

Additional Learning Needs and Education Tribunal (Wales) Bill – survey for young people

Background

This document provides a summary of responses received from young people to the survey conducted by the Children, Young People and Education Committee as part of its stage 1 scrutiny of the Welsh Government's Additional Learning Needs and Education Tribunal (Wales).

Due to rounding, percentages may not always add up to 100%. 177 responses were received to the survey which represent the views of those who responded, not the public as a whole.

Age of those who completed the survey

- Under 12: 5.7%
- 12-15: 24.6%
- **16-18: 57.1%**
- 19-25: 12.6%

*175 responses received

Do you think children and young people have their additional learning needs identified quickly and well enough at the moment?

- Yes: 21.5%
- **No: 61.0%**
- Don't know: 17.5%

*177 responses received



Once a child or young person has been identified as having additional learning needs, how good is the support available?

- Very good: 22.7%
- Good: 24.4%
- **Fair: 34.1%**
- Poor: 14.2%
- Very poor: 4.5%

*176 responses received

Should young people with additional learning needs who are in college, doing apprenticeships or training in the workplace, be included in the new system and receive support?

- **Yes: 91.5%**
- No: 1.1%
- Don't know: 7.3%

*177 responses received

Do you think young people have enough of a say about how their additional learning needs are met at the moment?

- Yes: 31.6%
- **No: 45.8%**
- Don't know: 22.6%

* 177 responses received



Do you think that children and young people know what to do if they are unhappy with the support they are getting for their additional learning needs?

- **Yes: 42.4%**
- No: 37.3%
- Don't know: 20.3%

* 177 responses received

Who should young people with additional learning needs always be able to receive information from?

- **School: 78.3%**
- College: 68.0%
- Local authority: 54.9%
- Independent person: 52.0%
- GP: 4.6%
- Family: 2.3%
- Other: 2.9%

*175 responses received. Respondents were able to select more than one option.



Some examples of comments received:

Welsh language provision: “Dwi'n credu y dylai'r ieithwedd ynglyn a ddarpariaeth trwy gyfrwng y Gymraeg yn cael ei chryfhau.”

Early support: “it takes a LONG time for someone to be identified as having additional learning needs.”

Early support: “additional learning needs aren't identified in junior school.”

Accountability: “You get passed from agency to agency and by the time support actually reaches you it's too late.”

Accountability: “Stop just hearing me and start listening to me and us.”

Accountability: “I should have more of a say in what goes on in my life.”

Accountability: “Young people with additional learning disabilities should be involved in the decisions made about them and they should be able to ask for support through teachers and lecturers.”

Transition to adulthood: “I don't think people listen to me and don't know about my condition. I will still need support when I leave school.”



Transition to adulthood: “I need people to help me to get a job who understand about my ALN.”

Transition to adulthood: “more ALN-friendly workplaces and work experience placements.”

Resource and expertise: “Should be common knowledge and taught to all students and their parents and staff.”

Resource and expertise: “Staff should be more trained to work with people that have learning difficulties.”

Resource and expertise: “I feel the school and other educational facilities don’t have enough training and/or knowledge on mental health issues.”

Resource and expertise: “All people who have support or think they need support, have a right to speak and be listened too about what help they need.”

Resource and expertise: “I have ALN and the Ed Pysch asked school to put me on the SEN register. My IEP has a scheme of work on it but i don’t know what my targets are. I get bored in school because my work is too easy. I want to be challenged. The Ed Pysch report said i have a high iq and need to be challenged. School don't understand how i work and nor do my friends.”

Resource and expertise: “When I was in mainstream nobody listened to me but now I’m in EOTAS group I feel like people are helping me.”



Resource and expertise: “I don’t think schools so enough for children with special needs and they need to improve this.”

