

PARENT/CARER
INFORMATION

A Guide to ADDITIONAL LEARNING NEEDS



The Local Authority actively encourages partnership working between parents/carers, learners, schools, colleges and other professionals and stakeholders.

The aim of this booklet is to provide information regarding the new ALN legislation and how this will change the way schools work with you to support your child.



RHONDDA CYNON TAF

Thanks to Holos Education

This booklet is published by the five local authorities that work together in the Central South Region: **Bridgend, Cardiff, Merthyr Tydfil, Rhondda Cynon Taf and Vale of Glamorgan.**

Although the information is correct at the time of publication, the local authorities reserve the right to make any adjustments where this is necessary to enable them to comply with changes in policy and/or legislation.

For further information please view your local council websites:

- Bridgend County Borough Council
www.bridgend.gov.uk
- Cardiff Council
www.cardiff.gov.uk
- Merthyr Tydfil County Borough Council
www.merthyr.gov.uk
- Rhondda Cynon Taf County Borough Council
www.rctcbc.gov.uk
- Vale of Glamorgan Council
www.valeofglamorgan.gov.uk



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1

Introduction to the information booklet

Your child may already have been identified as having special educational needs. They may be receiving extra support in school to help them with their learning, or they may have a statement of special educational need.

The approach to supporting children who have difficulties with learning is changing. The Welsh Government has passed new legislation, called the **Additional Learning Needs and Education Tribunal (Wales) Act**, and **Additional Learning Needs (ALN) Code**, which will replace all of the legislation and guidance about special educational needs.

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

2

ALNET (Wales) Act 2018

As part of the Additional Learning Needs and Education Tribunal (ALNET) (Wales) Act 2018 the Welsh Government has replaced the term 'Special Educational Needs' (SEN) with 'Additional Learning Needs' (ALN).

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

- have a significantly greater difficulty in learning than the majority of others of the same age which calls for additional learning provision. or;
- have a disability for the purposes of the Equality Act 2010 which prevents or hinders him or her from making use of facilities for education or training of a kind generally provided for others of the same age in mainstream maintained schools or mainstream institutions in the Further Education Sector which calls for additional learning provision.

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



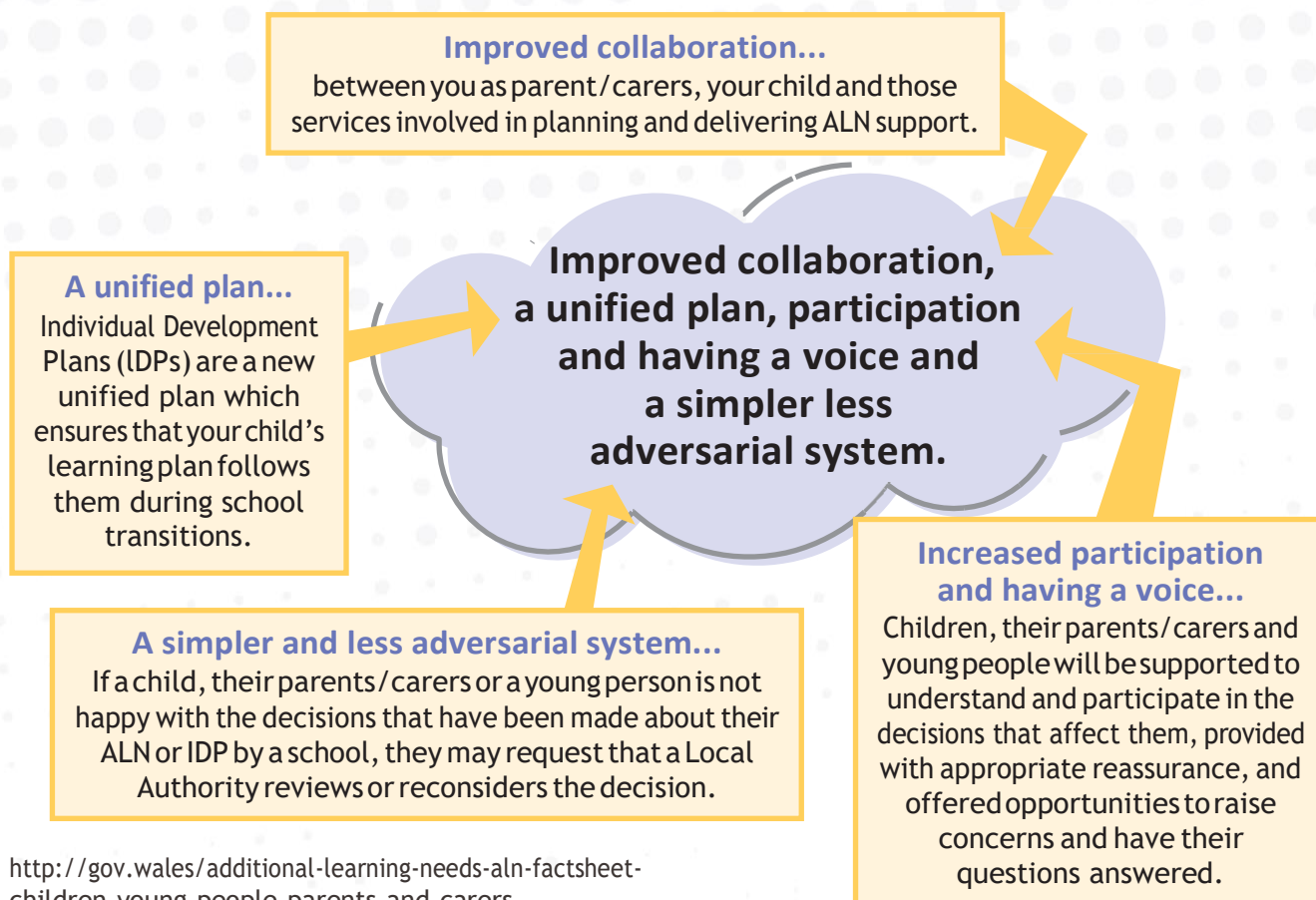
Information and transparency are key to empowering individuals, providing them with greater clarity about what to expect, how to participate and how to access help.

This includes:

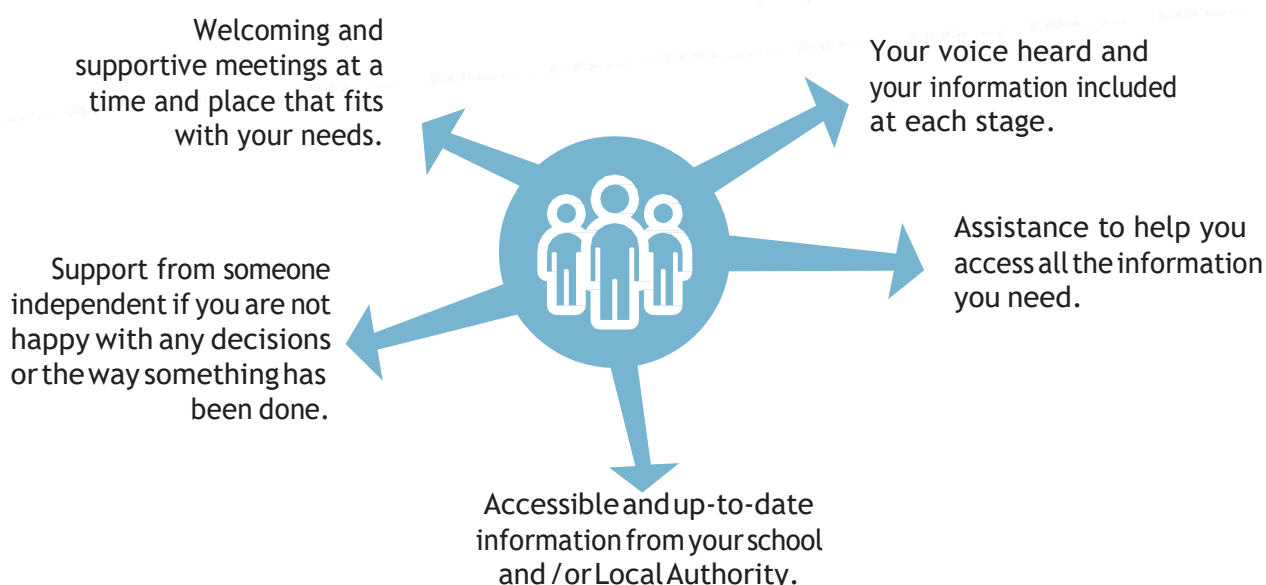
- Having regard for the child's, young person's and parents/carers' views and feelings.
- Promoting participation in decision making.
- Providing information and support.

Impact of the ALNET (Wales) Act

As a parent/carer you might be concerned about your child having Additional Learning Needs (ALN). How should the ALNET (Wales) Act make a difference for you and your child?



What a family can expect from their school and Local Authority



3

Important Contacts

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

The ALNET (Wales) Act has identified key roles to support the coordination and implementation of the ALN system. Below is a short summary of the key roles and their responsibilities.

Key Roles of those involved with ALN support

Additional Learning Needs Coordinator (ALNCo):



ALNCo: Additional Learning Needs Co-ordinator

This role is similar to the Special Needs Coordinator (SENCo) role. The ALNCo is the lead coordinator for learners with ALN.

They work in:

- maintained schools;
- maintained nurseries;
- colleges;
- pupil referral units (PRU).

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

Early Years Additional Learning Needs Lead Officer (ALNLO):



Early Years ALNLO: Additional Learning Needs Lead Officer

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

- Promotes early intervention of ALN.
- Focus on early years.

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

Designated Education Clinical Lead Officer:



DECLO: Designated Education Clinical Lead Officer

The new law requires all health boards to have a designated education clinical lead officer (DECLO).

- Co-ordinates the Health Board's duties in carrying out the ALNET act.
- Contributes to Individual Learning Plans (ILP)s and Additional Learning Provision (ALP).
- Monitoring and measuring compliance.

The DECLO will promote effective multi agency working between health services, public health services, local initiatives, advocacy services, schools and FEI's.

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

Class Teacher / Setting Key Worker	Name: Telephone: Email: Comments:	
ALNCO Additional Learning Needs Coordinator	Name: Telephone: Email: Comments:	
Local Authority (Council) Inclusion Service	Name: Telephone: Email: Comments:	
Headteacher	Name: Telephone: Email: Comments:	
Educational Psychologist	Name: Telephone: Email: Comments:	
Health Professional (worker)	Name: Telephone: Email: Comments:	
Other Relevant to your child	Name: Telephone: Email: Comments:	
Other Relevant to your child	Name: Telephone: Email: Comments:	
Other Relevant to your child	Name: Telephone: Email: Comments:	

Person Centred Practice (PCP)

Using person-centred thinking tools helps to gather everyone's views. Adopting person-centred approaches is particularly useful when thinking and planning for your child's future.

All maintained schools and early years settings in your Local Authority will use person-centred practice to help you be fully involved in sharing your views. This includes working with you and your child to complete an About Me Profile.

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

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

The focus of the PCP meeting is to discover:

- What's important to your child now (inside and outside the educational environment?)
- What's important in the future (what needs to be in place to meet future learning needs?)
- How best to support your child (what you need to know or do, i.e. to complete their learning plan)
- What's working and not working (from the child's/families' and school's point of views)
- Any questions to answer - enables all involved to ask relevant questions e.g. do they have ALN as defined in the Code? Does your child require Additional Learning Provision (ALP)? Is an IDP needed or still required?

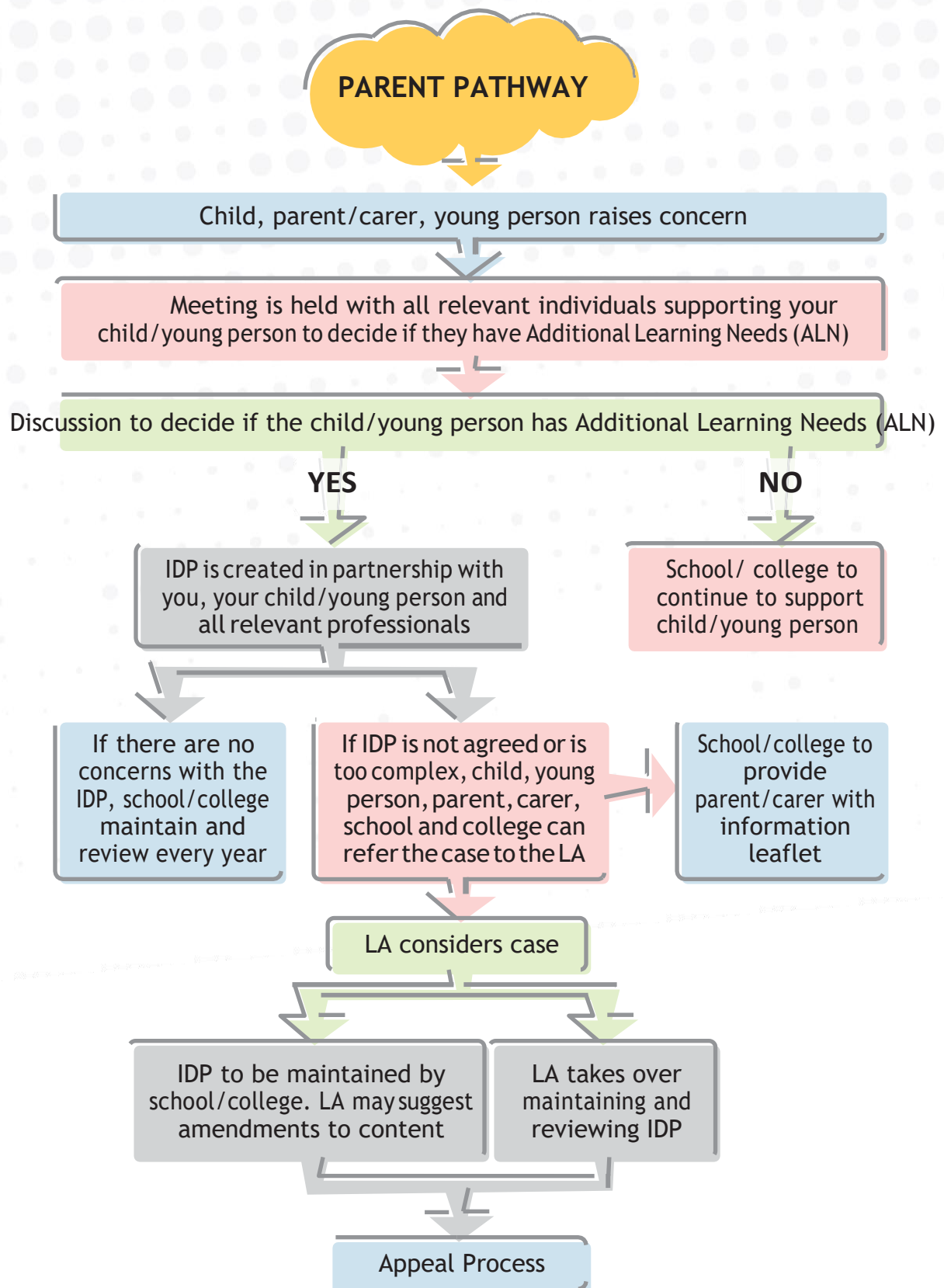
A video and further guidance on person-centred reviews can be accessed

<https://youtu.be/bkwBSF0nxiY>

With the implementation of the ALNET (Wales) Act, those working with children and young people will be using About Me Profiles to gather relevant information. The About Me Profile captures all the important information about the child or young person on a single sheet of paper under three simple headings:

1. **What do people like and admire about me**
2. **What is important to me**
3. **What is important to support my learning**

What happens



Individual Development Plan (IDP) and Person-Centred Reviews

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

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

Who will need an IDP?

- Any child or young person aged 0-16 who meets the definition of ALN as defined in 'Part Two' of this leaflet (pg 4) that requires Additional Learning Provision (ALP).
- Any young person aged 16-25 who meets the definition of ALN, requires Additional Learning Provision (ALP) and attends college.

What will happen if my child needs an IDP?

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

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

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

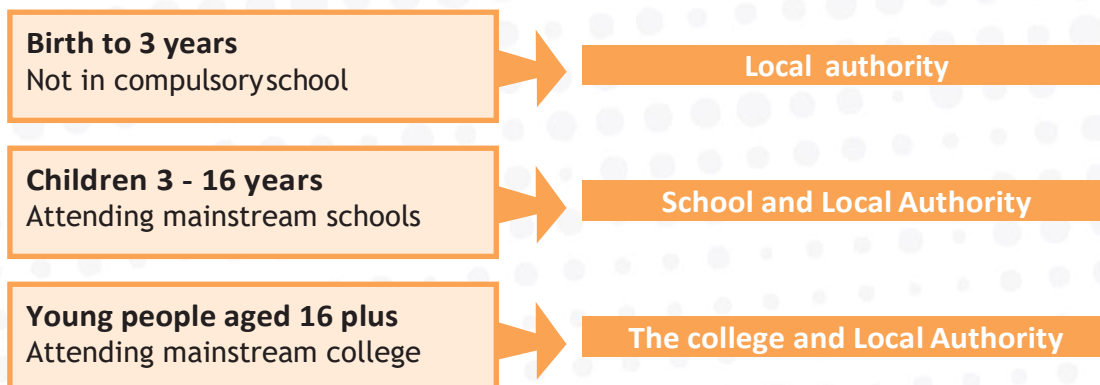
If the school does not agree that your child has ALN, they must let you know this and explain why. If you disagree with the decision, first discuss this with the school. If you still can't reach agreement, you can ask the Local Authority to review the decision (see page 14, for more information about what to do if you disagree).

What will an IDP look like?

The Welsh Government has developed a mandatory template for the IDP.

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

Who will be responsible for creating and reviewing the IDP?



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

What is a Person-centred IDP review?

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

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

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

Who will be there?

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

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

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

Where and when will it be?

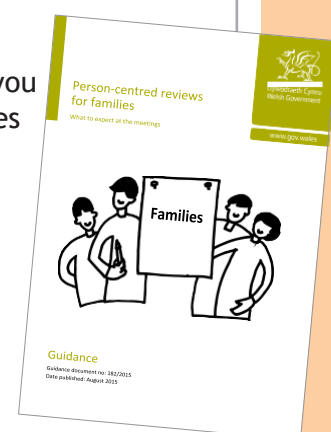
It will probably be held at the early years setting, the school or college. The time and date should be mutually convenient for all of those attending. There will be at least one IDP review meeting a year; the school or college will let you know when these are due.

What do you need to think about before the meeting?

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

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

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



There is also a resource booklet for learners who are taking part in a person-centred review to plan for their meeting.

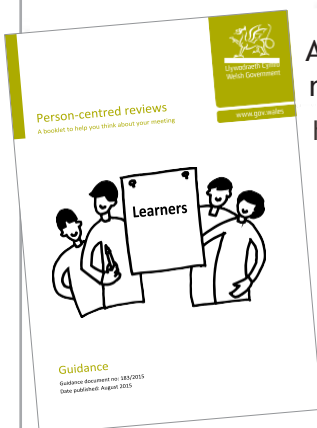
Guidance is provided on what and how the young person may wish to contribute to the review and the methods they choose to present their views.

These reviews will be child focused and as such will give your child the opportunity to explore how he/she can help themselves.

Some ideas for deciding how they would like to tell everyone what they have been doing since the last review.

- **Talking with them**
- **Create a PowerPoint presentation that can speak for them or they can use to support talking about their views**
- **Create a PowerPoint presentation and talk to them about the presentation**
- **Create a scrapbook**
- **Use a tablet or laptop, e.g. iBook**
- **Have photographs printed out that can be shared during the meeting**
- **Have statements written on cards to share up during the meeting**
- **Write about what they have been doing before the review**
- **Write what they want**
- **Use symbols to explain what they want and how they feel**
- **Use of your child's usual method of communication e.g symbols or speech generating software or eye gaze**

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



An additional resources to support your child or young person in planning for their review meeting is available at

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

What will happen at the meeting?

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

The meeting may include some of the following elements:

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

At the end of a review

By the end of the review the facilitator will endeavor to ensure that there is an agreed way forward, and that the outcomes and provision for the year ahead are agreed.

A new IDP will be drafted and sent to everyone within 5 days so that everyone can see what is going to be done to support your child to learn, and to achieve their dreams.

If your child is in the early years, is looked after or accesses Education Other than at School (EOTAS), this will be 10 days.

5

Dispute Resolution

1. If you think that your child has Additional Learning Needs (ALN)...

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

2. If the school agrees with you that your child or young person has ALN...

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

3. If the school does not agree that your child has ALN...

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

4. However, if the Local Authority agrees with the school and you are still unhappy...

they can point you towards independent advocacy services that support families and young people to make informed choices on what to do next.

5. Right to Appeal...

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

6. Educational Tribunal Wales (ETW)...

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

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

7. "Putting Things Right"

If the disagreement is in relation to a NHS Health service contribution this can be raised through Putting Things Right.



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

6 Jargon Buster

A

ADHD [Attention Deficit and Hyperactivity Disorder]

ADHD is a range of problem behaviours associated with difficulties with attention span, including restlessness and hyperactivity.

Advocacy:

Is when a person speaks up for you.

ALN Code:

A guide for parents, schools and local authorities (LAs) about the help they can give to children with Additional Learning Needs (ALN). Schools, LAs and Children's Services must have regard to the Code (i.e. they must not ignore it) when they work with a child with ALN.

ALN:

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

ALP:

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

Advocate:

Is a person who speaks up for you.

Annual Review Report:

Is a written progress report completed by the school or Local Authority for an Annual or Transition Review meeting.

Appeal:

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

ASD (Autistic Spectrum Disorder):

The term used for a range of disorders affecting the development of social interaction, communication and imagination.

B

BESD:

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

C

CAMHS

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

Capacity:

Is being able to make a particular decision or choice.

Careers Service:

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

Case friend:

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

Children Looked After (CLA):

Those who are in care and may be in a foster home.

Code:

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

D

Disagreement Resolution:

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

E

Early Years Settings:

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

Educational Psychologist (Ed Psych) (EP):

They offer specialist advice and support to pupils, schools, parents and other agencies. They may undertake assessments and contribute to the IDP process and the transition planning process.

E

EOTAS:

Education Other Than at School.

Equality Act:

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

F

Families First (FF):

Families First is a Welsh Government programme which provides multiagency systems and support for families.

Further Education (FE):

(Post 16) Learning provision, which can include training or vocational education.

Further Education Institution (FEI):

College, or provider offering work-based or adult and community learning for those over 16 years of age.

Flying Start:

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

Foundation Phase:

This begins when children are born and lasts until the end of Year 2.

H

Health Visitor (HV):

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

Hearing Impairment (HI)

Pupils with a hearing impairment range from hearing loss to those who are profoundly deaf.

I

Inclusion:

This is about educating children with Additional Learning Needs (ALN) in mainstream (local) schools wherever possible.

Independent Parental Supporter (IPS):

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

Independent Reviewing Officer (IRO):

Is someone who makes sure that the child who is looked after is treated fairly.

Individual Development Plan (IDP):

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

L

Local authority (LA):

Local authority (the Council); the Local Authority is the County Council.

Lead Professional:

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

Learning Difficulties:

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

LSA:

Learning Support Assistant.

M

Mainstream school:

An LA maintained school that is not a special school. Mainstream schools form the majority of schools and include infant, junior, primary and secondary schools.

Maintained school:

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

Mentor or Learning Mentor:

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

MLD:

Moderate Learning Difficulties.

Monitoring:

The ongoing assessment of work, progress, expenditure or achievement.

Multi-disciplinary:

Involving professionals from a range of disciplines (usually Education, Social Care and Health).

O

Occupational Therapist (OT):

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

P

Paediatrician:

Doctor specialising in the needs of babies and children.

Parent Partnership Services:

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

Physiotherapist:

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

PMLD:

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

Portage Worker:

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

Provision Map:

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

PSE:

Personal Social Education.

Psychiatrist:

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

Pupil Referral Unit (PRU):

A PRU provides education for excluded pupils or others who may be out of school for a variety of reasons.

R

Review:

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

S

SEAL:

Social and Emotional Aspects of Learning.

Section 140 Assessment:

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

Special Educational Needs (SEN):

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

SI:

Sensory impairment.

Speech Language and Communication Difficulties (SLCD):

This is when a pupil may have difficulties with expressive language or receptive language and/or processing difficulties.

Severe Learning difficulties (SLD):

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

SLT:

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

Special School:

This is a school which is specifically organised to provide specialist education for pupils with more significant ALN.

SPLD:

Specific Learning Difficulties in a particular area of the curriculum.

T

TAC (Team around the child):

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

Teaching Assistant (TA) / Learning Support Assistant (LSA) / General Assistant (GA):

This is a person employed in school to support children's learning under the direction of a class teacher.

Transition Plan:

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

Tribunal:

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

V

Visual impairment (VI):

A range of difficulties from partial sight through to blindness

The Additional Learning Needs Code for Wales 2021

This code comes into force on 1st September 2021 as provided for by the Additional Learning Needs Code (Appointed Day (Wales) Order 2021.

Available at:

gov.wales/additional-learning-needs-code

7 Resources

Children in Wales

Children in Wales is the national umbrella body for organisations and individuals who work with children, young people and their families in Wales.

They are a membership body, and their members are drawn from the voluntary, statutory and professional sectors. They work with, and for, our members to promote their interests and meet their needs. Together they:

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



www.childreninwales.org.uk

☎ 02920 342 434

✉ info@childreninwales.org.uk

🐦 @ChildreninWales

All Wales Forum

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

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



- **We advocate for the rights of family carers to be heard as equals in service planning and policy development...**
enabling and supporting carer groups and individuals to be fully included in their communities and central to planning processes.
- **We highlight and campaign on national and local issues that directly impact upon parents and carers and their family members...**
working together to ensure that issues directly facing family carers are heard and given proper consideration by the wider community through co-operative working and total engagement.
- **We work in partnership to identify and develop innovative solutions to improve the lives of parents and carers and their family members...**
working with partner organisations at local and national levels through shared resources and collective knowledge to improve and shape those services that ensure good lives.

"I feel less isolated"

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

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

www.allwalesforum.org.uk

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Family Information Service (FIS)

Family Information Service (FIS) provides free advice and information in all local authorities on a wide range of childcare options and activities for children aged 0-19 (up to age 25 for young people with ALN), their families and their carers.

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

Children in Wales works with the FIS network to provide information and resources to help with their work.

To find your local FIS contact details visit www.fis.wales/home and follow the on screen prompts.

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

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

Your Local Authority utilise the FIS site to store information on ALN information, advice and guidance.

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www.rctcbc.gov.uk/fis

☎ 0800 180 4151 (free phone)

📞 0300 111 4151 (free phone)

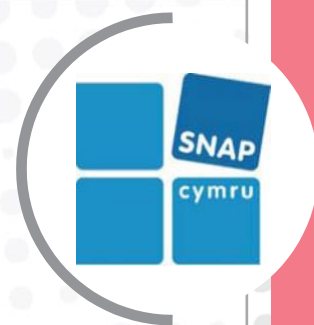
📘 @familiesRCT



SNAP Cymru

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

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



Our teams of trained staff and volunteers help:

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

SNAP teams of trained staff and volunteers offer:

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

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

www.snapcymru.org/wp-content/uploads/2015/11/Advocacy.pdf

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www.snapcymru.org

☎ 0808 801 0608

📘 @SNAPCymru 🐦 @SNAPCymru

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Additional Online Information

Welsh Government and Rhondda Cynon Taf County Borough Council (RCTCBC) have created a range of Additional Learning Needs (ALN) resources and guidance documents for families, children and young people, we have listed a few below.

Additional Resources

To support your child or young person in planning for their review meeting. Can be accessed [online]
www.rctcbc.gov.uk/AccessandInclusiontoEducation

ALN Code 2021

For updates visit Welsh Government.
www.gov.wales/education-skills

ALN factsheet

On how the ALN Act will affect children, young people, parents and carers. Can be accessed (online)
www.gov.wales/additional-learning-needs-aln-factsheet-children-young-people-parents-and-carers

Annual reviews and PCP meetings

Provides a guide to what to expect. Can be accessed [online]
www.gov.wales/person-centred-reviews-guidance-families

Easy read explanation of the Additional Learning Needs and Education Tribunal (Wales) Act

Guidance helping children and young people who need extra support to learn - Children and young people with ALN. Can be accessed [online]
www.gov.wales/additional-learning-needs-and-education-tribunal-wales-act

PCP resource booklet

Provides a template for a family to use in preparation for their child's person-centred review. Can be accessed [online]
www.gov.wales/sites/default/files/publications/2018-12/person-centred-reviews-for-families.pdf

PCP resource video and guidance on person-centred reviews.

Can be accessed [online]
<https://youtu.be/bkwBSF0nxiY>

Primary school for children aged 7 to 11: a guide for parents and carers.

Can be accessed [online]
www.gov.wales/primary-school-children-aged-7-11-guide-parents-and-carers

ALN Code events video

Provides an overview of the draft ALN code consultation. Can be accessed [online]
www.gov.wales/overview-draft-additional-learning-needs-code-consultation

