

Agenda – Y Pwyllgor Plant, Pobl Ifanc ac Addysg

Lleoliad: I gael rhagor o wybodaeth cysylltwch a:
Ystafell Bwyllgora 1 – Y Senedd Jon Antoniazzi
Dyddiad: Dydd Iau, 30 Mawrth 2017 Clerc y Pwyllgor
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Cyfarfod cyn y prif gyfarfod (09.15 – 09.30)

1 Cyflwyniad, ymddiheuriadau, dirprwyon a datgan buddiannau
(09.30)

2 Ymchwiliad i Addysgu a Dysgu Proffesiynol Athrawon – sesiwn
dystiolaeth 3
(09.30 – 10.20) (Tudalennau 1 – 34)

Meilyr Rowlands, Prif Arolygydd Ei Mawrhydi
Claire Morgan, Cyfarwyddwr Strategol

Dogfennau atodol:

Papur Ymchwil

CYPE(5)-11-17 – Papur | Paper 1 – Estyn (Saesneg yn unig)

Egwyl (10.20 – 10.30)



3 Ymchwiliad i Addysgu a Dysgu Proffesiynol Athrawon – sesiwn dystiolaeth 4

(10.30 – 11.20)

(Tudalennau 35 – 40)

Hayden Llewellyn, Prif Weithredwr
Angela Jardine, Cadeirydd y Cyngor

Dogfennau atodol:

CYPE(5)-11-17 – Papur | Paper 2 – Cyngor y Gweithlu Addysg (Saesneg yn unig)

4 Ymchwiliad i Addysgu a Dysgu Proffesiynol Athrawon – sesiwn dystiolaeth 5

(11.20 – 12.10)

(Tudalen 41)

Yr Athro John Furlong, Adran Addysg – Prifysgol Rhydychen

Dogfennau atodol:

CYPE(5)-11-17 – Papur | Paper 3 – Addysgu Athrawon Yfory – Opsiynau ynglŷn â dyfodol addysg gychwynol athrawon yng Nghymru (Saesneg yn unig)

5 Papurau i'w nodi

(12.10)

Llythyr gan Adam Price AC at Weinidog y Gymraeg a Dysgu Gydol Oes – Sicrhau darpariaeth ar gyfer pobl ifanc gydag anabledau dysgu mewn sefydliadau addysg bellach arbenigol

(Tudalennau 42 – 43)

Dogfennau atodol:

CYPE(5)-11-17 – Papur | Paper 4 – i'w nodi | to note (Saesneg yn unig)

6 Cynnig o dan Reol Sefydlog 17.42(ix) i benderfynu gwahardd y cyhoedd o'r cyfarfod ar gyfer yr eitem nesaf ac eitem 1 a 2 y cyfarfod ar 5 Ebrill:

(12.10)

7 Y 1,000 diwrnod cyntaf – cytuno ar gylch gorchwyl

(12.10 – 12.30)

(Tudalennau 44 – 48)

Dogfennau atodol:

CYPE(5)-11-17 – Preifat Papur | Private Paper 5

Mae cyfyngiadau ar y ddogfen hon

TT 03

Ymateb gan | Response from: Estyn

The National Assembly for Wales' Children, Young People and Education Committee is undertaking an inquiry on teachers' professional learning and education, in particular, the readiness of the workforce to implement the new curriculum. It is specifically seeking evidence on:

- arrangements for continuing professional development for the current workforce;
- the role of initial teacher education;
- the sufficiency of the future workforce.

The following evidence is extracted from Estyn's inspections and thematic surveys.

Arrangements for continuing professional development for the current workforce

1. Most special schools, many primary schools, and about half of secondary schools undertake a wide range of professional learning activities that make a positive contribution to improving the quality of leadership and teaching in these schools.
2. In the very few schools where leadership and teaching are excellent, leaders develop a strong culture of professional learning, with systematic planning for and evaluation of professional learning activities. There is also a clear focus on improving classroom practice and pupil outcomes. However, too few schools help staff to make the best of professional learning opportunities, and they do not evaluate whether these activities result in improvements for pupils or staff.
3. In most schools, staff participate in working groups that focus on national priorities. The rigour and impact of the work of these groups vary considerably. The most effective groups have a clear aim and sense of purpose. They work towards achieving priorities for improvement that have been scoped and planned realistically, with appropriate resourcing and enough time to undertake the work. Members of these groups take a flexible approach, work together well as a team, build trusting relationships, and plan for the mid to long-term.
4. Increasingly, schools are developing their internal capacity by developing staff as facilitators of school-to-school working. For example, some schools have become hubs for 'Pioneer Schools' or other families of schools. This experience has provided the facilitators with rich opportunities to develop their wider leadership skills.

5. Almost all schools that are placed in a statutory category¹ (in need of significant improvement or requiring special measures) do not have these collaborative relationships. These schools and their staff are isolated, and it is difficult for them to gain a realistic assessment of the school's outcomes and the quality of their teaching and learning.
6. In contrast, high-performing schools² always work closely with networks, clusters and family groups of other schools, and are eager to learn. This networking helps them to understand the different factors that contribute to effective practice and to gauge the quality of their teaching and learning accurately and guard against over- or under-inflated assessments. They benefit directly from working with other schools on activities such as joint scrutiny of pupils' work or joint lesson observations with advisers from the local authority or regional consortium. These joint projects help staff to reflect on their practice and build their confidence.
7. The best schools use evidence-based research methods to evaluate whether particular teaching and learning approaches have a positive impact on pupils' learning, and so help practitioners to choose the most effective ways of working.
8. In effective schools, teachers use existing research evidence regularly, to evaluate theories about teaching and learning, and apply them to their own practice. Engagement with theory and research enables teachers to make more objective and informed decisions about which teaching strategies best suit their pupils, and to reject unsuitable or faddish ideas. This engagement helps teachers to be more confident, discerning and creative, because their practice is rooted in understanding what works well.
9. Successful schools, develop the leadership skills of all their staff as part of their professional and career development. Leaders in these schools use expertise from both within their schools and from other schools to enhance professional learning for staff. They encourage their staff to take advantage of internal acting or temporary leadership posts and to take up secondments elsewhere to enhance their leadership experience.
10. However, there has not been enough support at a national and local level to develop the leadership skills of aspiring and experienced senior leaders. There are too few opportunities for aspiring and experienced school leaders to develop their skills in areas such as improving teaching, implementing new initiatives, challenging underperformance, and understanding human resources issues.
11. In a very few schools, headteachers new to post have been mentored well by an experienced, effective headteacher within the local authority. However, this is not always the case nationally. In a few local authorities, headteachers, often in challenging schools are not supported well enough. There is a particular shortage of training provision for leaders through the medium of Welsh.

¹ Since 2010, 7% of special schools, 6% of primary schools and 17% of secondary schools have been placed in a statutory category.

² Since 2010, 17% of special schools, 3% of primary schools and 11% of secondary schools have been judged as excellent.

12. All the four regional consortia have recognised the need to develop the workforce to meet the demands of the new curriculum, and have systems in place to support teachers' professional development. There are useful opportunities across Wales to help schools to implement the literacy and numeracy framework. All four consortia have been proactive in developing structures and resources to help teachers to implement the Digital Competency Framework (DCF).
13. However, only two consortia have strong and specific arrangements for supporting curriculum reform in schools. They have good plans to help pioneer schools to develop new approaches to the curriculum, and for these schools to share their experiences with non-pioneer schools. One consortia has also recognised the need to help teachers to develop their planning skills, and has developed an online lesson planning tool that is linked to the literacy and numeracy framework, DCF and the new areas of learning.
14. Across all consortia, to develop effectively their support for professional development aimed at curriculum reform, there are two main areas for development:
 - To develop a clear plan for the roles and responsibilities of the consortia to support curriculum reform
 - To ensure that all professional learning activities are evaluated robustly to assess their effectiveness on practice and their impact on learners.

The role of initial teacher education

15. Initial teacher education (ITE) has a crucial role to play in developing skilled and creative practitioners ready to implement the new curriculum.
16. In our inspections of initial teacher training provision in Wales, we have found that too many trainees do not have secure enough skills in planning and in using research to reflect on their own practice in the classroom and to inform their teaching. All of these skills are vital to be flexible to adapt to educational changes and to be creative in leading change, to adapt the curriculum to meet the needs of their learners, and to work cooperatively with others in delivering a rich and vibrant curriculum.
17. The quality of university training is too variable across and within programmes. It is a challenge for universities to provide systems for tutors to keep up-to-date with current school practice, and to ensure that staff engage in research to contribute to initial teacher training.
18. ITE also performs an important role in developing and revitalising the skills of the teaching profession through the school-based training which relies on the proficiency of mentors to develop the practice of novice teachers.
19. In the school-based training, mentors generally provide good personal support to trainees. This is a key part of their role because it contributes to trainees' wellbeing, helps them to cope with their workload and to deal with stressful situations, such as developing strategies to manage pupils' behaviour.

20. Most mentors provide useful ideas for how trainees might approach shortcomings in their teaching. They offer creative solutions to teaching and learning problems and direct trainees towards teachers who exemplify good practice. In the best practice, mentors help trainees to deconstruct teaching and learning to identify the components of effective practice that impacts positively on pupils' outcomes.
21. In the few cases where there is very effective mentoring, mentors help trainees to reflect on their practice through in-depth questioning and challenge. They regularly review and comment thoughtfully on trainees' lesson plans, evaluations and teaching files.
22. However, training in the school-based parts of ITE programmes is too variable and depends on the skills and expertise of the school mentor. ITE programmes across Wales place trainees in schools and subject departments that are too weak themselves to support trainees. As trainees spend up to two-thirds of their training in school, this is a significant weakness in the system. In many cases, trainees do not receive mentoring that is effective enough to help them to make good progress. Too many mentors are too generous in their feedback to and assessment of trainees, and do not provide targets that are focused clearly enough on trainees areas for development. Many mentors do not focus well enough on pupils' progress in lessons as a measure of effective teaching. In a few secondary subjects, tutors and mentors do not explore with trainees specific aspects of subject pedagogy.
23. All centres for ITE provide mentor training. However, too often these events are simply about changes to courses, documentation and operational matters. ITE centres across Wales are developing new approaches to mentor training that include conferences and workshops to share good practice, and an improved use of digital materials to share data and ideas. However, in too many cases, training for ITE mentors does not focus well enough on developing mentoring skills
24. As a result, mentors do not have a clear and agreed understanding of important aspects of the work they carry out, including making accurate judgements about trainees' progress against the standards for qualified teacher status, and specific activities that help trainees to improve their practice.
25. ITE has the potential to support curriculum development though engaging new teachers and schools with research into the most effective pedagogy and curriculum design. This remains an area for development for providers of ITE in Wales.

Sufficiency of the future workforce

26. There is a significant challenge in ITE to recruit the best entrants to the teaching profession. In addition, in the last few years, there has been a drop in numbers applying for ITE. Incentives have helped a little in the recruitment to shortage subjects, however numbers are still too low. Qualification on entry to undergraduate ITE programmes are lower than the average entry qualification for degree study. Only around two thirds of post-graduates enter their programmes with a good degree.

27. Overall, in schools across Wales, we need more teachers who can teach through the medium of Welsh. In addition, according to Education Workforce Council statistics, around one quarter of teachers registered to teach Welsh as a first or second language in secondary schools have not been trained to teach the subject³.
28. Attracting well-qualified Welsh specialists to teach Welsh second language is a challenge for many English-medium secondary schools. Overall, there is limited staffing and leadership capacity. In some schools, teachers who are not subject-specialists are expected to teach Welsh extensively. Too many of these teachers lack competence and confidence.
29. A minority of schools organise a programme to help staff to learn Welsh. This helps staff to use the Welsh language with pupils in informal situations around the school but fails to address the need for fluent teachers.
30. It is clear from the way that immersion teaching methods work with young children from non-Welsh speaking homes when they join Welsh-medium schools at the age of three or four that early immersion is the most effective way of teaching not only a second language but also a third and fourth language. However, we do not currently have the capacity in the teaching and learning-support workforce in Wales to enable schools and settings to offer immersion teaching to all children for whom Welsh is a second or third language. Neither do we have a curriculum for Welsh as a second language that requires teachers to use immersion methods.
31. A minority of schools do not plan well enough to develop future leaders. Succession planning at all levels is often a significant strength in schools with a strong professional learning culture, and this is a vital component of ensuring the sufficiency of the future workforce. In these schools, senior leaders evaluate the school's staffing situation and try to predict potential future vacancies. This is particularly important at senior and middle leadership level and allows posts to be filled internally if necessary when vacancies arise.
32. The most successful school leaders employ strategies for identifying and nurturing the leadership potential of all their staff, particularly early in their careers, and for supporting them to develop the skills they need to become the school leaders of the future. These leaders undertake detailed analyses of the knowledge, skills and attributes required for each leadership role within their school. They use this information to identify staff with leadership potential.
33. To maintain pupil progress, a schools needs to have effective cover arrangements for teachers who are absent. Nearly all schools have experienced difficulty in arranging suitable cover for absent class teachers. For a minority of schools, this happens about half of the time and for a few schools this happens about three-quarters of the time. In Welsh-medium primary schools, schools are often restricted in the choice and quality of supply teachers available.
34. For planned absences, most teachers leave work and planning documents for the supply teacher. Only in around half of schools is the work at the same level as pupils would normally receive. For unplanned absences, in the majority of schools supply teachers use the classroom teacher's planning documents to provide some context for

³ Education Workforce Council Annual Statistics Digest, March 2016

their lesson planning. However, when this planning information is not available, supply teachers plan their own work for the pupils without guidance. Often this means that they focus on keeping children busy, rather than building on what pupils already know and can do.

TT 11

Ymateb gan : Cyngor y Gweithlu Addysg

Response from : Education Workforce Council

Introduction

1. The Education Workforce Council (EWC) is the independent regulator in Wales for teachers in maintained schools, Further Education teachers and learning support staff in both school and Further Education settings. Our remit will extend to the regulation of youth and youth support workers and people involved in work-based learning from April 2017. It seeks to raise the status of the education workforce by maintaining and promoting the highest standards of professional practice and conduct in the interests of education practitioners, learners, and the general public.
2. The EWC notes that this inquiry focuses solely on teachers in schools whereas data from our register shows that the education workforce is much more diverse and evolving. It would be a missed opportunity not to consider the wider education workforce holistically, as there are many professionals who contribute to the standards of teaching and learning across a variety of settings who equally deserve access to quality professional learning opportunities. Awareness and an accurate appreciation of the composition of the education workforce need to be fully incorporated into current policy.
3. Learning support workers were required to register with the EWC from April 2016, and the Register of education practitioners indicates that there are now over 31,000 registered learning support staff in Wales. This is almost reaching parity with school teachers (33,000). This figure constitutes a significant increase from the initial estimates provided by Welsh Government who anticipated registration figures of around 23,000 school learning support staff. Prior to registration, very little was known about the true composition of the education workforce in Wales. The education workforce is both diverse and evolving, and this this should be a key consideration in any future planning and policy making processes.

Continuing Professional Development

4. During 2005-2008, the General Teaching Council for Wales (subsequently reconfigured to the EWC) undertook a review of professional development arrangements for teachers in Wales, resulting in formal recommendations to Welsh Government. This review highlighted significant concerns in relation to provision availability, consistency, quality and funding support, and these issues are still apparent. The comprehensive review undertaken by the GTCW made strong recommendations for there to be national programmes of quality

assured continuous professional development throughout a practitioner's career. The documents are available for review on the EWC website¹.

5. At present, there are large scale reforms within the education sector and associated initiatives to bring these reforms to fruition and these are being led centrally by Welsh Government, however the delivery model for these reforms, including the delivery of CPD is regional. Training for example, is currently provided by the regional consortia which can, without effective monitoring and review, potentially lead to disparity and lack of standardised approach to training across Wales. The contribution of the regional consortia as a whole requires full and ongoing evaluation to determine if it is the best approach to raising standards across Wales. It is also imperative to ensure that the system constitutes value for money for the Welsh tax payer. Without central governance, it difficult to maintain a CPD system which is robust and responsive enough to meet the challenges of a modern education system which is undergoing considerable reform. It is also necessary to ensure that there is equality of access/opportunity for all schools/practitioners across consortia areas. Recent Estyn reports have highlighted several recommendations relating to the effectiveness of the regional consortia.²
6. Pioneer and Hub schools are charged with sharing best practice with other schools / teachers, however, in essence, what this means is that the best teachers are often taken away from their classes for significant periods which can have a negative impact upon learners. There needs to be a balance between ensuring that standards are maintained within a practitioner's own establishment, against identifying innovative ways to disseminate best practice.
7. The knowledge base regarding what constitutes effective CPD for practitioners is growing but it is not necessarily reflected in policy implementation and development in Wales. It is important that there is a strong evidence base for new initiatives to ensure that they have the best chance of success. Practitioners and stakeholders, including the wider public need to have confidence that changes made are necessary, relevant and represent best value, and that they are in the best interests of raising standards in Wales.
8. There is work currently underway to create a suite of professional standards for the education workforce. The existing standards for teachers have not been refreshed for a number of years and this renders the profession vulnerable. In order to maintain confidence that the standards remain relevant and fit for purpose, these should be systematically reviewed on a regular basis. The EWC would like to see strong drivers for CPD within the

¹ <http://www.ewc.wales/site/index.php/en/research-statistics/gtcw-archive>

² <https://www.estyn.gov.wales/inspection/search?sector=2244>

new suite of standards. In England, work has already been undertaken with respect to CPD standards³

9. The EWC is the independent regulator for education practitioners in Wales, and as yet does not have the same remit as its counterpart regulators in terms of producing and owning the standards for those it registers and performing a quality assurance role for CPD activity. Given that this is standard practice across a very wide range of regulators, we eagerly await the implementation of the intended consultation on transferring these functions to the EWC as announced by the previous Minister for Education following agreement from the Cabinet in July 2015 (CAB 14-15 (73)), and further outlined in Qualified for Life (page 15):

We will develop the role of the new Education Workforce Council so that it supports a high-status profession.

The key success factor in developing and maintaining a skilled workforce will be to ensure that opportunities for continuous professional development are accessible and appropriate for **all** education practitioners and not limited to teachers.

The Role of Initial Teacher Education

10. We welcome the proposal by the Welsh Government to confer responsibility on the EWC to accredit ITE programmes for school teachers. However, the proposed changes will only address issues of future school teacher supply and quality. We think the time is right to start looking at the entry requirements and provision for other groups in the education workforce, for example, the PGCE (FE). Every professional that supports young people in an educational capacity should have equality of opportunity and have the initial support in starting out in a career that their colleagues in other educator roles have, and learners deserve to have the very best practitioners to support them on their journey through education. It is of paramount importance that such training should be of sufficient quality, and that standards across providers are both consistent and reflect current best practice. Every student passing through these programmes should be in a position to enter their profession with confidence, and be fully equipped to meet the challenges of a modern education system. If Wales is to be truly ready for the implementation of Donaldson, such implications need to be taken into consideration.
11. Current statistics relating to ITE provision indicate that there are disparities across institutions in terms of student outcomes. The number of deferrals for example suggests that there are inconsistent processes across institutions, and we note that very few students who enrol on ITE programmes fail which raises questions in terms of the robustness of processes. This trend is also apparent in the Induction process where statistics show that since the introduction of Induction in 2003; only 10 of 15,125 new teachers have failed their Induction, that is 0.07%. A robust evaluation of the value of the Induction process in its

³ <https://www.gov.uk/government/publications/standard-for-teachers-professional-development?>

current format should be factored into any forward planning in order to promote confidence in the quality of our newly qualified teachers and address the concerns around the quality assurance processes of provision on a national, regional and individual institution level. The ITE outcome data can be made available to Welsh Government if this would be of assistance.

The Sufficiency of the Future Workforce

12. Professor Donaldson proffered a 'bottom-up' approach to developing the curriculum, in that practitioners should be charged with this responsibility. Whilst this has its obvious merits, it should also be acknowledged that practitioners are not experienced in curriculum design. In the past the curriculum has been developed centrally and practitioners have been charged with delivering it. The new approach is very different and those developing the curriculum need the appropriate support. There are still opportunities to develop the profession's skills in this area, but this would need to be addressed as a matter of urgency given the ambitious timeframes proposed for implementation of the curriculum. There are indications that consortia and pioneer schools are having to start from scratch to build capacity on the schools to develop the curriculum. It is also important that Wales learns from the experiences of curriculum reform in Scotland.
13. In addition to curriculum reforms, the Welsh Government has also announced the ambitious strategy for 1 million Welsh speakers by 2050. This has huge implications for the education workforce, who are seen to be key drivers of the strategy. If the demand for Welsh speakers is likely to be stimulated by the requirements of the new strategy, effective planning will be essential to ensure workforce supply meets demand, and this planning needs to go beyond school teacher supply.
14. Consideration needs to be given to the more formal development opportunities open to education practitioners, particularly since the last cohort able to enrol on the Master of Educational Practice (MEP) programme was in the 2014/2015 academic year. The MEP was only aimed at newly qualified school teachers with a lack of similar opportunities for the rest of the education workforce which can present a situation which is unfair and potentially divisive. The programme was closely aligned to Welsh Government priorities, which provided a sound basis for equipping those new to the profession with the skills they need to drive the new education agenda. As yet, there are no clear plans in place for a replacement programme, yet in March 2015, Huw Lewis announced that the New Deal for the Education Workforce, would

support and enable all practitioners to successfully meet the opportunities and challenges which lie ahead as a result of the recommendations from Professor Graham Donaldson and Professor John Furlong. The New Deal will support practitioners to develop their practice in the most effective ways to improve outcomes for their learners.

15. These promises do not appear to have come to fruition, and there has not been any subsequent announcement to reassure the workforce that CPD remains a key focus for Welsh Government. If Wales is to lead the way in education, the CPD offering needs to be responsive to support the new agenda. There is no indication how effective the MEP programme has been in supporting the Welsh Government Education agenda, if it has assisted in retaining new teachers, or if it represents value for money.
16. The establishment of the new National Leadership Academy could potentially assist in promoting and providing CPD, but early indicators are that this initiative will be very much focused on school teaching staff, not looking beyond this group and therefore not supporting or developing the wider workforce.

The EWC's Knowledge and Reach

17. In November 2016, we launched the first ever education workforce survey on behalf of the Welsh Government. Separate surveys have been developed for each of the EWC's registration categories, as well as a bespoke survey for supply teachers and support staff. The surveys included questions in key areas such as preparedness for Donaldson, and relationship between Continuing Professional Development and performance management. We expect results to be published early in 2017.
18. The EWC is the producer and guardian of a vast and unique resource of data relating to the education workforce in Wales which could be further exploited to support Welsh Government policy initiatives. For example, undertaking research and more targeted survey / qualitative work of registrant groups to develop a broader understanding of the less tangible issues within the education sector, including information about the nature of qualifications held by registrants, for example, and whether or not they are working in a role that is directly related to that qualification, particularly in relation to subjects and phases taught.
19. Under the Education (Wales) Act 2014, the EWC can undertake recruitment activities on behalf of the Welsh Government. Historically, workforce planning has only considered school teachers and headteachers. Now that the EWC registers learning support staff and further education lecturers, and as the demand for learning support staff grows, we would urge policy makers to take into account the composition of the entire workforce.
20. From April 2017, the Council will also be in a position to collate information from new registrant groups i.e. work-based learning provision and youth groups. Statistical analysis will further support the Welsh Government and key stakeholders in workforce planning. Bringing these diverse groups of education professionals under one regulatory body clearly recognises the continuum of education and should facilitate future strategic planning and policy development.

21. The EWC was commissioned by Welsh Government to develop the 'Professional Learning Passport' (PLP) which was launched officially in September 2016. This goes some way to providing practitioners with the tools they need to record their professional development activity centrally in a way which can be transferred easily if they move between employers. At present, uptake of the tool is encouraging outside the mandatory categories, but further work needs to be done to embed the process further in order that it becomes the norm across all sectors. We also plan to provide EBSCO within the PLP from March 2017. Additionally, the EWC has developed the Learning Exchange initiative on behalf of Welsh Government. This provides practitioners with access to a searchable database of regional, national and international learning opportunities for the STEM, ICT and Computing subjects. This has been an important recent development which aims to support practitioners in refreshing and enhancing their subject expertise.

Cynulliad Cenedlaethol Cymru | National Assembly for Wales
CYPE(5)-11-17 – Papur | Paper 3

[Addysgu Athrawon Yfory – Opsiynau ynglŷn â dyfodol addysg gychwynnol athrawon yng Nghymru](#)

Alun Davies AM
Minister for Lifelong Learning and Welsh Language
Welsh Government
5th Floor
Ty Hywel
Cardiff Bay
CF99 1NA

Our ref: CE9976RL

14 March 2017

Dear

Securing provision for Young People with learning disabilities at specialist further education establishments.

I contact you after being visited by representatives of Coleg Elidyr within my constituency raising concerns following your statement on the 26th of January 2017 on the above issue.

I am advised that Parents of young people with learning difficulties and organisations working with these young people are concerned that this revised policy and guidance jeopardises young people's rights to further education provision that is fit for purpose and equitable to the opportunities available for their non-disabled peers. Representatives of the college feel that reference to the interests of the individual learner and their fair treatment is absent from the draft technical guidance that accompanies the new policy and which was distributed to Specialist Colleges in November 2016. I am further advised that draft guidance was sent to Careers Wales advisors in relation to the implementation of the revised policy. I am informed Welsh Government has not published this policy guidance which is of concern to specialist organisations working in this field.

My constituents state that there is clear inequality within the quality assurance monitoring of mainstream Further Education Colleges provision for young people with learning difficulties and disabilities provision and that of specialist providers. The Independent Living Skills provision within mainstream FE colleges are not inspected with anything like the rigor of specialist colleges and no overall judgement is made on ILS provision in mainstream FE. This therefore begs the question of how young people, parents and careers advisors can make a judgement on the suitability of mainstream FE College to meet their needs.

A further concern is that the policy and associated guidance has an over-emphasis on accredited learning. This seems contrary to the Estyn Thematic report (2016) commissioned by the Welsh Government. Within this report Estyn are clear that Independent Specialist Colleges should move away from a reliance on accredited learning.



Adam Price

Aelod Cynulliad dros Ddwyrain Caerfyddin a Dinefwr
Assembly Member for Carmarthen East and Dinefwr

The College is concerned at the lack of emphasis by the Welsh Government on the quality of provision as a consideration in the securing of further education placements for young people with learning difficulties and disabilities. Coleg Elidyr believe that this does little to incentivise providers whether from mainstream or specialist further education colleges to continue to develop educational practice in support of understanding how individuals learning difficulties and disabilities impact upon individuals' ability to learning, progress and maximise life chances.

Whilst the policy is pushing for an inclusive agenda, my constituents are not confident that Local Authority colleges are specialised to deal with students with additional learning needs. Coleg Elidyr focus on Independence and Life Skills and not merely qualifications. This is why the college feel it is important for students, parents and carers to be fully aware of the choices available to them for their further education.

I would be grateful for your comments on the above and am sure that you value the feedback from Coleg Elidyr on this policy.

Yours sincerely,

Adam Price AM / AC

Dwyrain Caerfyddin a Dinefwr/Carmarthen East and Dinefwr

Cc Lynne Neagle AM, Chair of Children, Young People and Education committee.

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Plaid Cymru | Party of Wales

Eitem 7

Yn rhinwedd paragraff(au) vi o Reol Sefydlog 17.42

Mae cyfyngiadau ar y ddogfen hon