

# Enabling Pathways

Consultation  
response form

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Organisation (if applicable): Learning Disability  
Wales

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Responses should be returned by 16 July 2021 to

Curriculum Realisation Unit  
Curriculum and Assessment Division  
The Education Directorate  
Welsh Government  
Cathays Park  
Cardiff  
CF10 3NQ

or completed electronically and sent to:

e-mail: curriculumforwales@gov.wales

Question 1 – Do you work in or support the delivery of education?

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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i) If yes, what is your organisation? (If no continue to iii below)

Welsh-medium school (primary)	<input type="checkbox"/>	Higher education institution	<input type="checkbox"/>
Welsh-medium school (secondary)	<input type="checkbox"/>	Diocesan authority	<input type="checkbox"/>
Welsh-medium school (special)	<input type="checkbox"/>	Regional consortia	<input type="checkbox"/>
English-medium school (primary)	<input type="checkbox"/>	Local authority	<input type="checkbox"/>
English-medium school (secondary)	<input type="checkbox"/>	Private training provider	<input type="checkbox"/>
English-medium school (special)	<input type="checkbox"/>	Third sector	<input checked="" type="checkbox"/>
Bilingual school (primary)	<input type="checkbox"/>	Government	<input type="checkbox"/>
Bilingual school (secondary)	<input type="checkbox"/>	Adult community learning	<input type="checkbox"/>
Welsh-medium middle school	<input type="checkbox"/>	Awarding organisation	<input type="checkbox"/>
English-medium middle school	<input type="checkbox"/>	Teaching union	<input type="checkbox"/>
Pupil referral unit (PRU)	<input type="checkbox"/>	Regulatory body (includes Inspectorate)	<input type="checkbox"/>
Special school	<input type="checkbox"/>	Governing body	<input type="checkbox"/>
Funded non-maintained setting	<input type="checkbox"/>	Other (please specify):	<input type="checkbox"/>

Further education college	<input type="checkbox"/>		
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ii) What is your primary role?

Headteacher	<input type="checkbox"/>	Chancellor/vice-chancellor	<input type="checkbox"/>
Teacher	<input type="checkbox"/>	Lecturer	<input type="checkbox"/>
Practitioner	<input type="checkbox"/>	Pioneer	<input type="checkbox"/>
Newly qualified teacher	<input type="checkbox"/>	Governor	<input type="checkbox"/>
Teaching assistant	<input type="checkbox"/>	Challenge advisor	<input type="checkbox"/>
Senior leader	<input type="checkbox"/>	School improvement officer	<input type="checkbox"/>
Supply teacher	<input type="checkbox"/>	Inspector	<input type="checkbox"/>
Principal/vice-principal	<input type="checkbox"/>	Other (please specify):	<input type="checkbox"/>
Early Years advisory teacher (or equivalent)	<input type="checkbox"/>		

iii) If you do not work in or support the delivery of education, in what capacity would you like to provide feedback?

Parent or carer	<input type="checkbox"/>	Employer	<input type="checkbox"/>
Adult 18-plus (not a parent or carer)	<input type="checkbox"/>	Apprentice	<input type="checkbox"/>
Child or young person (under 18)	<input type="checkbox"/>	Other (please specify): Third Sector	✓
Student/academic	<input type="checkbox"/>		

iv) Are you providing feedback on behalf of an organisation or group?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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If 'yes' please specify.

This is a response on behalf of Learning Disability Wales. You can find out more about us at [www.ldw.org.uk](http://www.ldw.org.uk)

Question 2 – Is there a clear relationship between this draft guidance and the published Curriculum for Wales guidance?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Not sure	<input checked="" type="checkbox"/>
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Please explain your answer.

I found it impossible to find information on what the progression steps are. It would be good to put a definition of this phrase into the code.

Question 3 – Does this draft guidance sufficiently address the issues facing practitioners working with learners in the period of learning leading to progression step 1 when planning, designing and delivering the curriculum and assessment for learners?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Not sure	<input checked="" type="checkbox"/>
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Please explain your answer.

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Question 4 – Does this guidance adequately support and help in planning, designing and implementing curriculum and assessment for learners in the period of learning leading to progression step 1?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Not sure	<input type="checkbox"/>
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Please explain your answer.

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Question 5 – Which aspects, if any, of this guidance do you feel are most helpful and should be retained?

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Question 6 – Are there any aspects of this guidance that you feel are too prescriptive?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Not sure	<input type="checkbox"/>
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Please specify.

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Question 7 – Are there any aspects of this guidance that you feel are not detailed enough?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Not sure	<input type="checkbox"/>
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Please explain your answer.

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Question 8 – Would it be helpful for more detailed information on the development of cross-curricular skills for learners in this period of learning to be included in this guidance?

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>	Not sure	<input type="checkbox"/>
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Please explain your answer.

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Question 9 – Is there any other information you think should be included in this guidance?

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>	Not sure	<input type="checkbox"/>
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Please explain your answer.

We believe that this code includes a lot of positive elements that will positively affect learners with learning disabilities and neurodivergences. In
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particular, we are happy to see the strong focus on holistic development and seeing different areas of learning as connected. For children and young people with learning disabilities and neurodivergences school can be an alienating and scary experience. Being confronted with expectations that are based on typical development of neurotypical children can mean that children who do not quite fit the models feel that they are constantly failing and not living up to expectations.

According to the Improving Lives Strategy<sup>1</sup>, "Recent data (January 2017 Pupil Level Annual School Census) detail 92,975 children with special educational needs in maintained schools without a statement and 12,602 SEN children in maintained schools with a statement. Therefore 105,577 (22.6%) of children have a special educational need out of 466,508 children. 4,727 children with SEN, with or without a statement, are in special schools."

In 2016 there were 105,143 children with known additional learning needs in Welsh schools<sup>2</sup>. This is just under a quarter of the children in Wales. It is important to point out that these were only the children who had known ALNs. While we cannot know how many people are neurodivergent we know that a significant number of children go through school with undiagnosed learning disabilities, learning difficulties and neurodivergences. We believe that because of this the Curriculum for Wales should put a much stronger focus on how understanding of disability issues informs teaching. This might, for example, include a more critical use of the concept of "additional learning needs" and an endorsement of the social model of disability. The term "additional learning needs" implies that there are "normal" learning needs and that everyone who struggles with the way things are being taught needs "additional" help. Rather, we believe it makes sense to understand learning needs as something individual and develop a way of learning in which everyone's needs are met.

We emphasise that inclusive education is particularly important for young children. Children in this phase of development will often not have been diagnosed with neurodivergences and curriculum should both reflect the need to have teaching staff be informed on how best to make sure children are given appropriate support at this stage but also that the teaching all children receive should be informed by an understanding of neurodiversity and different learning needs.

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<sup>1</sup> <https://gov.wales/sites/default/files/publications/2019-03/learning-disability-improving-lives-programme-june-2018.pdf>

<sup>2</sup> [Pupils with special educational needs by major need and year, to January 2016 \(gov.wales\)](#)

Question 10 – We would like to know your views on the effects that the Enabling Pathways guidance would have on the Welsh language, specifically on:

- i) opportunities for people to use Welsh
- ii) treating the Welsh language no less favourably than the English language.

What effects do you think there would be? How could positive effects be increased, or negative effects be mitigated?

Supporting comments

Question 11 – Please also explain how you believe the Enabling Pathways guidance could be formulated or changed so as to have:

- i) positive effects or increased positive effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language
- ii) no adverse effects on opportunities for people to use the Welsh language and on treating the Welsh language no less favourably than the English language.

Supporting comments

Question 12– We have asked a number of specific questions. If you have any related issues which we have not specifically addressed, please use this space to report them.

Responses to consultations are likely to be made public, on the internet or in a report. If you would prefer your response to remain anonymous, please tick here: