

Dogfen 'Egwyddorion' Anghenion Dysgu Ychwanegol Castell-nedd Port Talbot

Ionawr 2021

*Defnyddir y ddogfen hon i lywio prosesau gwneud penderfyniadau
Awdurdodau Lleol ac Ysgolion fel y'u nodir yng Nghôd Anghenion Dysgu
Ychwanegol Cymru 2021*

1.0 Cyflwyniad

Lluniwyd y ddogfen hon i helpu gyda'r prosesau gwneud penderfyniadau ar gyfer ysgolion a'r Awdurdod Lleol (ALI) mewn perthynas â phlant a phobl ifanc ag Anghenion Dysgu Ychwanegol (ADY) o dan Fframwaith Statudol newydd Cymru (Côd Anghenion Dysgu Ychwanegol Cymru 2021).

Mae Deddf Anghenion Dysgu Ychwanegol a'r Tribiwnlys Addysg Cymru (ADYTA) 2018 yn darparu deddfwriaeth newydd ar gyfer cefnogi plant a phobl ifanc ag ADY, ac mae Côd gorfodol yn cyd-fynd â hi. Nod yr ymagwedd newydd hon, fel y'i nodir yn y côd, yw:

Cefnogi'r gwaith o 'greu system addysg gwbl gynhwysol lle rhoddir cyfle i bob dysgwr lwyddo a chael addysg sy'n diwallu ei anghenion ac sy'n ei alluogi i fynd ati i ddysgu, manteisio ar ei addysg a'i mwynhau.'

Mae'r fframwaith statudol newydd yn seiliedig ar yr egwyddorion a'r nodau allweddol canlynol:

Ymagwedd sy'n seiliedig ar hawliau lle mae safbwyntiau, dymuniadau a theimladau'r plentyn, y person ifanc a'u rhieni/gofalwyr yn ganolog i gynllunio a darparu cefnogaeth; a bod y plentyn, y person ifanc a'u rhieni/gofalwyr yn cael ei alluogi i gyfrannu cymaint â phosibl at y prosesau gwneud penderfyniadau. Gellir cyflawni hyn drwy weithredu Arfer sy'n Canolbwyntio ar yr Unigolyn (ACU).

Adnabod, ymyrryd ac atal yn gynnar a chynllunio pontio effeithiol lle mae anghenion yn cael eu hadnabod a darpariaeth yn cael ei rhoi ar waith cyn gynted â phosibl.

Cydweithredu lle mae gwasanaethau'n gweithio gyda'i gilydd i sicrhau bod ADY yn cael eu hadnabod yn gynnar, a bod cefnogaeth gydgyssylltiedig briodol yn cael ei rhoi ar waith i alluogi plant a phobl ifanc i gyflawni disgwyliadau, profiadau a deilliannau cadarnhaol.

Addysg gynhwysol lle caiff y rhan fwyaf o blant a phobl ifanc ifanc ag ADY eu cefnogi i gymryd rhan lawn mewn addysg brif ffrwd a lle y defnyddir dull lleoliad cyfan i ddiwallu anghenion dysgwyr ag ADY.

System ddwyieithog lle cymerir pob cam rhesymol i gyflwyno'r Ddarpariaeth Ddysgu Ychwanegol (DDdY) yn y Gymraeg.

Man cychwyn y prosesau gwneud penderfyniadau yng Nghastell-nedd Port Talbot, mewn perthynas ag Anghenion Dysgu Ychwanegol a Ddarpariaeth Ddysgu Ychwanegol fydd y nodau a'r egwyddorion a ddisgrifir uchod.

Cefnogir y system ADY gan broses o gydweithio a chydgynhyrchu sy'n canolbwyntio ar yr unigolyn, sy'n hwyluso trafodaeth am anghenion, canlyniadau a darpariaeth, gydag anghydfodau ac anghytundebau'n cael eu hosgoi, neu eu datrys yn gynnar.

O ganlyniad, bydd y broses o wneud penderfyniadau mewn perthynas ag ADY yng Nghastell-nedd Port Talbot yn cael ei phennu gan i ba raddau y mae ysgolion wedi gwneud ymdrechion digonol i gymhwyso'r egwyddorion hyn ac Arferion sy'n Canolbwyntio ar yr Unigolyn.

2.0 Diffiniad o ADY

At ddibenion y Ddeddf, mae'r defnydd o'r term ADY yn ymwneud â phlant a phobl ifanc unigol ag "Anghenion Dysgu Ychwanegol" h.y. mae ganddynt **anhawster dysgu neu anabledd (pa un a yw'r anhawster dysgu neu'r anabledd yn deillio o gyflwr meddygol ai peidio) sy'n galw am ddarpariaeth ddysgu ychwanegol. 00203}**

Mae llawer o blant a phobl ifanc yn debygol o brofi problemau tymor byr gyda'u dysgu ar ryw adeg, er enghraifft oherwydd cyfnod o absenoldeb o leoliad addysg a achosir gan salwch dros dro, neu am eu bod wedi dioddef profedigaeth neu ryw drawma arall. O dan yr amgylchiadau hyn, efallai y bydd angen i ysgolion gymryd camau i helpu'r plentyn neu'r person ifanc i ddal i fyny

ac/neu i atal y broblem rhag gwaethygu. Ni fyddai'r sefyllfaoedd hyn fel arfer yn cyfateb i ADY ar eu pennau eu hunain; ond mae'n bosib, mewn rhai achosion, y gallai hyn arwain at anhawster dysgu sy'n galw am DDdY.

Yn achos y plant a'r bobl ifanc hynny nad oes ganddynt anabledd wedi'i adnabod, yn y lle cyntaf, bydd modd casglu gwybodaeth am feysydd lle nad ydynt yn datblygu'n foddhaol trwy arsylwi ac asesu eu cynnydd. ([Côd ADY 20.4](#)).

Ar sail y dystiolaeth hon, gan gynnwys y data a gesglir, dylai fod yn bosib adnabod dysgwyr y mae eu cynnydd yn llai na'r disgwyl. Gellir nodweddu hyn fel cynnydd:

- sy'n sylweddol arafach na chynnydd eu cyfoedion sy'n dechrau o'r un llinell sylfaen;
- nad yw'n cyfateb i nac yn rhagori ar gyfradd cynnydd flaenorol y plentyn neu'r person ifanc; neu
- nad yw'n cau'r bwlch cyrhaeddiad rhwng y plentyn neu'r person ifanc a'i gyfoedion, neu sy'n gwneud y bwlch yn fwy, er gwaethaf cymorth penodol i gau'r bwlch (e.e. addysgu gwahaniaethol). ([Côd ADY 20.8](#)).

2.1 Diffiniad o ADY – ymagwedd 2 gam

Er mwyn cadarnhau a oes gan blentyn o oedran ysgol gorfodol neu berson ifanc ADY, rhaid defnyddio'r profion canlynol.

Prawf 1 - A oes gan y plentyn neu'r person ifanc anhawster dysgu neu anabledd?

Ystyrir bod gan blentyn neu berson ifanc o oedran ysgol gorfodol neu'n hŷn anhawster dysgu neu anabledd os —

(a) os yw'n cael anhawster sylweddol fwy i ddysgu na mwyafrif y dysgwyr eraill sydd o'r un oedran

neu

(b) os oes ganddo anabledd at ddibenion Deddf Cydraddoldeb 2010 sy'n ei atal neu'n ei lesteirio rhag defnyddio cyfleusterau addysg neu hyfforddiant a ddarperir yn gyffredinol ar gyfer eraill sydd o'r un oedran mewn ysgolion prif ffrwd a gynhelir neu sefydliadau prif ffrwd yn y sector addysg bellach.

Os mai 'oes' yw'r ateb i'r naill gwestiwn neu'r llall (neu'r ddau gwestiwn), mae angen bwrw ymlaen i gymhwyso'r ail brawf. **Os mai 'nac oes' yw'r ateb i'r ddau gwestiwn, nid oes gan y plentyn neu'r person ifanc ADY.**

Prawf 2 - A yw'r anhawster dysgu neu'r anabledd yn galw am DDdY?

Yr ail brawf yw a yw anhawster dysgu neu anabledd y plentyn neu'r person ifanc yn galw am DDdY. Gall DDdY fod ar sawl ffurf; gall gynnwys unrhyw gymorth sy'n digwydd y tu mewn neu'r tu allan i'r ystafell ddosbarth brif ffrwd, lle mae'n ychwanegol at, neu'n wahanol i, y cymorth a ddarperir yn gyffredinol i eraill o'r un oedran. Gellid darparu DDdY hefyd mewn lleoliadau y tu allan i'r ysgol neu mewn rhai amgylchiadau a/neu gan weithwyr proffesiynol allanol.

I berson tair oed neu'n hŷn, mae "**Darpariaeth Ddysgu Ychwanegol**" yn golygu darpariaeth addysgol neu ddarpariaeth hyfforddiant sy'n ychwanegol at yr hyn, neu sy'n wahanol i'r hyn, a wneir yn gyffredinol i eraill sydd o'r un oedran

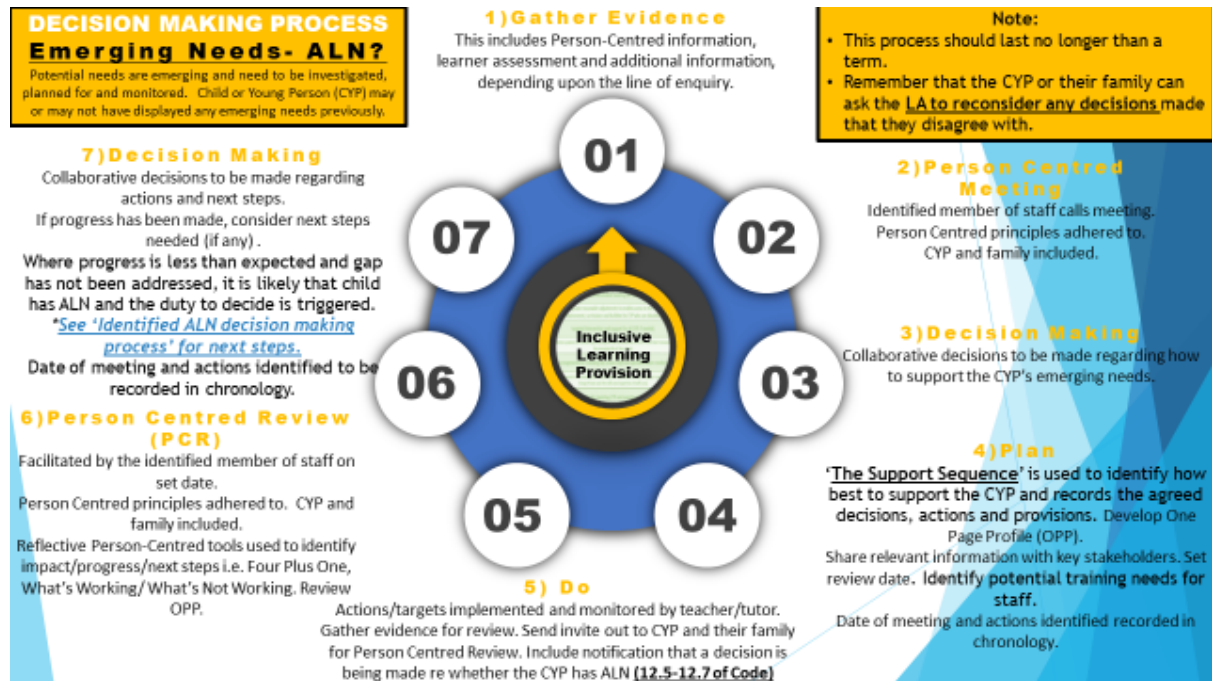
(a) ysgolion prif ffrwd a gynhelir yng Nghymru;

(b) sefydliadau prif ffrwd yn y sector addysg bellach yng Nghymru; neu

(c) lleoedd yng Nghymru lle darperir addysg feithrin.

Os oes gan y plentyn neu'r person ifanc anhawster dysgu neu anabledd sy'n galw am DDdY, mae gan y plentyn neu'r person ifanc ADY at ddibenion y Ddeddf. Os cytunwyd bod gan blentyn neu berson ifanc ADY a bod angen DDdY i'w sicrhau, bydd Cynllun Datblygu Unigol (CDU) yn cael ei ddrafftio a'i gynnal.

Er mwyn helpu gyda'r broses o wneud penderfyniadau mewn perthynas ag a oes gan blentyn neu berson ifanc ADY, mae ALI Castell-nedd Port Talbot, mewn cydweithrediad â Rhanbarth y De-orllewin, wedi datblygu'r broses fesul cam ganlynol sy'n seiliedig ar Arferion sy'n Canolbwyntio ar yr Unigolyn:



3.0 Darpariaeth Ddysgu Ychwanegol – CDU a gynhelir gan ALI neu Ysgol?

Mae Adran 12.44 y Côd yn nodi:

Dylai awdurdodau lleol, mewn ymgynghoriad ag ysgolion a gynhelir ganddynt ac unrhyw bersonau eraill sy'n briodol yn eu tyb nhw, sefydlu a chyhoeddi cyfres o egwyddorion i'w dilyn wrth benderfynu a yw'n rhesymol i ysgol sicrhau'r Ddarpariaeth Ddysgu Ychwanegol (DDdY) sydd ei hangen ar ddisgybl neu a ddylai'r awdurdod wneud hynny. ***Dylai'r*** egwyddorion ymwneud â:

- Graddau a hyd cyfnod y cyngor gan arbenigwyr allanol y mae'n debygol o fod yn afresymol i ysgol ei sicrhau;
- Y cyfarpar y mae'n debygol o fod yn afresymol i ysgol ei ddarparu;
- Dwyster a hyd cyfnod y cymorth a graddfa ymgysylltiad y staff mewnol (gan gynnwys y CADY) yn yr ysgol y mae'n debygol o fod yn afresymol i ysgol ei ddarparu.

CDU a gynhelir gan yr ysgol

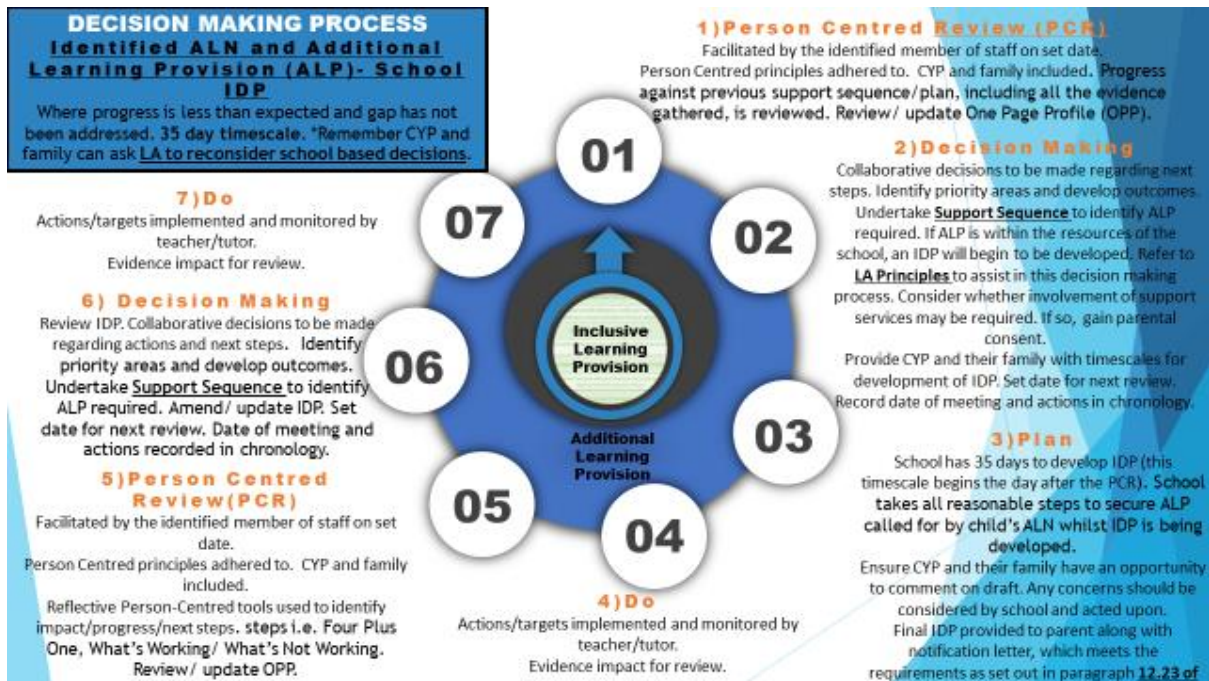
Os penderfynir bod gan blentyn neu berson ifanc ADY, yna mae angen paratoi Cynllun Datblygu Unigol (CDU). ***Yn y rhan fwyaf o achosion***, mae'r penderfyniad ynghylch a oes gan ddisgybl ADY ac ar gyfer paratoi a chynnal CDU, yn cael ei wneud gan yr ysgol a gynhelir drwy'r gyllideb ddirprwyedig. Felly, bydd ysgolion hefyd yn gyfrifol am sicrhau'r Ddarpariaeth Ddysgu Ychwanegol sydd ei hangen ar gyfer y rhan fwyaf o ddysgwyr ag ADY. Bydd unrhyw benderfyniad ynghylch a ellir disgwyl yn rhesymol i ysgol a gynhelir sicrhau'r DDdY yn seiliedig ar yr egwyddorion a amlinellir isod.

Wrth wneud penderfyniadau ynghylch a ddylai ysgol neu'r ALL ddatblygu a chynnal y CDU, bydd yr ALL yn ymwybodol o'r amgylchiadau a amlinellir yn [adran 12.43 y Côd ADY](#), lle gallai fod yn afresymol i'r ysgol sicrhau DDdY.

Mae'r rhain yn cynnwys achosion lle mae'r canlynol yn berthnasol i'r dysgwr:

- Mae gan y plentyn gyflwr llai cyffredin neu gyflwr prin sy'n galw am arbenigedd na all yr ysgol ei ddarparu (er enghraifft anawsterau dysgu dwys a lluosog);
- Er mwyn diwallu anghenion y plentyn, mae ar yr ysgol angen cyngor a chymorth rheolaidd gan asiantaethau allanol sydd y tu hwnt i'r hyn y gellir ei drefnu'n rhesymol gan yr ysgol (er enghraifft mewnbwn arbenigol wythnosol gan rywun sy'n arbenigo mewn darllen Braille neu Athro Cymwysedig Pobl fyddar);
- Mae ar y plentyn angen cyfarpar y gellir ei ddefnyddio gan un disgybl yn unig neu na ellir ei aildefnyddio neu sydd y tu hwnt i adnoddau rhesymol yr ysgol; **neu**
- Mae ar y plentyn angen cymorth dyddiol dwys iawn na ellir yn rhesymol ei gyllido neu ei sicrhau o gyllideb yr ysgol. (25 awr neu'n fwy o gymorth gan CA).

Er mwyn helpu gyda phenderfynu a oes angen CDU a gynhelir gan yr ysgol ar blentyn neu berson ifanc, mae'r ALL wedi datblygu'r broses gam wrth gam ganlynol.



CDU a gynhelir gan Awdurdodau Lleol

Mewn rhai achosion, mae'r penderfyniad ynghylch a oes gan ddisgybl ADY ac ar gyfer paratoi a chynnal CDU naill ai'n cael ei gyfeirio a/neu ei gwblhau gan yr Awdurdod Lleol. Mae dau achos lle mae'n ofynnol i ysgol a gynhelir **gyfeirio achos plentyn at awdurdod lleol** yn hytrach na phenderfynu drosto'i hun a oes gan y plentyn ADY:

- Pan fo'r disgybl wedi'i gofrestru'n ddeuol ([paragraff 12.37 o'r Côt ADY](#))
- Os yw'r plentyn yn derbyn gofal ([pennod 14 o'r Côt ADY](#))

Yn yr achosion hyn, bydd gan ALI Castell-nedd Port Talbot ddyletswydd i benderfynu a datblygu'r CDU a bydd yn cynnal y CDU drwy'r adnoddau dirprwyedig i'r ysgol.

Mae Pennod 12.39 o'r Côt ADY hefyd yn nodi y gall ysgol a gynhelir ddewis cyfeirio achos plentyn at awdurdod lleol, ond ni chaif yr ysgol wneud hyn oni bai ei bod o'r farn bod gan y plentyn ADY:

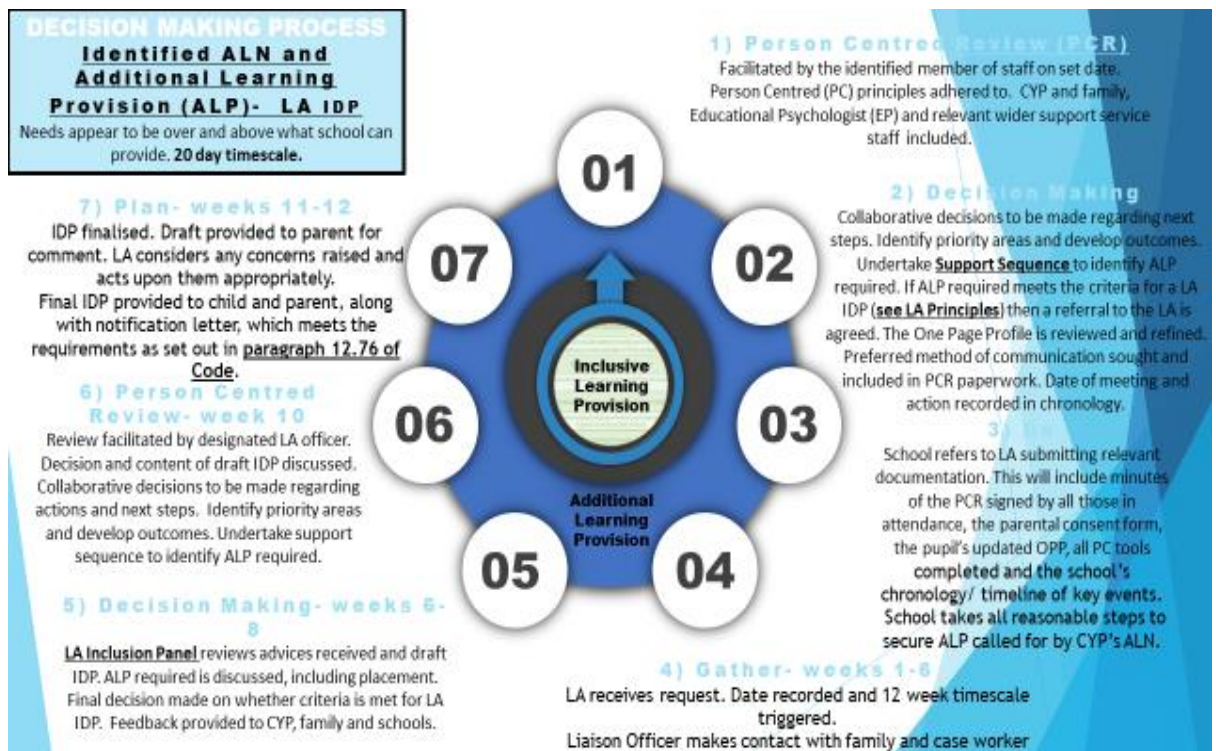
- a) a allai alw am DDdY na fyddai'n rhesymol i'r ysgol ei sicrhau;
- b) na all bennu eu graddau neu eu natur yn ddigonol, neu
- c) na all benderfynu'n ddigonol ar DDdY ar eu cyfer.

Bydd ALI Castell-nedd Port Talbot yn cynnal CDUau ar gyfer y disgyblion hynny y mae angen 25 awr neu fwy o gymorth Cynorthwy-ydd Addysgu arnynt i ddarparu'r DDdY. Ariennir y cyllid ar gyfer oriau CA gan gyllideb ddirprwyedig yr ysgol.

Bydd ALI Castell-nedd Port Talbot hefyd yn cynnal CDUau ar gyfer y disgyblion hynny y mae angen iddynt fynychu ysgol arbennig neu leoliad canolfan cymorth dysgu (CCD).

Dylai'r ysgol weithredu'n brydlon i ystyried a ddylid cyfeirio achos y plentyn ac o ganlyniad wneud unrhyw atgyfeiriad. Yn y rhan fwyaf o achosion, dylai'r ysgol allu gwneud yr atgyfeiriad o fewn 20 niwrnod ysgol (os nad yn gynt) i'r dyddiad y caiff y ffaith fod gan y plentyn ADY ei dwyn i'w sylw, neu ei bod yn dod i'r amlwg iddi fel arall ac na ellir disgwyl yn rhesymol iddi ddarparu ar eu cyfer o'i hadnoddau ei hun. I gael rhagor o wybodaeth am wneud atgyfeiriad i'r Awdurdod Lleol, gweler [pennod 12 o'r Côt ADY](#) a'r ddogfen CDUau a gynhelir gan Awdurdod Lleol Castell-nedd Port Talbot – Canllawiau ar gyfer Ceisiadau Ysgol (2021).

Er mwyn helpu gyda'r broses o wneud penderfyniadau mewn perthynas ag a yw plentyn neu berson ifanc yn bodloni'r egwyddorion ar gyfer CDU a gynhelir gan yr ALI yng Nghastell-nedd Port Talbot, cymhwysir y broses fesul cam ganlynol:



4.0 Egwyddorion ar gyfer penderfynu a ddylai ysgol neu ALL sicrhau DDdY

Mae'r Côt ADY yn cydnabod y bydd y graddau y mae ysgol neu leoliad arall yn diwallu anghenion pob plentyn a pherson ifanc yn cael dylanwad uniongyrchol ar natur y Ddarpariaeth Ddysgu Ychwanegol (DDdY) sy'n debygol o fod yn ofynnol gan ddysgwyr ag ADY, yn ogystal â'r adeg pan fydd angen DDdY.

Mae'r Côt ADY yn gosod dyletswydd ar ALL Castell-nedd Port Talbot i adolygu ei drefniadau ar gyfer plant a phobl ifanc ag ADY, yn ogystal â rhai Cyrff Llywodraethu ysgolion a gynhelir. Mae hyn yn cynnwys rhoi sylw i lefel y DDdY sydd ar waith. Mae'r Côt ADY (**Pennod 7 paragraff 7.10**) yn ei gwneud yn ofynnol i bob ALL gasglu tystiolaeth i'r graddau bod y canlynol ar gael mewn ysgolion a gynhelir:

- (a) addysgu gwahaniaethol o ansawdd uchel ar gyfer plant a phobl ifanc unigol;
- (b) ymyriadau a chymorth wedi'i dargedu i blant a phobl ifanc ag ADY;
- (c) systemau effeithiol i fonitro cynnydd a chyrhaeddiad plant a phobl ifanc ag ADY ac i'w cynnwys ym mywyd pob dydd yr ysgol;
- (d) trefniadau ar gyfer cynnwys arbenigwyr mewn achosion lle mae'n briodol gwneud hynny;
- (e) trefniadau ar gyfer adolygu effeithiolrwydd ymyriadau a ddefnyddiwyd i gefnogi plant a phobl ifanc ag ADY a sgiliau ac arbenigedd staff;
- (f) trefniadau ar gyfer cynnwys plant, pobl ifanc a rhieni ar bob cam.

Bydd Gwasanaeth Cynhwysiad Castell-nedd Port Talbot mewn cydweithrediad â Swyddogion Cefnogi Addysg yn gweithio gydag ysgolion i sicrhau eu bod yn gallu cyflawni eu rhwymedigaethau statudol mewn perthynas â'r disgwyliadau uchod. Ceir rhagor o wybodaeth am hyn yn nogfen *Disgwyliadau Anghenion Dysgu Ychwanegol Castell-nedd Port Talbot* (i'w chyhoeddi). Bydd yr ALL yn cefnogi ysgolion, yn darparu hyfforddiant ac yn helpu i ddatblygu ac ymgorffori systemau a phrosesau i sicrhau'r uchod. Efallai y bydd angen adolygu dulliau ariannu.

Darpariaeth Ddysgu Gynhwysol (DDdG)

Disgwylir i bob lleoliad addysg roi strategaethau addysgu gwahaniaethol a/neu ymyriadau eraill wedi'u targedu ar waith a gynlluniwyd i fynd i'r afael â bwlch cyrhaeddiad ac felly sicrhau gwell cynnydd i ddysgwyr. Mae'r strategaethau a'r ymyriadau hyn yn rhan o'r ddarpariaeth dysgu ac addysgu o ansawdd uchel sydd ar gael yn gyffredinol i bob dysgwr yn y lleoliad ac fe'i gelwir yn 'Ddarpariaeth Ddysgu Gynhwysol'. Ceir rhagor o wybodaeth am y disgwyliadau ar ysgolion i ddarparu Darpariaeth Ddysgu Gynhwysol yn nogfen *Disgwyliadau Anghenion Dysgu Ychwanegol Castell-nedd Port Talbot*.

Darpariaeth Ddysgu Ychwanegol (DDdY)

Os nad yw dysgwr yn gwneud cynnydd priodol yn ei ddysgu a/neu os nad ymdrinnir ag unrhyw rwystrau i ddysgu drwy Ddarpariaeth Ddysgu Gynhwysol,

neu mae'n cael anawsterau sylweddol fwy i ddysgu na'r rhan fwyaf o blant eraill o'r un oed, yna efallai y bydd angen pecyn cymorth wedi'i dargedu'n well fel y gall wneud cynnydd a chyflawni'i botensial. Gall hyn gynnwys ymyriad a chymorth gan ddefnyddio arbenigedd yn yr ysgol neu drwy gymorth asiantaeth allanol.

Bydd y broses i benderfynu a ddylai ysgol neu'r ALI sicrhau'r DDdY, ac yna gynnwys y CDU, yn seiliedig ar y dystiolaeth ganlynol gan yr ysgol:

- tystiolaeth nad yw'n rhesymol sicrhau DDdY yno; neu
- nad yw'n gallu pennu natur na graddau ADY disgybl; neu
- bod anallu i bennu'n ddigonol y CDU sydd ei angen i ddiwallu anghenion dysgwr.

Os ceir atgyfeiriad gan ysgol, rhaid i ALI Castell-nedd Port Talbot benderfynu a oes gan y dysgwr ADY ai peidio gan ddefnyddio'r dull 2 gam a ddisgrifir yn adran 2.1.

Os bydd ALI Castell-nedd Port Talbot yn derbyn atgyfeiriad yn uniongyrchol gan riant/ofalwr neu weithiwr proffesiynol arall, bydd yr ALI yn ystyried a yw'r ysgol yn y sefyllfa orau i benderfynu a oes gan y dysgwr ADY ai peidio. Mewn achosion lle penderfynir ar hyn, bydd ALI Castell-nedd Port Talbot yn hysbysu'r ysgol a'r ysgol sy'n gyfrifol am benderfynu.

Yn ogystal ag asesu tystiolaeth mewn perthynas â'r ddarpariaeth ddysgu gynhwysol, bydd ALI Castell-nedd Port Talbot hefyd yn ystyried ei drefniadau i gefnogi ysgolion, gan gynnwys i ba raddau y defnyddir ei gyllideb ADY ddirprwyedig ar gyfer cymorth o'r fath. Bydd hefyd yn ystyried defnyddio'i wasanaethau cymorth ei hun a'r rhai a sicrhawyd gan bartneriaid gwella ar gyfer dysgwyr ag ADY.

Graddio angen ac ymateb

Dylai ysgolion a gynhelir ac awdurdodau lleol fabwysiadu ymateb fesul cam mewn perthynas â phlant a phobl ifanc ag ADY, gan ddefnyddio ystod eang o

strategaethau. " Mae hyn yn golygu y dylai'r DDdY sy'n cael ei gwneud fod ar y lefel isaf sy'n angenrheidiol i ddiwallu'r anghenion a nodwyd ar gyfer y plentyn neu'r person ifanc" ([Côd ADY 20.23](#)).

Yn benodol, dylai ysgolion wneud defnydd llawn o'u hadnoddau sydd ar gael cyn cyflwyno arbenigedd arbenigol i helpu i gefnogi. Mewn llawer o achosion, bydd y DDdY a gyflwynwyd i ddechrau'n golygu bod anghenion y plentyn neu'r person ifanc yn cael eu diwallu neu eu datrys yn llawn. Dim ond ar gyfer y plant neu'r bobl ifanc hynny y mae eu cynnydd yn parhau i beri pryder, y mae cynnydd neu wahanol DDdY yn debygol o fod ei angen. Efallai y bydd angen llai yn hytrach na mwy o DDdY ar rai plant neu bobl ifanc yn raddol, os yw ymyriadau'n llwyddiannus.

Gall asiantaethau allanol gefnogi'r broses o benderfynu a oes gan berson ADY a phenderfynu ar y DDdY sy'n ofynnol mewn nifer o ffyrdd. Gallant gynnig cyngor a chefnogi staff gyda strategaethau neu gael rhagor o wybodaeth, cynnal asemiadau a/neu arsylwadau i ddarparu rhagor o wybodaeth am anghenion y plentyn neu'r person ifanc, ac awgrymu ymyriadau a mathau eraill o ddarpariaeth. Efallai mai asiantaethau allanol hefyd fyddai'r corff priodol i ddarparu'r DDdY sy'n ofynnol. Rhaid i bob CADY sicrhau gwasanaethau perthnasol a fydd yn cefnogi DDdY disgybl yn ôl y gofyn. Bydd angen cefnogaeth asiantaethau allanol a gweithwyr proffesiynol ar rai dysgwyr ag ADY. Cyfrifoldeb y CADY fydd cysylltu â'r gwasanaethau arbenigol hyn a phan fydd cytundeb i ddarparu gwasanaethau o'r fath, sicrhau bod y rhain yn cael eu sicrhau.

5.0 Ariannu

Bydd gan bob Cynllun Datblygu Unigol (CDU) adnoddau o gyllidebau dirprwyedig ysgolion. Fel sy'n wir ar hyn o bryd, y disgwyliad yw i ysgolion fodloni'r Ddarpariaeth Ddysgu Ychwanegol (DDdY) ar gyfer pob disgybl ag Angen Dysgu Ychwanegol (ADY), o fewn eu cyllideb ddirprwyedig. Nid oes cyllid ychwanegol ar gyfer disgyblion prif ffrwd neu ysgol arbennig/ganolfan cymorth dysgu ag ADY a gedwir gan yr awdurdod lleol.

Bydd angen i CADY yr ysgol a'r rheini sy'n gyfrifol am wneud penderfyniadau mewn perthynas â'r DDdY fod â gwybodaeth am y cyllid a'r adnoddau sydd ar gael iddynt. Bydd disgyblion ag ADY a nodwyd yn cael cymorth priodol wedi'i dargedu ar yr adeg gywir. Anogir ysgolion i ddefnyddio cyllid ar gyfer ymyriadau penodol, neu ar gyfer cymorth tymor hwy, a fydd yn cael ei nodi yn CDU pob disgybl. Gall defnyddio cynorthwywyr addysgu helpu i gefnogi disgyblion, a gellir cyflwyno hyn ar sail un i un, fel pâr, wedi'i rannu neu ei grwpio, neu gyfuniad o'r rhain, gan ddibynnu ar y DDdY a bennir o fewn y CDU.

6.0 Offer Arbenigol

O dan Ddeddf Cydraddoldeb 2010, mae dyletswydd ar ysgolion ac awdurdodau lleol i ddarparu addasiadau rhesymol i ddysgwyr ag anableddau. Mae'r ddyletswydd hon yn cynnwys darparu 'cymhorthion cynorthwyol', neu'n symlach, darn o offer sy'n rhoi cymorth ychwanegol i ddysgwr ag anabledd. Mae'r rhan fwyaf o'r cymhorthion hyn yn rhad a byddant yn cael eu darparu i ddysgwyr o adnoddau'r ysgol. Er enghraifft, troshaenau lliw, teclyn ar gyfer gafael mewn pin ysgrifennu, desgiau ar oleddf, bysellfyrddau wedi'u haddasu a meddalwedd gyfrifiadurol. Fodd bynnag, gall darnau eraill o offer fod yn fwy arbenigol ac yn gostus. Bydd y darnau hyn o offer wedi'u pwrpasu i anghenion y dysgwr unigol a byddant wedi'u nodi drwy asesiad arbenigol gan weithiwr proffesiynol megis Therapydd Galwedigaethol, Ffisiotherapydd neu Athro Arbenigol Nam ar y Golwg neu Nam ar y Clyw. Cyfrifoldeb yr awdurdod lleol fydd archebu ac ariannu offer arbenigol o'r fath a chaiff ei gofnodi fel rhan o Ddarpariaeth Ddysgu Ychwanegol y dysgwr ar ei Gynllun Datblygu Unigol (CDU). ([Y Comisiwn Cydraddoldeb a Hawliau Dynol – Addasiadau Rhesymol i Ddisgyblion Anabl](#)) .

7.0 Anghytundebau ac Apeliadau

Mae'n debygol, o bryd i'w gilydd, y gall fod anghytundebau a gwahaniaethau o ran barn ynghylch y gofyniad am Gynllun Datblygu Unigol (CDU), neu lefel y cymorth a'r ddarpariaeth a nodir mewn CDU.

Dylai pob lleoliad addysgol ganolbwyntio ar roi cyfle i blant, pobl ifanc a'u rhieni godi pryderon neu gwestiynau ar bob cam o'r broses. Yn y rhan fwyaf o achosion, bydd ymyrryd yn gynnar a mabwysiadu ymagwedd sy'n canolbwyntio ar yr unigolyn yn osgoi anghytundebau a'r posibilrwydd o orfod symud ymlaen i fforwm datrys anghytundebau mwy ffurfiol.

Felly, anogir plant, pobl ifanc a rhieni i geisio datrys problemau gyda'r rhai sy'n ymwneud yn uniongyrchol â hwy yn y lleoliad addysg.

Mae Pennod 32.3 o'r Côt nodi *bod yn rhaid i awdurdodau lleol wneud trefniadau ar gyfer osgoi a datrys anghytundebau ynghylch arfer swyddogaethau'r corff addysg o dan ran 2 o'r Ddeddf rhwng:*

- a) *Ysgolion a gynhelir, SABau neu ALLau*
- b) *Plant a Phobl Ifanc y mae'r ALL yn gyfrifol amdanynt*

Mae gan ALL Castell-nedd Port Talbot dîm o Swyddogion Cyswllt sy'n cydweithio â'r holl randdeiliaid, gan ddefnyddio ymagwedd sy'n canolbwyntio ar yr unigolyn at geisio sicrhau'r canlyniadau gorau i ddysgwyr. Bydd y Swyddogion Cyswllt yn cefnogi disgyblion, rhieni a darparwyr addysgol i weithio tuag at ddatrys gwahaniaethau. Yn ogystal, mae ALL Castell-nedd Port Talbot yn darparu hyfforddiant i bob CADY ac Athro Newydd Gymhwysu ar *Atal Anghydfod a Datrysiaid Cynnar*.

Mae gwasanaeth datrys anghytundebau mwy ffurfiol ar gael drwy SNAP Cymru. Yn y pen draw, gellir datrys anghytundebau drwy atgyfeiriad i Dribiwnlys AAA Cymru.

8.0 Datganiad Cloi

Mae'r awdurdod lleol wedi ymrwmo i gynnal diwylliant cryf o gydweithio â'i ysgolion, ei rieni/ofalwyr ac asiantaethau partner er mwyn sicrhau'r canlyniadau gorau posib i blant a phobl ifanc Castell-nedd Port Talbot.

Bydd yr awdurdod lleol yn cefnogi ysgolion i gyflawni eu rhwymedigaethau statudol o dan y fframwaith deddfwriaethol ADY newydd. Bydd yr awdurdod lleol, ar y cyd ag ysgolion, yn ymdrechu i greu system addysg gwbl gynhwysol lle rhoddir cyfle i bob plentyn a pherson ifanc lwyddo a chael mynediad at addysg sy'n diwallu eu hanghenion ac sy'n eu galluogi i gymryd rhan, elwa o ddysgu a'i fwynhau.

Policy Approved on.....Nov 2022.

Chair of Governors 

Neath Port Talbot Additional Learning Needs 'Expectations' Document

January 2022

This document will outline the expectations placed upon schools and the Local Authority in relation to supporting pupils with Additional Learning Needs under the new legislative framework, Additional Learning Needs Code for Wales 2021

Introduction

The Additional Learning Needs and Education Tribunal Wales (ALNET) 2018 Act provides new legislation for supporting children and young people with ALN, and is accompanied by a mandatory Code. The aim of the new approach, as stated in the Code is as follows:

‘To support the creation of a fully inclusive education system where all children and young people are given the opportunity to succeed and have access to an education that meets their needs and enables them to participate in, benefit from, and enjoy learning.’

The new statutory framework is underpinned by the following key principles and aims:

A rights-based approach where the views, wishes and feelings of the child, young person and their parents / carers are central to the planning and provision of support; and the child, young person and their parents / carers are enabled to participate as fully as possible in the decision-making processes. This can be achieved through the implementation of Person Centred Practice (PCP).

Early identification, intervention and effective transition planning where needs are identified and provision put in place at the earliest opportunity.

Collaboration where services work together to ensure ALN are identified early, and appropriate co-ordinated support is put in place to enable children and young people to achieve positive expectations, experiences and outcomes.

Inclusive education which supports full participation in mainstream education, wherever feasible, and a whole setting approach to meeting the needs of children and young people with ALN.

A bilingual system where all reasonable steps are taken to deliver Additional Learning Provision (ALP) in Welsh.

What is the purpose of this guidance?

Under the new ALN system, every Local Authority (LA) has a duty to review the arrangements made by schools to meet the needs of children and young people with ALN. This is to ensure that the overall provision available is sufficient to meet need. Therefore, the purpose of this guidance is to support schools in understanding:

- What Neath Port Talbot Local Authority are expected to review;
- What is expected of mainstream schools in meeting the needs of children and young people with ALN in Neath Port Talbot;
- What is the Neath Port Talbot Local Authority offer in terms of supporting schools in meeting their statutory duties under the new legislation.

Expectations on Neath Port Talbot LA

Local Authorities, in exercising their functions under Part 2 of the Act in relation to a child of compulsory school age who should be educated in a school, must secure that the child is educated in a mainstream maintained school, namely, a maintained school which is not a special school or a Learning Support Centre (LSC). This reflects the principle that mainstream education will be in the best interests of the child or young person in most cases. The exceptions to these are limited ([Section 51 of the Act](#)).

As a result, Neath Port Talbot LA is expected to have a view on the extent to which the following are available in the maintained schools in its area:

- high quality, differentiated teaching;
- targeted intervention and support;
- effective systems for monitoring the progress and achievement of children and young people with ALN and their inclusion in the everyday life of the school;
- arrangements for involving LA and wider support service specialists in cases where it is appropriate to do so;

- arrangements for reviewing the effectiveness of interventions used to support children and young people with ALN and the skills and expertise of staff;
- arrangements for involving children and young people and parents at every stage. ([Section 7.10 of the Code](#))

In order to establish a clear picture of the capacity and effectiveness of provision for children and young people with ALN, the Inclusion Service, in partnership with Education Support Officers (ESOs), will work collaboratively with schools to review whether local arrangements are sufficient to meet need.

Neath Port Talbot LA Inclusion Service has developed a Consultation Offer of Support which is available to all schools, including mainstream, Learning Support Centres and Special Schools ([see appendix 1](#)). A comprehensive training programme is offered to all schools across the LA ([see appendix 2](#)). Neath Port Talbot LA may also need to review its existing funding mechanism for schools in relation to ALN.

Expectations on Schools

Every school should expect, in exercising its functions under the ALNET Act, to take all reasonable steps to secure provision to meet the needs of children and young people with ALN and to adhere to its underlying principle of [inclusive education](#).

Successful inclusive education is a combination of effective school leadership, providing the conditions for an inclusive and innovative environment to flourish, along with teachers having the right skills and knowledge to create inclusive classrooms. The role of the Additional Learning Needs Coordinator (ALNCo) is critical in ensuring the strategic development of inclusive practices within a school and plays an important role in advising on and contributing to the broader support provided within the education setting, as well as the professional learning for other staff members. It is for this reason that the

ALNCo is expected to be highly qualified and to actively undertake training to support their own Continuing Professional Development (CPD).

Inclusive pedagogy places emphasis on the view that teachers teach all children in a positive, inclusive environment, ensuring that every learner feels valued, respected, nurtured and has a sense of belonging. There is a shared understanding that children will progress at different rates and, as a result, there cannot be a 'one size fits all' approach to teaching. This means that every child, no matter what their barrier to learning is, has equal access to learning opportunities to succeed.

Support in developing inclusive pedagogy is available to all staff in Neath Port Talbot through regular advice and consultation opportunities with Inclusion Service staff and the Inclusion Service training menu. There are also additional opportunities provided by wider partners, such as Swansea Bay University Health Board, as well as the professional learning offer from Welsh Government and the regional training resources held within Y Storfa on the Hwb digital platform. All teaching practitioners who are involved in teaching and supporting learners with ALN will be expected to access this support regardless of previous experience, qualifications or the education setting in which they are based. As outlined in the Code:

Teaching practitioners have responsibility for their own professional learning and development; in addition, professional learning requirements ought to be identified as part of the education setting's planning process and practitioners' professional learning profiles.

For most children, their needs will be met through school, utilising **Inclusive Learning Provision (ILP)**. This includes high quality teaching and learning opportunities, differentiation and standard targeted interventions. Where ALN is identified that requires Additional Learning Provision (ALP) an IDP will be put in place. Again for most pupils, this IDP will be maintained by the school.

However, in some cases, the needs of the children will be over and above what could be reasonably expected to be provided by school, and the LA will adopt the IDP (please refer to the Neath Port Talbot Additional Learning Needs ‘Principles’ Document).



Degree of complexity – can move up or down depending on individual learner needs



Effective inclusive whole-school practice with high quality routine teaching to meet individual learner needs. Advice and support in developing whole-school capacity can be sought from external agencies as appropriate.



ALN identified, and school maintained IDP in place. Advice and guidance can be sought from external agencies to support schools in meeting the needs of individual learners. In some instances, external agencies may be directly involved with individual learners.



An LA maintained IDP is required to support the school in securing the additional learning provision to meet the needs of individual learners.

Why is there a need to improve inclusive practice in schools?

As part of the wider reform agenda, the curriculum in Wales is changing, and the Welsh Government has set out a clear statement of what is important in delivering a broad and balanced education for all learners. It sets out expectations for schools that the curriculum, built around four core purposes is accessible to **all** children and young people.

Any sustainable whole-school systemic change is dependent on creating a joint understanding and shared language of what inclusive education looks like in schools.

Successful inclusive education is a combination of effective school leadership providing the conditions for an inclusive and innovative environment to flourish, along with teachers having the right skills and knowledge to create inclusive classrooms. Therefore, a sensible place to start is ensuring that professional learning opportunities currently exist in school. This will support staff in fulfilling their professional responsibility to include all learners in their classroom.

Evidence shows that certain groups of children and young people are more vulnerable to underachievement and marginalisation. These pupils are more at risk of disengagement and social exclusion. They have more diverse needs and potentially may need more support than their peer group. This will necessitate a different way of working with an explicit focus on learning and teaching that influences a broader range of cognitive, social and emotional outcomes for children and young people.

Statutory Duties

As well as being a moral purpose for schools, inclusive practices are explicitly supported by law and the corresponding statutory duties of the Equality Act Wales (2010), the Additional Learning Needs and Education Tribunal Wales (2018) Act and the accompanying Additional Learning Needs Code for Wales 2021.

The Equality Act (2010) mandates schools to make reasonable adjustments and take positive actions for children and young people with protected characteristics to ensure equal access to education provision. It goes beyond the formal education provided, covering all school activities such as extra-curricular and leisure activities, afterschool and homework clubs, sports activities and school trips, as well as school facilities such as libraries and IT facilities.

The reasonable adjustments duty is an anticipatory and continuing one. This means that a school should not wait until it has learners with a learning difficulty or disability to make the necessary adjustments and should plan ahead through the mandatory *Strategic Equalities Plan*. It is expected that schools take action to tackle the particular disadvantage, different needs or disproportionately low participation of particular pupil groups, known as positive actions provisions, and publish its intentions through its *Accessibility Plan*. It is recommended that schools consult widely with appropriate stakeholders, including LA specialists and health professionals, to create this.

The ALNET Act makes it clear that schools must make sure that children or young people identified with ALN are included in all activities of the school. To succeed in doing so, the accompanying statutory Code makes it clear that a whole-school approach to improvement is critical and:

The ALN system relies on the knowledge and experience of teaching staff to identify ways of providing appropriate access to the curriculum for every child and young person. Meeting the needs of learners with ALN ought to be part of a whole school or institution approach to school or institution improvement. The key to this lies in the teaching staff's knowledge of each child and young person's skills and abilities. Consequently, improvements in the teaching and learning of children and young people with ALN cannot be isolated from improvements in the teaching and learning for children and young people across a school ... as a whole.

Inclusive Learning Provision

Every school will be expected to develop their Inclusive Learning Provision, which will be available for all pupils, including those with ALN. This will form the foundation for all other support or provision in schools and includes:

- 1) *Good Teaching, Learning and Differentiation.*
- 2) *Targeted teaching strategies to support each area of need.*
- 3) *Standard targeted interventions.*

Good Teaching, Learning and Differentiation.

Differentiation is a cornerstone of day-to-day Inclusive Learning Provision. Differentiation has a broad meaning, because it includes any way in which modifications are made to the content, presentation, environment or expectations of teaching and learning. It can range from something which has been carefully planned, for example a specific activity, but it can also be something that occurs in the moment, such as a pupil's response to teaching. Differentiation can occur on many levels; it can be resource-intensive, for example, using a Teaching Assistant to support a particular pupil, or it can be low-key and inexpensive, such as rephrasing a question. Crucially though, effective teachers ensure that differentiation is continuous and permeates all aspects of the lesson and is not a one-off activity, such as the use of a bespoke

worksheet or specific materials. Differentiation should be integral to all lessons.

To ensure good teaching and learning takes place and the needs of all learners within the classroom are met, it is also critical that the organisation of the learning environment itself is given careful thought and planning. For example:

- Does the seating plan take into account left-right handedness, sensory or physical needs, friendship or peer groups?
- Is the environment obstacle free and is there sufficient space for those learners who have physical/ mobility and sensory needs?
- Do all learners have easy access to materials and equipment, which will enable them to fully engage in their learning? This could include left- and right-handed equipment; reading rulers; coloured overlays; communication aids; emotional check-in systems; fiddle toys; visual timers; clear, well-contrasted, clutter-free text worksheets; desk top versions of key vocabulary word banks; and numeracy support i.e. calculators, number lines etc...

Targeted teaching strategies to support each area of need.

Where there is good teaching and learning, some pupils may start to display emerging needs or have an identified need which requires targeted strategies within the classroom. The first response to inadequate progress would often be teaching which is targeted at a learner's areas of weakness.

Staff will be expected to work in a person-centred way, with the pupil and the parents to trial and evaluate which strategies best support the pupil. The impact evidence of these targeted strategies will inform future person-centred planning and decision-making processes.

Standard targeted interventions.

Where there is good teaching and learning, and targeted strategies implemented, some pupils may also be identified to require standard targeted interventions. These are interventions that are generally made available for all children and young people of the same age and which help identify emerging needs and/or support them to make adequate progress. These are a fundamental element of high-quality, but routine, teaching and will support different emerging needs, or areas of identified needs, in the following areas:

- **Cognition & Learning**- some children and young people who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties, such as dyslexia or dyspraxia, may require specific programmes to aid progress in cognition and learning. Some of these children and young people may have associated sensory, physical and behavioural difficulties.
- **Communication and Interaction**- some children and young people might experience difficulty in one, some, or all aspects of speech, language and communication. This area of need may encompass children and young people with speech and language delay, impairments or disorders, specific learning difficulties, such as dyslexia and dyspraxia, hearing impairment and those who demonstrate features within the autistic spectrum; it may also encompass some children and young people with moderate, severe or profound learning difficulties. The range of need will include those for whom language and communication difficulties are the result of a permanent sensory or physical impairment.
- **Behaviour, Emotional and Social Difficulties**- some children and young people will demonstrate features of emotional and behavioural difficulties. They may be withdrawn or isolated, disruptive and disturbing, hyperactive or lacking concentration; they may have under-developed social skills; or present challenging behaviours.

- **Sensory and/or Physical**- this area of need includes the wide spectrum of sensory, multi-sensory and physical difficulties. The sensory range extends from profound and permanent deafness or visual impairment through to lesser levels of loss, which may only be temporary. Physical impairments may arise from physical, neurological or metabolic causes that only require appropriate access to educational facilities and equipment. Others may lead to more complex learning and social needs; some children and young people will have multi-sensory difficulties some with associated physical difficulties.

For some children and young people, their identified need will fit clearly into one of these areas, but some have needs that span two or more areas, whereas for others the precise nature of their needs may not be clear at the outset. Consequently, it is important to conduct detailed individual assessment(s) to ascertain an accurate understanding of any barriers to learning. Improving provision and reviewing its effectiveness in securing progress, should be an integral part of an assessment that informs teaching and learning.

Where additional support is needed to develop school practice, all schools and settings in Neath Port Talbot have access to the Local Offer of Support, from the LA and its wider partners, including NHS Health services, for advice on early identification and a wide range of interventions to address emerging needs.

Please refer to [Appendix 3](#) for examples of Inclusive Learning Provision.

Additional Learning Provision (ALP)

Provision, which is in addition to or different from what is normally made available in a mainstream school, is considered Additional Learning Provision. ALP will of course be an enhancement of what is available at an inclusive level and will build on highly effective practices in the first place.

In order to have a sustained impact on learning, any ALP needs to be related to whole class teaching. It should not be left to the pupil to make the links between the content of the intervention and the curriculum covered back in the classroom. Given that pupils with ALN are often those who find accessing learning difficult, the integration of the intervention with the mainstream curriculum is vital. Furthermore, the impact of the ALP will need to be monitored in terms of how effective it has been in addressing any skill deficit. Choosing the right ALP for the child and their ALN is of crucial importance.

It is reasonable to expect a school to provide specific strategies and adult-led interventions to address typical barriers to learning. It would make life much easier if it were possible to prescribe a set of evidence-based ALP for every school. However, the reality is much more complex than that, as all schools will need to provide the ALP which specifically addresses the identified barriers to learning for its own children and young people. The ALP that a school provides will be unique, contextual and will reflect the needs of its own community.

Depending upon the school context (size, location, budget), the driving force for improving ALP will be different for each school. For example, this could include a change to current or future school cohorts; the need to address underperformance of different ALN groups; access to expertise in different ways; or a decision to take a fresh look at what is happening in school. Consequently, it will be the role of the Additional Learning Needs Co-ordinator (ALNCo), in conjunction with the senior leadership team and the support of the LA, to establish what educational provision needs to be in place to support their learners with ALN.

Although it is not possible, and neither should it be, to dictate to schools what and how much ALP should be provided, it is possible to agree on minimum standards. Every school should expect, in exercising its functions under the ALNET Act and adhering to its underlying principle of inclusive education, to take all reasonable steps to secure provision which will remove barriers to learning.

Where a school considers the need to increase its capacity to provide ALP to remove barriers to learning, it will have access to a range of specialist support through the LA's Local Offer of Support and its wider partners, including health professionals.

Please see [Appendix 3](#) for examples of Additional Learning Provision

Roles and Responsibilities in school

Role of the Governing Body

The Additional Learning Needs and Education Tribunal Wales (2018) Act, specifies that the Governing Body has overall responsibility for deciding whether or not children and young people have ALN and where relevant, to prepare and maintain the IDP.

Where it is brought to the attention of, or otherwise appears to, the governing body of a maintained school in Wales that a child or young person who is a registered pupil at the school may have additional learning needs, it must decide whether the child or young person has additional learning needs.

If a governing body decides under section 11 that a child or young person has additional learning needs, it must:

a) prepare an individual development plan for him or her, unless any of the circumstances in subsection (2) apply, and

b) maintain the plan, unless the circumstances in paragraph (b) or (d) of subsection (2) apply. (Additional Learning Needs and Education Tribunal Wales Act 2018)

This responsibility, as is the case with most Governing Body functions should be carried out with the aim of taking a broadly strategic role. A strategic role means that the Governing Body decides how they want the school to carry through that responsibility and establishes a strategic framework for making this happen.

The Headteacher and other members of the school's leadership team have actual responsibility for the management and direction of the school, working within the strategic framework established by the Governing Body. The Headteacher has direct responsibility for the leadership, management, internal organisation and control of the school. The Headteacher also advises upon the Governing Body's strategic framework in addition to implementing it.

In this way, the Governing Body will meet its responsibility for deciding whether children and young people have ALN or not, by establishing a strategic framework to ensure that all learners with ALN are identified and ALP is provided to meet their needs. This will then be outlined within an IDP. The Headteacher and Senior Leadership Team will develop the systems which will identify those learners as having ALN and will put ALN in place as required. In this endeavour, the Headteacher and Senior Leadership Team will shape the school's ILP, develop Person Centred Practice and make arrangements for targeted interventions and specialist input within their setting. The Headteacher will report to the Governing Body upon the progress of these developments.

Role of the Headteacher

The Headteacher has overall responsibility for implementing ALN reform, playing a pivotal role in driving cultural change and curriculum development. Key to this is supporting the ALNCo in engaging the whole teaching community and ensuring everyone understands that reform is about whole school improvement. In order to achieve this, the ALNCo will be empowered to influence strategic decisions about ALN.

The Headteacher drives the understanding that all teachers and education staff are educators of children and young people with ALN, and the ALNCo is the individual, who at a strategic level, ensures the needs of all learners with ALN within the education setting are met.

The Headteacher must ensure that the ALNCo forms part of the senior leadership team, or has a clear line of communication to it. This will support the education setting to plan, manage and deliver its duties and responsibilities in identifying and meeting the needs of children and young people with ALN.

Role of the ALNCo

All mainstream maintained schools in Wales must designate a person who will have responsibility for co-ordinating provision for learners of ALN. That person is known as the Additional Learning Needs Co-ordinator, or ALNCo. The ALNCo is the individual who at strategic level ensures the needs of all learners with ALN are identified and met.

The ALNCo will need to be involved in the strategic co-ordination of ALN resources, such as deploying and supporting staff, planning and deciding on appropriate resources including resources required to support staff. The ALNCo must monitor the effectiveness of all Additional Learning Provision and should therefore be actively involved in decisions around budgets and resources.

The ALNCo is not expected to be directly involved with the day-to-day process of supporting every learner with ALN; this is the class teacher's responsibility. All staff who work with children and young people with ALN have a responsibility for ensuring that their needs are identified and met.

Embedding a Person Centred Approach

Embedding parental and pupil involvement is based on extensive evidence that greater parental and pupil involvement has a dramatic impact on progression, attainment and wider outcomes, as well as improved attendance and behaviour. This is especially relevant for children and young people with ALN, who are already vulnerable pupils.

As a result, the Code makes explicit that:

‘A person exercising functions under the Act, which relate to an individual child or young person, must have regard to:

A) the views, wishes and feelings of the child and the child’s parent, or the young person;

B) the importance of the child and the child’s parent or the young person participating as fully as possible in decisions relating to the exercise of the function concerned; and

C) the importance of the child and child’s parent or young person being provided with the information and support necessary to enable participation in those decisions.

This duty reflects the ethos of Person Centred Practice. ‘

A range of training and resources is available both locally, regionally and nationally to support practitioners in using Person Centred Practices.

All schools in Neath Port Talbot will have received and will continue to receive ongoing training in Person Centred Practice and Outcomes. The LA has developed a wealth of tools and resources that are available to schools to fulfil their responsibilities as outlined in the Code in relation to adopting a person centred approach. Key to the Neath Port Talbot decision making process is the role of the Person Centred Review (see the Neath Port Talbot ALN ‘Principles’ Document).

Transition

Partners have a critical role in promoting the rights and well-being of children and young people and helping them reach their full potential. They should therefore be committed to work in a manner aligned with the Principles below:

- Early planning.
- Multi agency collaboration.
- Good quality communication.
- Promote inclusion.

All of the above should be underpinned by a Person Centred approach.

It is important that transition at key stages must:

- Be developmentally appropriate and reflect the maturity, cognitive abilities, social and personal circumstances, and communication needs of the child and young person;
- Capture the holistic needs of the child and young person as they progress through their education and move into the future; and
- Be aspirational in terms of the child and young person's future goals and the outcomes that matter to them.

To ensure a smooth transition, when a child or young person is at a critical stage in their education, the relevant body with responsibilities for preparing, considering and maintaining IDPs should plan for these changes well in advance. The Neath Port Talbot Inclusion Team is able to offer support and advice to schools and parents / carers in relation to facilitating key transitions for children and young people with ALN. Furthermore, a regional Transition Document will be made available to all schools and partners, to help with planning and implementing good transition for all learners.

Consideration should be given to Children who are Looked After in managing transitions in conjunction with the Education Coordinator for Looked After Children.

Appendix 1 – Inclusion Service Consultation Offer of Support



Inclusion Service
consultation offer of

Appendix 2 – Neath Port Talbot Inclusion Training Menu



Inclusion Service
Training Programme

Appendix 3 – Inclusive Learning Provision and Additional Learning Provision

Examples of Inclusive Learning Provision (ILP) and Additional Learning Provision (ALP)

1. Cognition and Learning

ILP	ALP
<ul style="list-style-type: none"> • A One Page Profile outlining how best to support the child/young person (CYP). • Effective differentiated teaching and learning e.g. adapting level of language used and reducing or extending tasks. • Physical layout of the classroom to meet the learning needs of all CYP e.g. designated multi-sensory area. • Short term catch up programmes (literacy and numeracy) e.g. Rapid Phonics; Rapid Reading; Rapid Maths; Read, Write, Inc. • Adapting the way teaching is delivered to meet the preferred learning style of the CYP. Does the pupil learn better using a visual, aural or kinaesthetic approach? Resources such as the Aston Index can be used to help determine this. • Use of appropriate resources to support learning opportunities e.g. numicon, multi-link cubes, number lines, word banks, spell checkers, overlays, computer software/IT programmes. 	<ul style="list-style-type: none"> • Long term targeted intervention programmes delivered either one to one or in a small group (literacy and numeracy). • One to one or small group support from a teacher and/or teaching assistant for most focused learning tasks. • Implementation of specific targeted strategies as recommended by an appropriately qualified professional e.g. educational psychologist, wellbeing practitioner, advisory teacher.

<ul style="list-style-type: none"> • Access to recording devices to support memory e.g. use of an iPad or a Dictaphone. • Precision teaching/ monitoring • Visual aids to support memory and understanding of task set. • Support for sequencing and task planning skills • Providing additional teacher check-ins to ensure material is understood. • Opportunities for teacher and/or teaching assistant support in a small group. • Allow additional thinking time to support the learner to process information provided. • Use of whole school approaches to metacognition e.g., Building Learning Power. • Use of talk partners/learning buddies. • Appropriate reward systems. • Guided reading. • Effective use of classroom based assessments such as MIST or Phonic Rocket that will determine areas of learning that will require support. • Consultation and advice at level A and B via the Inclusion Service Local Offer of Support. 	
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2. Communication and Interaction

ILP	ALP
<ul style="list-style-type: none"> • A One Page Profile outlining how best to support the CYP. • Effective differentiated teaching and learning e.g. adapting level of language used and reducing or extending tasks. • Physical layout of the classroom to meet the learning needs of all CYP e.g. designated multi-sensory area; seating plans; individual workstation. • Use of visual timetables to support CYP e.g. NOW & NEXT; individual and/or class. • Short term programmes and screening tools e.g. SMART Moves; Sensory circuits; Movers & Creators; Wellcomm; Language Link; POPAT; Spiral; ELKLAN. • Adapting the way teaching is delivered to meet the preferred learning style of the CYP. Use clear specific language, using CYP names before giving instructions. Give choices that you are in control of, limiting these to two. • Pre-teaching of subject specific/topic vocabulary. • Ensure clear and consistent structure and routine within the classroom, including supporting CYP with transition. 	<ul style="list-style-type: none"> • Long term targeted intervention programmes delivered either one to one or in a small group • One to one or small group support from a teacher and/or teaching assistant e.g. ELSA; Talkabout; RBP; Intensive Interaction; Social Stories. • Implementation of targeted communication tools e.g. PECS; Signalong; AAC. • Implementation of specific targeted strategies as recommended by a appropriately qualified professional e.g. educational psychologist, wellbeing practitioner, advisory teacher.

<ul style="list-style-type: none">• Use of appropriate resources to support learning opportunities e.g. timers.• Appropriate reward systems.• Opportunities for teacher and/or teaching assistant support in a small group.	
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3. Social Emotional and Behavioural Needs

ILP	ALP
<ul style="list-style-type: none"> • A One Page Profile outlining how best to support the CYP. • Effective differentiated teaching and learning e.g. adapting level of language used; reducing or extending tasks; differentiated timetable. • Physical layout of the classroom to meet the learning needs of all CYP e.g. designated multi-sensory area; seating plans; individual workstation; access to a safe space. • Use of visual timetables to support CYP e.g. NOW & NEXT; individual and/or class. • Short term programmes and screening tools e.g. SMART Moves; Sensory circuits; Movers & Creators; RBP; Lego Club. • Consistent relational approaches to promote connection e.g. Emotion Coaching; meet and greet; daily check ins- check outs; access to an emotionally supportive adult. • Adapting the way teaching is delivered to meet the preferred learning style of the CYP. Use clear specific language, using CYP names before giving instructions. Give choices that you are in control of, limiting these to two. • Provision of alternative learning opportunities e.g. outdoor 	<ul style="list-style-type: none"> • Long term targeted intervention programmes delivered either one to one or in a small group e.g. therapeutic focus programmes (not therapy) story writing/art; sensory programmes. • One to one or small group support from a teacher and/or teaching assistant e.g. ELSA; Talkabout; RBP; Intensive Interaction; Social stories; Teen Talk; Nurture group. • Implementation of targeted tools/programmes e.g. Teodorescu; specialised seating (as advised by Health); Thrive; Motional; Boxall; Attachment Checklist. • Implementation of specific targeted strategies as recommended by a appropriately qualified professional e.g. educational psychologist, wellbeing practitioner, advisory teacher. • Extended provision of alternative learning opportunities e.g. outdoor learning/ forest school; vocational training; differentiated timetable.

<p>learning/ forest school; vocational training.</p> <ul style="list-style-type: none">• Clear and consistent structure and routine within the classroom, including supporting CYP with transition.• Use of appropriate resources to support learning opportunities e.g. timers; fidget toys; sensory toys; emotional wellbeing apps; worry box.• Appropriate reward systems e.g. strengths based home/school communication book;• Opportunities for teacher and/or teaching assistant support in a small group.	
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4. Sensory / Physical needs

ILP	ALP
<p><u>Visual Impairment:</u></p> <ul style="list-style-type: none"> • A One Page Profile outlining how best to support the CYP. • Closing blinds to avoid glare on whiteboards / displays. • Whiteboards kept clean, new / vivid whiteboard pens. • Clear/ large teacher board writing, dictating what is written. • Turning off lights when viewing the screen. • Ensuring suitable positioning in class/ on seating plans – front / central or preferred side. • Use of clear, bold, big as you can, well contrasted print, e.g. Comic Sans / Arial font, for displays, labels and presentations. • Consider font size 18 – as an optimum print size and font size 12 as the minimum size for printed handouts / worksheets. • Allow CYP own copy of text. • Use of assistive technology e.g. iPad or Chromebook. • Do not reduce handouts from size A4 to A5. 	<p><u>Visual Impairment</u></p> <ul style="list-style-type: none"> • Ongoing and regular input from the Visual Impairment team. • Provision of a Vision Profile which is written with the support of Visual Impairment team. • Adjustments to the learning environment such as high contrast furniture / handrails and tactile/ braille labelling / displays. • Provision of a Braille trained teaching assistant. • Modifying print resources into Braille. • Braille tuition. • Touch typing or keyboard shortcuts provision. • Pre and Post tutoring. • Visual Skills Programmes. • Bespoke items of assistive technology, as recommended following individual assessment by the Visual Impairment team e.g. video magnifiers/ speech software. • Provision of tactile resources and support with their use. • Scribing of board work/ screen sharing support. • Tuition and support with cane skills. • Tuition and support with self-help and independence.

- Do not enlarge handouts from A4 to A3 to get bigger print as this will affect the clarity.

- Provide bold graph paper and bold lines on which to write.

Provide pens instead of pencils.

Hearing Impairment

- The Hearing Impairment team monitors on an ongoing and regular basis to offer advice and strategies to meet the pupil's needs, in correspondence with the outcomes of the NATSIP Eligibility Criteria.
- A One Page Profile outlining how best to support the CYP.
- Ensure a seating position away from any electronic equipment in use. Electronic equipment is generally noisy.
- An appropriate, front seating position, facing the speaker.
- Standing away from windows/direct sunlight when communicating with the child (to avoid casting a shadow over your face).
- Short term programmes and screening tools e.g. School based hearing assessment, Wellcomm; Language Link; Speech Link; POPAT.
- Turn off equipment when not being used e.g. interactive whiteboard.

- Tuition and support to enable social interaction.

- Provision of Objects of Reference.

- Provision of a trained sighted guide if required.

- Allocated time for teaching assistant to plan and modify learning resources.

- Enhanced exam concessions e.g. Scribe or a reader.

Hearing Impairment

- The Hearing Impairment team monitors on an ongoing and regular basis to offer advice and strategies to meet the pupil's needs, in correspondence with the outcomes of the NATSIP Eligibility Criteria.
- The Qualified Teacher of the Deaf (QTOD) carries out relevant assessments linked to hearing/listening, when required.
- Provision of a Hearing Profile which is written by the QToD in collaboration with relevant stakeholders
- The Hearing Impairment team support staff in the daily management of amplification.
- The Hearing Impairment team liaise with Audiology and other professionals.
- The Hearing Impairment team carries out direct intervention with the CYP as required.
- Pre and post tutoring.
- Bespoke items of assistive technology, as recommended following individual assessment by the HI Team; e.g. radio aids.

<ul style="list-style-type: none"> • Reduce external noise by closing doors and windows. • The use of rubber feet on chairs will reduce noise. • Key words, instructions and homework should be repeated/written on the screen/board. • Avoid sudden changes of subject matter as this can be confusing for a CYP with a hearing impairment. • Ensure all key messages of the lesson are recapped and the pupil understands the task set. • Provide clear instructions at an appropriate pace so the CYP is able to process the information that has been given. • Ensure the appropriate use of audio visual aids. • Recordings are preferable to live TV as they can be rewind and replayed if a point has been misheard or misunderstood. • When showing visual electronic media e.g. DVDs in a darkened room, make sure your face is illuminated before speaking, and use subtitles, where appropriate. • Audio recordings, with no lip-reading access, is difficult to follow. Provide a transcript/use a live-speaker. 	<ul style="list-style-type: none"> • Access arrangements for formal assessments e.g. additional time, live speaker for listening exams, language modified paper. This will differ for each individual. <p><u>Sensory and/ or Physical</u></p> <ul style="list-style-type: none"> • Ongoing and sustained intervention as recommended by an appropriately qualified professional e.g. educational psychologist, occupational therapist, physiotherapist, paediatrician, specialist nurse. • Ongoing advice and direct input from relevant professionals e.g. occupational therapist, physiotherapist, paediatrician, specialist nurse. • Bespoke pieces of specialist equipment as recommended by appropriate professionals e.g. an occupational therapist or physiotherapist. • Atmospherics and Tac Pac. • Sensory diet.
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- Access arrangements for informal assessments e.g. a quiet room. This will differ for each individual.
- Access arrangements for informal and formal assessments e.g. additional time, a quiet room, live speaker for listening exams. This will differ for each individual.

Sensory & Physical

- A One Page Profile outlining how best to support the CYP.
- Physical layout of the classroom to meet the learning needs of CYP with sensory and / or physical needs.
- Short term interventions e.g. Smart Moves; Teoderescu Write from the Start; Finger gym.
- The use of time out cards and the option to leave the classroom early to avoid sensory overload throughout the school day.
- The use of ear defenders; chewellery; fidget toys; sensory tents.
- Sensory circuits.
- Regular movement breaks.
- Zones of Regulation.

<ul style="list-style-type: none">• Coloured overlays, seat wedges, sloping desks, pen grips.• Use of assistive technology to record work.	
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Dyddiad: Autumn 2023

Arwyddwyd: 