voluntary, statutory and professional sectors. They work with, and for, our members to promote their interests and meet their needs. Together they:

- Contribute to making implementation of the UN Convention on the Rights of the Child a reality in Wales.
- Fight for sustainable quality services and fair shares for all children and young people.
- Ensure special attention and treatment for children in need and those who are marginalised.
- Ensure children and young people have a voice.

Contact details:

www.childreninwales.org.uk

Tel: 029 2034 2434

Email: info@childreninwales.org.uk

The All Wales Forum of Parents and Carers of people with Learning Disabilities.



The All Wales Forum of Parents and Carers of People with Learning Disabilities

*Giving a national voice to empower parents
& carers of people with a learning disability*

Who We are

The All Wales Forum was set up by a group of parent carers across Wales who want to have 'voice and control' over the way in which services for their sons and daughters with learning disabilities are planned and delivered.

AWF's core mission is to bring a national voice and recognition to parents and carers of children and adults living with learning disabilities in Wales.

What We Do

We advocate for the rights of family carers to be heard as equals in service planning and policy development - enabling and supporting carer groups and individuals to be fully included in their communities and central to planning processes.

We highlight and campaign on national and local issues that directly impact upon parents and carers and their family members - working together to ensure that issues directly facing family carers are heard and given proper consideration by the wider community through co-operative working and total engagement.

We work in partnership to identify and develop innovative solutions to improve the lives of parents and carers and their family members - working with partner organisations at local and national levels through shared resources and collective knowledge to improve and shape those services that ensure good lives.

"I feel less isolated"

"It's good to know I am not alone and good to connect with other families"

Please contact us if you have any queries or want to know more about our current projects:



www.allwalesforum.org.uk



Find us All Wales Forum of Parents and Carers. - AWF



Follow us @AllWalesForum

Give us a call on:
02920 811 120



Write to us at our office address:

The All Wales Forum

Elliot Buildings

21 Cardiff Road

Taff Well

CF15 7RB



Supported by Welsh Government

Family Information Service (FIS)



Gwasanaethau Gwybodaeth i Deuluoedd
Family Information Services

Family Information Service (FIS) provides free advice and information in all local authorities on a wide range of childcare options and activities for children aged 0-20, their families and their carers.

This includes information on nurseries, childminders, out of school clubs, playgroups and parent and toddler groups. We also provide help and advice on paying for childcare and working in childcare.

Children in Wales works with the FIS network to provide information and resources to help with their work. To find your local FIS contact details visit

<http://www.childreninwales.org.uk/in-your-area/> and follow the onscreen prompts.

FIS – is a one stop information and advice service, for parents, carers and people working with families in the local authority about:

- Registered childcare including childminders, day nurseries, crèches, playgroups and Cylchoedd Meithrin.
- Holiday care schemes and open access playschemes
- Unregistered childcare including baby sitters, nannies and au pairs
- Parent and toddler groups
- Play, sport and leisure activities
- Help with childcare costs
- Working with children
- Free nursery education
- Youth services
- Health and wellbeing services
- Services for disabled children
- Services promoting the Welsh language
- Family support Services

Your local authority utilise the FIS site to store information on ALN information, advice and guidance.

SNAP Cymru

SNAP Cymru is an all-Wales children's charity working with families, young people and professionals on issues regarding additional learning needs and disabilities. It is an advocacy service for parents/carers.



SNAP Cymru's independent Parent Partnership Service is free to families and offers impartial, accurate information, advice and support through our Independent Parental Support Scheme (IPS).

Our teams of trained staff and volunteers help:

- Families make informed decisions about school and other educational placements and provision from health, education, social services and other agencies.
- Families work in partnership and maintain good working relationships with relevant professionals.
- Schools in continuing to develop good working practice with parents/carers.
- Families play an active and valued role in their child's education and development – giving families a choice.

SNAP teams of trained staff and volunteers offer:

- Confidential, accurate, information, advice and support.
- A listening ear, an opportunity for families to talk things through.
- Help to gain access to a range of support services and expert advice.
- Practical help in dealing with letters, filling in forms and understanding professional reports.

Use this link to access information on independent advocacy for young people.

<http://www.snapcymru.org/wp-content/uploads/2015/11/Advocacy.pdf>

One Page Profile

Photo

What do people like and
admire about me?

Name:.....

School year:.....

How can you support me?

What is important TO me?

One Page Profile

What do people like and admire about me?

My positive qualities and strengths (not academic achievements) e.g. Sense of humour, caring, happy, thoughtful, funny, kind, great memory, bright as a button, positive, strong minded, creative, fearless, committed, smile which lights up a room, never gives up, imaginative, determined, concentrates, reliable, brave, intrepid, hardworking, likeable, friendly, focussed, loving, never complains, popular, giving, good fun, creative, cheerful, determined, honest

What is important to me?

Think of a good day at school : Who would sit next to me? Who would I play with at break What are my hobbies and what activities do I like? When do I like to do them? Do I like to get to school early to play football with my friends? Favourite lesson Favourite school activity Also, things I don't like (that upset me e.g. taking pencils from my case)

How can you support me?

This is a list of how to support me at school and what is helpful/not helpful. It can include any specific "buttons" that get pushed and how to avoid or handle them.

This should include what people need to know and what people need to do, e.g. * Laura can perceive a negative comment as a big telling off * Anna is naturally quiet and can seem like she is "no trouble" she needs gentle questions to draw her out * Jamie struggles to ask people to work in pairs with him, It helps if you suggest people for him to work with and use other ways to pair children up * Joe finds circle time difficult. It is easier for him if sitting near the front and if he has a chance to say something early on.

Annex A: Individual Development Plan (IDP): Standard form

Part 1.

Section 1A: Basic biographical information about the child or young person¹ and contact detail

1A.1) Full name:	
1A.2) Likes to be known as:	
1A.3) Date of birth:	
1A.4) Gender and preferred pronouns:	
1A.5) Current education setting(s):	
1A.6) Home address and telephone number:	
1A.7) Name of parents ² :	
1A.8) Email address (only where child/ parent/ young person is willing to receive notifications and documents electronically):	
1A.9) Parents' telephone number(s) (if different, and only where parent(s) consent to their details being included):	
1A.10) Communication requirements and preferences:	
1A.11) For a young person, details of consent to IDP being prepared/ maintained:	
1A.12) Capacity issues:	

Section 1B: Responsibility for the IDP

1B.1) Organisation responsible for maintaining the IDP:	
1B.2) Date before which the IDP must be reviewed:	
1B.3) Proposed review date:	

¹ A young person is someone over compulsory school age under the age of 25.

² For young people only to be completed with their consent and if they agree to information being shared with their parents.

Section 1C: Profile (About me)

In this section you could include the information identified within the child's/young person's OPP.

1. what people appreciate about me,
2. what is important to me and
3. how best to support me.

Part 2.

Part 2 includes those elements of the IDP in relation to which appeals to the Tribunal can be made. These elements are **underlined, bold and red.**

Section 2A: Description of the child or young person's additional learning needs (ALN)

Section 2B: Description and delivery of the child or young person's additional learning provision (ALP)

2B.1) Intended outcome:

2B.2) ALP to be provided:

2B.3) Should the ALP be provided in Welsh?

2B.4) Organisation/ service to provide the ALP, and contact details (where different to body maintaining the plan):

2B.5) Start date:

2B.6) End/ review date:

2B.7) Rationale for the ALP listed above

2B.1) Intended outcome:				
<u>2B.2) ALP to be provided:</u>	<u>2B.3) Should the ALP be provided in Welsh?</u>	2B.4) Organisation/ service to provide the ALP, and contact details (where relevant):	<u>2B.5) Start date:</u>	<u>2B.6) End/ review date:</u>
2B.7) Rationale for the ALP listed above				

2B.1) Intended outcome:				
<u>2B.2) ALP to be provided:</u>	<u>2B.3) Should the ALP be provided in Welsh?</u>	2B.4) Organisation/ service to provide the ALP, and contact details (where relevant):	<u>2B.5) Start date:</u>	<u>2B.6) End/ review date:</u>
2B.7) Rationale for the ALP listed above				

Section 2C: Description and delivery of ALP to be secured by an NHS body				
2C.1) Intended outcome:				
<u>2C.2) ALP to be provided:</u>	<u>2C.3) Should the ALP be provided in Welsh?</u>	2C.4) Organisation/ service to provide the ALP, and contact details (where relevant):	<u>2C.5) Start date:</u>	<u>2C.6) End/ review date:</u>
2C.7) Rationale for ALP listed above				

2C.1) Intended outcome:				
<u>2C.2) ALP to be provided:</u>	<u>2C.3) Should the ALP be provided in Welsh?</u>	2C.4) Organisation/ service to provide the ALP, and contact details (where relevant):	<u>2C.5) Start date:</u>	<u>2C.6) End/ review date:</u>
2C.7) Rationale for ALP listed above				

Section 2D: Places at a named school/ institution or board/ lodging	
<u>2D.1) The name of a maintained school in Wales that is being named for the purpose of securing the admission of the child to the school.</u>	
<u>2D.2) The name of any particular school or other institution which must be secured</u>	
<u>2D.3) Board and lodging provision which must be secured</u>	

Part 3.

Section 3A: Record of information used to develop the IDP

If information is included as an annex to the IDP, please list it here.

Section 3B: Timeline of key events

3B.1) Significant events or information relevant to understanding the child or young person’s ALN and planning the necessary ALP:

3B.2) Education settings previously attended (and dates):

Section 3C: Transition

Section 3D: Travel arrangements.

Additional online information.

Welsh Government and your local authority have created a range of ALN resources and guidance documents for families, children and young people, we have listed a few below.

Additional resources to support your child or young person in planning for their review meeting. Can be accessed [online] <https://gov.wales/sites/default/files/publications/2018-12/person-centred-reviews.pdf>

ALN Draft code of practice (June 14th 2019) for updates visit Welsh Government, <https://gov.wales/education-skills>

ALN factsheet on how the ALN Act will affect children, young people, parents and carers. Can be accessed [online] <https://gov.wales/additional-learning-needs-aln-factsheet-children-young-people-parents-and-carers>

Annual reviews and PCP meetings provides a guide to what to expect. Can be accessed [online] <https://gov.wales/person-centred-reviews-guidance-families>

Easy read explanation of the Additional Learning Needs and Education Tribunal (Wales) Bill. Guidance helping children and young people who need extra support to learn - Children and young people with additional learning needs. Can be accessed [online] <https://gov.wales/easy-read-explanation-additional-learning-needs-and-education-tribunal-wales-bill>

PCP resource booklet provides a template for a family to use in preparation for their child's person-centred review. Can be accessed [online] <https://gov.wales/sites/default/files/publications/2018-12/person-centred-reviews-for-families.pdf>

PCP resource video and guidance on person-centred reviews. Can be accessed [online] <https://youtu.be/bkwBSF0nxiY>

Primary school for children aged 7 to 11: a guide for parents and carers. Can be accessed [online] <https://gov.wales/primary-school-children-aged-7-11-guide-parents-and-carers>

Regional ALN Code consultation events video provides an overview of the draft additional learning needs code consultation. Can be accessed [online] <https://gov.wales/overview-draft-additional-learning-needs-code-consultation>

Created by Holos Education 2020

Thank you

parents/carers and practitioners
who contributed to this
Information resource
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