



SNAP Cymru

**The Donaldson Report
A Family Perspective**

Basis for the perspectives

Parental Perspective

A focus group of 8 parents facilitated by a SNAP Cymru volunteer

Pupil Perspective

A focus group of 7 pupils facilitated by a SNAP Cymru young ambassador



What we think a curriculum should be

Parental Perspective

A curriculum that

- provides a nurturing environment
- meets their needs and builds on strengths and abilities
- provides an inclusive, stimulating environment that is relevant to their futures
- instils lifelong learning habits and capabilities

Pupil Perspective

- Good teachers - it is all about the quality of the teachers and teaching



The four defined purposes of the curriculum

Parents' Perspective

- Parents were pleased that there were to be clear purposes
- They agreed and supported the 4 purposes
- In particular the focus on the development of individuals to play their full part in society

- Parents felt that the purposes of the curriculum were implicitly inclusive, which is positive.....
- However past experience has taught them to be cautious as it has meant that the ALN element is often a bolt on unless it is explicit at the outset.



Parent perspective

- Could be improved by
 - Referring to all children and young people to ensure that additional learning needs is not a ‘bolt on after thought’
 - Being more explicit in its inclusivity – *needs to be out there more*

Pupils’ Perspective

- Life skills and social skills including communication and financial education
- Health and well being including ethics



Areas of Learning

Parent' Perspective

- Support the move to areas of Learning and Experience rather than the focus on individual subjects as
- Support the inclusion of 'experience' –
 - means more equality of opportunity to a broader meaningful curriculum
 - recognises that can build on strengths and develop potential – *'you don't know until you try or have had an opportunity to have a go'*



Areas of learning

- Ensure that the areas of learning and experience are explicit in being inclusive and the entitlement of all children is understood and non negotiable
- Languages, literacy and communication should recognise, from the outset,
 - all languages including sign language,
 - All forms of literacy including braille, PECS
 - the different forms of communication including augmented communication – Stephen Hawkins



Pupils' Perspective

- Too many subjects are lumped together, English maths and science need to be in their own group
- English and maths should be distinct from literacy and numeracy
- English and maths should be more focused for primary children



Welsh Language

Parents' Perspective

- Support the provision of education in Welsh
- Support the distinction between the language and Cwriculum Cymreig - *the learning and experience of Cwriculum Cymreig is an important element*
- We recognise that learning the Welsh language is important in Wales and need to be sensitive to individual need and not assume that children with ALN should be disapplied from Welsh

Pupils' Perspective

- It must be taught well and could teach more respect for the Welsh language and culture. It is an advantage for pupils in Wales
- It should not be compulsory after Year 9. It should be treated like any other modern foreign language such as Mandarin or German



Cross curricular responsibilities

- Support the three cross curricular responsibilities of literacy, numeracy and digital competence.
 - **Digital competency** is an enabler for many children with ALN, it an essential not a desirable - need to ensure that the use of augmented communication is recognised as digital literacy
 - **Literacy** should be viewed in its broadest terms – as outlined in previous slide
 - **Numeracy** or the application of maths is an essential both for life and to access the curriculum
- It is essential that the development of the revised curriculum includes making provision for **all** needs from the outset



Progression Steps

- Support the change to ‘Progression Steps’ and ‘Achievement Outcomes’
- However the development work in this area should include the full ability and range of needs from the outset. - *recognising the need for some sub steps that will enable the recognition of the progress made by all children and young people*
- The development work should be inclusive and be done as part of the development, it should not be done separately evidencing that the WG does value diversity and equality - *a continuum that truly reflects the range of learners in Wales*
- The ‘achievement outcomes’ should align with PCP



Accountability

Parents' Perspective

- Support
 - The move away from gathering information on a school-by-school basis – *the trend for this has had a negative impact on inclusion*
- Would be improved by
 - Strengthening the accountability of schools on the progress of individual pupils
 - A recognition of the progress made by individuals

Pupils' Perspective

- Regular assessment is fairer, it promotes the idea that school is about learning not just exams and allows all to show what they can do



To conclude

The revised curriculum has the *potential* to improve the educational outcomes and life chances for all children and young people, including those with additional learning needs

Because it

- addresses broadly based learning
- recognises the value of experiences as well as learning
- focuses on developing citizens understanding and social responsibility of all

however

- positive transformation is dependent upon the planning, development and implementation being inclusive from the outset
- inclusion becoming the mindset of the key people driving the transformation
- taking into account the pupil voice



Thank you for listening



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