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 chrhau.”

**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.”