



Llywodraeth Cymru
Welsh Government

Participation workshops with children and young people and parents/carers on the draft Additional Learning Needs and Education Tribunal (Wales) Bill

Consultation – summary of responses

Date of issue: July 2016

Participation workshops with children and young people and parents/carers on the draft Additional Learning Needs and Education Tribunal (Wales) Bill

Audience

This document is aimed at all those with an interest in the provision of education for those with special educational needs.

Overview

This is a report on workshops held to find out what children, young people and their parents/carers thought of the Welsh Government's plans for additional learning needs.

Action required

None – for information only.

Further information

Enquiries about this document should be directed to:

Additional Learning Needs Reform Branch

Support for Learners Division

The Education Directorate

Welsh Government

Cathays Park

Cardiff

CF10 3NQ

Tel: 029 2082 6015

e-mail: Senreforms@wales.gsi.gov.uk

Additional copies

This document can be accessed from the Welsh Government's website at www.gov.wales/consultations

Related documents

Draft Additional Learning Needs and Education Tribunal (Wales) Bill

Contents

Acknowledgement	2
1. Executive summary	3
2. Acknowledgements	4
3. Introduction	5
4. Background	7
5. Methodology	11
6. Events	17
7. Headline responses from children, young people and adults	19
8. Detailed responses by questions	24
9. Detailed responses by setting types	35

Acknowledgement

The participation workshops and this report were delivered on behalf of Welsh Government by Cognition Associates.



www.cognitionassociates.co.uk

1. Executive summary

In July 2015 the Welsh Government published a consultation on a draft Bill to introduce a new statutory framework for supporting children and young people aged 0-25 with additional learning needs (ALN). It is proposed that this will replace existing legislation surrounding special educational needs (SEN) and the assessment of children and young people with learning difficulties and/or disabilities (LDD) in post-16 education and training.

This report presents a summary of the views of a wide range of children, young people and parents/carers who attended a series of engagement workshops in the autumn of 2015 as part of the draft Bill consultation process.

There were 23 engagement workshops, with a total of 267 participants. Each workshop was structured to provide participants with the information and understanding to allow them to make empowered decisions when responding to the ten set consultation questions reflecting the ten core aims of the reform proposals. While there was an overall high level of support, there was a difference between the responses of the children/young people, and the adults.

Children and young people participants

There were 19 workshops for children and young people, held at 16 settings, with a total of 222 participants. The workshop settings included special schools, primary schools, secondary schools, further education (FE) settings, a pupil referral unit (PRU), a group of looked after children and home educated children. The overall level of support for the proposals was very high.

	Agree	Disagree	Don't Know
Votes	2050	77	93
%	92	4	4

Adult participants

There were four workshops for adult cohorts with a direct interest in the legislation. The cohorts were foster carers, a support group consisting of parents with statemented children, an early years group and a group of home educating parents. Overall, the 45 adults voted in the following ways indicating a high level support for the proposed changes.

	Agree	Disagree	Don't Know
Votes	297	56	97
%	66	12	22

All participants

The table below reflects the total votes cast in the 23 engagement workshops.

	Agree	Disagree	Don't Know
Votes	2347	133	190
%	88	5	7

In summary, the 2670 votes cast against the ten questions, indicates overall very high level of support for the proposals.

2. Acknowledgements

Cognition would like to acknowledge the hard work and cooperation of the children and young people who made this consultation exercise possible. We would also like to thank and acknowledge the help of the organisations that facilitated access to their children and young people. These included:

- Portfield, Haverfordwest
- Ysgol Penmaes, Brecon
- Ysgol Gogarth, Llandudno
- Glynollen Primary School, Swansea
- Catweg Primary School, Neath
- Ysgol Gyfun Gwyr, Swansea
- Cefn Hengoed, Swansea
- Maesteg Comprehensive School
- Coleg Cambria Deeside
- Coleg Cambria Yale
- Coleg Cambria Northop
- Bridgend College
- Ty Llidiard, Bridgend
- Tai Centre, Tonypandy
- Home education community group, Bridgend, RCT, Vale of Glamorgan
- Tiny Tots Early Years, Blaengarw

3. Introduction

On 6 July 2015 the Welsh Government published a consultation on a draft Additional Learning Needs and Education Tribunal (Wales) Bill (“the draft Bill”)¹, which closed to responses on 18 December 2015. The draft Bill proposes a new statutory framework for supporting children and young people aged 0-25 with additional learning needs (ALN), which aims to provide them with a system that will ensure that their needs are assessed, and the provision necessary to meet those needs is planned for in a more collaborative, consistent and equitable way. This will replace existing legislation surrounding special educational needs (SEN) and the assessment of children and young people with learning difficulties and/or disabilities (LDD) in post-16 education and training.

In order to ensure that the views of children and young people were gathered to inform the consultation process, the Welsh Government published an ‘easy read’ explanation of the draft Bill and a consultation document for children and young people. Cognition were commissioned to design and deliver a series of accessible, bilingual, Pan-Wales engagement events for children, young people and their families/carers. This included the development of bespoke bilingual consultation materials suitable for use at the participation sessions. These were designed to allow the participants the necessary understanding of the nature, extent and effect of the draft Bill to fully contribute their personal views in response to the consultation questions. This report presents a summary of the responses from participants at the engagement events.

In order to ensure that views were heard from the range of children and young people with ALN who will be the direct beneficiaries of the draft Bill’s provisions, engagement sessions were held with learners with different levels of special educational need (i.e. those currently receiving support via school/early years action, school/early years action plus and Statements of SEN), and from different education settings including:

- mainstream schools;
- special schools/units;
- early years settings;
- primary and secondary education;
- further education settings;
- independent specialist colleges; and
- English and Welsh medium settings.

¹ Consultation on the draft Additional Learning Needs and Education Tribunal (Wales) Bill: <http://gov.wales/consultations/education/draft-aln-and-education-tribunal-wales-bill/?lang=en>

In addition, Cognition sought the views of the families and carers of children in the above groups, and of children who are looked after by local authorities (for whom there are specific provisions in the proposed new system).

This work supports the Welsh Government's commitment to the United Nations Convention on the Rights of the Child (UNCRC) as enshrined in the Rights of Children and Young Persons (Wales) Measure 2011. In particular, it supports Article 12 of the UNCRC, which states that 'children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.' It also supports the Welsh Government's statutory requirements in regards to its Public Sector Duties under the Equality Act 2010.

4. Background

The draft Bill proposes a new statutory framework in accordance with which local authorities, governing bodies of maintained schools and further education institutions (FEIs) in Wales will be required to operate. This would replace the statutory frameworks established by the Education Act 1996 in relation to school and pre-school education, and by the Learning and Skills Act 2000 in relation to FE.

These current legislative frameworks for supporting children and young people with SEN and LDD are based on a model introduced more than 30 years ago that is recognised as no longer being fit for purpose. Enquiries and reviews of SEN provision in Wales by Estyn, the Wales Audit Office and the National Assembly's former Education, Lifelong Learning and Skills Committee have identified that the current system is complex, bewildering and adversarial. The evidence points to an assessment process which is inefficient, bureaucratic and costly, as well as insufficiently child-centred or user-friendly. Needs are sometimes identified late and interventions are not planned or implemented in a timely or effective way. Families say that they feel they have to battle at each stage of the system to get the right support for their child, and that they do not know where to turn for advice and information.

The draft Bill builds upon the White Paper, Legislative Proposals for Additional Learning Needs², published for consultation in May 2014. This set out the rationale behind the Welsh Government's proposals for legislative change in order to address the weaknesses in the current system. These weaknesses include:

- The current terminology stigmatises children and young people and is associated with a system which needs fundamental reform.
- There is an unclear divide between those requiring statements of SEN and those who do not.
- The lack of clear criteria about when and for whom a statement of SEN should be made results in an inconsistent approach between local authorities.
- There is a perception that the existing SEN Code of Practice is not always applied rigorously or is interpreted differently by different local authorities.
- It is unfair that the provision necessary to address more complex needs is protected through the issuing of a statement but the provision required to address less complex needs is not statutorily protected.
- Trust between parents and local authorities or schools is often undermined and this leads to dispute.

² The White Paper, Legislative Proposals for Additional Learning Needs, can be accessed on the Welsh Government's website at: <http://gov.wales/consultations/education/proposals-for-additional-learning-needs-whitepaper/?skip=1&lang=en>

- It is difficult to adopt a flexible approach to the delivery of special educational provision.
- The current arrangements for children and young people with LDD potentially disrupt their smooth transition between school and post-16 education and may make the system of post-16 provision less efficient than it should be.
- The current legislation to 'approve' and 'register' an independent school to admit pupils with an SEN does not provide an effective system for ensuring that appropriate provision is made available or to clarify whose responsibility it is to do so.
- Some parents and families feel excluded from the processes around statements of SEN which they see as impenetrable, bureaucratic and inefficient.
- Parents also say that even when their child has a statement, if their needs change, or if a condition worsens or improves, the system can be too slow to adapt.
- Evidence from Estyn reports and other reviews of SEN policy have identified that multi-agency working is sometimes weak and ineffective.
- Identification and intervention does not always happen at the earliest opportunity.
- The particular support that children and their families require may be put in place needlessly late.
- The important co-ordination role undertaken by SEN Co-ordinators (SENCOs) is not well-defined and varies considerably.
- For looked after children, the SEN statutory assessment is just one of many assessments, and the separate processes are not well integrated.
- Arrangements for information and advice giving vary across Wales, in terms of both their nature and their effectiveness.
- The current arrangements for disagreement resolution are insufficiently robust to ensure that disagreements are resolved quickly or avoided altogether.
- The current absence of any appeal process in relation to the support received by children and young people who have SEN but who do not have a statement, potentially places them at an unfair disadvantage.

The Welsh Government's overarching policy objectives in relation to the draft Bill are to create:

- a unified legislative framework to support children and young people aged 0 to 25 years with ALN in schools and FE;
- an integrated, collaborative process of assessment, planning and monitoring which facilitates early, timely and effective interventions; and
- a fair and transparent system for providing information and advice, and for resolving concerns and appeals.

In order to achieve these three overarching objectives, the Welsh Government has established ten core aims within which the draft Bill's provisions have been developed, as follows:

1. **The introduction of the term Additional Learning Needs (ALN):** The draft Bill replaces the terms 'special educational needs' (SEN) and 'learning difficulties and/or disabilities' (LDD) with the new term ALN.
2. **A 0-25 age range:** A single legislative system relating to the support given to children and young people aged between 0-25 years who have ALN.
3. **A unified plan:** The draft Bill creates a single statutory plan (the individual development plan (IDP)) to replace the existing variety of statutory and non-statutory SEN or LDD plans for learners in schools and FE.
4. **Increased participation of children and young people:** The draft Bill requires that learners' views should always be considered as part of the planning process, along with those of their parents.
5. **High aspirations and improved outcomes:** 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.
6. **A simpler and less adversarial system:** The process of producing and revising an IDP should be much simpler than is currently the case with statements of SEN and should avoid the adversarial nature of the existing, overly bureaucratic approach.
7. **Increased collaboration:** All services involved in working with children, young people and their families, including education, health and social services, will have a crucial role to play in working together to deliver efficient, effective, child-centred support for learners with ALN.
8. **Avoiding disagreements and earlier 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.

9. **Clear and consistent rights of appeal:** Children and young people entitled to an IDP (and their parents in the case of those that are under 16 years) will have a right of appeal to a tribunal.
10. **A mandatory Code:** A new statutory ALN Code, which will help to ensure that the new ALN system has a set of clear, legally enforceable parameters within which local authorities and those other organisations responsible for the delivery of services for children and young people with ALN, must act.

These ten core aims formed the basis of the consultation questions which Cognition used to engage with children, young people and parents/carers at the participation sessions.

5. Methodology

General Workshop methodology

Our purpose throughout this consultation was to gather meaningful and useful opinions from children, young people and their parents/carers. Our methodology was geared towards ensuring that the participants felt comfortable and secure while understanding the issues, in order that they were thoroughly willing and able to give truthful, well considered opinions.

In order to gather meaningful opinions, it was essential that we communicated the required details and background of the draft Bill in a clear and engaging manner. The ways in which we did so varied between groups in order to tailor the approach appropriately to the experience and level of understanding of each audience, but always centred on the use of simple drama techniques, active exercises and animated presentations.

Our aim was to generate qualitative as well as quantitative data by encouraging participants to share their ideas about each issue. With each of the ten questions, we asked participants to explain why they thought the draft Bill's proposals were a good or bad idea or did not know, and to consider what benefits or problems the draft Bill's proposals may produce. However, questions were only asked once the facilitator was satisfied that the level of the participants' understanding was sufficient to enable meaningful responses. The complexity of the proposed changes, coupled with the cohorts with whom we engaged, meant that a recapitulation of learning was often required including the revisiting of previously worked through slides.

To enable participants to engage with the content of the consultation and how it directly connected to their educational life, for each thematic area we:

- a. **Gave Information**
- b. **Explored Issues**
- c. **Recapitulated knowledge**
- d. **Gathered opinions**

The workshops generally followed a similar structure:

1. **Welcome and warmup**
2. **Exploring laws, plans and the role of Welsh Government**
3. **Comparing SEN and ALN**
4. **Comparing the existing plans and the new IDP**
5. **Making and updating the IDP**
6. **ALN Coordinator role and interagency working**
7. **Stopping disagreements and appealing decisions**
8. **Ending the workshop**

The above structure is explored in the following pages.

animated slide, the facilitator asked:

“What are laws?”

“What are plans?”

Children from two schools displayed a firm understanding regarding laws. This appears to have been the result of studying the Equality Act and human rights conventions including the UNCRC. In these schools, the children and young people were able to identify their favourite UNCRC articles. In other schools there was a general level of confusion regarding what laws were and who makes them, with many children and young people believing that the police made the law. Discussions generally moved onto the participants being asked to identify any laws that they are aware of, leading to the following indicative responses:

“seatbelts on when you are driving”

“it’s against the law to kill”

“should not steal”

There are laws and plans to help children and young people learn

**What are laws?
What are plans?**



There are laws and plans to help children and young people learn

**What are laws?
What are plans?**



Laws are rules made by the Welsh Government to support people.



Plans are made to help make sure that the laws work for everyone

It was interesting to note that when the image of the Senedd was displayed, there was strong recognition in the South and South West while there was very little recognition in the North of Wales.

The children and young people were also pleased to have the opportunity to be able to give their opinions to the Welsh Government.

Slide four examined the problems with the existing support system. The participants readily understood the need to receive timely support with one child stating:

“if you don’t get help when you need it there’s no point because what you needed to do would have gone”

Old laws & plans used now:

The laws and plans used now are old and out of date and this can cause the following problems:



- Young people’s needs not being found out.
- Support being given too late
- People who received support not being included in making the plans
- The plans can also be very complicated



3. Comparing SEN and ALN

The animated slide five introduced the term 'Special Educational Needs'. The medical focus of SEN was discussed and participants generally indicated that they understood. Several young people who had Statements themselves were nevertheless unfamiliar with the term SEN; they were also unaware of, and had not knowingly been involved in, the planning or monitoring of the support they received.



The animated slide six introduced for the first time the term 'Additional Learning Needs' and how this will replace SEN. The focus on education outlined in slide seven was generally understood with one child stating:

“If you have a wheelchair that doesn’t mean you need help to learn only get around”

The ALN / SEN differences were then recapitulated leading the workshop into the first two consultation questions.

From a methodological point of view, the position of question two in the order of the set of ten consultation questions made it difficult for the participants to express an empowered decision because the relation of health support services to the development of the Individual Development Plan was not explained until later in the workshops.

4. Comparing the existing plans and the new IDP



The facilitator moved onto Slide nine, which animated how the existing support systems could result in a child or young person having different types of support plans at different education settings and at different ages. The animated slide then displayed the new system where it is proposed that there is one new IDP for children and young people from 0 – 25

years of age, whether in early years settings, schools or further education settings. Moving onto Slide ten, the basic content of the proposed IDP was then outlined.

The difference between the existing support system where there can be many different types of plans for different ages and settings, to the future where there will be one IDP for children and young people from 0 – 25 years of age was recapitulated leading to questions three and four.

5. Making and updating the IDP

Slide 12 outlined how the proposed IDP would be made and who the people are who would assist the early years setting, school or college in its creation. Slide 16 recapitulated this information, reinforcing the role of the child or young person, and their family where appropriate, in creating the IDP.



Updating the Individual Development Plan



The participants were generally very pleased to see that they would be part of making the plan and that others who may support them would also be involved.

Who the plan would be given to and when it would be updated was shown in slide 13, leading to questions five and six.

6. The ALN Coordinator role and interagency working

The facilitator moved to Slides 15 and 16. These slides outlined how the ALN Coordinator would ensure that all children or young people with ALN have an IDP, and how all services that support the child or young person will be expected to work together to ensure that the plan is delivered in the way intended with the information required.



After a further recapitulation of the information, understanding was checked, and when satisfied, the facilitator moved onto questions seven and eight.

7. Stopping disagreement and appealing decisions

Slide 18 outlined how, through people being appropriately involved in the making of the IDP and having assistance to understand it, it was hoped that disagreements will be avoided. This led to question nine. The participants agreed that if they were involved in making the plan and had support to fully understand it, there was less likelihood of disagreements.

The Future: Stopping arguments



We want to try and make sure that there are no disagreements and everyone is happy with the child or young person's plan.

To help make sure that there are no disagreements, children, young people and parents will have support to:



- Understand the plan



- Be part of writing the plan



- Be part of decisions that affect them in the plan



- Talk about their worries and get their questions answered

The Future: How to appeal

What happens when people disagree about what is in the Individual Development Plan



- Young people and parents must be told that if they don't like what is in the plan, they can ask for it to be changed. This is called an appeal.



- The child or young person can have an advocate or a friend to help them with sorting problems out and making an appeal.



- If there are disagreements on what should be in the plan, then young person or parents can appeal to the Tribunal.

The Tribunal is a special group of people whose job is to deal with a disagreement.

The facilitator then moved onto Slide 20, outlining what happens when people disagree about what is in the IDP. The facilitator worked through to concepts of an 'appeal', 'advocate' and what a Tribunal is. The final question was then asked. Participants were pleased to have the option of having an advocate to support them as their parents were not always the right people to help.

8. Ending the workshop

Before the workshop was ended, the facilitator made space for further comments or questions, seeking opinions and clarifications on the content of the workshop and the workshop itself. The participants were also informed that Cognition would be in contact once the results of the consultation were published so they could see how their opinions contributed to the development of the new proposed ALN support system.

6. Events

The participant sample responded to the tender specification's requirement to reflect those adults, children and young people, who will be directly affected by the proposed legislation. The sample included children and young people across a spectrum of needs, from school action/school action plus, to those with statements of SEN. In addition, we also included mixed groups which included children and young people who did not have ALN. Interestingly, in these mixed groups, it was notable that those who expressed the strongest views were those who self-identified as having SEN.

The exercise was never intended to provide statistically significant results for each group, which would have required a far wider study, but rather to provide a snap shot of the views a range of groups of children and young people who may be affected by the legislation.

There were 19 workshops for children and young people held at the 16 settings identified in the table below. These settings included special schools, primary schools, secondary schools, further education settings, a pupil referral unit (PRU), a group of looked after children, a group of home educated children and a workshop in the educational unit for children and young people with mental health issues. The total number of participants was 222.

Children and young people				
Setting	Sector	Area	Workshops	Numbers
Portfield	SEN	South West	KS4	6
Penmaes	SEN	Mid	KS4 / KS5	13
Ysgol Gogarth	SEN	North	School Council KS4 / KS5	7
Glyncollen Primary	Primary	South West	KS2	16
			School Council	11
Catweg Primary	Primary with deaf unit	South West	KS1/2	7
			KS1/2	28
Ysgol Gyfun Gwyr	Welsh speaking Primary	South West	KS4	33
Cefn Hengoed	Secondary	South West	KS3	12
			KS4	16
Maesteg Comp	Secondary	South East	KS3	7
			KS3 / 5	6
Coleg Cambria Deeside	FE	North	KS5	14
Coleg Cambria Yale	FE	North	KS5	6
Coleg Cambria Northop	FE	North	KS5	8
Bridgend College	FE	South East	KS5	11
looked after children group	Looked after children	South Wales	KS2 / 3	5
Ty Llidiard	Mental Health	South East	Hospital unit	6
Tai Centre	PRU	South East	KS2 – KS4	5
Home education group	Home education	South East	KS2 – KS5	5
Total number of participants				222

There were four workshops (45 participants) for adult cohorts with a direct interest in the legislation. The cohorts were foster carers, a support group consisting of parents with statemented children, an early years group and a group of home educator parents.

Adults support groups		
Setting	Workshops	Numbers
Home education parent group	Home educators	7
Tiny Tots Early years	Parent group with 13 children under four years old	13
Bridgend College	Parent support group	18
Foster carers care	Parent support group	7
Total number of participants		45

7. Headline responses from children, young people and adults

This section examines the information generated by the workshops at a headline level. The information behind these headlines is examined in more detail in later sections of this document.

Children and young people's workshops

With the exception of the workshop for those children and young people who are educated at home, the total responses from the different workshops showed little overall difference, with the rate of agreement ranging between 86% - 100%. Whilst the overall differences were small, there were some distinct variances in regard to certain issues. These are expanded upon below.

SEN Schools	Agree	Disagree	Don't Know
Total votes, all questions	230	5	25
%	88	2	10

Three workshops in three locations.

Question two posed a problem for these young people. They fully supported the focus on the learning needs but as most had some form of physical impairment, they had a practical understanding of how health issues and education intersect and effect each other. From a methodological point of view, the position of question two in the order of the set ten consultation questions, made it difficult for the participants to express an empowered decision because the relation of health support services to the development of the Individual Development Plan was not explained until later in the workshops.

Even though the response to this question may have been different if asked later in the workshop, their concerns still stand and are real. These learners feel that if their health needs are not reflected in their IDP, issues that affect their learning will be missed.

Primary Schools	Agree	Disagree	Don't Know
Total votes, all questions	885	41	24
%	93	4	3

Five workshops in three locations. One workshop with 33 participants was held at a Welsh medium school. In these mixed groups, just about all the comments made and the 'disagree' and 'don't know' votes came from the participants with ALN.

The two English medium primary schools voted 100% in agreement to all questions. The Welsh medium school accounted for all the 'disagree' and 'don't know' votes in this sector expressing concerns with the proposals outlined in questions two and three:

- **Question 2.** This produced a high level of disagreement to the proposal with most of the Welsh medium school participants voting against the proposal at a rate of two to one.

- **Question 3.** Participants from the Welsh medium school felt that there should be no age limit to receiving assistance and having it at 25 my still stop people receiving the support they need to learn.

Secondary Schools	Agree	Disagree	Don't Know
Total votes, all questions	386	15	9
%	94	4	2

As with primary schools, in these mixed groups, just about all the comments made and the 'disagree' and 'don't know' votes came from the participants with ALN.

Amongst the participants from the two secondary schools, there was universal support for all questions except for question two where over a third of the votes were against it.

There was a general feel - 'will this really happen'. They explained that their current experiences indicate that their needs are not universally understood by their teachers. They felt that many teachers could 'not be bothered' to find things out and if they did, 'they did not care anyway'. An example was given: the dyslexic learners were still being made to read out loud even though that was not supposed to happen and this was stated in their plan.

Further education Colleges	Agree	Disagree	Don't Know
Total votes, all questions	350	12	28
%	90	3	7

The participants at the four further education college workshops had SEN. Similar to the other education settings, there was universal support for all proposals outlined in the questions, accept for question two, where half of the participants voted 'disagree' or 'don't know'. In one college, only one of the 11 participants voted in agreement to the proposal outlined in question two. Disagreements to the proposal came from living experiences where the participants expressed many examples of where their health issues had not been factored into their learning, producing negative outcomes for their education.

Looked after children	Agree	Disagree	Don't Know
Total votes, all questions	43	0	7
%	86	0	14

The sample of five looked after children means that on a question by question basis, the value of expressing responses in percentages is greatly reduced.

They thought that the proposals were a good idea, but were worried that information from social services may find its way into their school.

Mental health education unit	Agree	Disagree	Don't Know
Total votes, all questions	60	0	0
%	100	0	0

The young people expressed the preference through voting, but did not feel able to make any comments.

Pupil Referral Unit	Agree	Disagree	Don't Know
Total votes, all questions	50	0	0
%	100	0	0

The participants were all excluded from school. This resulted in them having a different educational experience to the other groups we interviewed. Even with this different background and relationship to education, they were very supportive of the proposals and they enjoyed having their opinions sought and valued.

Home educated	Agree	Disagree	Don't Know
Total votes, all questions	46	4	0
%	92	8	0

The workshop for the home educated young people followed a similar shape to the other workshops with universal support for all the proposals except for question two where there was strong disagreement to the proposal to the focus on education rather than including health.

Another area of concern was how to ensure that learners and parents are aware of the changes because if they have new rights, they can only use them if they know they exist.

Workshops for adult participants

The general level of support from the adult cohorts for the proposals outlined in the consultation questions was lower than they were for children and young people. However, there were large differences between the adult cohorts. Ranging from an agreement rate of 21% from the home educating parents group, to an agreement rate of 96% from the early years' group. Below is a breakdown of the headline responses from each workshop.

Early years Group	Agree	Disagree	Don't Know
Total votes, all questions	111	11	8
%	85	8	6

Similar to the other workshops, there was strong opposition to the proposal outlined in question two with a belief that support 'should be holistic'. For questions one, three, four, five, six, seven and eight, there was almost universal support. For questions nine and ten, there was a clear majority supporting the proposal, but there were many concerns that the challenge and appeals structure may not work for reasons of lack of money, support and information.

Foster carers	Agree	Disagree	Don't Know
Total votes, all questions	67	1	2
%	96	1	3

Foster carers were the only adult group to fully support the proposal in question two giving near universal support for all the proposals.

They responded very positively to the being asked to contribute and demonstrated a high degree of keenness to learn about the new proposals so that they can better support the children and young people in their charge.

Home educating parents Group	Agree	Disagree	Don't Know
Total votes, all questions	15	33	22
%	21	47	31

With the exception of questions six and ten, the home educating parents group did not support the proposals. With the exception of question two where the reasons for their lack of support was similar to all groups, the basis of their opposition stemmed from:

- Seeing it as irrelevant to their way of educating, as the local authorities provide support through the schools.
- Believing that the Welsh Government has not considered the needs of home educated learners.
- Not believing it would make an impact due to lack of money.

Parent support group	Agree	Disagree	Don't Know
Total votes, all questions	104	11	65
%	58	6	36

The parent group participants, were generally supportive of the proposals, with a majority in favour for six of the ten questions. This group had the highest number of 'Don't knows'.

They were also very supportive of their young people and were keen on change, but were questioning the likelihood of success stating that the existing system does not work as well as it could because of lack of resources and priorities, so why should this new system work any better?

8. Detailed responses by questions

The following pages contain a detailed assessment of the information generated by the workshops. It is organised by question with the information being colour coded to visually separate the children and young people's opinions from those of the adults. This assessment of opinion is further supported by the voting data and quotes from the participants themselves.

Question 1 – Children and young people

Do you think it is clear that we want to focus on the learning needs of children and young people?

	Agree	Disagree	Don't Know
Total votes	213	2	7
%	96	1	3

Amongst the young people, there was near universal support with 96% being in favour of focusing on the learning needs of children and young people:

"I agree because it is more specific and not general"

"We said yes because, just because you can't walk or jump that doesn't mean you can't learn"

In a number of workshops, the connection between the term SEN and bullying was also made:

"Now you've changed the words...it's called Learning Needs now changing the words will stop people bullying, sometimes in the playground"

"SEN is negative so it is good to change the words"

"It might stop bullying...people saying, 'Oh you got special needs'"

Any negative responses focused on the concerns that things would stay the same and that this was just unnecessary word play:

"I don't think it will make a difference to most of us, some children don't even know they have special needs "

Question 1 – Adults

Do you think it is clear that we want to focus on the learning needs of children and young people?

	Agree	Disagree	Don't Know
Total votes	26	8	11
%	58	18	24

58% of participants gave a positive overall response to this question. However, the early years and foster carers workshops fully agreed with the question, while no one from the home educating parent group and only one third of the parent support group were in favour. The positive responses included:

"Yes, it presents as non-judgemental"

The negative responses included:

"I think the focus should be on the whole system"

Question 2 – Children and young people

Do you think it is a good idea to focus on learning needs instead of other needs like health?

	Agree	Disagree	Don't Know
Total votes	149	49	24
%	67	22	11

This proposal scored the lowest agreement rate amongst children and young people – at 67%. However, many of the comments suggested that health needs had an impact on learning, with responses including:

“Need to focus on both”

“Not sure you can separate them to be honest.”

“I’m really not sure because my health does affect my learning”

“I think they are both as important as each other. You may need to focus on their health to improve their learning.”

“It should be combined”

Question 2 – Adults

Do you think it is a good idea to focus on learning needs instead of other needs like health?

	Agree	Disagree	Don't Know
Total votes	11	20	14
%	24	44	31

Only a quarter of respondents agreed with the proposal outlined in question 2. There was a strong opinion that planning for ALN should focus on both health and education:

“They should be looked at together”

“Usually if a child has additional needs it has something to do with health...if you have ADHD, or if you are autistic then you go to a hospital for treatment and because you have them you can't learn the same so you can't ignore the medical things, they go together”

However, all the foster carers agreed that focusing on learning needs instead of other needs like health was a good idea:

“Yes, I think that separating out needs between learning and other needs makes sure that we look at specific needs”

Question 3 – Children and young people

Do you think the new law will be good for people aged 0 - 25 with Additional Learning Needs?

	Agree	Disagree	Don't Know
Total votes	199	17	6
%	90	8	3

This proposal had 90% support but this figure would have been higher without the upper age limit as many of the disabled learners (even those who voted in agreement) envisaged that they may still be attending further education past the age of 25 and so they feared the removal of support. Comments included:

“Yes but what happens if I am in college when I am 26?”

“I think it should go to any age”

“No, everyone is smart in different ways but if you are past the age of 25 it isn't fair on them because they might still want help”

Question 3 - Adults

Do you think the new law will be good for people aged 0 - 25 with Additional Learning Needs?

	Agree	Disagree	Don't Know
Total votes	35	0	10
%	78	0	22

No participant was opposed to this proposal although 22% reported that they did not know:

“I think it is definitely the right thing to do”

“yes it will increase opportunities for older people who struggled in school”

“kids with ALN are often in need of that little bit of extra support until later years...this change is more enabling”

“The gap between children's ability becomes more obvious with age so many children with ALN may have not been identified early enough...allowing that development period to be longer will benefit children”

Question 4 – Children and young people

Will having one Individual Development Plan be better than having different plans for different types of Additional Learning Needs?

	Agree	Disagree	Don't Know
Total votes	221	0	1
%	100	0	0

This received 100% support with young people readily agreeing that this change would be beneficial to them personally.

“It makes loads of sense”

“I think it will be good...having one plan helps people don't get confused when they change schools or go to college”

“Yes, because it will be easier for teachers, they'll have more chance of knowing if you've got learning needs”

“As long as it corresponds with what is needed or currently have”

“it might help the supply teacher when they come in...they don't know you might need to wear glasses to help you...if there is a plan they can read it and will know”

Question 4 - Adults

Will having one Individual Development Plan be better than having different plans for different types of Additional Learning Needs?

	Agree	Disagree	Don't Know
Total votes	40	0	5
%	89	0	11

This proposal had high levels of support with no participant being opposed:

“Having a common title and a common format it has got to be better for everyone...we want to make things as simple as possible to stop people getting confused”

“Yes, using the same model has got to benefit everyone”

“Moving from county to county will provide some continuity”

Question 5 – Children and young people

Do you think our plans on how to make and update the individual development plans are good?

	Agree	Disagree	Don't Know
Total votes	217	0	5
%	98	0	2

Young people were extremely supportive of this proposal, seeing it as giving them and their family the opportunity to assist in the management of their own education.

“Yes – I’d like to be able to say what I want and need”

“I like it because I can help change the plan”

“Yeah because every time something new happens and you update it it’s better because everyone knows what’s happening like all of the time and nothing gets missed or forgot “

“If you have an issue you can ask them to look at it and fix it”

Question 5 - Adults

Do you think our plans on how to make and update the individual development plans are good?

	Agree	Disagree	Don't Know
Total votes	28	7	10
%	62	16	22

All of the early years group agreed with planned changes:

“Any new ways to make things better for our kids has got to be good”

Both the parent support group and the foster carers had concerns about monitoring:

“Who checks that it’s being implemented? How many times should it be updated - every week? Every month? ... What happens if the staff member moves on? Who is monitoring it all?”

The seven parents of home educated children did not see the relevance of IDPs to their children and so they voted ‘Disagree’.

Question 6 – Children and young people

Will the new law help children and young people have a say in the support they get?

	Agree	Disagree	Don't Know
Total votes	220	0	2
%	99	0	1

Young people were extremely supportive of this proposal, seeing it as giving them a real say:

“It is good that I am important in making the plan”

“Yes, I think it makes it better between us and the teacher, we will be able to talk about things and if we need extra help”

“Yes, it gives young people the chance to have their say and contribute to the work and things.”

“Yes, because we know about us...we should have a say “

There was a difference of opinion regarding the role of family with some young people wanting their involvement while others did not.

“Not sure that I want my parents involved haha”

“Yes for most but I don't want my parents involved”

“My grandmother knows me really well; she knows how to help me not to get upset “

“Yes because your family can help you write your plan”

Question 6 – Adults

Will the new law help children and young people have a say in the support they get?

	Agree	Disagree	Don't Know
Total votes	37	0	8
%	82	0	18

There were very high levels of support from the early years group, foster carers and the home educating parent group:

” Yes, but it has to be clear that this is not just a token”

“In theory yes, but this is not in place yet... but if it is a ‘must’ that children are involved, then it could work”

Question 7 – Children and young people

Will this new law make sure all staff think about what support children and young people with Additional Learning Needs should have?

	Agree	Disagree	Don't Know
Total votes	205	0	17
%	92	0	8

Children and young people were very supportive of the idea of having a designated role (the ALNCO) to coordinate the creation and management of IDPs:

“Yes, because if the law says that is what they have to do then they must”

“Yeah because it’s their job to do it and if they don’t do it they might be sacked”

“Yes, they will be interconnected now”

“Everybody needs to be able to have their say and have their opinion heard or all this won’t work.”

There was a concern from children and young people at special schools as to how well the process would work in practice:

“It looks good but I don’t think it will always work”

“How can they do this; they are very busy”

Question 7 – Adults

Will this new law make sure all staff think about what support children and young people with Additional Learning Needs should have?

	Agree	Disagree	Don't Know
Total votes	35	4	6
%	78	9	13

There were high levels of support from the early years group, foster carers and the parent support group:

“It will help stop the overlapping of tasks “

“As long as everyone knows where they stand and they know they have a responsibility to think about the child”

The home school parent group identified what they consider to be a potential problem:

“If the ALN Coordinator is school based, then the educational liaison officer will have to be trained to take on this role”

Question 8 – Children and young people

Will the new law help different services work together to support children and young people with Additional Learning Needs?

	Agree	Disagree	Don't Know
Total votes	206	3	13
%	93	1	6

The children and young people were very supportive of the idea of services working together to support children and young people with ALN:

“Yes, and if there is one name for a plan that will make it easier for them to work together”

“yes it is like team work”

“Yeah because it’s their job to do it and if they don’t do it they might be sacked”

Participants from the special schools were supportive of services working together, but indicated that it may not work, and if it could, questioned why they are not doing it now.

“It should, looks like a good idea, but I don’t think it will work”

“They could do this now, why not?”

“If they don’t do it now why will they when the law passes?”

Question 8 – Adults

Will the new law help different services work together to support children and young people with Additional Learning Needs?

	Agree	Disagree	Don't Know
Total votes	27	7	11
%	60	16	24

There were high levels of support from the early years group and the foster carers:

“I think that it will be so helpful...the more professionals work together the better for everyone”

“This approach should allow for everyone to know what is in place...it should also allow better monitoring”

The home educating parent group did not think it would succeed:

“You will end up with children stuck in the middle where education will say it’s health and health will say it’s education”

Question 9 – Children and young people

We want to try to stop disagreements about the young person’s plan, and help sort things out quickly when there is a disagreement. Will the new law do this?

	Agree	Disagree	Don’t Know
Total votes	205	5	12
%	92	2	5

There was a very high level of support for the proposals to help make sure that there are no disagreements:

“If it works it will be really, really good”

“It’s good that we’ll all be involved in every part of this so it should stop any misunderstandings or you can fix things early on if it’s not working for you.”

However, there was also a recognition that there may be problems with its implementation:

“I don’t know if it will stop disagreements because they have their own ideas and they might not agree with each other and they’re grown-ups so they’re not going to listen to us kids they’ll just do what they want and think is best.”

“It might be worse if parents keep jumping in”

Question 9 – Adults

We want to try to stop disagreements about the young person’s plan, and help sort things out quickly when there is a disagreement. Will the new law do this?

	Agree	Disagree	Don’t Know
Total votes	19	6	20
%	42	13	44

Very high levels of support from the early years group and the foster carers:

“The intention is clear, children and their families are finally being given the opportunity to challenge decisions...”

“it can only work if everyone listens to everyone and they remember it is about the children not about who is the most powerful”

There was no support from the home educating parent group and little from the parent support group:

“I just don’t see how all of this is going to work...for people to have the time...to come together I just don’t see it working.”

Question 10 – Children and young people

Do you think the way to appeal is clear?

Children and young people

	Agree	Disagree	Don't Know
Total votes	215	1	6
%	97	0	3

The way to appeal was seen as clear by the vast majority of children and young people:

“Yes, if you don't agree or if your family doesn't agree they can ask for someone else to make a decision and they are not people who work in the school.”

“Yes, if you are not happy you can contact the advocate and tell them, you might have to go to a tribunal, that's like a court but with no wigs”

“Yes, I think it is clear, but do you have to go to tribunal, what if people meet again and talk about it again...I think that would be better than just going to the tribunal”

“You can have an advocate...I had one because I didn't want to come to my meeting”

“If a parent and a teacher or school disagree they should have to explain thoroughly why they came to the decision they came to”

Question 10 – Adults

Do you think the way to appeal is clear?

Adults

	Agree	Disagree	Don't Know
Total votes	39	4	2
%	87	9	4

The way to appeal was generally seen as clear by all of the adult cohorts:

“If you have to go to a teacher to say you want to appeal I don't think it will be easy...it should be someone independent and they will then make sure people know how to appeal if they want to”

“It is fine”

9. Detailed responses by setting types

The following pages reproduce the information generated by the workshops organising it by setting type:

- SEN Schools
- Primary Schools
- Secondary Schools
- Further Education Colleges
- Looked after children
- Mental health ward education unit
- Pupil Referral Unit
- Home education youth group
- Home Educating Parents Group
- Early years parent group
- Fosters Carers
- Parent support group.

SEN Schools

Three SEN Schools from North, West and Mid Wales:

- Ysgol Gogarth
- Portfield
- Penmaes

Question 1

Do you think it is clear that we want to focus on the learning needs of children and young people?

Setting	Agree	Disagree	Don't Know
Ysgol Gogarth	7	0	0
Portfield	6	0	0
Penmaes	13	0	0
Total votes	26	0	0
%	100	0	0

When asked why...

“Yes”

“Because it is clear”

“It is very clear”

Question 2

Do you think it is a good idea to focus on learning needs instead of other needs like health?

Setting	Agree	Disagree	Don't Know
Ysgol Gogarth	5	0	2
Portfield	6	0	0
Penmaes	3	3	7
Total votes	14	3	9
%	54	12	35

When asked why...

“I agree that it should be focused on learning needs, but it should take health into consideration too!”

“I’m not sure it is a good idea. If I’m not well then I can’t come to school can I,

so then I can't learn"

"It's not good, my health needs effect my education"

"It is good to focus on education but health is important to how I learn"

Question 3

Do you think the new law will be good for people aged 0 - 25 with Additional Learning Needs?

Setting	Agree	Disagree	Don't Know
Ysgol Gogarth	5	0	2
Portfield	6	0	0
Penmaes	12	0	1
Total votes	23	0	3
%	88	0	12

When asked why...

"Yes"

"Yes but what happens if I am in college when I am 26?"

Question 4

Will having one Individual Development Plan be better than having different plans for different types of Additional Learning Needs?

Setting	Agree	Disagree	Don't Know
Ysgol Gogarth	7	0	0
Portfield	6	0	0
Penmaes	12	0	1
Total votes	25	0	1
%	96	0	4

When asked why...

"It makes loads of sense"

"I'm voting yeah to this one!"

"Easier to read it all there"

"Yes it is better but better with health in it"

Question 5

Do you think our plans on how to make and update the individual development plans

are good?			
Setting	Agree	Disagree	Don't Know
Ysgol Gogarth	7	0	0
Portfield	6	0	0
Penmaes	13	0	0
Total votes	26	0	0
%	100	0	0

When asked why...

“Yes – I'd like to be able to say what I want and need”

“I will like to help make it, and I can”

“It is good because other people who know me will help make it”

“I like it because I can help change the plan”

Question 6

Will the new law help children and young people have a say in the support they get?

Setting	Agree	Disagree	Don't Know
Ysgol Gogarth	7	0	0
Portfield	6	0	0
Penmaes	13	0	0
Total votes	26	0	0
%	100	0	0

When asked why...

“Yes”

“It will because I will help it happen”

“It is good that I am important in making the plan”

“Not sure that I want my parents involved haha”

“Yes for most but I don't want my parents involved”

“this is good I should help write my plan now not just in the future”

Question 7

Will this new law make sure all staff think about what support children and young people with Additional Learning Needs should have?

Setting	Agree	Disagree	Don't Know
Ysgol Gogarth	7	0	0
Portfield	6	0	0
Penmaes	11	0	2
Total votes	24	0	2
%	92	0	8

When asked why...

"I'm not sure how they can do that, that sounds like a lot, but thinking about it they should all work together on it really"

"Yes, they must"

"It looks good but I don't think it will always work"

"How can they do this they are very busy"

"They should be doing this now, how can they do their job and help me?"

Question 8

Will the new law help different services work together to support children and young people with Additional Learning Needs?

Setting	Agree	Disagree	Don't Know
Ysgol Gogarth	6	0	1
Portfield	6	0	0
Penmaes	8	2	3
Total votes	20	2	4
%	77	8	15

When asked why...

"How can we know that? At the moment it's not real and just an idea"

"I can't say yes it will work for definite because we can't know that until they do it."

"It should, looks like a good idea, but I don't think it will work"

"They could do this now, why not?"

"If they don't do it now why will they when law passes?"

"I can't answer this I can't see the future"

Question 9

We want to try to stop disagreements about the young person's plan, and help sort things out quickly when there is a disagreement. Will the new law do this?

Setting	Agree	Disagree	Don't Know
Ysgol Gogarth	6	0	1
Portfield	6	0	0
Penmaes	11	0	2
Total votes	23	0	3
%	88	0	12

When asked why...

"It's good that we'll all be involved in every part of this so it should stop any misunderstandings or you can fix things early on if it's not working for you."

"Yes, I think it will"

"Again this is a question that I can't answer – how will I know until it happens?"

"This is just a plan, who knows if this will work"

"If it works it will be really, really good"

"my parents will need help they don't get anything haha"

"It is good to stop rows"

Question 10

Do you think the way to appeal is clear?

Setting	Agree	Disagree	Don't Know
Ysgol Gogarth	7	0	0
Portfield	6	0	0
Penmaes	10	0	3
Total votes	23	0	3
%	88	0	12

When asked why...

"Yes

"It's hard to argue with your parents or your teachers. I'm quite confident and speak up in school - I have no problem with voicing my opinions, but I have never discussed my educational plan or anything like that with my parents and when it is an actual thing that's currently being discussed... I think I would be worried that they might think that what they think is the right thing for me and I might think something differently and then that puts me and my parents into conflict. I know that's not the intention, but that might be what happens."

"This question is like the last few, you want me to vote on something that is just an idea at the moment."

“it looks clear but that is the plan again”

Primary Schools

- Glyncollen Primary – School that teaches Human / Civil Rights, two workshops
- Catweg Primary – One session with hearing impaired learners, two workshops
- Ysgol Gynradd Gymraeg Cwm Garw – Welsh medium school

Question 1

Do you think it is clear that we want to focus on the learning needs of children and young people?

Setting	Agree	Disagree	Don't Know
Glyncollen Primary	27	0	0
Catweg Primary	35	0	0
Ysgol Gynradd Gymraeg	28	2	3
Total votes	90	2	3
%	95	2	3

When asked why...

“Yes, because you say in the name learning”

“Yes, I like learning”

“It could be any type of learning; it is better”

“now you've changed the words...it's called Learning Needs now changing the words will stop people bullying, sometimes in the playground”

“yes because now the words say learning”

“It's helping them learn normal, no special needs”

“when we say SEN we think of disabled people”

“I don't know yet, when are the words changing, we will have to wait to see”

“no, because people won't know what the words mean”

Question 2

Do you think it is a good idea to focus on learning needs instead of other needs like health?

Setting	Agree	Disagree	Don't Know
Glyncollen Primary	27	0	0
Catweg Primary	35	0	0
Ysgol Gynradd Gymraeg	12	21	0

Total votes	74	21	0
%	78	22	0

When asked why...

“If we are in school, it is best to learn”

“Yes, my teacher is trying to make me learn”

“Yes, because you don’t have to look a certain way to be able to learn”

“Yes, when I have my aid and I can hear I can learn like my friends”

“I have to use my aid to hear when I am learning, will I still be able to do that”

“it is good because not everyone is the same”

“yes, if you have a wheelchair that doesn’t mean you need help to learn only to get around”

“yes, we are in school, not in a hospital”

“yes, because in school we are here to learn”

“no, if we forget about their health, they may not be able to learn”

“no, they might think we don’t care about them”

“no, if you are not healthy you can’t come to school to learn, I think that would be sad”

“no, because if you have an accident and the nurse helps you to learn to walk again that’s not in a school that’s in a hospital, so nurses are thinking about how we learn so school should think about health”

Question 3

Do you think the new law will be good for people aged 0 - 25 with Additional Learning Needs?

Setting	Agree	Disagree	Don’t Know
Glyncollen Primary	27	0	0
Catweg Primary	35	0	0
Ysgol Gynradd Gymraeg	15	17	1
Total votes	77	17	1
%	81	18	1

When asked why...

“Yes, because people need help when they are old and when they are young”

“it is good because people might want to go to university and they will still need help”

“Yes, because if they go to college because it takes a long time”

“yes, sometimes people get a job when they are older and they might need help

with writing a letter for a job”

“yes, people get the help they need if they are young or old

“I think it should go to any age”

“no, because if they need help past 25 they should have help at all ages”

“no, older people need help like 30 or 40”

“no, if you make the age limit longer you will increase the amount of people who want help and teachers won’t have enough time”

“no, everyone is smart in different ways but if you are past the age of 25 it isn’t fair on them because they might still want help”

Question 4

Will having one Individual Development Plan be better than having different plans for different types of Additional Learning Needs?

Setting	Agree	Disagree	Don’t Know
Glyncollen Primary	27	0	0
Catweg Primary	35	0	0
Ysgol Gynradd Gymraeg	33	0	0
Total votes	95	0	0
%	100	0	0

When asked why...

“I’ve got a plan; it says what I have to do...my mother talks to my teacher”

“Yes because we can remember what it is called”

“It will be better”

“I think it will be good...having one plan helps people don’t get confused when they change schools or go to college”

“it is easier”

“it might help people with their confidence because they will not worry that they should have a different plan”

“It’s better for people to remember...there is only one name”

“I think it is a good thing because if you speak a different language it would be hard to remember different names”

Question 5

Do you think our plans on how to make and update the individual development plans are good?

Setting	Agree	Disagree	Don't Know
Glyncollen Primary	27	0	0
Catweg Primary	35	0	0
Ysgol Gynradd Gymraeg	31	0	2
Total votes	93	0	2
%	98	0	2

When asked why...

“When I have my implant it will be better for me...my plan might change”

“Yes because we all learn different and if something is different and it is upsetting it might change the way we can learn”

“What if we have a new sister...that might make us be different”

“I don't know; I don't know what changes will be important”

“yes, because if we have a new father or a new sister we might feel different”

“yes because if we move we will have to go to a different school the new teachers need to know us”

Question 6

Will the new law help children and young people have a say in the support they get?

Setting	Agree	Disagree	Don't Know
Glyncollen Primary	27	0	0
Catweg Primary	35	0	0
Ysgol Gynradd Gymraeg	33	0	0
Total votes	95	0	0
%	100	0	0

When asked why...

“Yes, it important because we know how we are feeling and what will help us”

“Yes, I think it makes it better between us and the teacher, we will be able to talk about things and if we need extra help”

“What if you don't speak English”

“yes because my mother knows me best”

“my brother and my father know me better than my school”

“yes, because if we don’t know what we need we may do something wrong and get into trouble...we should know everything because it is about us”

Question 7

Will this new law make sure all staff think about what support children and young people with Additional Learning Needs should have?

Setting	Agree	Disagree	Don't Know
Glyncollen Primary	27	0	0
Catweg Primary	35	0	0
Ysgol Gynradd Gymraeg	21	0	12
Total votes	83	0	12
%	87	0	13

When asked why...

“Yes, because if the law says that is what they have to do then they must”

“I think that it will because there is going to be lots of things changing so people will take notice because they will want to know what is happening”

“because it is the law...they will be in trouble if they break the law”

“I don’t know...will someone tell they have to do it”

“what people have to think about is children”

“what if you don’t have ALN do they have to think about children then”

Question 8

Will the new law help different services work together to support children and young people with Additional Learning Needs?

Setting	Agree	Disagree	Don't Know
Glyncollen Primary	27	0	0
Catweg Primary	35	0	0
Ysgol Gynradd Gymraeg	27	0	6
Total votes	89	0	6
%	94	0	6

When asked why...

“yes, because this is a new law”

“I’m not sure, are you going to tell the doctor and my support worker about this, they might not know they have to change what they do”

“Will that mean they all have to meet”

“Yes, and if there is one name for a plan that will make it easier for them to work together”

“Yes, because everyone has to talk together”

“yes it is like team work”

“yes because there is only one plan and the doctors and nurses and your social worker will all have to have meetings together...that will be better for the children because they don’t have to go to so many different meetings all the time”

Question 9

We want to try to stop disagreements about the young person’s plan, and help sort things out quickly when there is a disagreement. Will the new law do this?

Setting	Agree	Disagree	Don’t Know
Glyncollen Primary	27	0	0
Catweg Primary	35	0	0
Ysgol Gynradd Gymraeg	33	0	0
Total votes	95	0	0
%	100	0	0

When asked why...

“Yes, because sometimes the reason why people argue is because one person thinks someone talking about them...if everyone is all talking together then there are no secrets and less arguments”

“Yes, it will be better because everyone will know the same information about what people have to do”

“Yes, it will be better if the kids can say what they think, everyone can agree”

“if you don’t agree with them they could say I don’t care but now they can’t say I don’t care because we can say we want to speak to someone else”

“yes, because if they break the law they be get in to trouble”

“yes, because they will have a different opinion and will be fair”

“yes, because it makes it worse for the children when your mother argues with your teacher”

Question 10

Do you think the way to appeal is clear?

Setting	Agree	Disagree	Don't Know
Glyncollen Primary	27	0	0
Catweg Primary	35	1	0
Ysgol Gynradd Gymraeg	33	0	0
Total votes	95	1	0
%	99	0	0

When asked why...

“Yes, if you don't agree or if your family doesn't agree they can ask for someone else to make a decision and they are not people who work in the school.”

“I think it might be better but some people will always disagree, if your teacher doesn't like you or your mother they might still try and disagree just to disagree.”

“yes, if you are not happy you can contact the advocate and tell them, you might have to go to a tribunal, that's like a court but with no wigs”

“it is like the referee when he blows his whistle...players can say I don't agree but he will make a decision and give a free kick”

“yes, if you don't agree you can have a tribunal to discuss everything”

Secondary Schools

- Cefn Hengoed – two workshops
- Maesteg Comp

Question 1

Do you think it is clear that we want to focus on the learning needs of children and young people?

Setting	Agree	Disagree	Don't Know
Cefn Hengoed	28	0	0
Maesteg Comp	13	0	0
Total votes	41	0	0
%	100	0	0

When asked why...

“It’s good to give everyone a fair chance and not make judgments”

“it’s always about being in a wheelchair and that’s got nothing to do with learning – there’s nothing wrong with their brains is there?”

“because it says learning in the title”

“I agree because it is more specific and not general”

“Yes, it focuses more on learning now”

“Yes, because it says learning needs and not that you are different from the others, you just need a bit more help”

“SEN is negative so it is good to change the words”

Question 2

Do you think it is a good idea to focus on learning needs instead of other needs like health?

Setting	Agree	Disagree	Don't Know
Cefn Hengoed	23	4	1
Maesteg Comp	2	9	2
Total votes	25	13	3
%	61	32	7

When asked why...

“No I don’t think so because the thing that’s wrong with me makes it harder for me to learn and be in school all the time. So my health is the reason for

everything.”

“No I think that’s stupid.”

“They should both be equally important.”

“Health is really important because you can’t learn if you haven’t got good health.”

“No, because your health can affect your learning”

“If you go to hospital all the time and missing school that can affect your learning, if teachers don’t also focus on health it will put more strain on the doctors to figure out what to do for education for you”

“It should be combined”

“I think they should think about mental health and everything”

“It’s good because additional means you’ve got something else”

Question 3

Do you think the new law will be good for people aged 0 - 25 with Additional Learning Needs?

Setting	Agree	Disagree	Don't Know
Cefn Hengoed	28	0	0
Maesteg Comp	13	0	0
Total votes	41	0	0
%	100	0	0

When asked why...

“Yeah if they go to college after school they’re still going to need the same help. It’s not like they’re just going to get better because they’ve got older.”

“Yeah because they’re still going to have ALN as they get older”

“Yes, it gives more people more time to think about things and learn”

“It could take people longer to they have got additional needs”

“Definitely, someone only found out I am dyslexic now I’m in 6th form, now I get help and its different”

“yes, it might be that you tell they need this but they don’t want to listen, it gives people more time to change and take notice that they do need help”

“yes, it gives people more of a chance”

“yes, if you find out late you have learning support needs and you will have time to do re-sits”

Question 4

Will having one Individual Development Plan be better than having different plans for different types of Additional Learning Needs?

Setting	Agree	Disagree	Don't Know
Cefn Hengoed	28	0	0
Maesteg Comp	13	0	0
Total votes	41	0	0
%	100	0	0

When asked why...

- “Yes, it’s simpler and less confusing for people”
- “yeah it’s easier when it’s just one thing to do and update”
- “it’s less complicated”
- “it’s easier and more people will understand what’s going on”
- “it’ll be less confusing”
- “Yes, because it will be easier for teachers, they’ll have more chance of knowing if you’ve got learning needs”
- “Yes, it’s less confusing but would it be specific enough”
- “Yes, it’s better for yourself and our parents to understand”

Question 5

Do you think our plans on how to make and update the individual development plans are good?

Setting	Agree	Disagree	Don't Know
Cefn Hengoed	28	0	0
Maesteg Comp	13	0	0
Total votes	41	0	0
%	100	0	0

When asked why...

- “Yeah because every time something new happens and you update it it’s better because everyone knows what’s happening like all of the time and nothing gets missed or forgot”
- “if you have an issue you can ask them to look at it and fix it”
- “Yes, more focused on them, the child”
- “It’s like more specific”

Question 6

Will the new law help children and young people have a say in the support they get?

Setting	Agree	Disagree	Don't Know
Cefn Hengoed	28	0	0
Maesteg Comp	13	0	0
Total votes	41	0	0
%	100	0	0

When asked why...

“Yes, it gives young people the chance to have their say and contribute to the work and things.”

“Yeah now they gotta listen because it’s our right to be heard.”

“yeah we’re all going to be making it together so they will listen to me too”

“Parents know what you struggle with”

“Yes, it better than the last one”

“You know what you struggle with”

“Parents will know what they do”

Question 7

Will this new law make sure all staff think about what support children and young people with Additional Learning Needs should have?

Setting	Agree	Disagree	Don't Know
Cefn Hengoed	28	0	0
Maesteg Comp	13	0	0
Total votes	41	0	0
%	100	0	0

When asked why...

“Yeah because it’s their job to do it and if they don’t do it they might be sacked”

“Yeah I think so”

“Yes, they will be interconnected now”

Question 8

Will the new law help different services work together to support children and young people with Additional Learning Needs?

Setting	Agree	Disagree	Don't Know
Cefn Hengoed	27	1	0

Maesteg Comp	13	0	0
Total votes	40	1	0
%	98	2	0

When asked why...

“It’ll help them now it’s changing for them to work together because there’s just one plan that everyone has to make together.”

“All these different services coming together, they will all know what’s wrong with me and that makes me feel really uncomfortable.”

“it gives children a voice and helps them be heard and they will be making the plan with all the other people so that will help. They can ask them themselves.”

“They’re all working to one thing aren’t they, so”

“Yes, they all write in it”

Question 9

We want to try to stop disagreements about the young person’s plan, and help sort things out quickly when there is a disagreement. Will the new law do this?

Setting	Agree	Disagree	Don’t Know
Cefn Hengoed	23	0	5
Maesteg Comp	12	1	0
Total votes	35	1	5
%	85	2	12

When asked why...

“I don’t know”

“I don’t know if it will stop disagreements because they have their own ideas and they might not agree with each other and they’re grown-ups so they’re not going to listen to us kids they’ll just do what they want and think is best.”

“It depends on the individuals involved”

“I think it might sometimes, but not always”

“It depends on the people who follow the plan, so if they are following it then it’ll stop the disagreements, but if they are not following the plan or not working together properly then they might not know that they are not doing something or not agreeing to something because they’re not doing it...if you get me?”

“It might be worse if parents keep jumping in”

“Yes but will it be complicated”

Question 10

Do you think the way to appeal is clear?			
Setting	Agree	Disagree	Don't Know
Cefn Hengoed	27	0	1
Maesteg Comp	13	0	0
Total votes	40	0	1
%	98	0	2

When asked why...

“yeah”

“Yes, you can say you are not happy and if they don't listen then you can go to a tribunal and someone else can decide”

“Yes, but they might be very shy”

“Solicitors are advocates can I have one?”

Further Education Colleges

- Coleg Cambria three sites: Yale, Northop, and Cambria Deeside
- Bridgend Collage

Question 1

Do you think it is clear that we want to focus on the learning needs of children and young people?

Setting	Agree	Disagree	Don't Know
Coleg Cambria	28	0	0
Bridgend College	10	0	1
Total votes	38	0	1
%	97	0	3

When asked why...

“Will help you understand things better”

“Focussed on education not health”

“yeah seems like”

“they’re making the effort to change the law, so they must want it to work”

“I’m not sure – I’m on the fence with this one.”

Question 2

Do you think it is a good idea to focus on learning needs instead of other needs like health?

Setting	Agree	Disagree	Don't Know
Coleg Cambria	19	2	7
Bridgend College	1	6	4
Total votes	20	8	11
%	51	21	28

When asked why...

“Need to focus on both”

“I don’t know.”

“I’m really not sure because my health does affect my learning”

“Not sure you can separate them to be honest.”

“I don’t know yet”

“I’m on the fence again because health needs impact on learning “

“I think health needs to come first because if you haven’t got health you won’t learn anyway.”

“Depends on the issue if it’s a minor illness then focus on the learning needs, if it’s a major disability then focus on the health needs, right?”

Question 3

Do you think the new law will be good for people aged 0 - 25 with Additional Learning Needs?

Setting	Agree	Disagree	Don’t Know
Coleg Cambria	26	0	2
Bridgend College	11	0	0
Total votes	37	0	2
%	95	0	5

When asked why...

“It’s a good idea”

“No one noticed me; that I needed help when I was in school, so I didn’t have any support with my learning until I came here to college. This will help me.”

“I think they need help to define better what ALN is. When I was in school they didn’t recognise I had any extra needs”

“Well yeah it’s better than up to 19 innit”

Question 4

Will having one Individual Development Plan be better than having different plans for different types of Additional Learning Needs?

Setting	Agree	Disagree	Don’t Know
Coleg Cambria	28	0	0
Bridgend College	11	0	0
Total votes	39	0	0
%	100	0	0

When asked why...

“Yes

“No one at school noticed that I needed help. I didn’t even talk until I was four.”

“Because lots of plans are too complicated.”

“One plan will make it easier to follow through school.”

“As long as it corresponds with what is needed or currently have”

“Will it be flexible to each person?”

“Yeah well it makes sense then”

Question 5

Do you think our plans on how to make and update the individual development plans are good?

Setting	Agree	Disagree	Don't Know
Coleg Cambria	28	0	0
Bridgend College	8	0	3
Total votes	36	0	3
%	92	0	8

When asked why...

“What if your teachers don't know what you need?”

“Yeah makes sense with everyone doing it together”

“Because you will be making it together with your teachers and mum”

“At college age it's important that we can have a say in what we want and don't want with regards to our education”

Question 6

Will the new law help children and young people have a say in the support they get?

Setting	Agree	Disagree	Don't Know
Coleg Cambria	28	0	0
Bridgend College	11	0	0
Total votes	39	0	0
%	100	0	0

When asked why...

“Yes. Although I think I already have it”

Question 7

Will this new law make sure all staff think about what support children and young people with Additional Learning Needs should have?

Setting	Agree	Disagree	Don't Know
Coleg Cambria	28	0	0

Bridgend College	8	0	3
Total votes	36	0	3
%	92	0	8

When asked why...

“Will it be the head teacher?”

“Yes, it will”

“We already have someone like that in college and she helps us if we need it”

“Because everyone involved will be asked to help.”

“It should do, but it’s hard to know”

“I think in this college there’s no problem, but other colleges I know of are different. You can’t guarantee it with other people because they might not do it properly and what happens then?”

“In the past when I need help with extra work or emotional needs what happens if I want support from them and not be passed over to someone else that I don’t know?”

Question 8

Will the new law help different services work together to support children and young people with Additional Learning Needs?

Setting	Agree	Disagree	Don’t Know
Coleg Cambria	28	0	0
Bridgend College	8	0	3
Total votes	36	0	3
%	92	0	8

When asked why...

“Will it help you in work too?”

“Yes it’ll help I think”

“It should do, but it’s hard to know”

“Yes if they work together as it’s supposed to”

“You can’t guarantee that though can you?”

“I think so”

Question 9

We want to try to stop disagreements about the young person’s plan, and help sort things out quickly when there is a disagreement. Will the new law do this?

Setting	Agree	Disagree	Don’t Know
----------------	--------------	-----------------	-------------------

Coleg Cambria	28	0	0
Bridgend College	3	4	4
Total votes	31	4	4
%	79	10	10

When asked why...

“Yeah maybe”

“Yeah maybe, I suppose by getting people to work together from the start...in theory it should work out.”

“If we’re part of making the plan then we have the opportunity to put in place what it is we actually need at the beginning and change it if we need to, so....”

“It basically gives us full control of the plan, so there shouldn’t be disagreements”

Question 10

Do you think the way to appeal is clear?

Setting	Agree	Disagree	Don’t Know
Coleg Cambria	27	0	1
Bridgend College	11	0	0
Total votes	38	0	1
%	97	0	3

When asked why...

“I suppose, maybe, it’s hard to know”

“Maybe?”

Looked after children

- Young people linked to Pathway Care and TLC

Question 1

Do you think it is clear that we want to focus on the learning needs of children and young people?

Setting	Agree	Disagree	Don't Know
Pathways care	2	0	3
%	40	0	60

When asked why...

“I think it is better to say additional learning needs”

“I don't think it will make a difference to most of us, some children don't even know they have special needs”

Question 2

Do you think it is a good idea to focus on learning needs instead of other needs like health?

Setting	Agree	Disagree	Don't Know
Pathways care	4	0	1
%	80	0	20

When asked why...

“yes, if it means that in school we are seen as children and not a medical condition”

“I don't know...I thought that is what schools did anyway”

“I think it is better for the children...because we have something different it doesn't mean we can't learn”

“yes, having a physical disability does not mean we have a learning disability...just talking about our learning will mean its ok to look different”

Question 3

Do you think the new law will be good for people aged 0 - 25 with Additional Learning Needs?

Setting	Agree	Disagree	Don't Know
Pathways care	5	0	0
%	100	0	0

When asked why...

“yes, because it can take a long time to catch up with things you have struggled with”

“yes, but what happens when a person reaches 25 can they still have support if they need it”

“yes, they might want to go to college...when you go to college you will still be dyslexic”

Question 4

Will having one Individual Development Plan be better than having different plans for different types of Additional Learning Needs?

Setting	Agree	Disagree	Don't Know
Pathways care	5	0	0
%	100	0	0

When asked why...

“yes this will be better, it will be less complicated”

“yes, everyone will know what you are talking about...when I told my foster carer I had a behaviour plan she thought it was called something else”

Question 5

Do you think our plans on how to make and update the individual development plans are good?

Setting	Agree	Disagree	Don't Know
Pathways care	5	0	0
%	100	0	0

When asked why...

“yes, that would be good, will that mean if we go to a different foster carer our plan will change...I think that will be good because then our new teachers and our new foster carers will know what we need to help us learn in school”

“yes but how will my school know if I move to a different foster carer...how will they know they have to change my plan”

Question 6

Will the new law help children and young people have a say in the support they get?

Setting	Agree	Disagree	Don't Know
Pathways care	3	0	2
%	60	0	40

When asked why...

“I don't know, what if you don't want to say anything”

“they might not know what they need...it could make children feel under pressure”

“yes, because we know about us...we should have a say”

“my grandmother knows me really well; she knows how to help me not to get upset”

Question 7

Will this new law make sure all staff think about what support children and young people with Additional Learning Needs should have?

Setting	Agree	Disagree	Don't Know
Pathways care	5	0	0
%	100	0	0

When asked why...

“yes and it might help children understand what difficulties they have, if children are in the meetings to make the plans then people will have to tell them everything”

“yes, everyone will know everything”

Question 8

Will the new law help different services work together to support children and young people with Additional Learning Needs?

Setting	Agree	Disagree	Don't Know
Pathways care	5	0	0
%	100	0	0

When asked why...

“yes, it will be good because we don't have to go to so many meetings”

“yes it will be better because if everyone knows what is happening it will work better”

Question 9

We want to try to stop disagreements about the young person's plan, and help sort

things out quickly when there is a disagreement. Will the new law do this?

Setting	Agree	Disagree	Don't Know
Pathways care	5	0	0
%	100	0	0

When asked why...

“it will be good because people won't be angry if they know everything”

“yes but sometimes people will argue because they don't understand...if they know about the plan they will understand and that will help”

Question 10

Do you think the way to appeal is clear?

Setting	Agree	Disagree	Don't Know
Pathways care	4	0	1
%	80	0	20

When asked why...

“where do we go to if we want the advocate...will they help me and my grandmother”

“I think it is good...but it is only if people don't agree, then you should appeal”

“yes, I think it is clear, but do you have to go to tribunal, what if people meet again and talk about it again...I think that would be better than just going to the tribunal”

Mental health ward education unit

- Ty Llidiard in Bridgend
- While the young people who participated at this mental health education unit were able to show their opinions through voting, they were unable to make any further comments.

Question 1

Do you think it is clear that we want to focus on the learning needs of children and young people?

Setting	Agree	Disagree	Don't Know
Ty Llidiard	6	0	0
%	100	0	0

Question 2

Do you think it is a good idea to focus on learning needs instead of other needs like health?

Setting	Agree	Disagree	Don't Know
Ty Llidiard	6	0	0
%	100	0	0

Question 3

Do you think the new law will be good for people aged 0 - 25 with Additional Learning Needs?

Setting	Agree	Disagree	Don't Know
Ty Llidiard	6	0	0
%	100	0	0

Question 4

Will having one Individual Development Plan be better than having different plans for different types of Additional Learning Needs?

Setting	Agree	Disagree	Don't Know
Ty Llidiard	6	0	0
%	100	0	0

Question 5

Do you think our plans on how to make and update the individual development plans are good?

Setting	Agree	Disagree	Don't Know
Ty Llidiard	6	0	0
%	100	0	0

Question 6

Will the new law help children and young people have a say in the support they get?

Setting	Agree	Disagree	Don't Know
Ty Llidiard	6	0	0
%	100	0	0

Question 7

Will this new law make sure all staff think about what support children and young people with Additional Learning Needs should have?

Setting	Agree	Disagree	Don't Know
Ty Llidiard	6	0	0
%	100	0	0

Question 8

Will the new law help different services work together to support children and young people with Additional Learning Needs?

Setting	Agree	Disagree	Don't Know
Ty Llidiard	6	0	0
%	100	0	0

Question 9

We want to try to stop disagreements about the young person's plan, and help sort things out quickly when there is a disagreement. Will the new law do this?

Setting	Agree	Disagree	Don't Know
Ty Llidiard	6	0	0
%	100	0	0

Question 10

Do you think the way to appeal is clear?

Setting	Agree	Disagree	Don't Know
Ty Lliard	6	0	0
%	100	0	0

Pupil Referral Unit

- Tai Centre

Question 1

Do you think it is clear that we want to focus on the learning needs of children and young people?

Setting	Agree	Disagree	Don't Know
Tai Centre	5	0	0
%	100	0	0

When asked why...

“we said yes because, just because you can't walk or jump that doesn't mean you can't learn”

“it might stop bullying...people saying, ‘O you got special needs”

“with the new law the picture with the wheelchair is different...instead of there being a boy in a wheelchair on his own now the girl is in the wheelchair with people around her and she is reading”

Question 2

Do you think it is a good idea to focus on learning needs instead of other needs like health?

Setting	Agree	Disagree	Don't Know
Tai Centre	5	0	0
%	100	0	0

When asked why...

“well, it shouldn't matter what you look like, what you see like we should all get the same help to learn, if you wear glasses or can't hear they can have a bit more help but we all need help”

“it doesn't really matter what people look like, it is what they think that matters”

“yea, because it doesn't matter what they look like, it would be a very boring place if everyone looked the same in the world”

“if everybody liked rugby and not football, it would be a very boring world”

“some people like rugby, some don't...that makes us different”

“we are all different but that doesn't mean because we are different we can't learn”

“yes, is it because in school we learn”

Question 3

Do you think the new law will be good for people aged 0 - 25 with Additional Learning Needs?

Setting	Agree	Disagree	Don't Know
Tai Centre	5	0	0
%	100	0	0

When asked why...

“yes, because they might need help when they are older than 18”

“they have more time to have help”

“if it is only you don't have as much time to learn”

“if a guy or a woman over 25 still needs help can they still have help...my auntie works with people older than 25 and she helps them”

Question 4

Will having one Individual Development Plan be better than having different plans for different types of Additional Learning Needs?

Setting	Agree	Disagree	Don't Know
Tai Centre	5	0	0
%	100	0	0

When asked why...

“we can call it IDP”

“it's like your own individual plan, because that's what individual means, your own...your own plan of how you are going to develop your own skills”

“it might help the supply teacher when they come in...they don't know you might need to wear glasses to help you...if there is a plan they can read it and will know”

“I think that's better because people won't get confused”

“yea, it's better cause your doctors, your nurses can all write in it”

Question 5

Do you think our plans on how to make and update the individual development plans are good?

Setting	Agree	Disagree	Don't Know
Tai Centre	5	0	0
%	100	0	0

When asked why...

“yes because it could be you got better at something”
 “you could lose your family and that could make you feel different”
 “you could go through puberty”
 “you could be in college, but you could leave because you want to be an artist because you change your mind”
 “yes because you might have to change it to help you settle in”

Question 6

Will the new law help children and young people have a say in the support they get?

Setting	Agree	Disagree	Don't Know
Tai Centre	5	0	0
%	100	0	0

When asked why...

“yes because your family can help you write your plan”
 “yea, now we can go to the meetings”
 “with the old law children and their families weren't having their say but with the new IDP they will”

Question 7

Will this new law make sure all staff think about what support children and young people with Additional Learning Needs should have?

Setting	Agree	Disagree	Don't Know
Tai Centre	5	0	0
%	100	0	0

When asked why...

“yes, if you can't see and learn like everyone else the optician can check your eyes”
 “it's important that children who need help for them to learn have a good education so everyone has to work together...it is now the law to make sure children get help”

Question 8

Will the new law help different services work together to support children and young people with Additional Learning Needs?

Setting	Agree	Disagree	Don't Know
Tai Centre	5	0	0
%	100	0	0

When asked why...

“if you had bad eyes, the doctor could write in your IDP that we need to check these eyes and she needs to wear her glasses”

“it’s going to be good team work”

Question 9

We want to try to stop disagreements about the young person’s plan, and help sort things out quickly when there is a disagreement. Will the new law do this?

Setting	Agree	Disagree	Don’t Know
Tai Centre	5	0	0
%	100	0	0

When asked why...

“yes, because we can now have our say...and people can be happy”

“everyone will know now there will be no secrets”

“we are all going to do it together so there is team work so there won’t be arguments”

Question 10

Do you think the way to appeal is clear?

Setting	Agree	Disagree	Don’t Know
Tai Centre	5	0	0
%	100	0	0

When asked why...

“you can speak to your teacher or any adult if you want”

“tell the Welsh Government you are not happy”

“tell your teacher and they can bring it up in the meeting”

“you can have an advocate...I had one because I didn’t want to come to my meeting”

“if you are not happy you can just say I want to appeal”

Home education youth group

- Young people from RCT, Bridgend, NPT and Swansea

Question 1

Do you think it is clear that we want to focus on the learning needs of children and young people?

Setting	Agree	Disagree	Don't Know
Youth group	5	0	0
%	100	0	0

When asked why...

“Yes, but another thing that needs to be recognised is health, because my conditions means that I’m not very good at PE and that affects me quite badly”

Question 2

Do you think it is a good idea to focus on learning needs instead of other needs like health?

Setting	Agree	Disagree	Don't Know
Youth group	1	4	0
%	20	80	0

When asked why...

“Health is really important because you can’t learn if you haven’t got good health.”

“I think they are both as important as each other. You may need to focus on their health to improve their learning.”

“Learning is important just as much health.”

Question 3

Do you think the new law will be good for people aged 0 - 25 with Additional Learning Needs?

Setting	Agree	Disagree	Don't Know
Youth group	5	0	0
%	100	0	0

When asked why...

“Yeah definitely better for people”

“Completely good for all”

Question 4

Will having one Individual Development Plan be better than having different plans for different types of Additional Learning Needs?

Setting	Agree	Disagree	Don't Know
Youth group	5	0	0
%	100	0	0

When asked why...

“Sounds great.”

“It'll be more organised.”

“It'll be a lot less paperwork that's for sure!”

Question 5

Do you think our plans on how to make and update the individual development plans are good?

Setting	Agree	Disagree	Don't Know
Youth group	5	0	0
%	100	0	0

Question 6

Will the new law help children and young people have a say in the support they get?

Setting	Agree	Disagree	Don't Know
Youth group	5	0	0
%	100	0	0

Question 7

Will this new law make sure all staff think about what support children and young people with Additional Learning Needs should have?

Setting	Agree	Disagree	Don't Know
Youth group	5	0	0

%	100	0	0
---	-----	---	---

When asked why...

“Yeah I think so because since year four that’s when my dyspraxia was diagnosed, but despite my mum telling the teachers and the head they just didn’t recognise it and in the end I was getting bad grades etc. and that’s why my mum took me out of the school.”

“I had a speech thing and the school never helped, so in the end my mum had to get me the help I needed but that was after school and not when I needed it in school.”

“Everybody needs to be able to have their say and have their opinion heard or all this won’t work.”

Question 8

Will the new law help different services work together to support children and young people with Additional Learning Needs?

Setting	Agree	Disagree	Don’t Know
Youth group	5	0	0
%	100	0	0

When asked why...

“Yeah it’s that person’s job (ALNCO) to make sure they all work together.”

“Schools and teachers should always listen to parents about the pupils because they know them the best. It’s a bit arrogant if they don’t. they should listen because the parents have the best interests for their child.”

“Comprehensive schools don’t really listen to what you have to say because there are so many pupils to think about, so they’re not going to care if just one is struggling when they’ve got to think about thousands of others...”

“You need to get the school to recognise your problems, like some parents are not that confident to ask or tell them what they need.”

Question 9

We want to try to stop disagreements about the young person’s plan, and help sort things out quickly when there is a disagreement. Will the new law do this?

Setting	Agree	Disagree	Don’t Know
Youth group	5	0	0
%	100	0	0

When asked why...

“The government need to get this information out to parents because they might not know what their rights are with this. “

Question 10

Do you think the way to appeal is clear?

Setting	Agree	Disagree	Don't Know
Youth group	5	0	0
%	100	0	0

When asked why...

“Surely, of it is your plan, so you should have the final say?”

“If a parent and a teacher or school disagree they should have to explain thoroughly why they came to the decision they came to”

Home Educating Parents Group

- Parents from RCT, Bridgend, NPT and Swansea

Question 1

Do you think it is clear that we want to focus on the learning needs of children and young people?

Setting	Agree	Disagree	Don't Know
Parents Group	0	6	1
%	0	86	14

When asked why...

“I think the focus should be on the whole system”

“If you focus on the learning need you might miss something additional like the environmental factors that make it impossible for people to learn.”

Question 2

Do you think it is a good idea to focus on learning needs instead of other needs like health?

Setting	Agree	Disagree	Don't Know
Parents Group	0	6	1
%	0	86	14

When asked why...

“They should be looked at together”

“They will bump responsibility to other people and other budgets so people won't get the support they need because no one will take responsibility.”

“What about things like anxiety?”

Question 3

Do you think the new law will be good for people aged 0 - 25 with Additional Learning Needs?

Setting	Agree	Disagree	Don't Know
Parents Group	0	0	7
%	0	0	100

When asked why...

“this is all very good but is there money to back it up”

“At the moment no, because Welsh Government have not considered all children”

“Hard to say, the devils in the detail, this is the law but what practically happens could be different”

Question 4

Will having one Individual Development Plan be better than having different plans for different types of Additional Learning Needs?

Setting	Agree	Disagree	Don't Know
Parents Group	3	0	4
%	43	0	57

When asked why...

“I think it's just semantics, window dressing”

“with statementing you have to fight, fight, fight and keep fighting”

Question 5

Do you think our plans on how to make and update the individual development plans are good?

Setting	Agree	Disagree	Don't Know
Parents Group	0	7	0
%	0	100	0

When asked why...

“there is no framework for Local Authorities to access home educated children”

“We are expected to liaise with the local authority to access ALN support, but then are being told that our children should be in school, this won't work”

“The assessment process is a minefield. You can't assess a home schooled child the way you would a child in School”

Question 6

Will the new law help children and young people have a say in the support they get?

Setting	Agree	Disagree	Don't Know
Parents Group	6	0	1
%	86	0	14

When asked why...

“...if it is a ‘must’ that children are involved, then it could work”

Question 7

Will this new law make sure all staff think about what support children and young people with Additional Learning Needs should have?

Setting	Agree	Disagree	Don't Know
Parents Group	0	3	4
%	0	43	57

When asked why...

“If the ALN Coordinator is school based, then the educational liaison officer will have to be trained to take on this role”

“Educational liaison officers have other roles besides home schooling, they don't have the skills and won't have the time to carry out the ALN coordinator role”

Question 8

Will the new law help different services work together to support children and young people with Additional Learning Needs?

Setting	Agree	Disagree	Don't Know
Parents Group	0	6	1
%	0	86	14

When asked why...

“Some of these support people have part of their professional ethos that children should be schooled in school”

“Can't work, where is the money coming from?”

“You will end up with children stuck in the middle where education will say it's health and health will say it's education”

Question 9

We want to try to stop disagreements about the young person's plan, and help sort things out quickly when there is a disagreement. Will the new law do this?

Setting	Agree	Disagree	Don't Know
Parents Group	0	5	2
%	0	71	29

When asked why...

“Very naive”

Question 10

Do you think the way to appeal is clear?

Setting	Agree	Disagree	Don't Know
Parents Group	6	0	1
%	86	0	14

When asked why...

“Naive, but it may work”

Early years parent group

- Tiny Tots 0 – 3 years Stay & Play, Garw Valley

Question 1

Do you think it is clear that we want to focus on the learning needs of children and young people?

Setting	Agree	Disagree	Don't Know
Tiny Tots	13	0	0
%	100	0	0

When asked why...

“Yes, the new title includes the word learning...so it is clear there is a change”

“Yes but I am not so sure it is the right thing to do.”

Question 2

Do you think it is a good idea to focus on learning needs instead of other needs like health?

Setting	Agree	Disagree	Don't Know
Tiny Tots	2	7	4
%	15	54	31

When asked why...

“no I don't agree...it should be holistic – I know school is there for learning but schools should be there for looking at everything...children spend more time in school than anywhere else they should be concentrating on the whole child”

“I agree that special needs is an umbrella term and learning is something that comes underneath... but if you focus on just learning in schools, then just on a medical condition in a hospital then you are making the child into lots of things – they are not lots of different things they are a child and they should be treated as one child.”

“If they are focusing on learning, then it should take place in the classroom like for all children”

“when they are taken from the classroom for extra support some children think that's not fair because they are getting more attention...the helper should be in the classroom”

“if you want children to grow up and accept everyone as the same then everyone should be in the classroom together for as much as possible...okay I understand that some children need extra support but that should be in the

classroom for all the other kids to see then they will grow up thinking that being different is normal”

“if children can’t learn in the classroom with their friends and they have to go for special help then that is what makes them different...the helpers should come in to the classroom and do the extra helping, kids will think then it is normal that we all need different help to do different things...my child is young I want him to grow up seeing different people as normal”

“usually if a child has additional needs it has something to do with health...if you have ADHD, or if you are autistic then you go to a hospital for treatment and because you have them you can’t learn the same so you can’t ignore the medical things, they go together”

“yes I agree strongly...I have a physical disability and when I was in school teachers didn’t let me do PE or games, the teacher would make me sit on the side...that made me look different...I was desperate to take part...ok I wouldn’t be as good as everyone else but I wanted to try things with my friends...there were some people that were not very good and they didn’t even have something wrong with them...teachers should have not been focusing on my physical disability so much”

Question 3

Do you think the new law will be good for people aged 0 - 25 with Additional Learning Needs?

Setting	Agree	Disagree	Don't Know
Tiny Tots	13	0	0
%	100	0	0

When asked why...

“I think it is definitely the right thing to do”

“yes it will increase opportunities for older people who struggled in school”

“yes, some people take longer to learn so that extra time will help”

Question 4

Will having one Individual Development Plan be better than having different plans for different types of Additional Learning Needs?

Setting	Agree	Disagree	Don't Know
Tiny Tots	13	0	0
%	100	0	0

When asked why...

“yes it will as long as all the professionals know about it”

“have a common title and a common format it has got to be better for everyone...we want to make things as simple as possible to stop people getting confused”

“like most things I think it will take time to work properly...will doctors and social workers know they have to do this”

“if you use different names for the different plans children may think why is my plan not called the same...that can make children feel different”

Question 5

Do you think our plans on how to make and update the individual development plans are good?

Setting	Agree	Disagree	Don't Know
Tiny Tots	13	0	0
%	100	0	0

When asked why...

“any new ways to make things better for our kids has got to be good”

“yes, children change all the time...their family changes, their homes might change and they might have to go to a new school so I think making sure that changes in their lives will mean their plans can be looked at”

“definitely...plans may need to be adapted if things change for the child”

“yes it is good as long as it is not rushed...it should be done properly”

Question 6

Will the new law help children and young people have a say in the support they get?

Setting	Agree	Disagree	Don't Know
Tiny Tots	13	0	0
%	100	0	0

When asked why...

“yes...because for my daughter everyone had a meeting to decide things and then I had a meeting with the head teacher who just told me what was happening...I wasn't happy...how can they make decision about things she needs if they don't talk to her and me and just read reports”

“yes because you will find that children who need extra help often know more about what they need than teachers expect”

“yes, for me I knew I could do some of the things in PE and I knew that I wanted to try some things...if I had been able to have my say I could have told them and I wouldn't have felt so different”

“I think kids know more about their rights than we did...they should be given a voice”

Question 7

Will this new law make sure all staff think about what support children and young people with Additional Learning Needs should have?

Setting	Agree	Disagree	Don't Know
Tiny Tots	13	0	0
%	100	0	0

When asked why...

“as long as everyone knows where they stand and they know they have a responsibility to think about the child”

“I hope so, it will help make teachers find out about their students...in primary school the teacher knew all about my daughter but when she went to secondary school there were so many teachers who didn't know what she needed...if this is in the law this will make sure they do it”

Question 8

Will the new law help different services work together to support children and young people with Additional Learning Needs?

Setting	Agree	Disagree	Don't Know
Tiny Tots	12	1	0
%	92	8	0

When asked why...

“I wouldn't want my doctors to have any contact with the school...it was their fault that there were things I wasn't allow to do in school”

“I think that it will be so helpful...the more professionals work together the better for everyone”

“I think it will be good because some professionals think they are more powerful than everyone else but this is different...people will have to accept that things are more equal...some teachers won't like that mind”

Question 9

We want to try to stop disagreements about the young person's plan, and help sort things out quickly when there is a disagreement. Will the new law do this?

Setting	Agree	Disagree	Don't Know
Tiny Tots	10	0	3
%	77	0	23

When asked why...

“I’m not sure about that, I would be too intimidated...it might make it worse for your child if you appeal, it could make it worse”

“well if everyone is having a say about what a child needs then there should be less arguments...people argue when they don’t know what has been agreed”

“well, if everything happens like it’s supposed to and parents and the children are listened to as well, it should be ok, but if teachers and doctors and other people don’t respect what parents and children are saying then there will still be arguments”

“it can only work if everyone listens to everyone and they remember it is about the children not about who is the most powerful”

Question 10

Do you think the way to appeal is clear?

Setting	Agree	Disagree	Don't Know
Tiny Tots	9	3	1
%	69	23	8

When asked why...

“I’m not sure...I know that you have told us everything but I know I will forget how to do it”

“I don’t think it will be clear for everyone, sometimes parents get very anxious and they forget ways things have got to be done, if there were handouts or material that helped people to remember what to do then it would be easy “

“I know that there is supposed to be an advocate but it’s not clear who they who they are or where they will work”

“if you have to go to a teacher to say you want to appeal I don’t think it will be easy...it should be someone independent and they will then make sure people know how to appeal if they want to”

“do you have to pay if you want to appeal”

Foster Carers

- From Barnardo's, Pathway Care and TLC

Question 1

Do you think it is clear that we want to focus on the learning needs of children and young people?

Setting	Agree	Disagree	Don't Know
Tiny Tots	13	0	0
%	100	0	0

When asked why...

"yes, it presents as non-judgemental"

"yes it may even help young people in terms of their confidence...too often you hear...I can't do that because I've got special needs"

"Special needs is derogative"

"SEN means fitting kids into a box – it's too general"

"the term SEN is negative, additional needs means you already have ability"

Question 2

Do you think it is a good idea to focus on learning needs instead of other needs like health?

Setting	Agree	Disagree	Don't Know
Tiny Tots	2	7	4
%	15	54	31

When asked why...

"yes, learning and health are physical ability are separate"

"yes, I think that separating out needs between learning and other needs makes sure that we look at specific needs"

Question 3

Do you think the new law will be good for people aged 0 - 25 with Additional Learning Needs?

Setting	Agree	Disagree	Don't Know
Tiny Tots	13	0	0
%	100	0	0

When asked why...

“yes that additional support would help a young person achieve in further and higher education”

“kids with ALN are often in need of that little bit of extra support until later years...this change is more enabling”

“The gap between children’s’ ability becomes more obvious with age so many children with ALN may have not been identified early enough...allowing that development period to be longer will benefit children”

“a positive step forward...but how will it impact on those who are expected to provide that continued support...are there resources being made available”

Question 4

Will having one Individual Development Plan be better than having different plans for different types of Additional Learning Needs?

Setting	Agree	Disagree	Don't Know
Tiny Tots	13	0	0
%	100	0	0

When asked why...

“yes, using the same model has got to benefit everyone”

“moving from county to county will provide some continuity”

“this may even help stop some counties opting out of using the full spectrum of support programmes for children – it should stop some counties saying...‘we have decided not to statement children”

“I think it could provide a fairer playing field for all children, regardless of where they live”

Question 5

Do you think our plans on how to make and update the individual development plans are good?

Setting	Agree	Disagree	Don't Know
Tiny Tots	13	0	0
%	100	0	0

When asked why...

“yes, it takes the power from any professional groups...it establishes more equal responsibility”

“I think the plans are potentially good...but how are the plans going to be monitored...plans can only be judged good if they are being judged”

Question 6

Will the new law help children and young people have a say in the support they get?

Setting	Agree	Disagree	Don't Know
Tiny Tots	13	0	0
%	100	0	0

When asked why...

“rightly so, it may even give parents more confidence to be heard”

“it gives the opportunity for children and young people to have their say...but they must be supported, in the first instance, to know how to say what they want in a way they will be heard”

“yes, but it has to be clear that this is not just a token”

Question 7

Will this new law make sure all staff think about what support children and young people with Additional Learning Needs should have?

Setting	Agree	Disagree	Don't Know
Tiny Tots	13	0	0
%	100	0	0

When asked why...

“yes, professionals will be less precious about their roles”

“it will help stop the overlapping of tasks”

Question 8

Will the new law help different services work together to support children and young people with Additional Learning Needs?

Setting	Agree	Disagree	Don't Know
Tiny Tots	12	1	0
%	92	8	0

When asked why...

“it will make it much clearer to everyone...people will know what the other is supposed to be doing...it should provide more accountability”

“this approach should allow for everyone to know what is in place...it should also allow better monitoring”

Question 9

We want to try to stop disagreements about the young person’s plan, and help sort things out quickly when there is a disagreement. Will the new law do this?

Setting	Agree	Disagree	Don't Know
Tiny Tots	10	0	3
%	77	0	23

When asked why...

“I think it will help minimise the number of disagreements, but this will take time”

“will there be systems in place to support the numbers who may want to access this ‘new’ strategy”

“the intention is clear, children and their families are finally being given the opportunity to challenge decisions...how are the professionals going to manage this potential threat to their knowledge and expertise...I believe this could cause issues and in some cases make matters worse...if you have poor skilled staff being challenged by parents and children I believe it’s likely to cause issues elsewhere...professionals feeling threatened and so on”

“is it going to lessen the strength of the current system”

Question 10

Do you think the way to appeal is clear?

Setting	Agree	Disagree	Don't Know
Tiny Tots	9	3	1
%	69	23	8

When asked why...

“yes, are the advocates available to parents as well”

“will there be a cost for parents if they want to appeal as there is currently”

“who will the advocate be...how can they be accessed”

Parent support group

- All the young people that they support have statements. This group was linked to Bridgend College.

Question 1

Do you think it is clear that we want to focus on the learning needs of children and young people?

Setting	Agree	Disagree	Don't Know
Support group	6	2	10
%	33	11	56

When asked why...

"Some people develop in a different way – some are social, sensory, physical there are lots of different ways that pupils learn which needs to be taken into account."

Question 2

Do you think it is a good idea to focus on learning needs instead of other needs like health?

Setting	Agree	Disagree	Don't Know
Support group	2	7	9
%	11	39	50

When asked why...

"I can see why you would want to but the trouble is you need to be very confident that the health and learning needs are very separate."

"If you're focussing on one and not the other there is a danger that the other will get ignored or take a secondary seat in importance."

"If you have a physical/motary skills deficiency that effects, say your ability to write, then of course that health need will affect your learning needs. Communication issues are the same"

Question 3

Do you think the new law will be good for people aged 0 - 25 with Additional Learning Needs?

Setting	Agree	Disagree	Don't Know
Support group	15	0	3

%	83	0	17
---	----	---	----

When asked why...

“All of them going on at 21 well my son will hopefully be going on to university and will be older than 25 so what will happen then, will his support just stop?”

Question 4

Will having one Individual Development Plan be better than having different plans for different types of Additional Learning Needs?

Setting	Agree	Disagree	Don't Know
Support group	17	0	1
%	94	0	6

When asked why...

“Who decides what will be in the plan? That’s a fundamental issue for me.”
 “At the moment all the onus is on the teachers and this is why kids are slipping through the net and not getting diagnosed until they’re 10, 11, 12...”
 “It’s all well and good having one plan but who monitors it?”

Question 5

Do you think our plans on how to make and update the individual development plans are good?

Setting	Agree	Disagree	Don't Know
Support group	10	0	8
%	56	0	44

When asked why...

“I don’t get this – if I make the plan who checks that it’s being implemented? How many times should it be updated...every week...every month...it’s stupid. What happens if the staff member moves on? Who is monitoring it all?”
 “The annual review I think is good and it allows us time to test and reflect and go back until we get it right.”
 “I think it’s a good idea because doing stuff for the sake of it when it’s not needed is a waste of everyone’s time. So the ability to adapt is good I think.”

Question 6

Will the new law help children and young people have a say in the support they get?

Setting	Agree	Disagree	Don't Know
Support group	11	0	7

%	61	0	39
---	----	---	----

Question 7
 Will this new law make sure all staff think about what support children and young people with Additional Learning Needs should have?

Setting	Agree	Disagree	Don't Know
Support group	15	1	2
%	83	6	11

When asked why...

“We’ve got systems in place already in this college to make this transition because it’s mainstreamed from the main office.”

“When are people going to have time to do all this?”

“The SENCOs are already overstretched, so if they really want this new system to work they really have to invest and invest properly and make the resources available.”

Question 8
 Will the new law help different services work together to support children and young people with Additional Learning Needs?

Setting	Agree	Disagree	Don't Know
Support group	8	0	10
%	44	0	56

Question 9
 We want to try to stop disagreements about the young person’s plan, and help sort things out quickly when there is a disagreement. Will the new law do this?

Setting	Agree	Disagree	Don't Know
Support group	2	1	15
%	11	6	83

When asked why...

“I don’t mean to be negative, but I just don’t see how all of this is going to work...for people to have the time...to come together I just don’t see it working.”

“If it’s a good college they’re going to do it, if it’s a bad one they’re not going to do it are they? How can you enforce it?”

“It won’t get rid of disagreements, but it’s about resources and facilitating a way through.”

“So when the person complains they can turn around and say...well you agreed to this all along...that’s what’ll happen.”

Question 10

Do you think the way to appeal is clear?

Setting	Agree	Disagree	Don't Know
Support group	18	0	0
%	100	0	0

When asked why...

“It is fine”