

BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO THE SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 2

18 OCTOBER 2018

REPORT OF THE CORPORATE DIRECTOR – EDUCATION AND FAMILY SUPPORT ADDITIONAL LEARNING NEEDS AND EDUCATIONAL TRIBUNAL (ALNET) ACT 2018

1. Purpose of report

1.1 The purpose of this report is to inform the Committee of:

- the developments of the ALNET Act (2018) in Wales; and
- the work undertaken across the region to prepare for the introduction of the Act and how as a local authority we are preparing for it.

2. Connection to corporate improvement objectives/other corporate priorities

2.1 This report assists in the achievement of the following corporate priorities:-

- Supporting a successful economy – taking steps to make the county a good place to do business, for people to live, work, study and visit, and to ensure that our schools are focused on raising the skills, qualifications and ambitions of all people in the county
- Helping people to become more self-reliant - taking early steps to reduce or prevent people from becoming vulnerable or dependent on the Council and its services
- Smarter use of resources – ensuring that all its resources (financial, physical, human and technological) are used as effectively and efficiently as possible and support the development of resources throughout the community that can help deliver the Council's priorities.

3. Background

3.1 The Additional Learning Needs and Education Tribunal (Wales) Bill was passed by the National Assembly for Wales on 12 December 2017 and after receiving Royal Assent became the ALNET Act 2018 on 24 January 2018.

3.2 The Act aims to create:

- a unified legislative framework to support all children of compulsory school age or below with additional learning needs (ALN) and to support young people with ALN who are in school or further education (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.

3.3 It is expected that the ALN system set out in the ALNET Act will be fully implemented over a three-year period. The implementation period is expected to run from September 2020 to August 2023.

3.4 This transformed system will:

- ensure that all learners with ALN are supported to overcome barriers to learning and achieve their full potential;
- improve the planning and delivery of support for learners from 0 to 25 with ALN, placing learners' needs, views, wishes and feelings at the heart of the process; and
- focus on the importance of identifying needs early and putting in place timely and effective interventions which are monitored and adapted to ensure they deliver the desired outcomes.

3.5 In the meantime, local authorities and all those who work with children and young people with special educational needs (SEN), must ensure that they continue to comply with the duties placed upon them by the Education Act 1996. They must also continue to have regard to the SEN Code of Practice for Wales (the Code) (2002).

3.6 In February 2017, the Minister for Lifelong Learning and Welsh Language published a written ministerial statement announcing £20m investment in ALN to support all partners to successfully implement and deliver the new system. £1.1m of that investment was provided via the ALN Innovation Fund, which was a pre-legislative grant to support collaborative projects between a wide range of agencies involved in supporting learners with ALN. It aimed to support the identification and development of innovative practice which improves systems, arrangements and relationships in readiness for roll-out of the forthcoming legislative changes. The learning from the projects funded by the grant scheme was shared across Wales in June 2018. This event provided a key opportunity to develop ways of working consistently with the reforms and influence the approach to transformation and implementation.

3.7 The ALN Transformation Grant is used by the host local authority to employ a regional ALN Transformation Lead. The Transformation Lead is responsible for the delivery of a strategic programme of work agreed by local authorities to support preparation by consortia, maintained early years settings, schools, further education institutes and local health boards of the duties conferred to them by the ALNET Act, and to ensure financial accountability.

3.8 The conditions of the grant spend stipulate that there has to be in place the following:

- regional implementation plan;

- state of the region summary document, detailing areas to focus on in preparing for transition to the new ALN system; and
- multi-agency regional ALNET Act training plan.

3.9 The work undertaken to date demonstrates that the Central South Region has accurately analysed needs and identified strategic priorities to support the transformation programme and, in doing so, has met the pre-conditions for authorisation of grant spend. Each Local Authority (LA), in consultation with staff has produced a LA readiness survey. An analysis has been undertaken with regards to how each LA has prepared at this stage for the implementation of the ALN Reform. All LAs readiness surveys have formed the basis for The Regional Implementation Plan.

3.10 In June 2018, Bridgend County Borough Council (BCBC) produced a local authority readiness survey which fed into the summary document detailing the state of the region. As a result, the local authority is able to demonstrate progress in complying with the requirements of the Act as measured on the Local Authority ALN Readiness Survey.

3.11 Between March 2018 and July 2018, extensive analysis was carried out across the region to identify strengths and areas for development. Full co-operation was obtained between all five local authorities, four Further Education (FE) colleges, two health boards and the Central South Consortium (CSC). Following these activities a summary document detailing the state of the region was created as well as a consequent regional implementation plan.

3.12 All local authorities need to be able to demonstrate that:

- the implications of the ALNET Act and the Code are clearly understood;
- there is promotion of effective joint working with other agencies, taking account of good practice, using resources efficiently, encouraging flexibility and creativity and being solution focussed;
- there are effective working relationships with parents and carers;
- services are developed flexibly to meet needs and keeping under review the arrangements made both by the local authority and governing bodies of maintained schools in our area, for pupils with ALN, in order to assess and respond to future needs;
- processes and procedures are developed in advance of implementation date(s); and
- any other developments within the local authority with regards to ALN services/provision will be compliant with the ALNET Act.

4. Current situation

- 4.1 Currently, Welsh Government is focusing upon the secondary legislation, in particular, the new Code of Practice. This will replace the current Code and will inform people of their legal duties. It will be the handbook for the new system.
- 4.2 On 4 September 2018, the CSC Regional Implementation Plan (see Appendix 1) was ratified by the Directors of Education with the subsequent inaugural meeting of the ALN Regional Project Board taking place on 17 September 2018.
- 4.3 The Regional Implementation Plan aligns support to the objectives of the ALNET Act so that local authorities, Central South Consortium, schools, FE colleges and local health boards collaborate to transform the expectations, experiences and outcomes for children and young people with additional learning needs. The identified regional priorities include:
- creating a multi-agency, multi-disciplinary regional implementation plan that underpins the successful transition to the new way of working;
 - delivering an awareness-raising programme that ensures all professionals, parents, carers, children and young people and the third sector receive timely information about the reforms and associated timescales;
 - implementing a comprehensive workforce development plan that is compliant with the ALNET Act and complementary to the wider national education reforms;
 - developing support and provision for post compulsory-education-aged learners through identifying local offers and where possible consider regional solutions to meet complex needs;
 - ensuring that the new statutory expectations for early years are understood and delivered and that appropriate support is provided to increase capacity in early years' settings;
 - improving strategic engagement with health to support the establishment of the statutory role of the Designated Educational Clinical Lead Officer (DECLO) and develop shared expectations and supportive working practices;
 - reviewing Welsh-medium provision and specialist support to increased regional capacity through the development of best practice Welsh language learning pathways; and
 - supporting the rights of the child and young person with ALN through the development of user-friendly practices that clearly explain and promote their rights of appeal.
- 4.4 A multi-agency, multi-disciplinary steering group is in the process of being formed. Governance structures are in place as are performance management processes to ensure that the project remains on task, within the confines of the grant spend recommendations and monitors financial accountability.
- 4.5 All local authorities need to be able to demonstrate that:
- the implications of the ALNET Act and the Code are clearly understood;

- there is promotion of effective joint working with other agencies, taking account of good practice, using resources efficiently, encouraging flexibility and creativity and being solution focussed;
- there are effective working relationships with parents and carers;
- services are developed flexibly to meet needs and keep under review the arrangements made both by the local authority and governing bodies of maintained schools in our area, for pupils with ALN, in order to assess and respond to future needs;
- processes and procedures are developed in advance of implementation date(s); and
- any other developments within the local authority with regards to ALN services/provision will be compliant with the ALNET Act.

4.6 Local authorities must be prepared to implement the new system in line with the prescribed timescales starting in September 2020, with the complete system becoming operational from September 2023. It is essential that local authorities adopt a person-centred approach and develops systems and plans that mirror the principles of the ALNET Act without compromising the current systems. There will be two systems operating from 2020-2023, therefore the LA must ensure effective work with colleagues, parents and children to manage this transition.

4.7 Priorities for Central South Consortium are outlined in the implementation plan. The focus is upon seeking to secure coherent and collaborative regional working in relation to the identified key priorities.

4.8 The Central South Consortium ALN Project Board, ALN Transformation Steering Group, Central South Consortium Directors of Education and Central South Consortium, will work together over the next three years, namely until March 2021, in partnership with Welsh Government to prepare all stakeholders.

4.9 Overview and Scrutiny Committee has raised a series of questions in relation to the progression of the ALNET Act. Responses to these questions are as follows:

- Engagement with parents in relation to changes with the ALNET Act is of paramount importance. The communications strategy is outlined under Priority 2 of the implementation plan. Finance has been identified within the plan for setting up consultative groups with parents and children and young people in local authorities.
- Within the implementation plan there is a strategy to prepare for the process for assessments and to provide clarity with regards to the responsibility for who is leading with them. An Early Years multi-agency regional group will be set up to look at improving joint working practices, this is highlighted under Priority 5 of the implementation plan. It is noted in Priority 6 of the plan, that there is a named DECLO in place for each health board. The intention is for the DECLO to work collaboratively with education on assessments.
- The involvement and responsibilities of the Education Psychology Service (EPS) is

not included on the face of the ALNET Act. This detail will be in the SEN Code of Practice for Wales. The first reading of the code is expected in October 2018, when further consultation will be undertaken.

- In recent years, the number of legal challenges presented by parents in BCBC has increased. From 2008 to 2014, there were no more than five Special Educational Needs Tribunal for Wales (SENTW) appeals per year. During 2015-2016, there were 11 SENTW appeals, 12 SENTW appeals during 2016-2017 and during 2017-2018 there were 9 SENTW appeals. There are various reasons for the tribunal cases, for example increase in ancillary support and request for out-of-authority (OOA) places. Currently, there is no evidence to say that ALNET Act has been the reason for an increase in tribunals. Ancillary resources and provision for children and young people are regularly discussed at the Access to Education Panel which meets on a three-weekly basis.
- The ALNET Act focuses on the involvement of children and young people and their parents. In Priority 8 of the implementation plan, the focus is upon supporting the rights of the child, mediation and dispute resolution. There is a plan to make the CSC Mediation and Dispute Resolution handbook available to all schools within BCBC. Finance is allocated to each local authority to facilitate training for each one of the schools.
- There are five centres engaged with the national project for Supported Internships across Wales. Bridgend College is the local centre for BCBC. Working with partners in the 'Engage to Change/Project Search' project, Bridgend College has established its first employer partner as the Princess of Wales Hospital. Young people from Bridgend College will make up the first cohort and it is anticipated that between nine to eleven young people be part of this cohort. Their internship will consist of a 30 week experience involving three rotations of ten weeks, where they will undertake the same role but in three different settings/departments and be supported in a 4:1 ratio by a job coach. BCBC has had further discussions with Elite training to discuss a future cohort of learners from the two special schools in BCBC, namely Heronsbridge Special School and Ysgol Bryn Castell. It is expected that the first cohort from BCBC would be from September 2019. The Post-16 Specialist Officer in liaison with the Group Manager Inclusion and School Improvement will monitor this situation.
- As part of the Post-16 Review and preparation for the ALNET Act, consideration has been given to supporting those with ALN into employment. It is recognised that it is important for young people with ALN to gain skills and experience in order to obtain and sustain employment. As part of the preparation for the ALNET Act, a local project board was established. As a result, a post-16 transition protocol has been developed in order to audit learners' needs at every transition point. A map and gap analysis has been undertaken with the focus upon what is working well; what changes need to be made; what are the gaps in provision and to reflect upon and update the process map. In discussions with Elite training, further consideration has been given to addressing changing the perception of employers. BCBC is represented on the Project Search steering group at Bridgend College. A briefing paper in relation to this whole area of work will be submitted to the Post-16 Review Board in autumn 2018.

- Consideration is being given to the impact of the ALNET Act upon staffing. In Priority 3 of the implementation plan, finance is available for every school to attend training and to provide non-contact time for staff to prepare processes and systems in accordance with the ALNET Act. Currently, a national professional learning offer for all ALNCOs is in the process of being created. With regards to issues such as, pupil-teacher ratios and class sizes and impact of the ALNET Act on the capacity of teachers to support pupils with ALN, these will be addressed as part of the implementation plan.
- The implementation of the ALNET Act is being carefully monitored by officers within BCBC in conjunction with Central South Constium. All local authorities have completed an ALN readiness survey and as a result all LAs have a baseline of the current position. All schools will be asked to complete an ALN readiness survey. Therefore, local authorities will be in a position to evaluate current practice and measure improvements. The ALN Transformation Implementation Plan has been created with identified governance structures and reporting arrangements. Service level agreements (SLAs) will be put in place with local authorities so that they can be held to account for agreed actions identified in the regional implementation plan.

5. Effect upon policy framework and procedure rules

5.1 There is no effect upon the policy framework or procedure rules.

6. Equality Impact Assessment

6.1 The ALNET Act and Code of Practice clearly articulate the Equalities Act (2010) statutory requirements.

7. Well-being of Future Generations (Wales) Act 2015 Assessment

7.1 The well-being goals and principles prescribed for within the Well-being of Future Generations Act 2015 connect directly to the objectives of the ALNET Act. The ALNET Act is consistent with the five ways of working as defined within the sustainable development principle and more specifically as follows:

- long term – the ALNET Act focuses on meeting the needs of children and young people from 0-25
- prevention – the focus of the ALNET Act is upon on early identification of need and ensuring that there is s appropriate provision to meet needs
- integration- the ALNET Act addresses the need for a coherent delivery of economic, social, environmental and cultural outcomes
- collaboration – a fundamental principal of the ALNET Act focuses on improving collaboration and creating a unified system
- involvement- ensuring that children and young people, parents and carers are at the heart of the system.

8. Financial implications

- 8.1 In order to support the implementation of this new system, Welsh Government is providing financial assistance through the ALN Transformation Grant. This is the second year of the four financial years that the grant will be available. The finance is delegated via a host local authority acting on behalf of the local authorities in the region, using the same footprint as the four regional education consortia. The grant must be used on a regional strategic basis and consideration should be given to regional sustainability beyond the life time of the grant.
- 8.2 Previously, Welsh Government has provided funding for local authorities to develop the person-centered planning (PCP) approach. As part of Central South Consortium, BCBC received £26k over a two-year period to develop this approach with staff within BCBC. This continues to be embedded as key staff have been trained to cascade the approach in order to provide sustainability.
- 8.3 As part of the transformation programme, Welsh Government has provided funding via the ALN Innovation Fund, which is a pre-legislative grant to support collaborative projects between a wide range of agencies involved in supporting learners with ALN. BCBC has worked in collaboration with the other four local authorities in the consortium to develop four projects to support the transition for the ALN Reform Bill. In 2016-2017 there was £250k of funding and each LA received £46k and Merthyr LA received £20k in addition as the lead LA on one of the projects. In 2017-2018, there was £300k of funding, and each LA received £56k and Merthyr LA received £20k in addition as the lead LA on one of the projects.

9. Recommendation

9.1 Overview and Scrutiny Committee 1 is invited to:

- note the content of this report in relation to the ALNET Act;
- to consider and agree any recommendations the committee may wish to make consistent with its challenge and support role in light of this report; and
- consider the progress to date and to be aware of the continued expectations on local authorities and other strategic partners to deliver against the wide-ranging transformation programme.

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Background documents

Report to Overview and Scrutiny Committee 1- 18 September 2017. Additional learning needs (ALN) Reform

Appendix 1 Additional Learning Needs and Education Tribunal Wales Act
Central South Regional Implementation Plan 2018-2019

Appendix 2 Well-being of Future Generations (Wales) Act 2015 Assessment

Appendix 1



**Additional Learning Needs and Education Tribunal Wales Act
Central South Regional Implementation Plan 2018-2019**



Context

The Additional Learning Needs and Education Tribunal (Wales) Act 2018 aims to create:

- a unified legislative framework to support all children of compulsory school age or below with additional learning needs (ALN) and to support young people with ALN who are in school or further education (FE)
- an integrated, collaborative process of assessment, planning and monitoring which facilitates early, timely and effective interventions
- a fair and transparent system for providing information and advice, and for resolving concerns and appeals.

It is expected that the ALN system set out in the Act will be fully implemented over a three-year period. The implementation period is expected to run from September 2020 to August 2023.

This transformed system will:

- ensure that all learners with ALN are supported to overcome barriers to learning and achieve their full potential;
- improve the planning and delivery of support for learners from 0 to 25 with ALN, placing learners' needs, views, wishes and feelings at the heart of the process; and
- focus on the importance of identifying needs early and putting in place timely and effective interventions which are monitored and adapted to ensure they deliver the desired outcomes.

This document sets out the Central South Region's 2018-19 plan detailing the priorities, objectives, actions and monitoring arrangements needed to support the implementation of the Additional Learning Needs and Education Tribunal Act. The identified priorities and actions were informed through an extensive evaluation of current practice, the details of which can be found in the *Central South State of the Region Summary Report*.

The purpose of this plan is to align support to the objectives of the Additional Learning Needs and Education Tribunal Act so that local authorities, consortia, schools, further education colleges and local health boards collaborate to transform the expectations, experiences and outcomes for children and young people with additional learning needs. This plan of action that will assist in:

- ensuring that all learners with ALN are supported to overcome barriers to learning
- improving the planning and delivery of support for learners from 0-25 with ALN, placing learners needs, views, wishes and feelings at the heart of the process
- identifying needs early and putting in place timely and effective interventions which are monitored and adapted to ensure they deliver desired outcomes.



Reporting, monitoring and governance arrangements

The ALN Transformation Lead reports through regular meetings with the Host Director (RCT) and a termly update is provided for the Director's Group and the Managing Director of the Central South Consortium. The Transformation Lead meets on a monthly basis with the Lead Director for Inclusion (Merthyr) and attends the termly Directors' Inclusion Group to agree joint regional strategic priorities. The Transformation Lead meets on a monthly basis with the Regional Inclusion Group to identify and monitor the impact of regional and local activities to support the implementation of the transformation programme.

In order to deliver on the Transformation Programme further engagement from partners such as children and adult services, further education institutions and health boards is needed to contribute to the strategic direction, monitoring and evaluating progress and developing accountability frameworks.

Progress against the action plan will be tracked using BRAG status as follows:

Progress Commentary	
B - Blue	Activities have been completed, all performance factors have been achieved (time/quality/financial targets). No further action required

R - Red	Significant issues identified with project/activities that require corrective action in order to meet identified objectives. The project manager or activity owner requires additional assistance to handle the issues. Identified issues need to be escalated to the steering group for immediate consideration.
A - Amber	Issues have been identified with the activities that will or may negatively impact on performance. The project manager or activity owner are able to resolve the problem or make corrective decisions without assistance. Awareness of the identified issues should be raised with the steering group for consideration. The project manager should carefully monitor and manage the risk.
G - Green	Activities proceeding to plan, all factors are within agreed acceptable variance levels. No further action required.

Transformation Programme Grant

The Transformation Grant is allocated to the host authority, Rhondda Cynon Taf County Borough Council. The 2018-19 allocation of £783,000 is to be used to deliver actions identified in the regional ALN Implementation Plan. The grant spend will be monitored by the host authority. The method of payment to partners will be done through a combination of journal transfers, direct invoicing or service level agreements depending on the activity. Apportioning of grant spend will be decided collectively through the Regional Inclusion



Group and Director's Inclusion Group. Formal reporting arrangements will be established to ensure compliance of grant spend against agreed actions.

As per grant conditions, it is understood by all partners, that any element of the grant that is un-spent will be re-claimed by the Welsh Government. To avoid such situations, partners will be required to provide financial updates on an agreed basis. Any potential under-spend can be re-directed to other priority areas by the Regional Inclusion Group. The cost of any over-spend will be borne by the partner organisation.

Allocation of grant spend 2018-19

Local Authorities	Further Education Colleges	Health Boards	Schools	Consortia	Total
£166,000	£100,000	£60,000	£442,000	£15,000	£783,000

PRIORITY 1

Create a multi-agency, multi-disciplinary regional implementation plan that underpins the successful transition to the new way of working

Objectives:

1.1	Establish a steering group to provide strategic direction in developing a joint and shared vision for effective multi-agency collaboration for the new way of working.
1.2	Develop strategic partnerships with local health boards
1.3	Develop collaborative working arrangements with children's and adult social care services
1.4	Improve strategic links at a regional and local level with further education colleges to develop an agreed vision for inclusion and supporting the needs of learners with additional learning needs.
1.5	Create a multi-disciplinary ALN Transformation Project Board to ensure a consistent and regional approach to local implementation.
1.6	Increase capacity within the region to develop effective principles, policies and working practices to meet needs of the Act.

What will be done in 2018-19:

Ref	Action	Target	By when	Cost/ Resources	Owner	Progress/ BRAG status
1.1	Partner agencies across the region approached to discuss statutory multi-agency implications of ALNET Act and the need for active engagement. Members of regional strategic steering group agreed	Key officers from Health, Children's Services, Adult Services and Education and Central South Consortium identified across the region Inaugural meeting of ALN Transformation Programme steering group takes place and agrees terms of reference.	Dec 2018 Feb 2019	Time from: ALN TL, Inclusion Leads, Education Directors, Social Care Service Directors, Senior Medical Officer, Consortium officers.	ALN TL	
1.2	Transformation Lead to meet with Cwm Taf	Cwm Taf and Cardiff and the Vale Health	Nov 2018	ALN TL and Senior Medical	ALN TL and SMO	

	<p>and Cardiff and the Vale Executive Health Boards.</p> <p>Roadshows completed in both Health Boards</p>	<p>Boards engaged with ALN TL on joint approaches to delivering statutory responsibilities.</p> <p>Targeted health professionals increase awareness and knowledge of the statutory implications of the ALNET Act</p>	<p>Mar 2019</p>	<p>Officer time.</p> <p>ALN TL and SMO time</p>	<p>ALN TL and SMO</p>	
1.3	<p>Transformation Lead meets with Directors of Children's and Adult Services to explore local cross-directorate working practices</p> <p>Identify key staff that need further training on the ALNET Act.</p>	<p>Senior Leaders in social care have improved knowledge of the statutory implications of ALNET Act. There is a shared understanding of how the ALNET Act and Wellbeing Act 2014 complement each other.</p> <p>Content and dates for training plan agreed.</p>	<p>Nov 2018</p> <p>March 2019</p>	<p>ALN TL and support from Directors of Education to facilitate joint cross-directorate working</p> <p>ALN TL time and specialist LA staff</p>	<p>ALN TL</p> <p>ALN TL and LA IL</p>	
1.4	<p>Transformation Lead and FE Transformation Lead to meet with strategic leads from Bridgend College, Coleg y Cymoedd, Merthyr College and Cardiff and the Vale College.</p>	<p>All colleges engage with ALN TL and FE ALN TL to agree on regional and local priorities for improvement.</p> <p>Service level agreements established with each college to support delivery of agreed regional and local priorities.</p>	<p>July 2018</p> <p>Sept 2018</p> <p>Dec 2018</p>	<p>ALN TL and FE ALN TL time</p>	<p>ALN TL and FE TL</p>	

		FE representatives identified for Regional Inclusion Group and Steering group.				
1.5	Transformation Lead meets with Regional Inclusion Group to agree on change of focus and increase membership to include wider partners.	Terms of reference established, increased membership agreed and meeting schedule arranged for the year.	Oct 2018	ALN TL and LA IL time	ALN TL and IL	
1.6	Secure services of a Project Manager.	<p>Project manager in post.</p> <p>Inclusion Leads relieved of responsibility for co-ordinating ALN transformation projects. Project manager takes up day to day responsibility across the region for co-ordinating all identified work streams and creating a quality assurance framework.</p> <p>SLAs or legally binding agreements created for all recipients of grant spend detailing deliverables, funding, timescales and reporting mechanisms.</p>	<p>Sept 2018</p> <p>Sept 2018</p> <p>Oct 2018</p>	£35,000 - Bridgend LA	Bridgend LA	



PRIORITY 2:

Deliver an awareness raising programme that ensures all professionals, school governors, parents, carers, children and young people and the third sector receive timely information about the reforms and associated timescales.

Objectives:

2.1	Develop an agreed communication strategy to support the implementation of the ALNET Act
2.2	Ensure consistency in approach by creating capacity at a regional level to co-ordinate the communications strategy
2.3	Ensure that all activities, materials and documentation are provided bilingually.
2.4	Continue to use a range of strategies to engage and raise awareness of all partners working with children and young people with additional learning needs.
2.5	Promote effective practice in relation to ALN and Inclusion by working with all partners, identifying best practice, developing case studies and sharing through local and regional systems.

What will be done in 2018-19:

Ref	Action	Target	By when	Cost/ Resources	Owner	Progress/ BRAG status
2.1	Transformation Lead to create a Communication Plan	Draft Communication Plan presented to Regional Inclusion Group and Central South Consortium for consultation Regional Communication Plan to be agreed and signed off. Individual LAs and consortium promote all activities related to ALN and the ALN transformation programme	June 2018 Sept 2018	ALN TL time LA IL	ALN TL LA IL	
2.2	Identify a Regional Communications Officer	LA Inclusion Leads to explore capacity within internal	Aug 2018	ALN TL and LA IL time	RCT	

		Communications Teams. Regional Communications Officer takes up responsibility and enacts the Regional Communications Plan.	Sept 2018	£10,000 – RCT		
2.3	All planned activities and supporting Welsh medium materials to be contemporaneous with English medium materials	Secure arrangements with GwE for high quality Welsh medium translation provision for key documentation.	Apr 2018	£5,000 - GwE	ALN TL	
		Secure local arrangements for simultaneous translation for all planned activities	Sept 2018	£10,000 – CSC	ALN TL	
2.4	Timetabled activities planned as part of awareness raising programme for partners	Collaborate with Governor Services for the Central South Consortium to identify dates.	Sept 2018	Governor Services and ALN TL Time	ALN TL CSC	
			Mar 2019		ALN TL	
		ALN TL to deliver school governor awareness training in each LA	Mar 2019	ALN TL and IL time	ALN TL and IL	
		ALN TL to support LA ILs to inform individual Scrutiny Committee members of progress against the ALN Transformation Plan.	Mar 2019	TL time	ALN TL and IL	
			Mar 2019	TL time	ALN TL and IL	
		ALN TL to attend head teacher meetings in all LAs to update on expectations and progress				

		Arrangements confirmed to report to Public Service Boards				
2.5	Practice worth sharing Identified and promoted across the region	<p>Arrangements agreed for TL to meet with all LA Inclusion teams and consortium staff</p> <p>ALN TL successfully met with all LA Inclusion Teams with agreed achieved on what constitutes good practice for preparing for the ALNET Act.</p> <p>TL to attend ALNCo forums in each LA to ensure consistency in the dissemination and promotion of key messages.</p>	<p>Sept 2018</p> <p>Jan 2019</p> <p>Mar 2019</p>	<p>ALN TL, CSC, and IL time</p> <p>ALN TL and wider LA inclusion teams</p> <p>ALN TL and LA IL time</p>	<p>ALN TL and IL</p> <p>ALN TL and IL</p> <p>ALN TL</p>	



PRIORITY 3

Implement a comprehensive workforce development plan that is compliant with the ALNET Act and complementary to the wider national education reforms.

Objectives:

3.1	Develop a coherent and comprehensive professional learning offer for staff working with pupils ALN.
3.2	Develop school-led collaborative improvement models for ALN.
3.3	Increase the capacity of professionals to become research-engaged and well-informed about good practice in meeting the needs of pupils with ALN.
3.4	Develop support for schools to implement the principles of schools as learning organisations to include the needs of all pupils.
3.5	Ensure that all school improvement professionals are competent in supporting schools to implement the new way of working.
3.6	Ensure that LA-based staff are well-informed about the ALN Transformation Programme and how it supports the wider educational reforms.

What will be done in 2018-19:

Ref	Action	Target	By when	Cost/ Resources	Owner	Progress/ BRAG status
3.1	Training	Senior leaders and	Oct	£79,000 -	ALN TL,	

<p>sessions arranged for all mainstream settings to impart information on the requirements of the Act and the Welsh Government e-learning materials available to support the ALN Transformation programme.</p> <p>Opportunities arranged to develop cluster approaches to improving ALN practice.</p> <p>Provide</p>	<p>ALNCOs from all mainstream settings in each LA receive training on the statutory requirements of the Act and a copy of the school ALN readiness survey.</p> <p>Senior leaders and ALNCOs ensure all staff are timetabled to complete the Eleisha e-learning materials on the ALN Transformation Programme.</p> <p>Senior leaders and ALNCOs from all mainstream settings in each LA complete school ALN readiness survey including an analysis of whole-school effectiveness in implementing Person Centred Practice</p> <p>All ALNCOs or senior leads to have met together to discuss the results of the school ALN readiness survey and identify cluster strengths and gaps. All clusters to have nominated an ALN Transformation Cluster Lead.</p> <p>ALN Transformation Cluster Lead collates information from each school and creates a cluster analysis of need.</p>	<p>2018</p> <p>Mar 2019</p> <p>Nov 2018</p> <p>Dec 2018</p> <p>Jan 2019</p> <p>Jan 2019</p> <p>Jan 2019</p> <p>Feb 2019</p> <p>Mar 2019</p>	<p>schools</p> <p>£79,000 - schools</p> <p>£39,000 - schools</p> <p>£12,000 - schools</p> <p>£6,000 - schools</p> <p>£5,000 – Local Authorities</p> <p>£39,000 - schools</p>	<p>Inclusion Lead from each LA, PLO Lead, CSC</p> <p>ALN TL and PLO lead</p>	
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	<p>information to schools on the Code of Practice and the professional learning opportunities available to ensure compliance with the requirements of the ALNET Act.</p> <p>Opportunities created for senior leaders and ALNCos to create ALN Transformation action plans incorporating the region's professional learning offer</p> <p>Develop a National Professional Learning Offer for ALNCos in conjunction with Welsh Government.</p>	<p>ALN Transformation Cluster Leads to meet with ALN Transformation Lead, Professional Learning Offer Lead, CSC and LA Inclusion Lead to feedback on cluster/local/regional needs.</p> <p>ALN Transformation Lead, Professional Learning Offer Lead and Inclusion Leads to develop a professional learning offer that enables all schools to become compliant with the ALNET Act. ALN professional learning offer and implications of the code of practice shared with all schools.</p> <p>ALN Transformation Plan created in all schools across the region</p> <p>Cluster ALN leads collate individual school plans and create a cluster action plan.</p> <p>Programme priorities confirmed and common outline design agreed.</p>	<p>Mar 2019</p> <p>Sept 2018</p> <p>Mar 2019</p>	<p>£79,000 - schools</p> <p>£6,000 - schools</p> <p>ALN TL Time</p> <p>£5,000 - targeted school leaders</p>		
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		Multi-disciplinary regional writing teams established and select modules completed.				
3.2	Provide opportunities for collaborative school-led improvement approaches to refine practice for learners with ALN.	<p>All special schools and PRUs to attend regional training session on ALN transformation programme.</p> <p>All special schools and PRUs to complete school ALN Act readiness survey and create a cluster action plan for sharing good practice and addressing identified gaps.</p> <p>All special schools and PRUs trial new LA IDPs and conduct standardisation and moderation activities to ensure consistency across the region. In conjunction with LA SEN staff and agree template for adoption across the region.</p> <p>Special schools and PRUs to create a plan with LAs and CSC to offer professional learning opportunities on leadership for effective IDP practice for resource bases.</p>	<p>Oct 2018</p> <p>Dec 2018</p> <p>Feb 2019</p> <p>Mar 2019</p>	<p>£2,500 – special schools and PRUs</p> <p>£5,000 – special schools and PRUs</p> <p>£10,000 – special schools and PRUs</p> <p>£500 – special schools and PRUs</p>	<p>VoG, ALN TL, lead special school, lead challenge adviser</p> <p>LA IL, CSC Special schools</p> <p>LA IL, CSC Special schools</p>	
3.3	Develop cross-	Links established	Oct	Time from	ALN TL	

	<p>regional opportunities in research and inquiry for ALN.</p> <p>Improve knowledge on current ALN action research practice across the region so that schools can be signposted accordingly.</p>	<p>with the CSC Research and Enquiry Board. Expertise identified for quality assuring validity and reliability of ALN focused school improvement initiatives, programmes or projects.</p> <p>TL, CSC and LAs to have a map of all ALN focused school improvement initiatives, programmes or projects currently underway in schools.</p>	<p>2018</p> <p>Mar 2018</p>	<p>ALN TL and CSC staff</p> <p>Time from ALN TL, Senior CAs and LA inclusion officers</p>	<p>ALN TL, Senior CAs, LA ILs</p>	
3.4	<p>Increase knowledge of schools that provide highly effective inclusive practices through operating as learning organisations.</p>	<p>ALN TL and CSC lead for SLOs to identify schools that can demonstrate sustained and embedded leadership practices that impact positively on marginalised and vulnerable learners.</p> <p>ALN TL and CSC develop a shared understanding of the principles and practices for inclusive education and agree what additional quantitative and qualitative data should be collected to create a more balanced view on the effectiveness of schools in meeting the needs of marginalised and vulnerable learners.</p>	<p>Nov 2018</p> <p>Jan 2019</p>	<p>ALN TL, SLO Lead Officer</p> <p>ALN TL, Challenge Advisers and LA ILs</p>	<p>ALN TL and CSC</p> <p>ALN TL, CSC and LA IL</p>	
3.5	Provide	Briefing session	Apr	Time for	ALN TL	

	opportunities for Challenge Advisers and strategic staff to increase knowledge of the ALNET Act and corresponding code of practice	<p>completed and Challenge Advisers and strategic staff have an improved understanding of the implications of the ALN Act.</p> <p>Briefing sessions completed and relevant staff have an understanding of the regional approach to developing a professional learning offer and school-led improvement models to improve leadership and provision for ALN.</p> <p>Briefing sessions completed and relevant staff have a better understanding of the mandatory code of practice and how best to support schools in delivering a graduated response to meeting the needs of learners with ALN.</p>	2018	ALN TL		
			Oct 2018	Time for ALN TL	ALN TL	
			Jan 2019	Time for ALN TL	ALN TL	
3.6	Provide opportunities for LA specialist staff to increase knowledge of ALN transformation programme and develop consistent practice across the region.	<p>Regional event for LA SEN statementing/ case work officers on IDP implementation completed.</p> <p>Regional SEN officers' group established and timetabled to meet on a termly basis to agree common approaches to implementation. Agree plan of action.</p>	Oct 2018	£5,000 - LAs	LA ILs	
			Dec 2018			
			Dec 2018	ALN TL time	ALN TL, LA ILs	
			Mar 2019	£1,000 - LAs	ALN TL and PLO Lead	

	<p>Inclusion Officers to improve knowledge of wider curriculum reforms.</p>	<p>Briefing sessions on ALN Transformation Programme for wider Inclusion Teams completed in each LA.</p> <p>Regional briefing sessions on wider curriculum reforms completed. Inclusion staff aware of their role as change agents in schools and how the ALN Transformation Programme, professional standards, new curriculum and schools as learning organisations are inter-dependent for improving outcomes for all learners.</p>				
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PRIORITY 4:

Develop support and provision for post compulsory school-aged learners through identifying local and potential regional offers.

Objectives:

4.1	Work in partnership with further education colleges to scope what is available at a local level and identify gaps in provision.
4.2	Work collaboratively with strategic partners to consider the feasibility of regional specialist provision for learners with complex needs.
4.3	Create guidance for young people detailing the local offer.
4.4	Identify professional development needs of further education staff to meet learner needs.
4.5	Implement the transition protocols developed by each LA to improve transition to further education.
4.6	Support innovative pilots to enhance transition arrangements from schools to colleges.

What will be done in 2018-19:

Ref	Action	Target	By when	Cost/ Resources	Owner	Progress/ BRAG status
4.1	Arrange joint working opportunities between each LA and local college to analyse current provision. Develop an understanding of what needs to be in place	Named FE staff and Inclusion Leads in each LA have met and agreed the scope of analysis. Each FE and LA completed a map and gap analysis of local need. All colleges to have a secure understanding of gaps in provision for Welsh medium education and what regional solutions could be considered to address needs.	Oct 2018 Mar 2019 Mar 2019 Oct 2018 Dec 2019	£25,000 – FE colleges	ALN TL FE FE Leads LA IL FE leads and LA ILs FE leads and ALN FE TL	

	for compliance with the ALNET Act.	<p>All colleges completed the ALNET Act-Readiness Survey and have an understanding of what systems, processes and procedures need to be developed for compliance with the ALNET Act.</p> <p>Regional and local plans created to address areas for improvement to ensure compliance with ALNET Act.</p>				
4.2	Scrutiny of data provided by WG of the number of learners with complex needs within the region accessing attending specialist colleges.	<p>Analysis of complex learners to scope potential future demand across the region.</p> <p>Initial work undertaken across the region to develop a shared understanding between LAs and colleges of the role of FEIs in meeting the needs of learners with complex needs.</p> <p>Initial discussions with health and social services completed with agreement secured to explore future joint funding arrangements.</p>	<p>Mar 2019</p> <p>Mar 2019</p> <p>Mar 2019</p>	£10,000 – FE Colleges	<p>ALN TL FE, FE leads and LA ILs</p> <p>ALN TL and FE TL</p>	
4.3	Improve awareness of provision in local FE colleges for	All colleges to develop literature detailing the services and provision available	<p>Mar 2019</p> <p>Mar</p>	£15,000 – FE colleges	<p>ALN TL FE</p> <p>FE</p>	

	young people with ALN	<p>for learners with ALN.</p> <p>All colleges to engage with Inclusion Leads and arrangements in place to promote local offers and explain transition processes at ALNCo forums (or similar)</p> <p>Communications strategy in place in each college to promote the ALNET Act.</p> <p>Plan of action identified to develop external and internal websites and management information systems that are fit for purpose.</p> <p>Formal arrangements developed for consulting with students and parents/carers.</p> <p>Arrangements in place to explore mediation and disagreement resolution.</p>	<p>2018</p> <p>Sept 2018</p> <p>Mar 2019</p> <p>Mar 2019</p> <p>Mar 2019</p>		<p>Leads and LA ILs</p> <p>ALN TL FE and FE Leads</p>	
4.4	Create professional development opportunities for staff that increase awareness of the ALNET Act and good practice for	<p>Audit of skills completed in all colleges.</p> <p>Analysis of local strengths and areas for development completed.</p>	<p>Nov 2018</p> <p>Dec 2018</p> <p>Jan 2019</p> <p>Mar</p>	£45,000 – FE colleges	<p>ALN TL FE and FE leads</p>	

	supporting learners with ALN.	<p>Analysis of regional strengths and areas for development completed.</p> <p>Local and regional professional development plans completed. Joint commissioning arrangements agreed for common development areas with involvement of LA Inclusion Leads to scope possibility of contributing to the professional development programme for FE staff</p> <p>Timetable in place to ensure targeted staff complete Tier 1 Eleisha e-training on the ALNET Act.</p>	<p>2019</p> <p>Jan 2019</p>		<p>ALN TL FE and LA ILs</p> <p>ALN TL FE and FE Leads</p>	
4.5	Ensure that the transition protocols created by the Transition Working Groups in each LAs are shared with strategic leaders in all colleges across the region	<p>Local multi-agency working parties to consult on transition protocol and strategic agreement secured between FE senior leaders in each college with LAs.</p> <p>Transition protocols between LAs and local colleges to be implemented as part of the transition arrangements for supporting September 2019 entry for learners with ALN.</p>	<p>Dec 2018</p> <p>Mar 2019</p>	£3,000 – FE colleges	ALN TL FE, FE lead FE Leads and LA ILs	
4.6	Joint planning between LAs and FE colleges	LA and college agree on which students will be	May 2018	£2,000 – FE colleges	VoG FE Lead	

	<p>to agree on a pilot for named students with statements transferring to post compulsory school-aged education.</p>	<p>included in the pilot.</p> <p>Identified young people with LA statements transition to college.</p> <p>Termly reporting arrangements completed with emphasis on quality assuring the effectiveness of the IDP in addressing needs and securing qualitative and quantitative improvements.</p> <p>College to collect on-going data to prepare for case study analysis for sharing at a regional level to inform future developments.</p>	<p>Sept 2018</p> <p>Mar 2019</p>			
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PRIORITY 5:

Ensure that the new statutory expectations for early years are understood and delivered and that appropriate support is provided to increase capacity in early years' settings.

Objectives:

5.1	Secure engagement from strategic partners to improve multi-agency working and develop a shared understanding of assessment and evidence-based practice to meet needs.
5.2	Develop a regional approach to the early years' ALN lead role to secure compliance by 2019
5.3	Develop a regional training plan that covers raising awareness of the ALNET Act, trains practitioners in PCP, identifies and disseminates good practice in early years' provision across the region.

What will be done in 2018-19:

Ref	Action	Target	By when	Cost/ Resources	Owner	Progress/ BRAG status
5.1	Improve engagement with strategic partners.	Cross-regional multi-agency working party established with agreed TOR	Nov 2018	Multi-agency working party	Merthyr LA	
5.2	Improve collective awareness of current practice across the region for supporting ALN in early years settings	Regional multi-agency working party created and scoping analysis completed on how each LA currently supports ALN in early years' settings and what needs to change to meet the new statutory duties	Nov 2018	£30,000 - Merthyr	Merthyr LA	
Jan 2019			Working party			
Feb 2019			Working party			
		Cross-directorate and financial implications identified and shared with strategic leaders in health, children's	Mar 2019	Working party	ALN TL and LA ILs	
				Working party		

		<p>services and education.</p> <p>Draft job description available for consultation with strategic leaders</p> <p>Collective agreement obtained on a regional approach to developing effective multi-agency practice in supporting ALN in early years' settings. Joint understanding secured regarding preventative approaches and evidence-informed practice for early interventions.</p>				
5.3	<p>Improve professional development of staff working in early years' settings</p>	<p>Raising awareness events for Early Years' settings completed detailing the expectations of the code of practice and how to prepare for compliance with the ALNET Act</p> <p>Training programme created by working party which promotes the agreed universal preventative approaches, evidence-informed interventions and PCP. Multi-agency participation to deliver professional</p>	<p>Mar 2019</p> <p>Mar 2019</p>	<p>£20,000 - LAs</p>	<p>Merthyr LA</p>	

		development programme agreed.				
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PRIORITY 6:

Improve strategic engagement with health to support the establishment of the statutory role of the Designated Educational Clinical Lead Officer and develop shared expectations and supportive working practices.

Objectives:

6.1	Map and gap analysis undertaken across each local health board to identify strengths and areas for development.
6.2	Formal strategic liaison mechanisms established between local health boards and LAs to develop joint assessment approaches.
6.3	Develop and promote shared understanding of preventative approaches and evidence-informed interventions.
6.4	Identify training needs of health professionals in relation to the ALNET Act.
6.5	Provide support for appropriate health professional to develop person-centred-practice.

What will be done in 2018-19:

Ref	Action	Target	By when	Cost/ Resources	Owner	Progress/ BRAG status
6.1	Improve knowledge on practice across the region to support children	Cwm Taf and Cardiff and the Vale health boards to have a definitive grasp of the range	Dec 2018	£20,000 – Health Boards	DECLO	

	and young people with ALN.	of services across the region identifying areas of strength and capacity as well as improvements needed to comply with the Assurance Framework.				
6.2	Develop mechanisms for strategic dialogue between health and education.	<p>Named DECLO identified in both health boards.</p> <p>Timetabled arrangements in place for DECLOs, ALN TL and LA Inclusion Leads to meet regularly to shape local and regional practice.</p>	<p>Sept 2018</p> <p>Nov 2018</p>	£5,000 – Health Boards	DECLO LA IL	
6.3	Opportunities created to develop a shared understanding on good practice for children and young people with ALN	<p>DECLOs to have established multi-disciplinary working party for both local health boards to include health professionals, inclusion officers and children’s services.</p> <p>Secure agreement on what good practice should be promoted at a universal level across all educational settings. Develop a shared understanding of targeted interventions and agree on most effective implementation methods in school or clinical settings.</p>	<p>Dec 2018</p> <p>Mar 2019</p> <p>Mar 2019</p>	<p>£15,000 – Health Boards</p> <p>£10,000 - LAs</p>	<p>DECLO LA ILs</p> <p>DECLO LA ILs</p>	

		Initial work undertaken to develop agreed understanding of thresholds for specialist clinical interventions				
6.4	Improve professional development opportunities in ALN for health professionals	DECLOs to complete skills audit of health professionals and identify what additional training staff require in relation to the ALNET Act. Training programme created.	Jan 2019 Mar 2019	£15,000 – Health Boards	DECLO	
6.5	Increase knowledge of key members of staff.	DECLOs to have completed an analysis of what key members of staff should undertake training on PCP. DECLO to commission training for PCP PCP training completed for key members of staff	Dec 2018 Jan 2019 Mar 2019	£5,000 – Health Boards	DECLO DECLO DECLO	

PRIORITY 7:

Review and improve Welsh medium provision and specialist support to increase regional capacity.

Objectives:

7.1	Conduct an analysis of the prevalence of ALN and level of need in the Welsh medium sector in each LA.
7.2	Map Welsh medium provision and support available across the region.
7.3	Increase sharing of good practice for ALN in the Welsh medium sector.
7.4	Analyse pupil transfers from Welsh medium to English medium settings and establish if they are related to ALN.
7.5	Ensure that the regional ALNET Act transformation implementation plan supports and complements regional WESP priorities.

What will be done in 2018-19:

Ref	Action	Target	By when	Cost/ Resources	Owner	Progress/ BRAG status
7.1	Improve knowledge of the level of need in each LA and across the region in relation to ALN in Welsh medium schools.	All LAs to provide an analysis of prevalence of ALN in Welsh medium sector and identifying trends overtime and how these compare or differ from the English medium sector. Identify areas of growing need and establish a regional approach to developing professional learning opportunities for Welsh medium settings	Dec 2018 Mar 2019	£3,500 - LAs	Cardiff LA	
7.2	Identify current	All LAs to complete	Dec	£2,000 - LAs	Cardiff	

	capacity from LA-based specialist ALN staff to meet local and regional demands.	<p>analysis on LA-based specialist staff and identify if there is sufficiency and potential capacity to support development in neighbouring LAs.</p> <p>LAs to have completed an analysis of all specialist provision (eg SRB, PRU, Special School/class) available locally and establish if this meets likely future demand.</p> <p>Where gaps in specialist provision are anticipated, consideration given to developing regional approaches to meet demand.</p> <p>Regional report completed and provided to Directors on the analysis of meeting the needs of ALN pupils in the Welsh medium sector.</p>	<p>2018</p> <p>Dec 2018</p> <p>Mar 2019</p> <p>Mar 2019</p>		LA	
7.3	Continue to support and improve mechanisms for sharing good practice for ALN in Welsh medium settings.	<p>Regional agreement on good practice secured in terms of universal and targeted evidence-informed approaches.</p> <p>Quality assurance mechanisms in place to identify practice worth sharing across the region.</p>	<p>Dec 2018</p> <p>Jan 2019</p> <p>Feb 2019</p>	£5,000 - LAs	Cardiff LA	

		<p>Research informed literacy interventions promoted across the region</p> <p>All LAs have secure knowledge of schools with good practice across the region.</p> <p>Regional plan in place to develop formal school-to-school improvement approaches.</p>	Mar 2019			
7.4	<p>Improve knowledge of the capacity of Welsh medium settings to provide support for pupils with ALN.</p>	<p>All LAs to have completed analysis of trends in relation to pupils who have left Welsh medium education at the end of an academic year or transferred mid-year to English medium settings, and establish if the reasons for this are related to ALN.</p>	Mar 2019	£1,500 - LAs	LA ILs	
7.5	<p>Ensure the co-production of Welsh-medium sector statutory strategic plans to improve ALN practices.</p>	<p>Agreement secured between the ALN TL and Lead Challenge Adviser in developing practices that are mutually beneficial to the actions identified in the WESP and the ALNET Action Plan.</p> <p>Monitoring arrangements</p>	<p>Sep 2018</p> <p>Oct 2018</p>	ALN TL and Lead Challenge Adviser	Lead CA and ALN TL	

		established to ensure continued congruence of both plans				
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PRIORITY 8:

Support the rights of the child and young person with ALN through the development of user-friendly practices that clearly explain processes and what support they can expect to receive as well as promoting their rights of appeal.

Objectives:

8.1	Embed the practice of ensuring that all pupils with ALN have a say in what is important for and to them.
8.2	Establish parent forums and consultative groups of children and young people to actively seek views of how best to provide support about the new ALN system.
8.3	Ensure that children and young people are fully consulted on developing easily accessible mediation and dispute resolution services that meet their needs.
8.4	Work with schools, early years' settings and colleges to develop a shared understanding of the role of informal mediation at the most local level possible.
8.5	Develop mediation and dispute resolution pathways for young adults who wish to challenge the contents of their IDPs or its provision

What will be done in 2018-19:

Ref	Action	Target	By when	Cost/ Resources	Owner	Progress/ BRAG status
8.1	Continue to ensure that the needs of learners remain at the heart of the new system.	LAs to audit effectiveness of whole-school approaches to PCP and identify schools with practice worth sharing.	Mar 2019	£5,000 - LAs	LA ILs	
8.2	Create opportunities for parents, carers and children and young people to be involved in transforming local arrangements.	All LAs to have established parent/carer groups so that from the very earliest stage they help inform the direction of travel. Work with parents and carers to scope what needs to be done so that	Nov 2018	£20,000 – LAs	LA ILs	
			Jan 2019		LA ILs	
			Mar 2019		LA ILs	
			Dec			

		<p>local arrangements and system are accessible to all users.</p> <p>Create action plan of identified areas for development.</p> <p>All LAs to have a timetable in place of when consultation on the ALN Transformation Programme will take place with children and young people (eg Grand Council/ Youth Forum/Student Conference)</p>	2018			
8.3	Co-ordinate opportunities so that parents and carers are actively involved in creating mediation services that meet their needs	<p>Holos to pilot the CSC Mediation and Dispute Resolution Handbook with groups of parents across the region to identify what is valued and what needs improving.</p> <p>Holos to update the CSC Mediation and Dispute Resolution handbook following feedback from parent groups.</p> <p>Regional approach adopted by all LAs to address needs as identified by parents and children and young people.</p>	<p>Nov 2018</p> <p>Jan 2019</p> <p>Feb 2019</p>	£5,000 – LAs	<p>Merthyr LA</p> <p>Merthyr LA</p> <p>LA ILs</p>	
8.4	LA trained staff to disseminate	Half-day training provided to	Nov 2018	£40,000 - Schools	LA ILs	

	<p>information on the CSC Mediation and Dispute Resolution Handbook to all schools to ensure learners and parents/carers have access to high-quality support.</p>	<p>appropriate members of school staff on the CSC Regional good practice guidance materials created by Holos. Schools identify strengths and development needs and create corresponding action plans to improve early mediation support for parents and learners.</p> <p>Holos to work with identified clusters of schools across the region evaluate the effectiveness of the CSC Mediation and Dispute Resolution approach.</p>	<p>Mar 2019</p> <p>Mar 2019</p>	<p>£40,000 - schools</p> <p>£3,000 LAs</p>	<p>LA ILs</p> <p>Merthyr LA</p>	
8.5	<p>Develop accessible pathways for young people who wish to challenge the content of their Individual Development Plans.</p>	<p>Holos to undertake further work on the CSC Mediation and Dispute Resolution Handbook by consulting specifically with children and young people across the region about how best to support them in challenging the content of their IDPs or the provision they receive.</p>	<p>Mar 2019</p>	<p>£5,000 LAs</p>	<p>Merthyr LA</p>	

WELL-BEING OF FUTURE GENERATIONS (WALES) ACT 2015 ASSESSMENT

<ul style="list-style-type: none"> Project Description (key aims): The developments of the ALNET Act (2018) in Wales and the work undertaken across the CSC region to prepare for the introduction of the ALNET Act and how as a LA we are preparing for it 	
Long-term (The importance of balancing short term needs with the need to safeguard the ability to also meet long term needs)	1. How does your project / activity balance short-term need with the long-term and planning for the future?
	The implementation plan balances the need for a short, medium and long-term approach to the introduction of the ALNET Act.
Prevention (How acting to prevent problems occurring or getting worse may help public bodies meet their objectives)	2. How does your project / activity put resources into preventing problems occurring or getting worse?
	The implementation plan clearly identifies the resources required in order to ensure that all stakeholders are fully prepared for the implementation of the ALNET Act. The focus of the ALNET Act is upon early identification of need and provision in place to meet the need.
Integration (Considering how the public body's well-being objectives may impact upon each of the wellbeing goals, on their objectives, or on the objectives of other public bodies)	3. How does your project / activity deliver economic, social, environmental & cultural outcomes together?
	The implementation plan addresses the need for a coherent delivery of economic, social, environmental and cultural outcomes. The ALNET Act ensures that the outcomes come together for these four aspects.
Collaboration (Acting in collaboration)	4. How does your project / activity involve working together with partners (internal and external) to deliver well-being objectives?

with any other person (or different parts of the body itself) that could help the body meet its well-being objectives)	The ALNET Act addresses the need to work in partnership, this is a key principle in order to create a unified system.
Involvement (The importance of involving people with an interest in achieving the well-being goals, and ensuring that those people reflect the diversity of the area which the body serves)	<p data-bbox="427 454 1444 555">5. How does your project / activity involve stakeholders with an interest in achieving the well-being goals? How do those stakeholders reflect the diversity of the area?</p> <p data-bbox="427 566 1444 633">The ALNET Act ensures that children and young people, parents and carers are at the heart of the system.</p>

Description of the Well-being goals	How will your project / activity deliver benefits to our communities under the national well-being goals?	Is there any way to maximise the benefits or minimise any negative impacts to our communities (and the contribution to the national well-being goals)?
<p data-bbox="148 1485 571 2045">A prosperous Wales An innovative, productive and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change); and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of</p>	<p data-bbox="595 1485 1010 1585">The ALNET Act addresses the need to extend the age range from 0-25</p>	<p data-bbox="1034 1485 1444 1585">The impact on local communities will be monitored</p>

the wealth generated through securing decent work.		
<p>A resilient Wales A nation which maintains and enhances a biodiverse natural environment with healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for example climate change).</p>	The ALNET Act addresses the need for support for the resilience of children and young people with ALN.	The impact on local communities will be monitored
<p>A healthier Wales A society in which people's physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood.</p>	The ALNET Act addresses the need for the physical and mental well-being of children and young people to be maximised.	The impact on local communities will be monitored
<p>A more equal Wales A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio economic background and circumstances).</p>	The ALNET Act addresses the need for all children and young people with ALN to fulfil their potential.	The impact on local communities will be monitored
<p>A Wales of cohesive communities Attractive, viable, safe and well-connected communities.</p>	The ALNET Act addresses the need for children and young people with ALN to be a part of safe and well-connected communities.	The impact on local communities will be monitored
<p>A Wales of vibrant culture and thriving Welsh language A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation.</p>	The ALNET Act addresses the need for children and young people with ALN to be a part of a vibrant Welsh culture.	The impact on local communities will be monitored
<p>A globally responsible Wales A nation which, when doing anything to improve the economic, social, environmental and cultural</p>	The ALNET Act addresses the need to consider the impact upon a positive contribution to global well-being.	The impact on local communities will be monitored

well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global well-being.		
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Protected characteristics	Will your project / activity have any positive impacts on those with a protected characteristic?	Will your project / activity have any negative impacts on those with a protected characteristic?	Is there any way to maximise any positive impacts or minimise any negative impacts?
Age:	Yes	No	Implementation of the ALNET ACT will be monitored
Gender reassignment:	Potentially yes	No	Implementation of the ALNET Act will be monitored
Marriage or civil partnership:	No	No	Implementation of the ALNET Act will be monitored
Pregnancy or maternity:	No	No	Implementation of the ALNET Act will be monitored
Race:	Potentially yes	No	Implementation of the ALNET Act will be monitored
Religion or Belief:	Potentially yes	No	Implementation of the ALNET Act will be monitored
Sex:	Potentially yes	No	Implementation of the ALNET Act will be monitored
Welsh Language:	Potentially yes	No	Implementation of the ALNET Act will be monitored

Compiling Officers Name:	Michelle Hatcher
Compiling Officers Job Title:	Group Manager Inclusion and School Improvement
Date completed:	16 September 2018