



Additional learning needs reform

Overall, providers have maintained steady progress towards implementing additional learning needs reform and have welcomed many aspects to the changes in approach.

What's going well

- Generally, members of staff that lead on ALN have a good understanding of the requirements of the reform.
- Support for ALN from local authorities and regional consortia in terms of professional learning, and the establishment of new statutory roles, has been useful and well received by providers.
- Nearly all providers have begun to identify learners in need of specialised additional support and mapped out universal provision for others.
- Nearly all providers have begun to implement key elements of ALN reform, such as person-centred practices, individual development plans and one page profiles.

What needs to improve

- The understanding of individual members of staff about their responsibility in supporting pupils with ALN is variable.
- The availability of Welsh-medium resources to support pupils with ALN is limited.
- There is uncertainty regarding the future impartiality of advice and guidance for learners in special schools when considering their post-16 options.