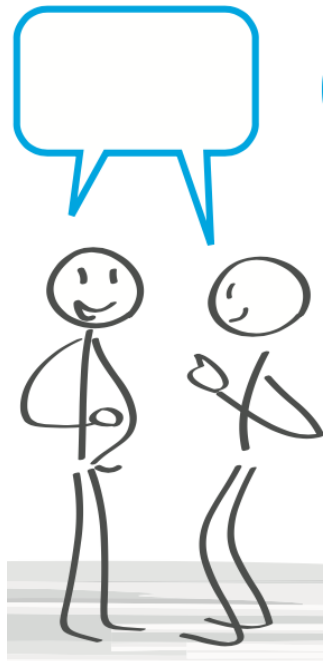


Aims of this workshop:

To share with parents what they can expect from the school and Local Authority when their child is being assessed for additional learning needs or if their child's additional learning needs plan is being reviewed.

To give the opportunity for parents to ask questions and network with other parents.

Working in Partnership School and Family



Access to Education

Team members

Amy Kehoe - ALNCo

Sian Price - ALN Teacher (AKA Wingman)

Emma Dancer – Wellbeing Coordinator

Danielle Kelly – Literacy and Numeracy Coordinator

Hilary Goodchild – Garden Project Lead and in class support

Felicity Westlake – In class support.

Wendy Glastonbury and Catrin Jones who support pupils with statements.

What is the definition of ALN?

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'.

What the draft ALN Code says about parents and carers...

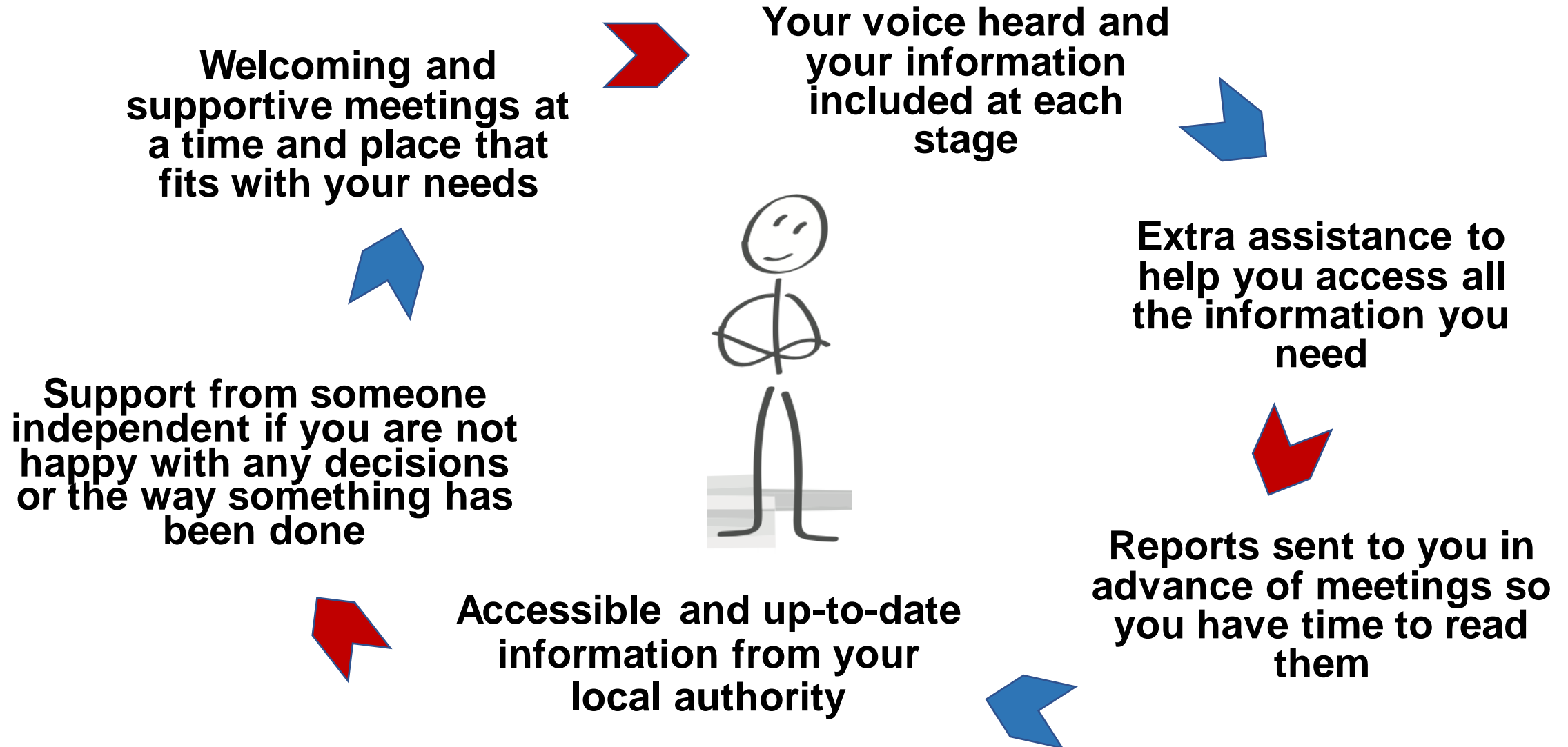
- Parents hold key information and have a critical role to play in their child's education.
- They have unique strengths, knowledge and experience to contribute to the shared view of the child's needs and the best way of supporting them.
- There should be no presumption about what parents can or cannot do to support the child's learning.
- All parents have a right to participate in decisions about their child's education and a positive attitude towards including parents should be adopted.

In short, families are essential in helping the school make decisions about what help a child needs.

What is readily available to your child at PCS?

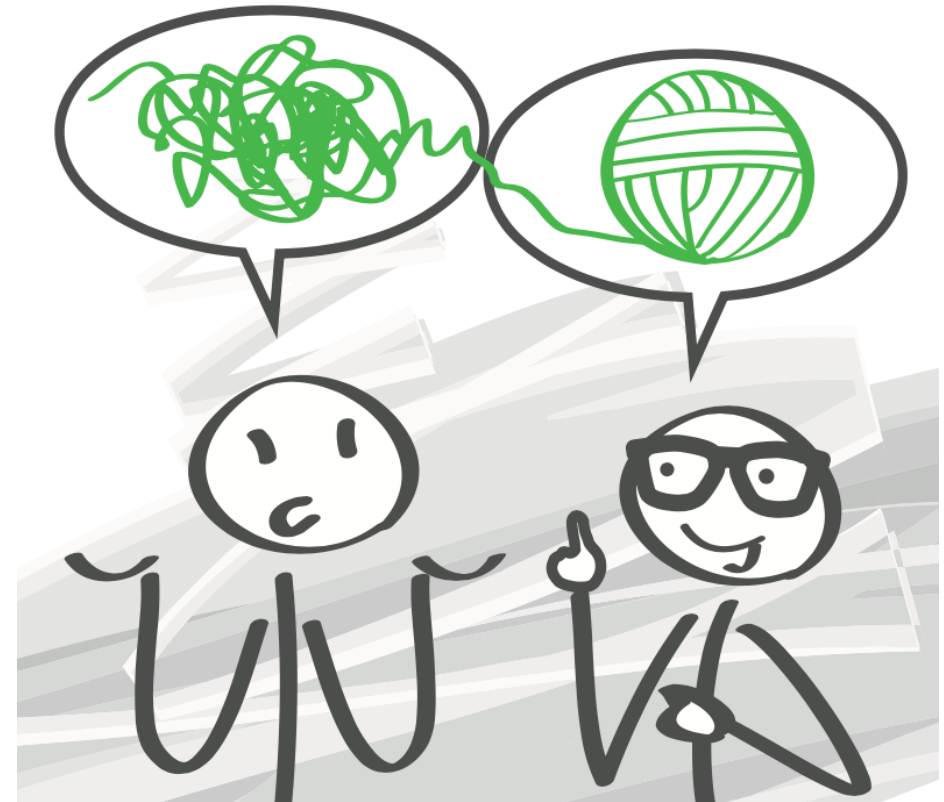
- Having 1 or more of the below does not mean you child has an ALN.
- ELSA/ Thrive Support
- Social Skills and/or ASD Support
- Resilience building through our Garden Project
- Organization Support
- Speech and Language Support
- Literacy and Numeracy
- One Page Profile
- Home – work club.

What a family can expect from their school and local authority....



What are the potential barriers you may face as a parent/ carer in this process?

- Understanding specific educational / health jargon including acronyms
- In most cases it will be the first time you will go through the process which means you are learning about the process as you go along
- Sometimes there are multiple professionals or agencies involved and this can feel stressful



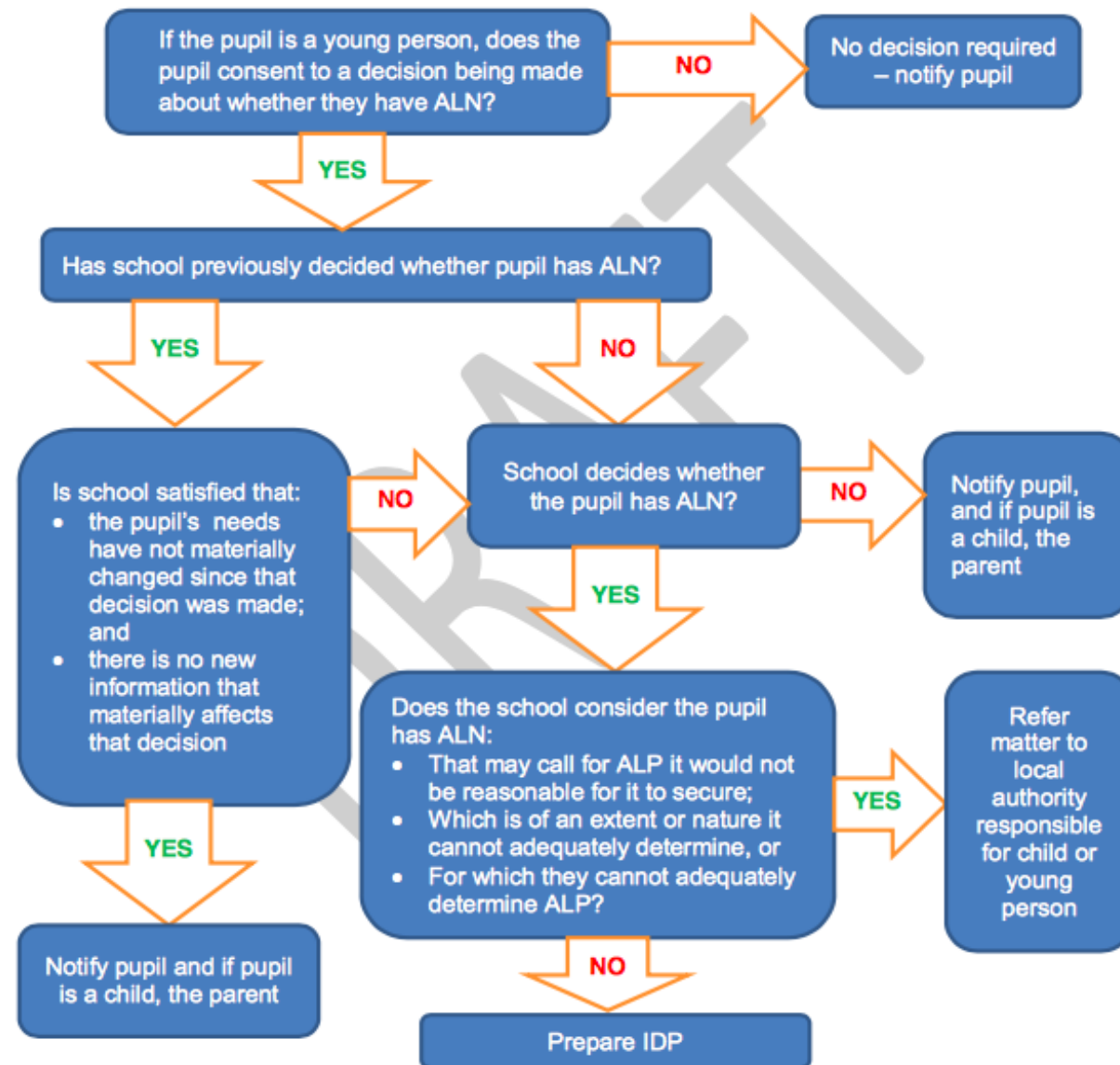
This flowchart sets out the process a school goes through to make or review a decision about whether a pupil has ALN.

As a parent / carer, the school must ask you for your views when making / reviewing a decision about ALN.

At all times you are entitled to extra support so that you and your child feel fully part of this process.

DECISION ON ADDITIONAL LEARNING NEEDS

When it is brought to the attention of, or otherwise appears to a maintained school, that a pupil may have ALN and does not have an IDP, the following process **must** be followed (Different arrangements apply if student is dual registered, looked after, detained, an English resident or an EHC plan is being maintained):



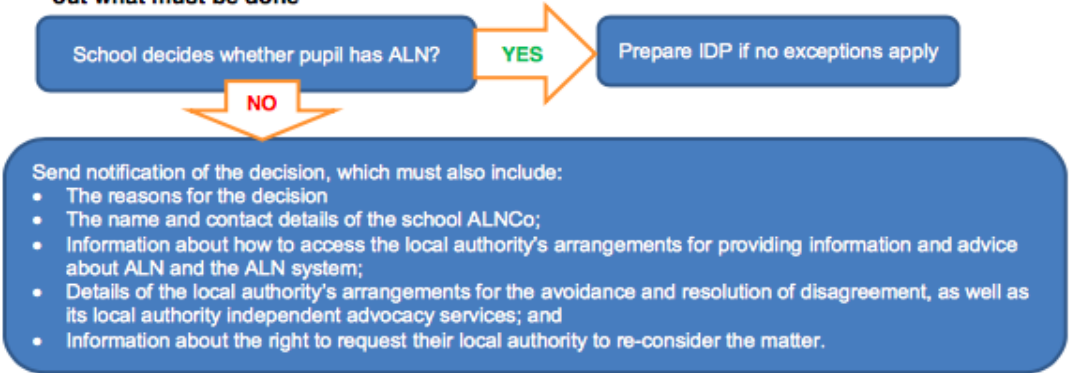
If the school or Local Authority decides your child **does not** have ALN, you might disagree or be dissatisfied with this decision. This flowchart shows what the Local Authority must do to ensure you are listened to.

Your link person will support you through any disagreement so you feel informed, listened to and supported.

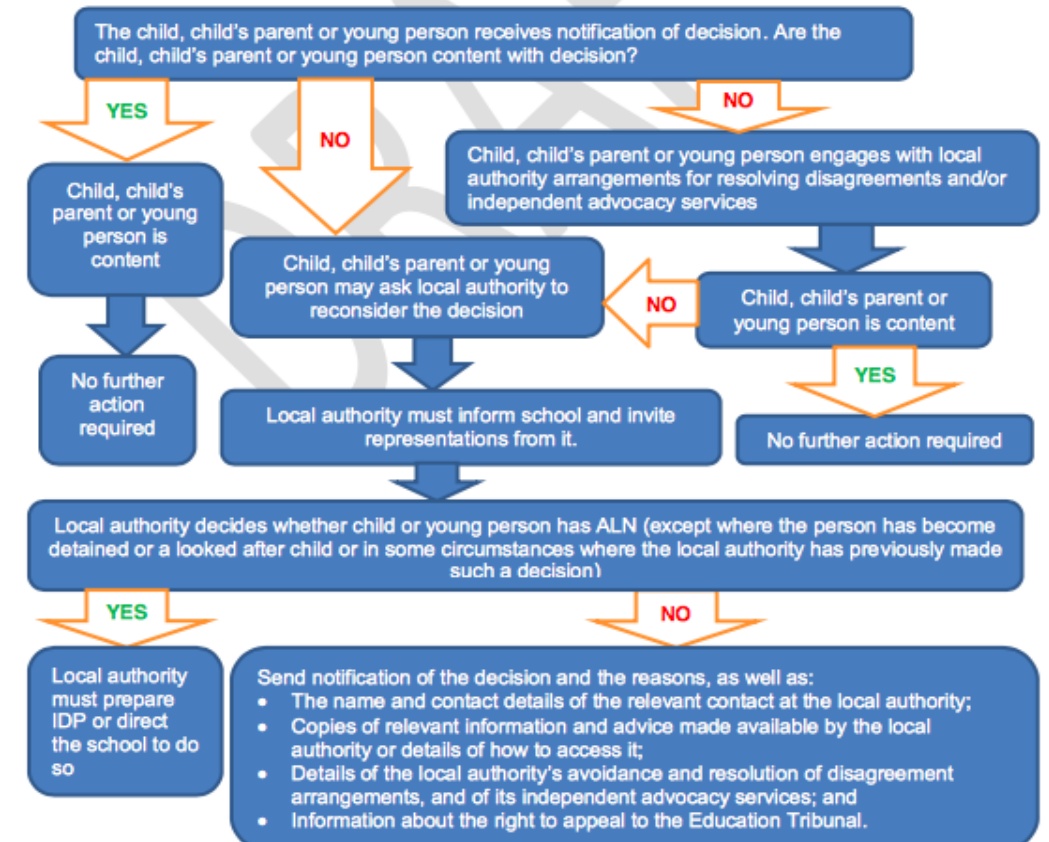
If you request it, your Local Authority will arrange for you to have access to an **independent advocacy service** if you feel you need the support from someone outside of the school or Local Authority.

DECISION BY MAINTAINED SCHOOL THAT CHILD OR YOUNG PERSON DOES NOT HAVE ADDITIONAL LEARNING NEEDS

Where a maintained school decides a pupil does not have ALN, the following sets out what must be done



RESPONSE TO NOTIFICATION

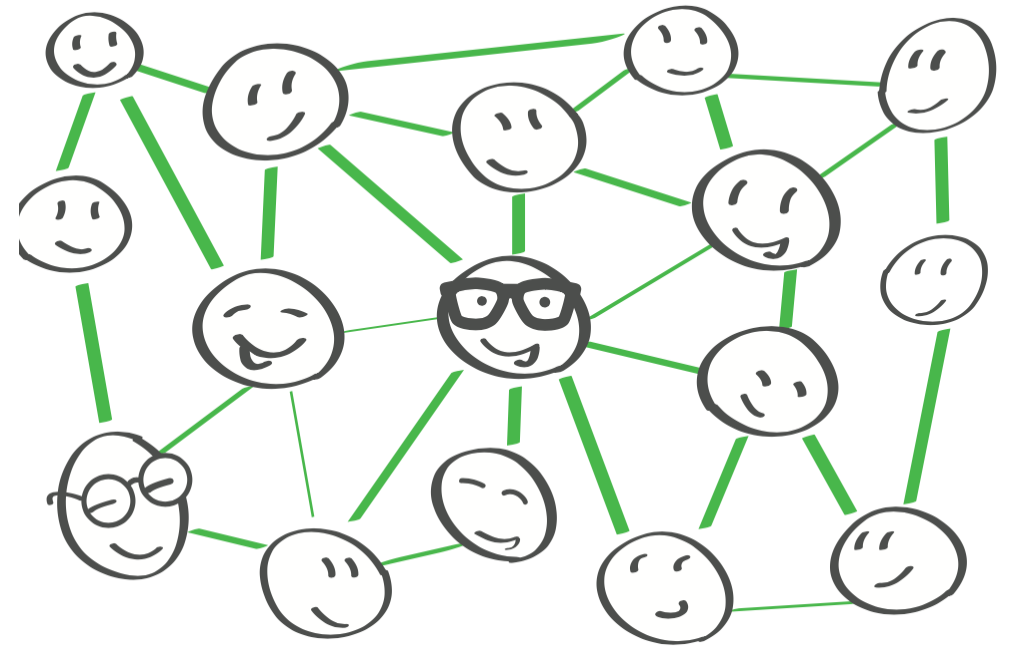


Building parent networks

Parents and carers of children with additional learning needs always recommend joining parent support groups.

These offer the chance to share information, experiences and ideas.

Ask your school ALNCo for information about your local parent-carer support group.



Questions and discussion

What can you do next?

Contact your ALNCo for information on any of the following:

- To review the process so far so you feel up-to-date with everything
- To ask for extra support to help you participate fully in the process
- For information about seeking a parent support network or independent advocate services from the Local Authority.

