

Draft Additional Learning Needs and Education Tribunal (Wales) Bill

Responses relating to concerns raised by the National Deaf Children's Society (NDCS) Cymru and Sense Cymru in relation deaf and deafblind learners.

Dear Sir/Madam,

I write in response to the consultation on the draft Additional Learning Needs and Education Tribunal (Wales) Bill.

Children and young people with sensory needs face many challenges and need appropriate support in order to reach their full potential. However, Welsh Government statistics demonstrate a consistent attainment gap between deaf learners and their hearing peers. It is essential that the new system for assessing and planning support for learners with additional learning needs works effectively for this vulnerable group of learners.

While I acknowledge that aspects of the proposals will be a positive step forwards, I am greatly concerned that other parts of the draft Bill and Code will undermine the system as well as my rights and the rights of my child. In particular, I would raise the following concerns as outlined by NDCS Cymru and Sense Cymru:

- The nature of sensory impairment means that deaf and deafblind children will have ongoing support needs throughout their education. I would urge that the Code of Practice makes it clear that deaf and deafblind children must be eligible for a support plan (IDP).
- There is a lack of clarity around how the process of developing an IDP will work and who will be responsible for driving it forward, particularly within the early years context. Ensuring that children with sensory impairments and their families have appropriate support from diagnosis is crucial to communication development and subsequent future academic attainment.
- The involvement of specialist professionals in an assessment of need is imperative for children with low incidence needs such as a sensory impairment, and this must be clearly outlined within the Code of Practice. With local schools taking on more responsibility for creating support plans, the need to seek advice from specialist support staff could be easily overlooked with drastic consequences for the child. Guidance is needed so that those developing IDPs understand deaf and deafblind children will always need a support assessment and the specialist professionals who must be involved. I urge you to work with NDCS and Sense Cymru on the development of such guidance.

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- I am disappointed that the duties on health authorities to work collaboratively on IDPs are weak.
- The consultation does not give me peace of mind that the quality of the new system and structures will to be appropriately monitored.

I understand that the National Deaf Children's Society (NDCS) Cymru and Sense Cymru will be submitting more detailed responses to highlight other points necessary to ensure that the proposed changes work for children and young people with sensory impairments as well as their families. I strongly urge that you work with NDCS Cymru and Sense Cymru to address these issues and ensure that the new bill and accompanying Code of Practice covers the diverse needs of this vulnerable group of learners.

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- The IDP will outline our legal rights and entitlements to specialist support. I am concerned that the guidance presented in the Code will result in flimsy plans which do not sufficiently outline a child's key ongoing support needs.
- I am disappointed that IDPs for the 16-25 age group are to be restricted to include only those in further education (e.g not apprenticeship or university students). Other deaf and deafblind learners within this age group would greatly benefit from a support plan.
- In order to trust the system, I need to know that disagreement systems and advocacy services will meet minimum national standards. It is important that information on how to access these services is clearly made available to me from the outset.
- I am disappointed that the duties on health authorities to work collaboratively on IDPs are weak.
- The consultation does not give me peace of mind that the quality of the new system and structures will to be appropriately monitored.

I understand that the National Deaf Children's Society (NDCS) Cymru and Sense Cymru will be submitting more detailed responses to highlight other points necessary to ensure that the proposed changes work for children and young people with sensory impairments as well as their families. I strongly urge that you work with NDCS Cymru and Sense Cymru to address these issues and ensure that the new bill and accompanying Code of Practice covers the diverse needs of this vulnerable group of learners.

My response is as a parent of a deaf child.

Yours sincerely,

Dear Sir/Madam,

I write in response to the consultation on the draft Additional Learning Needs and Education Tribunal (Wales) Bill.

Children and young people with sensory needs face many challenges and need appropriate support in order to reach their full potential. However, Welsh Government statistics demonstrate a consistent attainment gap between deaf learners and their hearing peers. It is essential that the new system for assessing and planning support for learners with additional learning needs works effectively for this vulnerable group of learners.

While I acknowledge that aspects of the proposals will be a positive step forwards, I am greatly concerned that other parts of the draft Bill and Code will undermine the system as well as my rights and the rights of my child. In particular, I would raise the following concerns as outlined by NDCS Cymru and Sense Cymru:

- The nature of sensory impairment means that deaf and deafblind children will have ongoing support needs throughout their education. I would urge that the Code of Practice makes it clear that deaf and deafblind children must be eligible for a support plan (IDP).
- There is a lack of clarity around how the process of developing an IDP will work and who will be responsible for driving it forward, particularly within the early years context. Ensuring that children with sensory impairments and their families have appropriate support from diagnosis is crucial to communication development and subsequent future academic attainment.
- The involvement of specialist professionals in an assessment of need is imperative for children with low incidence needs such as a sensory impairment, and this must be clearly outlined within the Code of Practice. With local schools taking on more responsibility for creating support plans, the need to seek advice from specialist support staff could be easily overlooked with drastic consequences for the child. Guidance is needed so that those developing IDPs understand deaf and deafblind children will always need a

support assessment and the specialist professionals who must be involved. I urge you to work with NDCS and Sense Cymru on the development of such guidance.

- It is imperative that ALNCoS receive training in the IDP process; person centred planning; and specific deaf and deafblind awareness training.
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I understand that the National Deaf Children's Society (NDCS) Cymru and Sense Cymru will be submitting more detailed responses to highlight other points necessary to ensure that the proposed changes work for children and young people with sensory impairments as well as their families. I strongly urge that you work with NDCS Cymru and Sense Cymru to address these issues and ensure that the new bill and accompanying Code of Practice covers the diverse needs of this vulnerable group of learners.

Yours sincerely,

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I write in response to the consultation on the draft Additional Learning Needs and Education Tribunal (Wales) Bill.

Children and young people with sensory needs face many challenges and need appropriate support in order to reach their full potential. However, Welsh Government statistics demonstrate a consistent attainment gap between deaf learners and their hearing peers. It is essential that the new system for assessing and planning support for learners with additional learning needs works effectively for this vulnerable group of learners.

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I understand that the National Deaf Children's Society (NDCS) Cymru and Sense Cymru will be submitting more detailed responses to highlight other points necessary to ensure that the proposed changes work for children and young people with sensory impairments as well as their families. I strongly urge that you work with NDCS Cymru and Sense Cymru to address these issues and ensure that the new bill and accompanying Code of Practice covers the diverse needs of this vulnerable group of learners.

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I understand that the National Deaf Children's Society (NDCS) Cymru and Sense Cymru will be submitting more detailed responses to highlight other points necessary to ensure that the proposed changes work for children and young people with sensory impairments as well as their families. I strongly urge that you work with NDCS Cymru and Sense Cymru to address these issues and ensure that the new bill and accompanying Code of Practice covers the diverse needs of this vulnerable group of learners.

Yours sincerely,

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Children and young people with sensory needs face many challenges and need appropriate support in order to reach their full potential. However, Welsh Government statistics demonstrate a consistent attainment gap between deaf learners and their hearing peers. It is essential that the new system for assessing and planning support for learners with additional learning needs works effectively for this vulnerable group of learners.

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- I am disappointed that the duties on health authorities to work collaboratively on IDPs are weak.
- The consultation does not give me peace of mind that the quality of the new system and structures will to be appropriately monitored.

I understand that the National Deaf Children's Society (NDCS) Cymru and Sense Cymru will be submitting more detailed responses to highlight other points necessary to ensure that the proposed changes work for children and young people with sensory impairments as well as their families. I strongly urge that you work with NDCS Cymru and Sense Cymru to address these issues and ensure that the new bill and accompanying Code of Practice covers the diverse needs of this vulnerable group of learners.

Yours sincerely,

Dear Sir/Madam,

I write in response to the consultation on the draft Additional Learning Needs and Education Tribunal (Wales) Bill.

Children and young people with sensory needs face many challenges and need appropriate support in order to reach their full potential. However, Welsh Government statistics demonstrate a consistent attainment gap between deaf learners and their hearing peers. It is essential that the new system for assessing and planning support for learners with additional learning needs works effectively for this vulnerable group of learners.

While I acknowledge that aspects of the proposals will be a positive step forwards, I am greatly concerned that other parts of the draft Bill and Code will undermine the system as well as parents' rights and the rights of their children. In particular, I would raise the following concerns as outlined by NDCS Cymru and Sense Cymru:

- The nature of sensory impairment means that deaf and deafblind children will have ongoing support needs throughout their education. I would urge that the Code of Practice makes it clear that deaf and deafblind children must be eligible for a support plan (IDP).
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- In order to trust the system, I need to know that disagreement systems and advocacy services will meet minimum national standards. It is important that information on how to access these services is clearly made available to me from the outset.
- I am disappointed that the duties on health authorities to work collaboratively on IDPs are weak.
- The consultation does not give peace of mind to families that the quality of the new system and structures will to be appropriately monitored.

I understand that the National Deaf Children's Society (NDCS) Cymru and Sense Cymru will be submitting more detailed responses to highlight other points necessary to ensure that the proposed changes work for children and young people with sensory impairments as well as their families. I strongly urge that you work with NDCS Cymru and Sense Cymru to address these issues and ensure that the new bill and accompanying Code of Practice covers the diverse needs of this vulnerable group of learners.

Yours sincerely,

Dear Sir/Madam,

I write in response to the consultation on the draft Additional Learning Needs and Education Tribunal (Wales) Bill.

As a mother to a 5 year old girl born profoundly deaf, I have significant concerns regarding some of the proposals.

Children and young people with sensory needs face many challenges and need appropriate support in order to reach their full potential. However, Welsh Government statistics demonstrate a consistent attainment gap between deaf learners and their hearing peers. It is essential that the new system for assessing and planning support for learners with additional learning needs works effectively for this vulnerable group of learners.

While I acknowledge that aspects of the proposals will be a positive step forwards, I am greatly concerned that other parts of the draft Bill and Code will undermine the system as well as my rights and the rights of my child. In particular, I would raise the following concerns as outlined by NDCS Cymru and Sense Cymru:

- The nature of sensory impairment means that deaf and deafblind children will have ongoing support needs throughout their education. I would urge that the Code of Practice makes it clear that deaf and deafblind children must be eligible for a support plan (IDP).
- There is a lack of clarity around how the process of developing an IDP will work and who will be responsible for driving it forward, particularly within the early years context. Ensuring that children with sensory impairments and their families have appropriate support from diagnosis is crucial to communication development and subsequent future academic attainment.
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developing IDPs understand deaf and deafblind children will always need a support assessment and the specialist professionals who must be involved. I urge you to work with NDCS and Sense Cymru on the development of such guidance.

- It is imperative that ALNCOs receive training in the IDP process; person centred planning; and specific deaf and deafblind awareness training.
- The IDP will outline our legal rights and entitlements to specialist support. I am concerned that the guidance presented in the Code will result in flimsy plans which do not sufficiently outline a child's key ongoing support needs.
- I am disappointed that IDPs for the 16-25 age group are to be restricted to include only those in further education (e.g not apprenticeship or university students). Other deaf and deafblind learners within this age group would greatly benefit from a support plan.
- In order to trust the system, I need to know that disagreement systems and advocacy services will meet minimum national standards. It is important that information on how to access these services is clearly made available to me from the outset.
- I am disappointed that the duties on health authorities to work collaboratively on IDPs are weak.
- The consultation does not give me peace of mind that the quality of the new system and structures will to be appropriately monitored.

I understand that the National Deaf Children's Society (NDCS) Cymru and Sense Cymru will be submitting more detailed responses to highlight other points necessary to ensure that the proposed changes work for children and young people with sensory impairments as well as their families. I strongly urge that you work with NDCS Cymru and Sense Cymru to address these issues and ensure that the new bill and accompanying Code of Practice covers the diverse needs of this vulnerable group of learners.

Yours sincerely,

Dear Sir/Madam,

I write in response to the consultation on the draft Additional Learning Needs and Education Tribunal (Wales) Bill.

Children and young people with sensory needs face many challenges and need appropriate support in order to reach their full potential. However, Welsh Government statistics demonstrate a consistent attainment gap between deaf learners and their hearing peers. It is essential that the new system for assessing and planning support for learners with additional learning needs works effectively for this vulnerable group of learners.

While I acknowledge that aspects of the proposals will be a positive step forwards, I am greatly concerned that other parts of the draft Bill and Code will undermine the system as well as my rights and the rights of my child. In particular, I would raise the following concerns as outlined by NDCS Cymru and Sense Cymru:

- The nature of sensory impairment means that deaf and deafblind children will have ongoing support needs throughout their education. I would urge that the Code of Practice makes it clear that deaf and deafblind children must be eligible for a support plan (IDP).
- There is a lack of clarity around how the process of developing an IDP will work and who will be responsible for driving it forward, particularly within the early years context. Ensuring that children with sensory impairments and their families have appropriate support from diagnosis is crucial to communication development and subsequent future academic attainment.
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- The IDP will outline our legal rights and entitlements to specialist support. I am concerned that the guidance presented in the Code will result in flimsy plans which do not sufficiently outline a child's key ongoing support needs.
- I am disappointed that IDPs for the 16-25 age group are to be restricted to include only those in further education (e.g not apprenticeship or university students). Other deaf and deafblind learners within this age group would greatly benefit from a support plan.
- In order to trust the system, I need to know that disagreement systems and advocacy services will meet minimum national standards. It is important that information on how to access these services is clearly made available to me from the outset.
- I am disappointed that the duties on health authorities to work collaboratively on IDPs are weak.

- The consultation does not give me peace of mind that the quality of the new system and structures will to be appropriately monitored.

I understand that the National Deaf Children's Society (NDCS) Cymru and Sense Cymru will be submitting more detailed responses to highlight other points necessary to ensure that the proposed changes work for children and young people with sensory impairments as well as their families. I strongly urge that you work with NDCS Cymru and Sense Cymru to address these issues and ensure that the new bill and accompanying Code of Practice covers the diverse needs of this vulnerable group of learners.

Yours sincerely,

Dear Sir/Madam,

I am a Teacher of the Deaf and I write in response to the consultation on the draft Additional Learning Needs and Education Tribunal (Wales) Bill.

I teach primary school age children with sensory needs and these children face many challenges and require appropriate support in order for them to reach their full potential. However, Welsh Government statistics demonstrate a consistent attainment gap between deaf learners and their hearing peers. It is essential that the new system for assessing and planning support for learners with additional learning needs works effectively for this vulnerable group of learners.

While I acknowledge that aspects of the proposals will be a positive step forwards, I am greatly concerned that other parts of the draft Bill and Code will undermine the system as well as my rights and the rights of the children that I teach. In particular, I would raise the following concerns as outlined by NDCS Cymru and Sense Cymru:

- The nature of sensory impairment means that deaf and deafblind children will have ongoing support needs throughout their education. I would urge that the Code of Practice makes it clear that deaf and deafblind children must be eligible for a support plan (IDP).
- There is a lack of clarity around how the process of developing an IDP will work and who will be responsible for driving it forward, particularly within the early years context. Ensuring that children with sensory impairments and their families have appropriate support from diagnosis is crucial to communication development and subsequent future academic attainment.
- The involvement of specialist professionals in an assessment of need is imperative for children with low incidence needs such as a sensory impairment, and this must be clearly outlined within the Code of Practice. With local schools taking on more responsibility for creating support plans, the need to seek advice from specialist support staff could be easily overlooked with drastic consequences for the child. Guidance is needed so that those

developing IDPs understand deaf and deafblind children will always need a support assessment and the importance of specialist professionals involvement. I urge you to work with NDCS and Sense Cymru on the development of such guidance.

- It is imperative that ALNCOs receive training in the IDP process; person centred planning; and specific deaf and deafblind awareness training.
- The IDP will outline the legal rights and possible entitlements to specialist support for parents. I am concerned that the guidance presented in the Code will result in flimsy plans which do not sufficiently outline a child's key ongoing support needs.
- I am disappointed that IDPs for the 16-25 age group are to be restricted to include only those in further education (e.g not apprenticeship or university students). Other deaf and deafblind learners within this age group would greatly benefit from a support plan.
- In order to trust the system, I need to know that disagreement systems and advocacy services will meet minimum national standards. It is important that information on how to access these services is clearly made available to me from the outset.
- I am disappointed that the duties on health authorities to work collaboratively on IDPs are weak.
- The consultation does not give me peace of mind that the quality of the new system and structures will to be appropriately monitored.

I understand that the National Deaf Children's Society (NDCS) Cymru and Sense Cymru will be submitting more detailed responses to highlight other points necessary to ensure that the proposed changes work for children and young people with sensory impairments as well as their families. I strongly urge that you work with NDCS Cymru and Sense Cymru to address these issues and ensure that the new bill and accompanying Code of Practice covers the diverse needs of this vulnerable group of learners.

Yours sincerely,

Dear Sir/Madam,

I write in response to the consultation on the draft Additional Learning Needs and Education Tribunal (Wales) Bill.

Children and young people with sensory needs face many challenges and need appropriate support in order to reach their full potential. However, Welsh Government statistics demonstrate a consistent attainment gap between deaf learners and their hearing peers. It is essential that the new system for

assessing and planning support for learners with additional learning needs works effectively for this vulnerable group of learners.

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- I am disappointed that the duties on health authorities to work collaboratively on IDPs are weak.

- The consultation does not give me peace of mind that the quality of the new system and structures will to be appropriately monitored.

I understand that the National Deaf Children's Society (NDCS) Cymru and Sense Cymru will be submitting more detailed responses to highlight other points necessary to ensure that the proposed changes work for children and young people with sensory impairments as well as their families. I strongly urge that you work with NDCS Cymru and Sense Cymru to address these issues and ensure that the new bill and accompanying Code of Practice covers the diverse needs of this vulnerable group of learners.

Yours sincerely,

Dear Sir/Madam,

I write in response to the consultation on the draft Additional Learning Needs and Education Tribunal (Wales) Bill.

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My son is now 12 and has been through part of the Welsh education system with hardly any help, and hardly any advice for me. Thanks to the NDCS I pushed for him to be statemented and he now has help in Secondary school but his ALNCO is not guaranteed and is frequently used elsewhere. xxx is an able boy and it seems his help is an easy target to be utilised when they are short staffed. How is he supposed to access the full curriculum if he does not have continuous help? I am becoming more aware of what my child needs but newly diagnosed parents are ignorant of things available when really these things should automatically be put in place without a fight. I have felt like I have been fighting against the system for 8 years! And it seems it will be forever ongoing....

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As a parent I have fought tirelessly for my child's access to learning. More hours of support, statutory assessment, Welsh language SALT, OT support, sensory support services....the list goes on. I am exhausted.....but I will never stop fighting for way my child needs.

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To fail to provide specialist support to the child and the family immediately after diagnosis of deafness, prevents the child from the chance of developing at a similar rate to their hearing peers.

- The involvement of specialist professionals in an assessment of need is imperative for children with low incidence needs such as a sensory impairment, and this must be clearly outlined within the Code of Practice. With local schools taking on more responsibility for creating support plans, the need to seek advice from specialist support staff could be easily overlooked with drastic consequences for the child. Guidance is needed so that those developing IDPs understand deaf and deafblind children will always need a support assessment and the specialist professionals who must be involved. I

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Yours sincerely,

Dear Sir/Madam,

I write in response to the consultation on the draft Additional Learning Needs and Education Tribunal (Wales) Bill.

Children and young people with sensory needs face many challenges and need appropriate support in order to reach their full potential. I have seen at close quarters the impact which poor support has on children's confidence and ability to engage fully in learning and school life. However, Welsh Government statistics demonstrate a consistent attainment gap between deaf learners and their hearing peers. It is essential that the new system for assessing and planning support for learners with additional learning needs works effectively for this vulnerable group of learners.

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While I acknowledge that aspects of the proposals will be a positive step forwards, I am greatly concerned that other parts of the draft Bill and Code will undermine the system as well as my rights and the rights of the children under my care. In particular, I would raise the following concerns as outlined by NDCS Cymru and Sense Cymru:

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On the whole, schools do not have the necessary expertise in many aspects of ALN and need to have access to as much support and input from properly trained and experienced specialist teachers as possible.

Specialist teachers also have an overview, across needs and along a period of time, and without their input many aspects of support for a child will be missed.

Even where schools have been trained, the necessary support is not always given to children who need it. The support of specialist teachers, who have one thing on their minds (ie the wellbeing of one particular child) is indispensable in keeping schools doing what they are supposed to be doing.

- It is imperative that ALNCoS receive training in the IDP process; person centred planning; and specific deaf and deafblind awareness training. This should happen before the ALNCo begins in post, and continuously through their career - preferably with a mandatory qualification to be an ALNCo.
- The IDP will outline a child's legal rights and entitlements to specialist support. I am concerned that the guidance presented in the Code will result in flimsy plans which do not sufficiently outline a child's key ongoing support needs.
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- The consultation does not give me peace of mind that the quality of the new system and structures will to be appropriately monitored. Leaving things to schools will not work for the benefit of the children.

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- I am disappointed that the duties on health authorities to work collaboratively on IDPs are weak.
- The consultation does not give me peace of mind that the quality of the new system and structures will to be appropriately monitored.

I understand that the National Deaf Children's Society (NDCS) Cymru and Sense Cymru will be submitting more detailed responses to highlight other points necessary to ensure that the proposed changes work for children and young people with sensory impairments as well as their families. I strongly urge that you work with NDCS Cymru and Sense Cymru to address these issues and ensure that the new bill and accompanying Code of Practice covers the diverse needs of this vulnerable group of learners.

Yours sincerely,

Dear Sir/Madam,

I write in response to the consultation on the draft Additional Learning Needs and Education Tribunal (Wales) Bill.

Children and young people with sensory needs face many challenges and need appropriate support in order to reach their full potential. However, Welsh Government statistics demonstrate a consistent attainment gap between deaf learners and their hearing peers. It is essential that the new system for assessing and planning support for learners with additional learning needs works effectively for this vulnerable group of learners.

While I acknowledge that aspects of the proposals will be a positive step forwards, I am greatly concerned that other parts of the draft Bill and Code will undermine the system as well as my rights and the rights of my child. In particular, I would raise the following concerns as outlined by NDCS Cymru and Sense Cymru:

- The nature of sensory impairment means that deaf and deafblind children will have ongoing support needs throughout their education. I would urge that the Code of Practice makes it clear that deaf and deafblind children must be eligible for a support plan (IDP).
- There is a lack of clarity around how the process of developing an IDP will work and who will be responsible for driving it forward, particularly within the early years context. Ensuring that children with sensory impairments and their families have appropriate support from diagnosis is crucial to communication development and subsequent future academic attainment.
- The involvement of specialist professionals in an assessment of need is imperative for children with low incidence needs such as a sensory impairment, and this must be clearly outlined within the Code of Practice. With local schools taking on more responsibility for creating support plans, the need to seek advice from specialist support staff could be easily overlooked with drastic consequences for the child. Guidance is needed so that those developing IDPs understand deaf and deafblind children will always need a support assessment and the specialist professionals who must be involved. I urge you to work with NDCS and Sense Cymru on the development of such guidance.
- It is imperative that ALNCOs receive training in the IDP process; person centred planning; and specific deaf and deafblind awareness training.
- The IDP will outline our legal rights and entitlements to specialist support. I am concerned that the guidance presented in the Code will result in flimsy plans which do not sufficiently outline a child's key ongoing support needs.

- I am disappointed that IDPs for the 16-25 age group are to be restricted to include only those in further education (e.g not apprenticeship or university students). Other deaf and deafblind learners within this age group would greatly benefit from a support plan.
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I understand that the National Deaf Children's Society (NDCS) Cymru and Sense Cymru will be submitting more detailed responses to highlight other points necessary to ensure that the proposed changes work for children and young people with sensory impairments as well as their families. I strongly urge that you work with NDCS Cymru and Sense Cymru to address these issues and ensure that the new bill and accompanying Code of Practice covers the diverse needs of this vulnerable group of learners.

Yours sincerely,

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While I acknowledge that aspects of the proposals will be a positive step forwards, I am greatly concerned that other parts of the draft Bill and Code will undermine the system as well as my rights and the rights of my child. In particular, I would raise the following concerns as outlined by NDCS Cymru:

- The nature of sensory impairment means that deaf and deafblind children will have ongoing support needs throughout their education. I would urge that the Code of Practice makes it clear that deaf and deafblind children must be eligible for a support plan (IDP).

- There is a lack of clarity around how the process of developing an IDP will work and who will be responsible for driving it forward, particularly within the early years context. Ensuring that children with sensory impairments and their families have appropriate support from diagnosis is crucial to communication development and subsequent future academic attainment.
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I understand that the National Deaf Children's Society (NDCS) Cymru, whom I am an employee of, will be submitting a more detailed response to highlight other points necessary to ensure that the proposed changes work for deaf children and young people. I strongly urge that you work with NDCS Cymru to address these issues and ensure that the new bill and accompanying Code of Practice covers the diverse needs of this vulnerable group of learners.

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While I acknowledge that aspects of the proposals will be a positive step forwards, I am greatly concerned that other parts of the draft Bill and Code will undermine the system as well as my rights and the rights of my grandchild. In particular, I would raise the following concerns as outlined by NDCS Cymru and Sense Cymru:

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- In order to trust the system, I need to know that disagreement systems and advocacy services will meet minimum national standards. It is important that information on how to access these services is clearly made available to my grandson's parents from the outset.
- I am disappointed that the duties on health authorities to work collaboratively on IDPs are weak.
- The consultation does not give me peace of mind that the quality of the new system and structures will to be appropriately monitored.

I understand that the National Deaf Children's Society (NDCS) Cymru and Sense Cymru will be submitting more detailed responses to highlight other points necessary to ensure that the proposed changes work for children and young people with sensory impairments as well as their families. I strongly urge that you work with NDCS Cymru and Sense Cymru to address these issues and ensure that the new bill and accompanying Code of Practice covers the diverse needs of this vulnerable group of learners.

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