



RCT Principles

Meeting LA Statutory Responsibilities Under The ALN Code

The ALN Code identifies 5 principles that underpin the ALN system these are:

- (a) **A rights-based approach** where the views, wishes and feelings of the child, child's parent/carer or young person are central to the planning and provision of support; and the child, child's parent/carer or young person is enabled to participate as fully as possible in the decision making processes and has effective rights to challenge decisions about ALN, ALP and related matters.
- (b) **Early identification, intervention and prevention** where needs are identified and provision put in place at the earliest opportunity and where possible interventions are put in place to prevent the development or escalation of ALN.
- (c) **Collaboration and integration** where services work together to ensure ALN are identified early and appropriate co-ordinated support is put in place to enable children and young people to achieve positive expectations, experiences and outcomes.
- (d) **Inclusive education** where the majority of children and young people with ALN are supported to participate fully in mainstream education and a whole setting approach is taken to meeting the needs of learners with ALN.
- (e) **A bilingual system** where all reasonable steps are taken to deliver ALP in Welsh for children and young people who require support through the medium of Welsh, with scope for increasing the delivery of ALP in Welsh over time.

In line with the requirements of the Code RCT has produced the following set of principles to communicate how it will implement the 5 underpinning principles referenced above. The aim of this document is to ensure a shared understanding between all stakeholders of how the Local Authorities will ensure compliance with its new ALN statutory responsibilities and embrace the transformational change to the current SEN system.

In order to meet the statutory responsibilities set out in the ALN Code, Rhondda Cynon Taf Local Authority will:

1. Promote an ethos of inclusive child-led provision where children and young people are at the heart of everything we do and their voice is heard through a rights-based and person centred approach
2. Work in partnership with the child or young person and with their parents/ carers, in all decisions in relation to their Additional Learning Needs (ALN)

3. Support the development of inclusive practice that meets the needs of all children and young people and ensures that the majority of learners with ALN can access high quality educational provision to meet their needs in schools/settings alongside their peers
4. Ensure that children and young people's healthcare needs are met through an Individual Healthcare Plan, which identifies the measures needed to ensure they are healthy and safe
5. Comply with the Equality Act 2010 by securing continuous, anticipatory improvements to the accessibility of buildings, services and information; making reasonable adjustments as required; maintaining and implementing an Accessibility Strategy; ensuring schools maintain and implement effective accessibility plans.
6. Work with Health, Children's Services, early years settings, schools and other education settings to support early identification and research-based intervention to prevent the escalation of ALN wherever possible and to provide high quality co-ordinated support for learners with ALN
7. Ensure that all settings have effective systems in place to identify learners with an ALN that calls for ALP which is 'additional to, and different from', what is 'ordinarily available' in an inclusive schools/setting
8. The LA will:
 - a) Identify ALN and maintain IDPs for Early Years learners, children looked after (CLA); learners registered Educated Other Than At School (EOTAS) or dual registered; learners registered for Elective Home Education (EHE); and those with detention orders.
 - b) Identify ALN and maintain IDPs for FEI learners whose needs cannot reasonably be met by FEI's without additional resources
 - c) Where a child or young person (in those groups) with ALN requires ALP which is 'additional to, and different from' what can be secured by the setting, the LA will designate an officer, to organise and co-ordinate a person centred meeting to inform the IDP in liaison with the appropriate officer.
9. Ensure schools/settings make effective use of a range of specialist support services, equipment and resources to enable them to plan, implement and monitor effective Additional Learning Provision (ALP)
10. Ensure schools/settings make effective use of delegated funding to meet the needs of learners with ALN
11. Promote a range of professional learning opportunities including training; cluster-based working; school to school support; identifying and sharing best practice.
12. Co-ordinate regular Access & Inclusion Service panels/forums to make fair, equitable decisions based on agreed criteria, in relation to learners with ALN
13. a) Respond within ALN statutory timeframes to any notifications from statutory services, health, schools, parents/carers or a young person that a child or young person may have ALN that calls for ALP which is 'additional to, and different from' what can be secured by a school

14. Provide accessible bilingual information and advice about ALN and the ALN system for parents and carers, children and young people, through leaflets, the council website and social media platforms
15. Work towards providing a bilingual Access & Inclusion Services offering support to schools/settings to provide ALP through the medium of Welsh
16. Make arrangements for avoiding and resolving disagreements at the earliest point whilst promoting the provision of independent advocacy services
17. Support schools/settings to review, evaluate and report on the quality and impact of Additional Learning Provision
18. Keep under review the arrangements made by the LA and by the governing bodies of maintained schools, for children and young people with ALN, considering:
 - Availability in both Welsh and English medium
 - Sufficiency of continuum of provision (quality and quantity)
 - Capability of workforce
 - ALP arranged by others, e.g. FEIs, NHS

Where local arrangements are insufficient, take all reasonable steps to remedy this.

19. Ensure robust multi agency transition processes are in place to support learners with ALN to progress onto the next stage of their education or other appropriate pathway.
20. The LA will co-ordinate a Physical/Medical panel to ensure appropriate allocation of Enhanced Capacity Funding (ECF) to meet the needs of learners with physical/medical needs within primary schools.