



TSANA statement

Funding provision for young people with learning difficulties at specialist FE colleges

December 2022

We are concerned that the life chances of young people with complex additional learning needs (ALN) are being adversely affected by existing policy and young people are being discriminated against because of the complexity of their ALN.

We refer to the funding policy limiting young people to two years funding at specialist colleges and the rationale given by Welsh Government that this is comparable with the duration of provision available within mainstream FE establishments (FEIs) (paragraph 3, of 'Securing provision for young people with learning difficulties at specialist further education establishments' 2020).

This policy move in 2020 and the rationale on which it was based was widely challenged by a breadth of stakeholders as it is simply not the case that young people are only funded for two years further and education in FEIs. We are concerned that the policy is based on a false premise and that this is significantly disadvantaging the life chances of young people in Wales who have complex additional learning needs. By the very nature of their learning disabilities and difficulties these learners take longer to learn, and this should be reflected in policy.

We believe this punitive approach to learner progress is unacceptable, wholly inequitable and not in the spirit of the Code. Young people in Wales with complex ALN should be given equitable opportunities to access and progress within further education to build their knowledge and skills for their post-college adult lives. Responsibility for further education for young people with complex ALN whose additional learning provision (ALP) is a specialist FE college, will be devolved to Local Authorities as the post-16 aspects of ALN Transformation are implemented.

TSANA believes that different funding arrangements for the different education settings required to meet individuals' additional learning provision should not disadvantage learners.

As responsibility moves to Local Authorities, we urge that to ensure equity for learners, processes accommodate programmes longer than 2 years duration as appropriate and that learners' aspirations and achievements should be metrics for continued funding.



TSANA Datganiad

Darpariaeth ariannu i pobl ifanc ag anawsterau dysgu mewn colegau Addysg Bellach arbenigol

Rhagfyr 2022

Rydym ni'n pryderu bod y polisi presennol yn cael effaith niweidiol ar gyfleoedd bywyd pobl ifanc sydd ag anghenion dysgu ychwanegol cymhleth (ADY), a bod gwahaniaethu yn erbyn pobl ifanc oherwydd cymhlethdod yr ADY sydd ganddynt. Rydym ni'n cyfeirio at y polisi ariannu sy'n cyfyngu pobl ifanc i ddwy flynedd o gyllid mewn colegau arbenigol a'r rhesymeg a roddwyd gan Lywodraeth Cymru bod hyn yn gymaradwy â hyd y ddarpariaeth sydd ar gael mewn sefydliadau AB prif ffrwd (paragraff 3 o 'Sicrhau darpariaeth i bobl ifanc ag anawsterau dysgu mewn sefydliadau addysg bellach arbenigol' 2020).

Cafodd y symudiad polisi hwn yn 2020 a'r rhesymeg oedd yn sail ar ei gyfer ei herio'n eang gan ystod o randdeiliaid, gan nad yw'n wir bod pobl ifanc yn cael eu hariannu am ddwy flynedd yn unig o addysg bellach mewn Sefydliadau Addysg Bellach. Rydym ni'n pryderu bod y polisi wedi'i seilio ar ragdybiaeth ffug a bod hyn yn rhoi pobl ifanc yng Nghymru sydd ag anghenion dysgu ychwanegol cymhleth o dan anfantais sylweddol. Mae union natur eu hanableddau a'u hanawsterau dysgu yn golygu bod y dysgwyr hyn yn cymryd hwy i ddysgu, a dylid adlewyrchu hynny yn y polisi.

Rydym ni'n creu bod y dull hwn o gosbi cynnydd dysgwyr yn annerbyniol, yn gwbl annheg, a heb ddilyn ysbryd y Côd. Dylai pobl ifanc yng Nghymru sydd ag ADY cymhleth gael cyfleoedd teg i gael mynediad i addysg bellach a gwneud cynnydd yn y fan honno er mwyn datblygu gwybodaeth a sgiliau ar gyfer eu bywydau fel oedolion wedi'r coleg. Bydd y cyfrifoldeb am addysg bellach i bobl ifanc ag ADY, lle mae'r ddarpariaeth o ran anghenion dysgu ychwanegol yn goleg AB arbenigol, yn cael ei ddatganoli i Awdurdodau Lleol wrth i agweddau ôl-16 Trawsffurfio ADY gael eu gweithredu.

Mae TSANA o'r farn na ddylai gwahanol drefniadau ariannu ar gyfer y gwahanol leoliadau addysg sy'n ofynnol i ymateb i ddarpariaeth anghenion dysgu ychwanegol unigolion roi dysgwyr o dan anfantais.

Wrth i'r cyfrifoldeb symud i'r Awdurdodau Lleol, rydym ni'n eich annog, er mwyn sicrhau tegwch i ddysgwyr, i brosesau ar gyfer rhaglenni mwy na 2 flynedd, ac mai'r mesuriadau a ddefnyddir wrth barhau i ddarparu cyllid yw dyheadau a chyflawniadau'r dysgwyr.