

**Pecyn Cymorth Conwy a Sir  
Fflint ar gyfer Anghenion  
Dysgu Ychwanegol (ADY) 0 –  
25 oed – cliciwch am Cymraeg**

**Toolkit for Additional  
Learning Needs (ALN) 0-25  
years – click for English**



# **Pecyn Cymorth Conwy a Sir Fflint ar gyfer Anghenion Dysgu Ychwanegol (ADY) 0 – 25 oed**



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## 1. Rhagair

Mae Cyngorau Bwrdeistref Sirol Conwy a Sir y Fflint yn ymrwymo i bolisi o gynnwys pawb. Rydym fel awdurdodau'n credu'n gryf yn yr egwyddor hon, fel y mae ein hysgolion. Ein nod yw creu diwylliannau a chymunedau cynhwysol yn ein hysgol a'u bröydd a dymunwn i'r holl blant, rhieni a staff deimlo eu bod yr un mor werthfawr â phawb arall. Dymunwn hefyd chwalu rhwystrau rhag dysgu ac ennyn cyfranogiad llawn ym mywyd yr ysgol.

Rydym yn uchelgeisiol ar ran ein holl blant a phobl ifanc ac yn cydnabod mor bwysig yw sicrhau darpariaeth ac ymyriadau o ansawdd uchel i bawb, ac yn enwedig felly'r rheiny â'r anghenion addysgol mwyaf cymhleth sydd angen cefnogaeth ychwanegol er mwyn sicrhau eu bod yn cyflawni cystal ag y medrant.

Mae Conwy a Sir y Fflint hefyd yn ymrwymo i weithredu ar sail yr egwyddorion ar gyfer plant a phobl ifanc ag anghenion dysgu ychwanegol fel y'u pennir yng Nghod Anghenion Dysgu Ychwanegol Cymru 2021, sef:

- Ymagwedd yn seiliedig ar hawliau
- Adnabod yn gynnar, ymyrryd ac atal
- Cydweithio ac integreiddio
- Addysg gynhwysol
- System ddwyieithog.

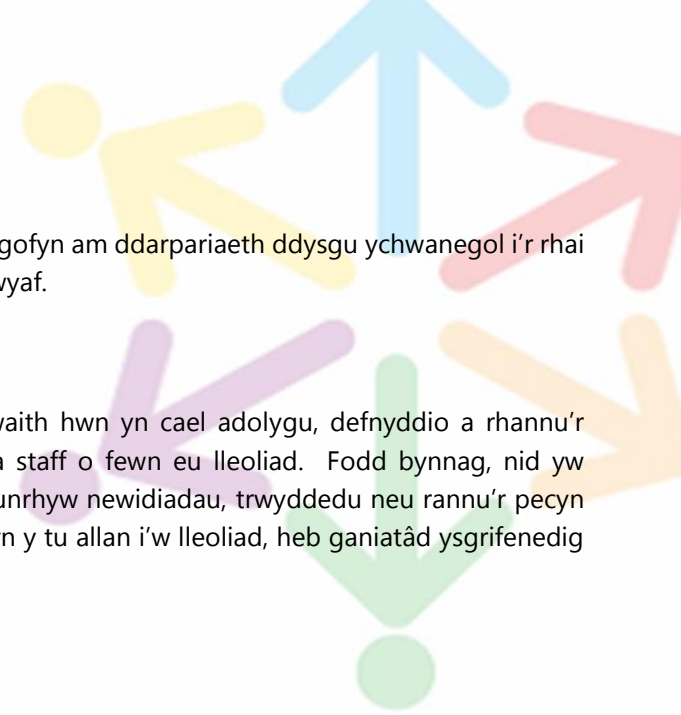
Mae'r Cod hefyd yn creu dyletswydd i fod o blaid addysgu plant mewn ysgolion prif ffrwd a gynhelir, a bydd y pecyn gwaith hwn yn ein cynorthwyo ni a'n hysgolion i gydymffurfio â'r dyletswyddau ac egwyddorion hyn.

Mae'r pecyn gwaith hwn yn cyflwyno ieithwedd a dull gweithredu cyffredin i gefnogi'r holl fudd-ddeiliaid i feithrin dealltwriaeth ar y cyd o anghenion plant a phobl ifanc a'r amrywiaeth o ymyriadau addas sydd ar gael i sicrhau y bodlonir yr anghenion hynny'n brydlon. Mae'n cynnig ymateb graddedig, gan gydnabod fod yno gontinwmm o anghenion sy'n golygu bod yn rhaid adnabod achosion ac ymyrryd yn gynnar, o'r sylfaen o addysgu gwahaniaethol o ansawdd uchel a

darpariaeth gynhwysol hyd y gofyn am ddarpariaeth ddysgu ychwanegol i'r rhai hynny sydd â'r anghenion mwyaf.

### Defnydd Awdurdodedig

Mae defnyddwyr y pecyn gwaith hwn yn cael adolygu, defnyddio a rhannu'r wybodaeth sydd ynddo gyda staff o fewn eu lleoliad. Fodd bynnag, nid yw defnyddwyr yn cael gwneud unrhyw newidiadau, trwyddedu neu rannu'r pecyn gwaith gydag unrhyw unigolyn y tu allan i'w lleoliad, heb ganiatâd ysgrifenedig a ddatganwyd gan y Cyngor.





## 2. Cydnabyddiaeth

Deillia'r pecyn gwaith hwn o gydweithio rhwng awdurdodau lleol Conwy, Sir y Fflint a Dwyrain Swydd Caer ac fe'i datblygwyd gydag amrywiaeth helaeth o weithwyr proffesiynol a budd-ddeiliaid. Hoffem ddiolch i bawb a fu'n rhan o gynhyrchu'r pecyn gwaith hwn a fydd yn ategu ein hymdrechion ar y cyd i alluogi plant a phobl ifanc i gyflawni eu llawn botensial.

Ni ellid fod wedi llunio'r canllawiau hyn heb ymrwymiad yr unigolion a'r timau a ganlyn yng Nghyngor Dwyrain Swydd Caer:

Gweithwyr proffesiynol mewn sefydliadau addysgol:

- ✚ **Andrea Booth** Swyddog Cydlynu Anghenion Addysgol Arbennig - Wilmslow Grange
- ✚ **Rebecca Charlesworth** Swyddog Cydlynu Anghenion Addysgol Arbennig - Ysgol Gynradd Wrenbury
- ✚ **Kay Clarke** Swyddog Cydlynu Anghenion Addysgol Arbennig - Ysgol Gynradd Eglwys Lloegr Sant Ioan Efenglydd
- ✚ **Dawn Cranshaw** Swyddog Cydlynu Anghenion Addysgol Arbennig - Ysgol Gynradd Gymunedol Lindow
- ✚ **Jo Glover** Swyddog Cydlynu Anghenion Addysgol Arbennig - Ysgol Uwchradd Wilmslow Pennaeth - Ysgol Adelaide
- ✚ **Sarah Martin** Swyddog Cydlynu Anghenion Addysgol Arbennig - Academi Gynradd Nantwich
- ✚ **Julia McGhie** Swyddog Cydlynu Anghenion Addysgol Arbennig - Ysgol Gynradd Bexton
- ✚ **Andrea Phelps-Brown** Swyddog Cydlynu Anghenion Addysgol Arbennig - Ysgol Gynradd Bexton
- ✚ **Andrew Pownall** Swyddog Cydlynu Anghenion Addysgol Arbennig - Ysgol Gynradd Weaver

- ✚ **Ruth Walker** Swyddog Cydlynu Anghenion Addysgol Arbennig - Ysgol Alsager
- ✚ **Alison Williams** Swyddog Cydlynu Anghenion Addysgol Arbennig - Academi Gymunedol Sant Mihangel
- ✚ **Lesley Wrenshall** Swyddog Cydlynu Anghenion Addysgol Arbennig - Ysgol Gynradd Pear Tree
- ✚ **Kate Yeomans** Swyddog Cydlynu Anghenion Addysgol Arbennig - Ysgol Adelaide
- ✚ **Chris Baggs** Coleg De Swydd Caer
- ✚ **Liz Brown** Coleg Macclesfield
- ✚ **Denise Hughes** Coleg Reaseheath
- ✚ **Gaynor Holland** *Total People*

Rhieni, Gofalwyr a Gwasanaethau Gwybodaeth, Cyngor a Chymorth:







- ✚ **Louisa Harrison** Fforwm Rhieni a Gofalwyr Dwyrain Swydd Caer
- ✚ **Claire Johnson** Fforwm Rhieni a Gofalwyr Dwyrain Swydd Caer
- ✚ **Kate Walters** Fforwm Rhieni a Gofalwyr Dwyrain Swydd Caer
- ✚ **Karen Lynch** Gwybodaeth, Cyngor a Chymorth Dwyrain Swydd Caer

Gweithwyr proffesiynol iechyd a darparwyr iechyd a gomisiynwyd:







- ✚ **Penny Hughes** Swyddog Clinigol Dynodedig – GIG Dwyrain Swydd Caer  
Grŵp Comisiynu Clinigol Swydd Caer a Grŵp Comisiynu Clinigol GIG De Swydd Caer  
Uwch-ymarferydd Iechyd Meddwl
- ✚ **Rob Lupton**
- ✚ **Gwasanaeth Therapi Iaith a Lleferydd i Blant**
- ✚ **Gwasanaeth Ffisiotherapi a Therapi Galwedigaethol i Blant**

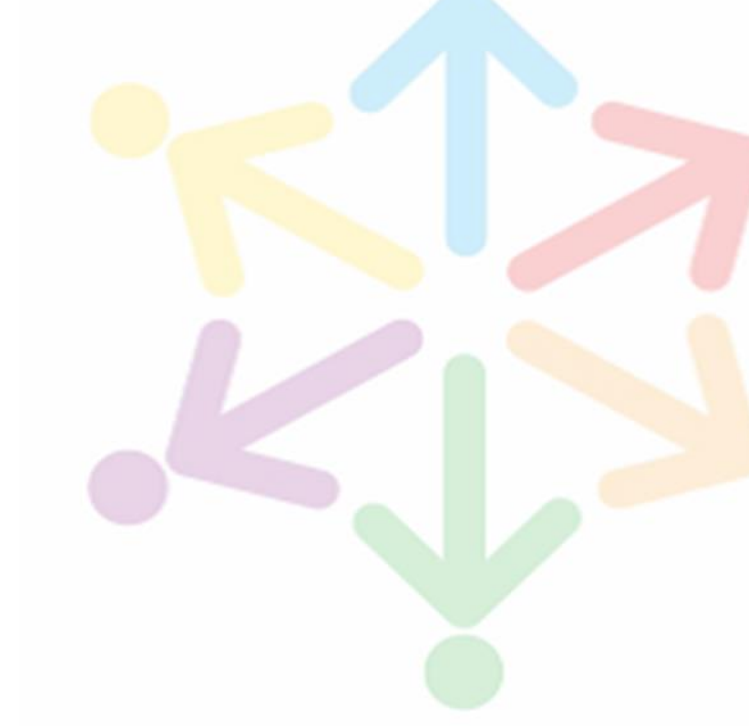
Swyddogion Cyngor Dwyrain Swydd Caer:

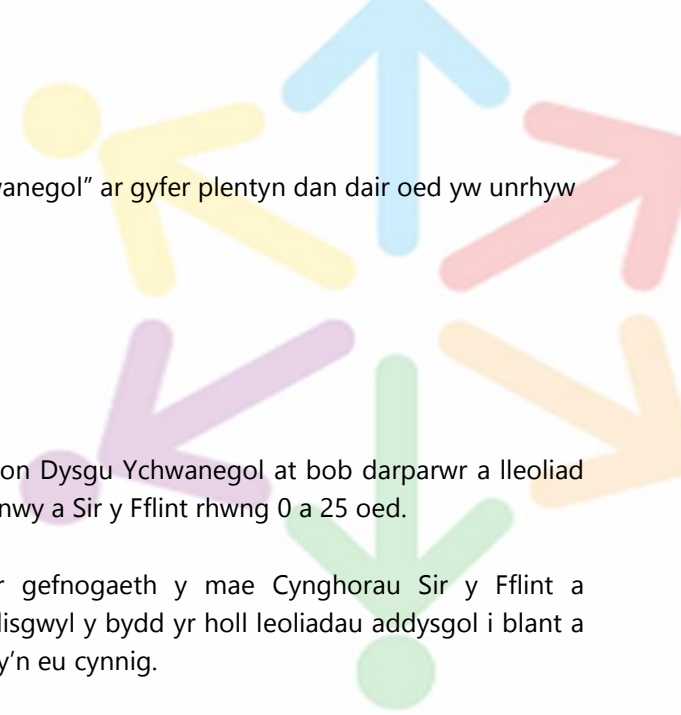
- ✚ **Tracey Beardmore-Evans** Rheolwr y Gwasanaeth Anghenion Addysgol Ychwanegol ac Anableddau
- ✚ **Ian Donegani** Pennaeth Gwasanaeth: ADY a Chynhwysiant
- ✚ **Liz Hicks** Cefnogi Busnes, y Blynnyddoedd Cynnar a Gofal Plant
- ✚ **Vicky Howarth** Rheolwr Prosiect (Anghenion Addysgol Arbennig ac Anableddau)
- ✚ **Louisa Joyce** Cydlynnydd Pontio

 <b>Kay McIntyre</b>	Rheolwr Cyflawni Ardal, y Gwasanaeth Cefnogi Ieuenctid
 <b>Sarah Ramsey</b>	Rheolwr Cyflawni Ardal, y Gwasanaeth Cefnogi Ieuenctid
 <b>Carol Sharples</b>	Rheolwr y Blynyddoedd Cynnar a Gofal Plant
 <b>Lindsey Thompson</b>	Rheolwr Gwasanaeth <i>Family Focus</i>
 <b>Alison Wallace</b>	Tîm Awtistiaeth Dwyrain Swydd Caer
 <b>Nicola West</b>	Prif Seicolegydd Addysg

Gwasanaethau Cyngor Dwyrain Swydd Caer:

-  **Tîm y Blynyddoedd Cynnar a Gofal Plant**
-  **Tîm Anghenion Addysgol Arbennig ac Anableddau**
-  **Tîm Awtistiaeth Dwyrain Swydd Caer**
-  **Gwasanaeth Ymgynnwys Synhwyrdd**
-  **Gwasanaeth Seicoleg Addysg**
-  **Tîm Cyllid Ysgolion Dwyrain Swydd Caer**





Ystyr “darpariaeth ddysgu ychwanegol” ar gyfer plentyn dan dair oed yw unrhyw fath o ddarpariaeth addysgol.

### 3. Rhagarweiniad

#### 3.1. Beth yw Anghenion Dysgu Ychwanegol (ADY)?

Mae gan blentyn neu unigolyn ifanc ADY os oes ganddynt **anhawster dysgu neu anabledd (boed yr anhawster neu'r anabledd yn deillio o gyflwr meddygol neu beidio) sy'n golygu fod angen darpariaeth ddysgu ychwanegol.**

Mae gan blentyn sydd o'r oedran ysgol gorfodol, neu rywun hŷn na'r oedran hwnnw, anhawster dysgu neu anabledd os ydynt –

- (a) yn cael llawer mwy o anhawster yn dysgu na mwyafrif y plant o'r un oed, neu
- (b) gydag anabledd at ddibenion Deddf Cydraddoldeb 2010 sy'n eu rhwystro neu'u hatal rhag defnyddio'r cyfleusterau ar gyfer addysg neu hyfforddiant a ddarperir yn gyffredinol ar gyfer eraill yr un oed mewn ysgolion prif ffrwd a gynhelir neu sefydliadau prif ffrwd yn y sector addysg bellach.

Mae gan blentyn iau na'r oedran ysgol gorfodol anhawster dysgu neu anabledd os ydynt yn debygol o ddod o fewn yr is-adran uchod pan fyddant yn cyrraedd yr oedran ysgol gorfodol, neu'n debygol o wneud os na chynigir darpariaeth ddysgu ychwanegol.

**Ystyr “darpariaeth ddysgu ychwanegol”** ar gyfer rhywun tair oed neu hŷn yw darpariaeth addysg neu hyfforddiant sy'n ychwanegol at yr hyn a gynigir yn gyffredinol i eraill sydd o'r un oedran, neu'n wahanol -

- (a) ysgolion prif ffrwd a gynhelir yng Nghymru,
- (b) mewn sefydliadau prif ffrwd yn y sector addysg bellach yng Nghymru, neu
- (c) lleoedd yng Nghymru lle darperir addysg feithrin.

#### 3.2. Diben y ddogfen hon

Anelir y Pecyn Gwaith Anghenion Dysgu Ychwanegol at bob darparwr a lleoliad addysg i blant a phobl ifanc Conwy a Sir y Fflint rhwng 0 a 25 oed.

Mae'n nodi'r ddarpariaeth a'r gefnogaeth y mae Cynghorau Sir y Fflint a Bwrdeistref Sirol Conwy'n ei ddisgwyl y bydd yr holl lleoliadau addysgol i blant a phobl ifanc Sir y Fflint a Chonwy'n eu cynnig.

Diben y pecyn yw rhoi cyfarwyddyd manwl ynglŷn â sut y gall lleoliadau addysgol adnabod plant a phobl ifanc ag anghenion o wahanol fathau a lefelau, ynghyd â gwybodaeth am y camau priodol i'w cymryd a strategaethau i'w cefnogi. Mae hefyd yn rhoi gwybodaeth eglur ynglŷn ag adnabod ADY a sefyllfaoedd lle gallai fod gofyn am Ddarpariaeth Ddysgu Ychwanegol a llunio Cynlluniau Datblygu Unigol, neu ddarparu gwasanaethau arbenigol.

### 4. Y Continwwm ADY

#### 4.1. Mathau o Anghenion

Mae'r term “Anghenion Dysgu Ychwanegol” yn cynnwys amryw fathau o anghenion o wahanol lefelau, a dylai'r ddarpariaeth ddysgu ychwanegol i blentyn neu unigolyn ifanc gyfateb yn benodol i'w hangen dysgu ychwanegol. Mae *Cod Anghenion Dysgu Ychwanegol Cymru 2021 yn pennu pedwar o feysydd cyffredinol o anghenion* ac fe'u nodir dros y tudalen. Yn y meysydd hynny ceir amrywiaeth o anghenion y dylai darparwyr a lleoliadau addysgol gynllunio ar eu cyfer.

## Mathau o Anghenion

### Gwybyddiaeth a Dysgu



Efallai y bydd angen cymorth ag anawsterau dysgu pan mae plant a phobl ifanc yn dysgu'n arafach na'u cyfoedion. Mae anawsterau dysgu'n cynnwys amrywiaeth helaeth o anghenion, gan gynnwys:

- **Anawsterau dysgu cymedrol**
- **Anawsterau dysgu difrifol** - pan mae plant a phobl ifanc yn debygol o fod ag angen cymorth ymhob maes o'r cwricwlwm ynghyd ag anawsterau cysylltiedig â symudedd a chyfathrebu.
- **Anawsterau dysgu dwys a lluosog** - pan mae plant a phobl ifanc yn debygol o fod ag anawsterau dysgu difrifol a chymhleth yn ogystal ag anabledd corfforol neu nam ar y synhwyrâu.
- **Anawsterau dysgu penodol** - sy'n effeithio ar un neu fwy o agweddau penodol ar ddysgu. Mae hyn yn cynnwys amrywiaeth o gyflyrau fel dyslecsia, dyscalcwlia a dyspracsia.

### Cyfathrebu a Rhyngweithio



Mae hyn yn cynnwys:

#### Anghenion lleferydd, iaith a chyfathrebu

Mae plant a phobl ifanc ag anghenion lleferydd, iaith a chyfathrebu'n ei chael yn anodd cyfathrebu ag eraill.

- Gallai hynny fod oherwydd anhawster dweud yr hyn y mae arnynt eisiau'i ddweud fel bod eraill yn eu deall,
- trafferth deall beth mae pobl yn ei ddweud wrthynt
- , neu fethu â deall neu ddefnyddio rheolau cymdeithasol wrth gyfathrebu (gan gynnwys plant a phobl ifanc â diagnosis o **Anhwylder yn y Sbectrum Awtistig**).

Mae'n cynnwys plant a phobl ifanc ag anawsterau iaith a chyfathrebu o ganlyniad i

- nam synhwyradd neu gorfforol
- parhaol.

### Ymddygiad, a datblygiad emosiynol a chymdeithasol



Gallai plant a phobl ifanc wynebu amrywiaeth o anawsterau cymdeithasol ac emosiynol sy'n dod i'r amlwg mewn nifer o ffyrdd.

Gall hyn gynnwys **mynd i'w cragen** neu fod yn **ynysig** yn ogystal â dangos **ymddygiad heriol, trafferthus neu sy'n peri pryder**.

Gallai ymddygiad fel hyn fod oherwydd anawsterau iechyd meddwl fel gorbryder neu iselder, hunan-niweidio, camddefnyddio sylweddau, anhwylderau bwyta neu symptomau corfforol nad oes esboniad meddygol yn eu cylch.

Gallai plant a phobl ifanc eraill fod ag anhwylderau fel **anhwylder diffyg canolbwytio (ADD), anhwylder diffyg canolbwytio a gorfywiogrwydd (ADHD)** neu **anhwylder ymlyniad (AD)**.

### Anghenion Synhwyradd a/neu Gorfforol



Mae ar rai plant a phobl ifanc angen darpariaeth ddysgu ychwanegol oherwydd anabledd sy'n eu rhwystro rhag defnyddio'r cyfleusterau addysgol a ddarperir yn gyffredinol neu'n ei gwneud yn anodd iddynt. Mae hynny'n cynnwys plant a phobl ifanc â:

- **Nam ar y golwg**
- **Nam ar y clyw**
- **Nam amsynnwyr** (cyfuniad o anawsterau gyda'r golwg a'r clyw)
- **Anabledd corfforol**

*"Mae'r maes angen hwn yn cynnwys yr ystod eang o anawsterau synhwyradd, amsynhwyradd a chorfforol. Mae'r ystod synhwyradd yn ymestyn o fyddardod neu nam ar y golwg dwys a pharhaol drwodd i lefelau llai o golled, a all fod yn rhai dros dro yn unig. Gall namau corfforol ddeillio o achosion corfforol, niwrolegol neu fetabolig sy'n gofyn am fynediad priodol at gyfleusterau ac offer*



*addysgol yn unig; gall eraill arwain at anghenion dysgu a chymdeithasol mwy cymhleth; bydd gan rai plant a phobl ifanc anawsterau aml-synhwyrdd, rhai ohonynt ag anawsterau corfforol cysylltiedig.*" (Cod ADY Cymru 2021)

Y diben wrth adnabod ADY yw penderfynu pa gamau y mae'n ofynnol i'r sefydliad addysgol eu cymryd, yn hytrach na rhoi plentyn neu unigolyn ifanc mewn rhyw gategori penodol. Yn ymarferol, mae anghenion plant a phobl ifanc yn aml iawn yn ymwneud â'r holl feysydd hyn, a gallai'r anghenion newid dros amser yn ôl eu math a'u dwyster. Dylai'r cymorth a ddarperir i blentyn neu unigolyn ifanc fod yn seiliedig bob amser ar ddealltwriaeth drylwyr o'u cryfderau ac anghenion penodol.

## 4.2. Lefelau Angen

Yn ogystal â disgrifio Anghenion Dysgu Ychwanegol ar sail gwahanol feysydd cyffredinol o angen, gellir hefyd eu mesur yn ôl gwahanol lefelau o ddifrifoldeb. Mae'r lefelau hynny'n bodoli ar gontinwwm a gall yr anghenion symud ar hyd y continwwm hwnnw dros amser. Darlunnir hyn dros y tudalen yn y diagram o'r Continwwm Anghenion ADY. Mae'r Ymateb Graddedig (a ddisgrifir yn y rhan sydd i ddilyn) yn cynnwys cyngor i sefydliadau addysgol ynglŷn ag adnabod y lefel o angen sy'n briodol ar gyfer plant a phobl ifanc unigol ar y continwwm hwn drwy arsylwi effaith eu hanghenion ar eu dysg.

## 5. Cyflwyno'r Ymateb Graddedig

### 5.1. Beth ydi'r Ymateb Graddedig?

Yn Sir y Fflint a Chonwy rydym yn bodloni anghenion plant a phobl ifanc ag ADY ar wahanol lefelau drwy ddefnyddio 'Ymateb Graddedig'.

*Cod Anghenion Dysgu Ychwanegol Cymru 2021*

Yr ymateb graddedig ar gyfer plant a phobl ifanc ag ADY

20.23 Dylai ysgolion a gynhelir, sefydliadau addysg bellach ac awdurdodau lleol fabwysiadu ymateb graddedig 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. Yn benodol dylai ysgolion a sefydliadau addysg bellach wneud defnydd llawn o'r adnoddau sydd ar gael iddynt cyn galw, lle bo angen, ar arbenigwr i gynorthwyo gyda'r anawsterau y gall plentyn neu berson ifanc fod yn eu hwynebu.

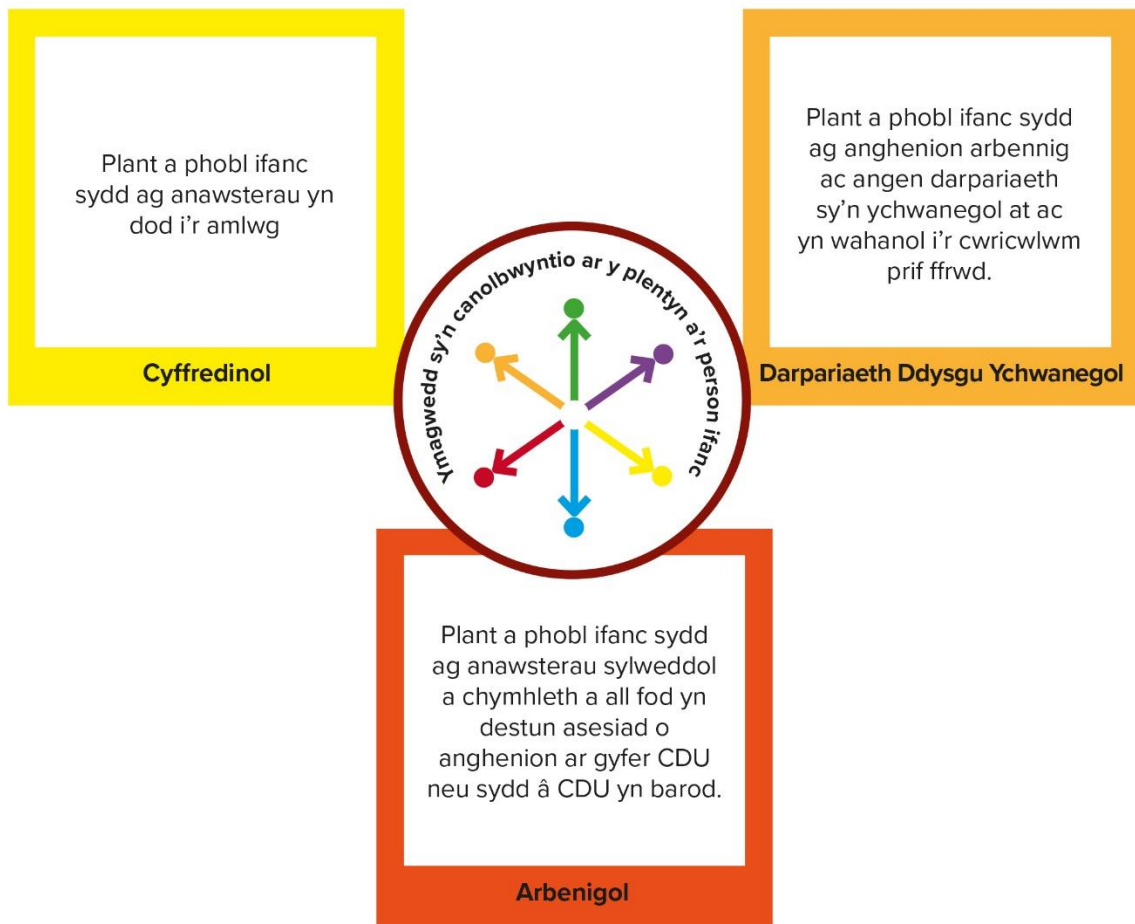
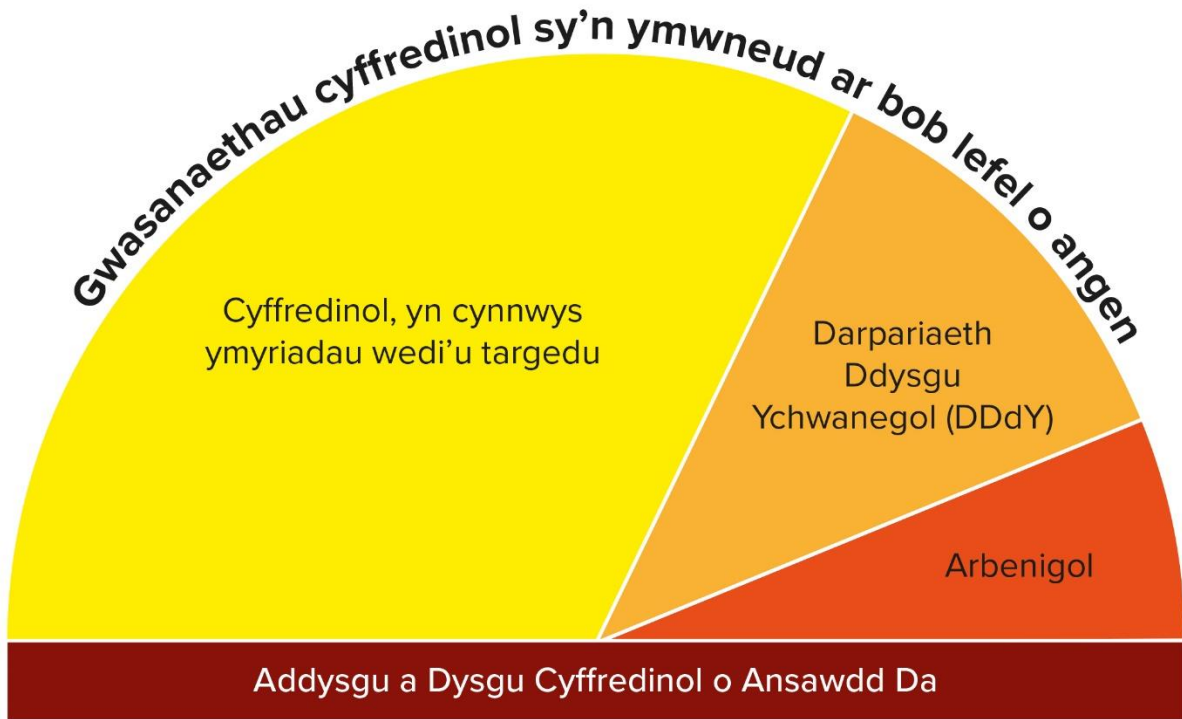
20.24. Mewn llawer o achosion, bydd y DDdY a sefydlir i ddechrau yn golygu bod anghenion y plentyn neu'r person ifanc yn cael eu diwallu'n llawn neu eu datrys. Dim ond ar gyfer y plant neu'r bobl ifanc hynny y mae eu cynnydd yn parhau i achosi pryder y bydd angen DDdY gynyddol neu wahanol yn ôl pob tebyg. Mae'n bosibl y bydd modd lleihau DDdY yn raddol yn hytrach na'i chynyddu ar gyfer rhai plant neu bobl ifanc os yw'r ymyriadau yn llwyddiant.

Pan adnabyddir fod gan blentyn neu unigolyn ifanc ADY, dylai sefydliadau addysgol gymryd camau i gael gwared ag unrhyw rwystrau rhag dysgu a sicrhau darpariaeth ddysgu ychwanegol effeithiol drwy ddefnyddio Ymateb Graddedig.

Mae'r Lefel Cyffredinol (gan gynnwys ymyriadau wedi'u targedu) yn disgrifio'r gefnogaeth sydd ar gael i'r holl blant a phobl ifanc, boed ganddynt ADY neu beidio. Wrth ddefnyddio'r Ymateb Graddedig ar y Lefel Cyffredinol, bodlonir anghenion drwy Addysgu a Dysgu graenus ynghyd â gwasanaethau gofal iechyd cyffredinol sydd ar gael i'r holl blant a phobl ifanc (meddygon teulu a deintyddion, er enghraifft).

Darperir gwasanaethau Cyffredinol, gan gynnwys addysgu graenus, i'r holl blant a phobl ifanc, a bydd plant a phobl ifanc ag ADY yn dal i dderbyn y ddarpariaeth hon yn ogystal â'r gefnogaeth ychwanegol a ddarperir ar lefelau eraill o'r Ymateb Graddedig. Golyga hynny fod pob athro'n athro i blant a phobl ifanc ag anghenion dysgu ychwanegol.

Addasir y gefnogaeth i blant a phobl ifanc ar y lefel Cyffredinol, gan gynnwys ymyriadau wedi'u targedu a Darpariaeth Ddysgu Ychwanegol, yn ôl anghenion pob plentyn neu unigolyn ifanc ac fe'i darperir ar amrywiaeth o ffurfiau, er enghraifft: technoleg gynorthwyol, addysgu unigol neu mewn grwpiau bach, neu ddarparu cymorth yn y dosbarth.



**Continwmm Angen ADY Gogledd Cymru**

Bydd anghenion rhai plant a phobl ifanc yn fwy cymhleth mewn rhai cyd-destunau ac mae'r Ymateb Graddedig yn cynnwys cefnogaeth ychwanegol i fodloni'r anghenion hynny.

Yn Sir y Fflint a Chonwy mae ysgolion wedi cael cyllid i ddarparu cymorth ychwanegol fel y gallant roi darpariaeth ddysgu ychwanegol ar waith i blant mewn ysgolion prif ffrwd. Fel arfer, felly, yr awdurdodau lleol fydd yn ystyried cynlluniau datblygu unigol, eu llunio a'u cynnal pan mae ar blentyn neu unigolyn ifanc angen lleoliad a darpariaeth arbenigol.

Bodlonir anghenion y rhan helaeth o blant a phobl ifanc drwy ddarparu cefnogaeth ychwanegol fel rhan o ddarpariaeth prif ffrwd. Bydd angen darpariaeth arbenigol ar nifer fechan iawn ohonynt. Ni chymeradwyir darpariaeth felly ond drwy benderfyniad amlasiantaethol cytûn ar sail proses o asesu'r dystiolaeth o angen y plentyn neu unigolyn ifanc (gan gynnwys ceisio cyngor asiantaethau arbenigol allanol), lle cytunir fod ar y plentyn neu unigolyn ifanc angen darpariaeth addysgol arbenigol yn unol â Chynllun Datblygu Unigol, ac mai dim ond mewn lleoliad arbenigol y gellir cynnig y ddarpariaeth.

## 5.2. Defnyddio'r Ymateb Graddedig

Cyflwynir yr Ymateb Graddedig yn y ddogfen hon ar ffurf cyfres o dablau sy'n:

- rhoi cyngor ynghylch adnabod gwahanol fathau a lefelau o anghenion yn y Continwmm ar gyfer ADY drwy ddefnyddio dangosyddion 'effaith ar ddysgu' y bydd staff yn arsylwi arnynt yn y lleoliad addysgol. Ni ddisgwylir i blant a phobl ifanc fod â phob dangosydd ar ryw lefel benodol, ond mae'n rhaid bod ganddynt fwy nag un.
- disgrifio'r camau y disgwylir i weithwyr proffesiynol mewn lleoliadau addysgol eu cymryd er mwyn bodloni anghenion plant a phobl ifanc ag ADY. Mae hynny'n cynnwys gwybodaeth ynglŷn â chyfathrebu â theuluoedd, strategaethau ar gyfer y camau nesaf i'w cymryd a'r dystiolaeth y mae angen ei chofnodi.

Seiliwyd y tablau'n fras ar y meysydd o angen a nodir yng *Nghod Anghenion Dysgu Ychwanegol Cymru 2021*, a rhannwyd rhai o'r meysydd hynny er mwyn cynnwys gwybodaeth fanylach ynghylch strategaethau arbenigol. Ymhob maes angen ceir tablau unigol ar gyfer y gwahanol lefelau o ddarpariaeth -

Cyffredinol (gan gynnwys ymyriadau wedi'u targedu, Darpariaeth Ddysgu Ychwanegol, Darpariaeth Ddysgu Ychwanegol Arbenigol).

Drwy ddefnyddio'r Ymateb Graddedig disgwylwn y gwneir addasiadau rhesymol er mwyn sicrhau bod y rhan helaeth o blant a phobl ifanc ag ADY yn medru cael mynediad at ddarpariaeth prif ffrwd a bod y ddarpariaeth hynny'n bodloni eu hanghenion, fel eu bod yn cael yr un cyfleoedd â'u cyfoedion lle bynnag y bo modd a'u bod wedi'u cynnwys yn llwyr yn eu cymunedau.

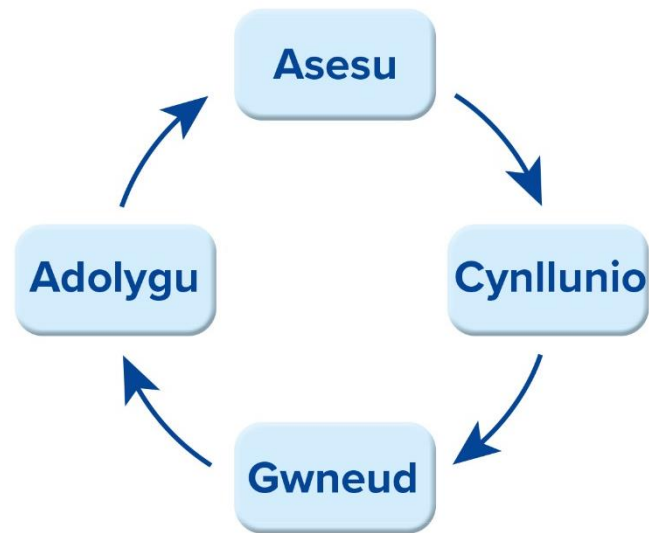
Bwriedir i'r ddogfen hon gynorthwyo lleoliadau addysgol wrth gefnogi plant a phobl ifanc ag ADY ac mae'n cydnabod bod yn rhaid ystyried anghenion plant a phobl ifanc yn unigol. Ni ddylid gweld y ddogfen fel polisi hollgynhwysfawr.

## 6. Egwyddorion yr Ymateb Graddedig

Dylid mabwysiadu'r egwyddorion isod ymhob cam o'r Ymateb Graddedig, ac nid yn unig ar gyfer plant a phobl ifanc sydd dan ystyriaeth yng nghyswllt ADY a Darpariaeth Ddysgu Ychwanegol neu sydd â Chynlluniau Datblygu Unigol.

### 6.1. Asesu, Cynllunio, Gwneud ac Adolygu

Yn ôl *Cod Anghenion Dysgu Ychwanegol Cymru 2021* mae'n bwysig cadw mewn cof fod plant a phobl ifanc yn dysgu mewn gwahanol ffyrdd, ac efallai y bydd eu hanghenion yn newid dros amser. Drwy gylch parhaus o gynllunio, gweithredu ac adolygu, gellir adnabod a darparu gwahanol gefnogaeth neu arbenigedd fel bo'r angen. Dylai'r amrywiaeth o gefnogaeth a'i harddull, felly, gynyddu, lleihau neu newid yn ôl anghenion penodol y plentyn neu unigolyn ifanc a'u cynnydd. Mae cefnogi plant a phobl ifanc ag ADY drwy'r Ymateb Graddedig yn cynnwys dilyn cylch â phedwar rhan, sef 'Asesu, Cynllunio, Gwneud ac Adolygu'. Wrth ddilyn y cylch caiff penderfyniadau a chamau gweithredu blaenorol eu hailystyried, eu diwygio a'u hadolygu wrth feithrin dealltwriaeth o anghenion y plentyn neu unigolyn ifanc a'r hyn sy'n cynorthwyo'r plentyn neu unigolyn ifanc i wneud cynnydd gwerth chweil a chyflawni canlyniadau da.



Mae'r paragraffau canlynol yn rhoi braslun o'r egwyddorion cyffredinol ymhob cam o'r cylch sy'n sail ar gyfer penderfynu a oes ADY gan blentyn neu unigolyn ifanc a phennu'r Ddarpariaeth Ddysgu Ychwanegol sydd ei hangen. Mae Pennod 20 o God Anghenion Dysgu Ychwanegol Cymru 2021 yn rhoi cyfarwyddyd ynghylch penderfynu a oes ADY gan blentyn neu unigolyn ifanc a phennu'r Ddarpariaeth Ddysgu Ychwanegol sydd ei hangen.

### **ASESU - Casglu tystiolaeth a'i hystyried**

Mae'n rhaid cael tystiolaeth er mwyn penderfynu a oes gan blentyn neu unigolyn ifanc ADY. Gellir cael y wybodaeth gan y plentyn neu unigolyn ifanc neu riant. Gall staff yn y lleoliad addysg a gwasanaethau eraill ddarparu gwybodaeth hefyd. Os oes gan y plentyn neu unigolyn ifanc anabledd cydnabyddedig (at ddibenion Deddf Cydraddoldeb 2012) bydd gwasanaethau arbenigol yn darparu tystiolaeth yn ôl pob tebyg, fel gwasanaeth cymorth synhwyraidd, er enghraifft.

Bydd penderfyniadau hefyd yn seiliedig ar dystiolaeth a gesglir wrth arsylwi ar y plentyn neu unigolyn ifanc a'u hasesu. Mae asesu drwy ymyrryd yn hanfodol er mwyn darparu gwybodaeth a thystiolaeth ynglŷn â chynnydd plentyn neu

unigolyn ifanc. Wrth gynnal asesiadau ffurfiannol o ansawdd da gan ddefnyddio amrywiaeth o offer a deunyddiau darperir gwybodaeth fanwl ynglŷn â'r cynnydd. Ceir amrywiaeth o offer safonedig ar gyfer sgrinio ac asesu a fframweithiau y gall lleoliadau eu defnyddio. Gellir cael tystiolaeth werthfawr wrth ddadansoddi arsylwadau a chraffu ar waith. Mae rhestrau gwirio datblygiad a holiaduron dysgwyr hefyd yn ffynonellau o dystiolaeth. Mewn rhai amgylchiadau gallai asiantaethau eraill fel cyrff iechyd fod yn ymwneud â'r plentyn neu unigolyn ifanc. Bydd eu gwybodaeth, asesiadau a chyfraniadau hwythau'n helpu i alluogi lleoliad i gyflawni'r ddyletswydd o bennu'r anghenion dysgu ychwanegol. Os nad yw'r gweithwyr proffesiynol perthnasol yn gweithio â'r lleoliad addysgol yn barod, dylai staff y lleoliad gysylltu â hwy, gyda chydysniad rhieni'r plentyn neu unigolyn ifanc.

Mae'r Cydlynnydd Anghenion Dysgu Ychwanegol yn medru darparu cefnogaeth broffesiynol i'r holl staff fel bod modd iddynt adnabod ac asesu ADY yn gynnar a meithrin dealltwriaeth drwyadl o'r anghenion.

### **CYNLLUNIO – pennu'r ADY a'r Ddarpariaeth Ddysgu Ychwanegol sy'n ofynnol**

Os nad yw plentyn neu unigolyn ifanc yn gwneud cynnydd digonol bydd angen i'r staff yn y lleoliad addysgol roi addysgu gwahaniaethol neu ymyriadau wedi'u targedu ar waith. Pan mae angen darpariaeth ar blentyn neu unigolyn ifanc sy'n ychwanegol at yr hyn sydd ar gael yn gyffredinol i'r holl ddysgwyr neu'n wahanol, byddai hynny'n cyfrif fel darpariaeth ddysgu ychwanegol. Mae pennod 4 o God Anghenion Dysgu Ychwanegol Cymru 2021 yn egluro'r ddyletswydd i gynnwys a chefnogi plant, eu rhieni a phobl ifanc mewn penderfyniadau a chynlluniau. Dylai gweithwyr proffesiynol yn y lleoliad addysgol, ar y cyd â'r Cydlynnydd ADY, weithio gyda'r plentyn, eu rhieni neu'r unigolyn ifanc i gytuno ar y canlyniadau, ymyriadau a'r gefnogaeth y dylid eu sefydlu. Dylai'r gefnogaeth a'r ymyriadau a ddarperir fod yn seiliedig ar dystiolaeth ac wedi'u llunio i gefnogi'r plentyn neu unigolyn ifanc i gyflawni'r canlyniadau a ddymunir. Dylid hefyd nodi unrhyw anghenion cysylltiedig ar gyfer datblygu staff a mynd i'r afael â hwy. Dylai'r Ddarpariaeth Ddysgu Ychwanegol fod ar y lefel isaf sy'n ofynnol er mwyn bodloni'r ADY a nodwyd a dylai'r lleoliad ddefnyddio'i adnoddau i'r eithaf. Llunnir Cynllun Datblygu Unigol yn egluro'r ADY a'r Ddarpariaeth Ddysgu Ychwanegol sy'n ofynnol.



**GWNEUD** – Yr unigolyn allweddol neu'r athro dosbarth/pwnc sy'n dal yn gyfrifol am weithio â'r plentyn neu unigolyn ifanc yn feunyddiol (hyd yn oed pan mae'r ymyriadau'n cynnwys addysgu mewn grŵp neu'n unigol). Dylai'r Cydlynnydd ADY gefnogi staff lle bo angen wrth gynnal asesiadau ychwanegol a/neu gynghori ynghylch rhoi Darpariaeth Ddysgu Ychwanegol ar waith yn effeithiol.

**ADOLYGU** – Bydd effeithiolrwydd y gefnogaeth a'r ymyriadau, a'u heffaith ar gynydd y plentyn neu'r unigolyn ifanc, yn cael ei adolygu'n gyson ac yn unol ag unrhyw amserlen y cytunwyd arni. Mae Pennod 25 o God Anghenion Dysgu Ychwanegol Cymru'n darparu gwybodaeth a chyfarwyddyd ynghylch adolygu a diwygio Cynlluniau Datblygu Unigol.

Wrth adolygu bydd angen ystyried a yw'r plentyn neu unigolyn ifanc yn gwneud cynnydd at gyflawni'r canlyniadau a fwriedir, a ydynt yn dal ag ADY, a yw'r anghenion dynodedig wedi newid ac a yw'r Ddarpariaeth Ddysgu Ychwanegol yn dal yn briodol ynteu a oes angen darpariaeth ychwanegol neu wahanol.

## 6.2. Dull sy'n canolbwyntio ar yr unigolyn

Y plentyn neu unigolyn ifanc ag ADY a ddylai fod yn ganolbwynt unrhyw drefn asesu neu gynllunio. Mae a wnelo dulliau sy'n canolbwyntio ar yr unigolyn â chanfod yr hyn sy'n bwysig i'r plentyn neu unigolyn ifanc a gweithredu ar sail hynny, gan sicrhau cydbwysedd â'r hyn sy'n bwysig i'r staff. Wrth arfer dull sy'n canolbwyntio ar yr unigolyn fe adlewyrchir yr hyn y mae plentyn neu unigolyn ifanc yn gallu'i wneud, yr hyn sy'n bwysig iddynt (yn awr ac yn y dyfodol) a rhoddir ystyriaeth i'r gefnogaeth y gallai fod angen arnynt er mwyn cyflawni'u potensial. Mae'n broses barhaol o wrando a dysgu, felly. Mae canolbwyntio ar yr unigolyn yn cynnwys datrys problemau ac ystyried sut y gallwn neilltuo'r gefnogaeth a'r adnoddau mwyaf priodol i alluogi plant a phobl ifanc ag ADY i weithio at gyflawni eu dyheadau. Gallai'r adnoddau hynny ddod o rwydwaith y plentyn neu unigolyn ifanc a/neu'r gymuned leol, yn hytrach na bod gwasanaethau arbenigol yn unig yn eu darparu.

Mae Pennod 4 o God Anghenion Dysgu Ychwanegol Cymru 2021 yn egluro'r ddyletswydd ar gyrrff i gyflawni eu swyddogaethau o dan Ddeddf Anghenion Addysgol Ychwanegol a'r Tribiwnlys Addysg 2018 i gynnwys a chefnogi plant, eu rhieni a phobl ifanc mewn penderfyniadau a chynlluniau.

4.4. Rhaid i rywun sy'n arfer swyddogaethau o dan y Ddeddf sy'n ymwneud â phlentyn neu unigolyn ifanc ystyried:

- (a) safbwyntiau, dymuniadau a theimladau'r plentyn a'u rhieni neu'r unigolyn ifanc
- (b) mor bwysig yw bod y plentyn a'u rhieni neu'r unigolyn ifanc yn cymryd rhan mor llawn â phosib mewn penderfyniadau sy'n ymwneud ag arfer y swyddogaeth dan sylw
- (c) mor bwysig yw darparu'r wybodaeth a'r gefnogaeth angenrheidiol i'r plentyn a'u rhieni neu'r unigolyn ifanc er mwyn eu galluogi i gymryd rhan yn y penderfyniadau hynny.

Mae Pennod 22 o God Anghenion Dysgu Ychwanegol Cymru'n cyflwyno cyfarwyddyd ac enghreifftiau o arferion da ar gyfer cyfarfodydd ynglŷn ag ADY a Chynlluniau Datblygu Unigol.

22.6. Dylai ysgol a gynhelir, sefydliadau addysg bellach neu awdurdodau lleol sy'n cynnal cyfarfodydd â phlentyn a'u rhieni neu unigolyn ifanc:

- (a) trefnu'r cyfarfod(ydd) ar sail dull sy'n canolbwyntio ar yr unigolyn
- (b) mabwysiadu dull sy'n canolbwyntio ar yr unigolyn wrth gasglu gwybodaeth a'i chyflwyno (lle bo hynny'n berthnasol).

Mae Llywodraeth Cymru wedi cyhoeddi nifer o ddogfennau cyfarwyddyd ynghylch ymarfer sy'n canolbwyntio ar yr unigolyn ac mae'r rhain ar gael ar-lein:



Arferion sy'n canolbwyntio ar yr unigolyn mewn addysg: canllaw ar gyfer blynyddoedd cynnar, ysgolion a cholegau yng Nghymru

<https://llyw.cymru/sites/default/files/publications/2019-01/ymarfer-sy-n-canolbwyntio-ar-unigolion-mewn-addysg-canllaw-ar-gyfer-blynyddoedd-cynnar-ysgolion-a-cholegau-yng-nghymru.pdf>

<https://gov.wales/sites/default/files/publications/2019-01/person-centred-practice-in-education-a-guide-for-early-years-schools-and-colleges-in-wales.pdf>

Pecyn cymorth adolygiadau sy'n canolbwyntio ar yr unigolyn: canllaw ar gyfer blynyddoedd cynnar, ysgolion a cholegau yng Nghymru

<https://llyw.cymru/sites/default/files/publications/2018-12/pecyn-cymorth-adolygiadau-sy-n-canolbwyntio-ar-unigolion.pdf>

<https://gov.wales/sites/default/files/publications/2018-12/person-centred-reviews-toolkit.pdf>

## 6.3. Cydweithio

21.1. Un egwyddor allweddol y mae'r drefn ADY yn seiliedig arno yw'r angen am gydweithio rhwng pawb sy'n ymwneud ag adnabod anghenion, pennu cynlluniau a darparu cefnogaeth i blant a phobl ifanc ag ADY.

Yn unol â *Chod Anghenion Dysgu Ychwanegol Cymru 2021*, dylid arfer dull sy'n canolbwyntio ar yr unigolyn.

### Rhieni

Mae arfer sy'n canolbwyntio ar yr unigolyn yn seiliedig ar yr ethos bod y rhaid ystyried safbwyntiau, dymuniadau a theimladau'r plentyn a'u rhieni neu'r unigolyn ifanc a'i bod yn bwysig eu bod yn cymryd rhan mor gyflawn â phosib mewn penderfyniadau sydd a wnelont â dylunio'r gefnogaeth a'r gwasanaethau, eu cynllunio, eu darparu a'u hadolygu er mwyn cyflawni'r amcanion a gytunir. Mae'n **rhaid** darparu'r wybodaeth a'r gefnogaeth

angenhidiol i'r plentyn a'u rhieni neu i'r unigolyn ifanc er mwyn eu galluogi i gymryd rhan yn y penderfyniadau hyn. **Dylid** gwneud hyn yn gynnar yn ystod y broses er mwyn sicrhau bod y plentyn, eu rhiant neu'r unigolyn ifanc yn medru cymryd rhan gyflawn. Mae hynny'n gydnaws ag ethos ymarfer sy'n canolbwyntio ar yr unigolyn.

Wrth arfer dull sy'n canolbwyntio ar yr unigolyn gosodir y plentyn, eu rhiant neu'r unigolyn ifanc yng nghanol y penderfyniadau, gan gydnabod fod gan bawb gyfraniad pwysig i'w wneud oherwydd eu gwybodaeth, sgiliau a phrofiadau amrywiol. Mae rhieni'n meddu ar wybodaeth allweddol, maent yn chwarae rhan hollbwysig yn natblygiad ac addysg eu plant ac yn chwarae rhan sylfaenol wrth helpu eu plant i gyflawni eu potensial.

### Asiantaethau eraill

Dylid hefyd ystyried a yw'r plentyn neu unigolyn ifanc eisoes yn ymwneud ag unrhyw asiantaethau eraill neu sefydliadau yn y trydydd sector neu'n derbyn cefnogaeth ganddynt. Dylid cynnwys y rheiny hefyd yn y broses fel y bo'n briodol.

Wrth gydweithio fel hyn mae'n fwy tebygol y caiff anghenion y plentyn neu unigolyn ifanc eu hadnabod yn gywir a bod y Ddarpariaeth Ddysgu Ychwanegol a bennir yn effeithiol, a dylai hynny yn ei dro arwain at well canlyniadau i'r plentyn neu unigolyn ifanc.

## 6.4. Gwella canlyniadau i blant a phobl ifanc

Yn unol â rhaglen drawsnewid Llywodraeth Cymru ar gyfer ADY, rydym yn benderfynol o sicrhau system lle caiff anghenion y dysgwyr eu hadnabod yn gynnar a'u bod yn cael cefnogaeth i gyflawni eu potensial. Mae Pennod 3 o God Anghenion Addysgol Arbennig Cymru 2021 yn nodi pump o egwyddorion allweddol sy'n sail ar gyfer y drefn ADY.

3.2. Yr egwyddorion sy'n sail ar gyfer y drefn ADY yw:

(a) **Dull sy'n seiliedig ar hawliau** Lle mae safbwyntiau, dymuniadau a theimladau'r plentyn, eu rhiant neu'r person ifanc yn ganolog i gynllunio a darparu cefnogaeth; a lle galluogir y plentyn, eu rhiant neu'r unigolyn ifanc i gyfranogi mor llawn â phosib yn y prosesau penderfynu a bydd ganddynt hawliau gwirioneddol i herio penderfyniadau ynglŷn ag ADY, darpariaeth ddysgu ychwanegol a materion cysylltiedig.

(b) **Mynd ati'n gynnar i adnabod anghenion, ymyrryd ac atal** a threfnu'r ddarpariaeth cyn gynted â phosib, ac os oes modd, rhoi ymyriadau ar waith i atal ADY rhag datblygu neu ddwysau.

(c) **Cydweithio ac integreiddio** rhwng gwasanaethau er mwyn sicrhau y caiff ADY eu hadnabod yn gynnar ac y darperir cefnogaeth gydlynol a phriodol er mwyn galluogi plant a phobl ifanc i gyflawni disgwyliadau, profiadau a chanlyniadau cadarnhaol.

(ch) **Addysg gynhwysol** Lle caiff y mwyafrif o blant a phobl ifanc ag ADY eu cefnogi i gyfranogi'n llawn mewn addysg prif ffrwd a lle dilynir dull lleoliad cyfan wrth ddiwallu anghenion dysgwyr ag ADY.

(dd) **System ddwyieithog** Lle cymerir pob cam rhesymol i gynnig darpariaeth ddysgu ychwanegol yn Gymraeg i blant a phobl ifanc sydd angen cefnogaeth trwy gyfrwng y Gymraeg, gan fedru cynyddu'r ddarpariaeth ddysgu ychwanegol trwy gyfrwng y Gymraeg dros amser.

Credwn y dylid canolbwyntio'n gryf ar ddyheadau uchel a gwella canlyniadau i'r holl blant a phobl ifanc sydd ag ADY. Nid yw canlyniadau'n golygu sefydlu'r gefnogaeth neu'r ddarpariaeth i'r plentyn neu unigolyn ifanc. Yn hytrach, canlyniadau yw'r budd neu'r gwahaniaeth i'r plentyn neu unigolyn ifanc oherwydd yr ymyrraeth, ac felly dylid canolbwyntio ar ganlyniadau o'r cychwyn cyntaf wrth adnabod plant a phobl ifanc ag ADY a'u cefnogi. Dylai unrhyw gynlluniau a chefnogaeth a ddarperir ganolbwyntio bob amser ar y canlyniadau a bennwyd ar gyfer y plentyn neu'r unigolyn ifanc (hynny yw, i ba raddau y bydd y gefnogaeth honno'n cyfrannu at gyflawni'r canlyniadau a

gytunir) a dylai hynny fod yn seiliedig ar dystiolaeth ddibynadwy o effeithiolrwydd y ddarpariaeth. Dylid adolygu'r gefnogaeth yn gyson fel rhan o'r cylch 'Asesu, Cynllunio, Gwneud, Adolygu' ac addasu neu newid y gefnogaeth gan ddibynnu pa mor effeithiol y bu'r ddarpariaeth wrth gyflawni'r canlyniadau a gytunwyd.

Gyda dyheadau uchel a'r gefnogaeth iawn gall y mwyafrif helaeth o blant a phobl ifanc fynd ymlaen i gyflawni canlyniadau hirdymor da fel oedolion. Dylai'r awdurdod lleol, lleoliadau addysgol, gwasanaethau a phartneriaid eraill gydweithio i baratoi plant a phobl ifanc ag ADY ar gyfer bod yn oedolion, a'u cynorthwyo i gyflawni eu huchelgeisiau.

## 7. Yr Ymateb Graddedig ar gyfer y Blynyddoedd Cynnar

Ceir dogfennau perthnasol i'r Blynyddoedd Cynnar, gan gynnwys canllawiau arferion da, drwy fynd i <http://cefnogaeth.gwegogledd.cymru/cyfnod-sylfaen-arsylwi-yn-erbyn-y-proffil-cryno/>

### 7.1. Rhagarweiniad

Mae pob plentyn yn haeddu'r dechrau gorau posib mewn bywyd a chefnogaeth sy'n eu galluogi i gyflawni eu potensial. Mae plant yn datblygu'n gyflym yn y blynyddoedd cynnar ac mae profiadau plentyn hyd bum mlwydd oed yn cael effaith fawr ar eu cyfleoedd mewn bywyd. Dylai lleoliadau sicrhau eu bod yn cynnwys yr holl blant a'u cefnogi.

Mae cyfleoedd dysgu o ansawdd uchel yn hanfodol i ddysg a datblygiad plant ac maent yn gosod y sail ar gyfer unrhyw gamau pellach i amrywio'r ddarpariaeth i blant ag Anghenion Dysgu Ychwanegol (ADY). Mae'n rhaid i staff fod â'r disgwyliadau uchaf o'r holl blant ar sail yr hyn a wyddant am ddysg a datblygiad y plant, gan sicrhau y gwahaniaethir eu darpariaeth i blant unigol fel y bo'n briodol, a chan ystyried anghenion pawb.

Mae dysgu o ansawdd uchel yn deillio o'r amrywiaeth helaeth o ddarpariaeth yn y Blynyddoedd Cynnar (gan gynnwys Dechrau'n Deg, darparwyr Gofal Plant, y Blynyddoedd Cynnar, y Cyfnod Sylfaen ac yn y blaen) ac mae'n seiliedig ar bedwar o egwyddorion pwysig:

- Mae pob plentyn yn unigryw
- Mae plant yn dysgu bod yn gryf ac yn annibynnol drwy berthnasau cadarnhaol
- Mae plant yn dysgu a datblygu'n dda mewn amgylchedd sy'n eu galluogi
- Mae plant yn dysgu a datblygu mewn gwahanol ffyrdd ac ar wahanol gyflymder



Wrth gynllunio a darparu cyfleoedd a phrofiadau mae'n hanfodol fod ymarferwyr yn ystyried y gwahanol ffyrdd y mae plant yn dysgu a'u bod yn adlewyrchu nodweddion dysgu effeithio yn eu hymarfer: wrth chwarae a chwilota; dysgu gweithredol; creu a meddwl yn feirniadol.

Mae'r Cyfnod Sylfaen yn gwricwlwm datblygiadol ar gyfer plant rhwng tair a saith mlwydd oed yng Nghymru. Ei nod yw annog plant i fod yn greadigol, defnyddio'u dychymyg a chael hwyl yn ogystal â gwneud dysgu'n fwy effeithiol.

Mae'r Cyfnod Sylfaen yng Nghymru'n cynnwys saith o feysydd dysgu:

- Datblygiad Personol a Chymdeithasol
- Lles ac Amrywiaeth Ddiwylliannol
- Sgiliau Iaith, Llythrennedd a Chyfathrebu
- Datblygiad Mathemategol
- Datblygiad Iaith Gymraeg
- Gwybodaeth a dealltwriaeth o'r byd
- Datblygiad Corfforol

Gellir defnyddio canlyniadau'r Cyfnod Sylfaen a dulliau monitro eraill yn ganllaw ar gyfer pennu a yw plentyn yn datblygu'n unol â'r arfer am eu hoedran ynteu a oes perygl eu bod ar ei hôl hi neu ar y blaen. Caiff cynnydd y plentyn ei fonitro a'i olrhain yn gyson mewn yn y prif feysydd dysgu a meysydd penodol.

Mae gallu ymarferydd i greu cysylltiad go iawn â phlentyn a deall sut maent yn dysgu'n deillio o'u perthynas fel unigolyn allweddol. Dylai pob plentyn gael **unigolyn allweddol** a fydd yn gweithio'n agos â'r plentyn a'r teulu. Mae arsylwi, asesu a chynllunio'n hanfodol wrth fodloni anghenion unigol pob plentyn.

Wrth fonitro ac olrhain cynnydd plant fel hyn gellir adnabod anghenion yn brydlon ac ymyrryd yn gynnar ar sail hynny. Mae ymyrryd yn gynnar yn hanfodol wrth sicrhau cefnogaeth briodol i'r plant yn ogystal â'u teuluoedd. Mae ymyrryd yn effeithiol yn atgyfnerthu gallu teuluoedd i gefnogi eu plant ac yn arwain at well canlyniadau i'r teulu'n gyffredinol.

Rhieni sy'n adnabod eu plant orau ac mae'n bwysig fod yr holl ymarferwyr yn gwrandao ar rieni ac yn gweithio â hwy. Mae'n hanfodol gweithio mewn partneriaeth agos fel hyn. Mae cydweithio'n ein galluogi i greu darlun cyflawn o'r plentyn. Mae'n hanfodol rhannu gwybodaeth am y plentyn â gweithwyr proffesiynol ac asiantaethau os oes rhai'n ymwneud â'r plentyn. Bydd hynny'n golygu bod modd rhannu gwybodaeth drwy'r dull graddedig a'i chofnodi yn y **Cyfarfod Cynllunio sy'n Canolbwyntio ar yr Unigolyn**.

Gydol y blynyddoedd cynnar mae swyddogaeth y **Gwasanaeth Ymwelwyr Iechyd** yn allweddol. Mae Cynghorau Sir y Fflint a Chonwy'n gweithio'n agos â'r Gwasanaeth Ymwelwyr Iechyd. Mae Ymwelwyr Iechyd yn monitro cynnydd Datblygiadol plant yn y blynyddoedd cynnar. Os nodir unrhyw bryderon fe'u trafodir â'r rhieni a chaiff y plentyn eu hatgyfeirio at yr Ymwelwyr Iechyd am gefnogaeth briodol.

*Unwaith y mae plentyn yn mynychu dosbarth meithrin mewn ysgol a gynhelir a bod ADY wedi'u hadnabod, dylid nodi y bydd Cydlynnydd ADY yr ysgol yn darparu cefnogaeth a chyfarwyddyd.*

## 7.2. Cyfarfod Cynllunio sy'n Canolbwyntio ar yr Unigolyn

Mae cynllunio sy'n canolbwyntio ar yr unigolyn yn cynorthwyo pawb i ddod i adnabod y plentyn yn well ac mae'n eu galluogi i gynllunio a chyflawni ymarfer a darpariaeth effeithiol i'r plentyn. Mae'r cyfarfod yn un cefnogol lle mae pawb, gan gynnwys y plentyn os yw hynny'n briodol, yn cael cyfle i rannu eu dymuniadau, safbwyntiau a chynlluniau ar gyfer symud ymlaen. Cytunir y strategaethau ac ymyriadau hyn gan bawb yn y cyfarfod, gan alluogi pawb sy'n cefnogi'r plentyn i gydweithio er mwyn bodloni eu hanghenion a chyflawni'r canlyniadau a bennwyd.

Bydd y cyfarfodydd hyn yn cynnwys rhieni'r plentyn, y plentyn os yw hynny'n briodol, a'r staff perthnasol o'r lleoliad, a gallant hefyd gynnwys: aelod o Dîm Gofal Plant y Blynyddoedd Cynnar a/neu Dechrau'n Deg yn ogystal ag asiantaethau sy'n bartneriaid sy'n cefnogi'r plentyn fel yr Ymwelwyr Iechyd, Therapydd Iaith a Lleferydd, Ffisiotherapydd neu Therapydd Galwedigaethol Tîm Cymorth Synhwyraidd.

Yn y Blynyddoedd Cynnar caiff lleisiau plant eu cofnodi mewn sawl ffordd gan y gweithwyr proffesiynol sy'n gweithio'n agos â hwy. Rhan allweddol o'r broses yw cynnwys llais y rhieni hefyd, gan sicrhau y cydnabyddir eu gwybodaeth a'u dealltwriaeth bersonol o'u plant a bod hynny'n rhan o'r holl drafodaethau a phenderfyniadau. Y rhieni sy'n adnabod a deall eu plant orau ac mae'n hanfodol eu bod yn cyfranogi er mwyn sicrhau fod pawb yn gweithio i gyflawni'r un canlyniadau cytunedig. Mae'r cyfarfod cynllunio sy'n canolbwyntio ar yr unigolyn yn sicrhau fod y rhieni'n teimlo bod rhywun yn gwrandao arnynt ac yn gwerthfawrogi eu barn a'u cyfraniadau.



Mae'n hollbwysig gweithio mewn partneriaeth â rhieni wrth gynllunio gan ganolbwyntio ar yr unigolyn. Dylid meithrin cyswllt â hwy gydol y drefn Asesu, Cynllunio ac Adolygu a dylid ystyried eu barn wrth benderfynu ynghylch y gefnogaeth y dylid ei darparu i'r plentyn yn y lleoliad. At hynny, dylai'r ymarferydd a'r Cydlynedd ADY ymgynghori â'r rhieni a chytuno ynghylch:

- Y canlyniadau a ddymunant i'w plentyn
- Yr ymyriadau a'r gefnogaeth a sefydlir
- Yr effaith a ddisgwylir ar gynnydd, datblygiad ac ymddygiad
- Dyddiad ar gyfer adolygu'r uchod.

I gynorthwyo gyda hyn, mae'r awdurdod lleol wedi llunio canllawiau y gall lleoliadau'r blynyddoedd cynnar eu dilyn. Mae copïau ar gael:

**I Gonwy.**

Gwefan ADY Conwy.

**I Sir y Fflint.**

Map Darpariaeth y Blynyddoedd Cynnar







## Y Blynyddoedd Cynnar

## Darpariaeth Gyffredinol

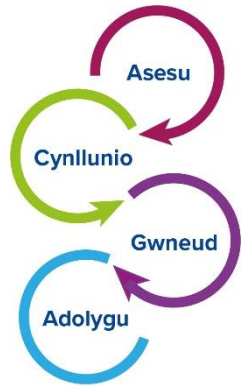
## Gwybyddiaeth a Dysgu (Maes Angen)

<b>Yr Effaith ar Ddysgu</b> <b><i>Beth ydyn ni'n ei weld?</i></b>	<b>Ymateb</b> <b><i>Beth ddylem ei wneud nesaf?</i></b>	<b>Strategaethau</b> <b><i>Beth allwn ni ei roi ar waith?</i></b>
<p>Gallai fod tystiolaeth o rywffaint o oedi wrth gyrraedd cerrig milltir disgwylidig a thystiolaeth o un neu fwy o'r pethau canlynol:</p> <ul style="list-style-type: none"> <li>Rhai pryderon ynglŷn â sgiliau datblygiadol</li> <li>Rhywfaint o dystiolaeth o chwarae ailadroddus, diddordebau cul a diffyg dychymyg wrth chwarae.</li> <li>Efallai bod y plentyn yn symud yn gyflym o un gweithgaredd i'r llall a gallai fod angen oedolyn i sicrhau eu bod yn dysgu drwy chwarae.</li> </ul>	<ul style="list-style-type: none"> <li>Dylid cofnodi'r pryderon a'r dyddiad y'u codwyd.</li> <li>Dylid cadw cofnod o bob digwyddiad o bwys fel dyddiad cofrestru â'r lleoliad, atgyfeiriadau at asiantaethau allanol ac yn y blaen.</li> <li>Dylai staff y lleoliad sicrhau y darperir gweithgareddau wedi'u gwahaniaethu'n addas i'r plentyn</li> <li>Dylid gweithio mewn partneriaeth â'r rhieni wrth gynllunio ar gyfer y plentyn yn y lleoliad ac ar yr aelwyd.</li> <li>Dylid dal ati i olrhain a monitro cynnydd y plentyn yn unol â'u proffil datblygu gan amlygu unrhyw feysydd sy'n peri pryder.</li> <li>Dylai'ch cynlluniau ar gyfer y plentyn gynnwys unrhyw gefnogaeth a chyfarwyddyd y mae asiantaethau allanol yn eu rhoi</li> <li>Dylid trafod datblygiad y plentyn fel y'i cofnodir yn y Llyfr Coch ac/neu yn y cyfarfod sgrinio pan mae'r plentyn yn 15 mis oed a 27 mis oed (Rhaglen Plant Iach Cymru)</li> <li>Dylai'r lleoliad feithrin cyswllt agos â'r Ymwelydd Iechyd cysylltiedig, gyda chydysyniad y rhieni.</li> <li>Dylid ystyried cyfleoedd hyfforddiant i'r staff</li> </ul>	<ul style="list-style-type: none"> <li>Dylid defnyddio Nodweddion Dysgu Effeithiol wrth asesu sut mae plant yn dewis dysgu a lle maen nhw'n hoffi mynd dan do ac yn yr awyr agored.</li> <li>Dylid ystyried sut mae'r plentyn yn chwarae ac archwilio, beth sy'n eu cymell i ddysgu a meddwl yn feirniadol ac yn y blaen.</li> <li>Dylid ystyried sut mae'r plentyn yn chwarae ac archwilio, beth sy'n eu cymell i ddysgu a meddwl yn feirniadol ac yn y blaen.</li> <li>Dylid canfod beth sy'n ennyn diddordeb a sylw'r plentyn a defnyddio'r wybodaeth wrth gynllunio'r camau nesaf o safbwynt dysgu.</li> <li>Dylid darparu cyfleoedd i archwilio a thrin a thrafod offer a defnyddiau chwarae.</li> <li>Dylid cydgrynhai'r dysgu drwy sicrhau bod y gweithgareddau y mae'r plentyn yn eu mwynhau yn dal ar gael ac yn hygyrch.</li> <li>activities that the child enjoys remain available and are easily accessible.</li> <li>Dylid ymestyn ac addasu gweithgareddau wrth i ddiddordebau a syniadau plant ddatblygu a newid.</li> <li>Dylid ystyried yr amgylchedd. Helpwch y plentyn i ganolbwyntio drwy gyfyngu ar bethau sy'n tynnu eu sylw, er enghraifft drwy gefnogi amser chwarae mewn lle tawel yn y lleoliad.</li> </ul>

<b>Yr Effaith ar Ddysgu</b> <i>Beth ydyn ni'n ei weld?</i>	<b>Ymateb</b> <i>Beth ddylem ei wneud nesaf?</i>	<b>Strategaethau</b> <i>Beth allwn ni ei roi ar waith?</i>
	<ul style="list-style-type: none"> <li>Cefnogi plant a theuluoedd i gael mynediad at wasanaeth cyffredinol fel y bo'n briodol:</li> </ul> <p><b>Yng Nghonwy</b>, drwy'r Canolfannau Teuluoedd lleol / y Gwasanaeth Gwybodaeth i Deuluoedd (<a href="http://plantconwy.gov.uk">plantconwy.gov.uk</a>) a/neu'r ymwelydd iechyd</p> <p><b>Yn Sir y Fflint</b>, drwy Wasanaeth Gwybodaeth i Deuluoedd Sir y Fflint (<a href="mailto:fisf@flintshire.gov.uk">fisf@flintshire.gov.uk</a>) a/neu'r ymwelydd iechyd</p> <ul style="list-style-type: none"> <li>Os yw'r plentyn newydd gofrestru â'r lleoliad, dylid ystyried trefniadau ar gyfer pontio o gartref y plentyn/lleoliad blaenorol</li> <li>Dylid ystyried iaith a siaredir ar aelwyd y plentyn os yw honno'n wahanol i iaith y lleoliad</li> <li>Os erys pryderon dylai'r unigolyn dynodedig ar gyfer ADY yn y lleoliad drafod â'r gweithwyr proffesiynol perthnasol a oes angen ymyriadau mwy penodol ar y plentyn, a rhannu'r wybodaeth â'r rhieni/gofalwyr</li> </ul>	<ul style="list-style-type: none"> <li>Dylid darparu gweithgareddau addas o safbwynt datblygiad a sicrhau bod y plentyn yn medru cael mynediad atynt wrth eu pwysau eu hunain, er mwyn eu galluogi i lwyddo</li> <li>Dylid darparu gweithgareddau sy'n ysgogi'r plant a'u hannog i ddefnyddio'u holl synhwyrau.</li> <li>Dylid ennyn chwilfrydedd y plentyn drwy gyflwyno gweithgareddau newydd neu newid rhai cyfarwydd, fel chwarae Lego yn y pwll tywod, rhoi ceir yn y clai ac yn y blaen.</li> <li>Dylid darparu basgedi trysor a chynnwys pethau newydd ynddynt yn gyson i'r plant gael archwilio</li> <li>Anogwch y plentyn i archwilio dan do ac yn yr awyr agored, ac i fagu chwilfrydedd, fel drwy chwarae mewn pyllau mwdlyd ac ati.</li> <li>Anogwch blant i ddatrys problemau drwy ofyn cwestiynau fel 'beth fyddai'n digwydd os...?' Rhowch amser i'r plentyn ymateb.</li> <li>Defnyddiwch iaith syml fel bod y plentyn yn medru deall ac ymateb.</li> <li>Ategwch hynny â phethau gweledol fel sachau stori, pypedau ac yn y blaen.</li> <li>Datblygu sgiliau presennol drwy ailadrodd, cyffredinoli a chymryd camau bychain wrth ddysgu.</li> <li>Cynlluniwch gyfleoedd perthnasol a strwythuredig i blant ddysgu a chwarae er mwyn bodloni eu hanghenion datblygiadol.</li> </ul>

## Tystiolaeth o'r ymateb graddedig

### *Sut ydyn ni'n olrhain a chofnodi cynnydd a chanlyniadau?*



- Cofnodion yn cynnwys:
  - y pryderon a'r dyddiad y'u codwyd gyntaf
  - pob digwyddiad o bwys fel dyddiad cofrestru â'r lleoliad, atgyfeiriadau at asiantaethau allanol ac yn y blaen
- Tystiolaeth (cofnodion cyfarfodydd, cynlluniau) o'r bartneriaeth â'r rhieni a'r plentyn yn y lleoliad ac ar yr aelwyd.
- Orlhain a monitro i ddangos cynnydd y plentyn
- Proffil datblygiadol y plentyn (Proffil y Cyfnod Sylfaen)
- Tystiolaeth o gyfarfodydd ac arsylwadau ynghyd â chefnogaeth a chyfarwyddyd y mae asiantaethau allanol yn eu rhoi
- Cynlluniau sy'n dangos sut rhoddwyd strategaethau ar waith

*Os erys pryderon a/neu bod cynnydd heb ei gyflawni*

**→ Mynd ymlaen i Gyffredinol (ymyriadau wedi'u targedu)**



## Y Blynyddoedd Cynnar

### Cyffredinol (ymyriadau wedi'u targedu)

## Gwybyddiaeth a Dysgu

### (Maes Angen)

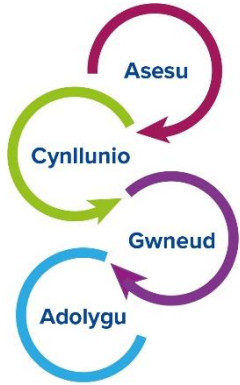
<b>Yr Effaith ar Ddysgu</b> <i>Beth ydych chi'n ei weld?</i>	<b>Ymateb</b> <i>Beth ddylem ei wneud nesaf?</i>	<b>Strategaethau</b> <i>Beth allwn ni ei roi ar waith?</i>
<p><b>Oedi arwyddocaol wrth gyrraedd cerrig milltir a thystiolaeth o un neu fwy o'r pethau canlynol:</b></p> <ul style="list-style-type: none"> <li>Tystiolaeth o chwarae ailadroddus mynych, diddordebau cul ac anawsterau arwyddocaol â chwarae dychmygus.</li> <li>Tystiolaeth fod y plentyn yn ei chael yn anodd cofio cysyniadau dros amser</li> <li>Mae'n well ganddynt chwarae ar eu pennau'u hunain neu ar y cyrion pan mae plant eraill yn chwarae.</li> <li>Wrth ddysgu o'r newydd mae'n rhaid rhannu popeth yn gamau bychain a'u hailadrodd, ac mae gofyn gor-ddysgu er mwyn sicrhau cynnydd a chyflawni canlyniadau</li> <li>Mae'r plentyn yn dechrau colli sgiliau mewn meysydd datblygu penodol.</li> <li>Anawsterau mawr â sylw. Mae gofyn lefel uchel o gefnogaeth i hoelio sylw'r plentyn a hybu dysgu drwy chwarae. Diddordebau cul wrth chwarae</li> </ul>	<ul style="list-style-type: none"> <li>Dal i gadw cofnod o ddigwyddiadau o bwys, fel atgyfeirio at asiantaethau allanol, er enghraifft</li> <li>Dylai'r Cydlynnydd ADY/unigolyn cyswllt dynodedig yn y lleoliad rannu'r pryderon â'r rhieni a llunio Proffil Un Tudalen ar y cyd â'r rhieni/gofalwyr a'r plentyn.</li> <li>Dal i feithrin cyswllt â'r asiantaethau allanol sy'n ymwneud â'r plentyn, fel y bo'n briodol.</li> <li>Dylai'r Cydlynnydd ADY/unigolyn cyswllt dynodedig gynorthwyo'r unigolyn allweddol wrth gynllunio gweithgareddau gwahaniaethol, ymyriadau a strategaethau i gefnogi'r plentyn.</li> <li>Defnyddio'r Proffil Un Tudalen wrth fonitro ac adolygu'r strategaethau a'r ymyriadau a ddefnyddir gan ganolbwyntio ar gynnydd y plentyn ac effaith y strategaethau ac ymyriadau.</li> <li>Dylid sicrhau y caiff unrhyw argymhellion gan arbenigwyr eu cynnwys ym <b>Mhroffil Un Tudalen</b> y plentyn.</li> <li>Dylai'ch cynlluniau ar gyfer y plentyn gynnwys unrhyw gyngor, cefnogaeth a chyfarwyddyd y mae asiantaethau allanol yn eu rhoi.</li> <li>Dylid gweithio mewn partneriaeth agos â rhieni. Mae hynny'n cynnwys rhannu Proffiliau Un Tudalen yn ogystal â strategaethau ac ymyriadau i'w defnyddio yn y lleoliad ac ar yr aelwyd.</li> </ul>	<p>Dal ati ag unrhyw strategaethau perthnasol o'r lefel <b>Cyffredinol</b>, a hefyd:</p> <ul style="list-style-type: none"> <li>Ystyried beth sy'n ennyn diddordeb y plentyn ac yn hybu cyfranogiad ar lefel uchel.</li> <li>Symleiddio'r gweithgareddau/tasgau a'u rhannu'n gamau bychain y gellir eu cyflawni</li> <li>Dylid sicrhau ymhob sesiwn fod y plentyn yn cael mynediad at gyfle dysgu unigol â chefnogaeth, amser mewn grŵp bach a chefnogaeth wrth chwarae dan arweiniad y plentyn.</li> <li>Dylid sicrhau fod yno ddigonedd o gyfleoedd i ailadrodd gweithgareddau</li> <li>Dylid annog plant i ddefnyddio amrywiaeth o adnoddau penagored sy'n eu difyrru a'u hannog i ddefnyddio'u holl synhwyrâu.</li> <li>Dylid dal i greu profiadau diddorol sy'n meithrin chwifrydedd y plentyn a'u hawydd i archwilio</li> <li>Dylid datblygu 'sylw ar y cyd' drwy ddilyn diddordebau'r plentyn, ymuno wrth iddynt chwarae, a modelu ieithwedd sy'n addas i lefel datblygiad y plentyn</li> <li>Dylid darparu cyfleoedd i archwilio a thrin a thrafod offer a defnyddiau chwarae</li> </ul>

<b>Yr Effaith ar Ddysgu</b> <b><i>Beth ydyn ni'n ei weld?</i></b>	<b>Ymateb</b> <b><i>Beth ddylem ei wneud nesaf?</i></b>	<b>Strategaethau</b> <b><i>Beth allwn ni ei roi ar waith?</i></b>
	<ul style="list-style-type: none"> <li>Dylid cynnal Cyfarfodydd Cynllunio sy'n Canolbwyntio ar yr Unigolyn yn rheolaidd</li> <li>Dylid ystyried cyfleoedd hyfforddiant ADY i'r staff</li> <li>Cefnogi plant a theuluoedd i gael mynediad at wasanaeth cyffredinol fel y bo'n briodol:</li> </ul> <p><b>Yng Nghonwy</b>, drwy'r Canolfannau Teuluoedd lleol / y Gwasanaeth Gwybodaeth i Deuluoedd (<a href="http://plantconwy.gov.uk">plantconwy.gov.uk</a>) a'r Ymwelydd Iechyd</p> <p><b>Yn Sir y Fflint</b>, drwy Wasanaeth Gwybodaeth i Deuluoedd Sir y Fflint (<a href="mailto:fisf@flintshire.gov.uk">fisf@flintshire.gov.uk</a>) a'r Ymwelydd Iechyd</p> <ul style="list-style-type: none"> <li>Rhaid ategu <b>pob</b> cais â thystiolaeth a gasglwyd ers y tro cyntaf y codwyd pryderon, gan adlewyrchu popeth y mae'r lleoliad wedi'i wneud i fodloni anghenion y plentyn. Bydd panel cymedroli'n ystyried pob cais.</li> <li>Os bydd datblygiad y plentyn yn dal i beri pryder ar ôl cyfnod rhesymol o amser a bod cynnydd yn dal yn araf, dylai Cydlynnydd ADY / unigolyn dynodedig y lleoliad drafod y sefyllfa â'r rhieni, yr asiantaethau allanol perthnasol, ac mewn <b>lleoliadau nas cynhelir</b>, Swyddog Arweiniol Anghenion Dysgu Ychwanegol y Blynnyddoedd Cynnar, ac ystyried a oes angen Darpariaeth Ddysgu Ychwanegol ar y plentyn er mwyn bodloni unrhyw Anghenion Dysgu Ychwanegol (ADY).</li> </ul>	<ul style="list-style-type: none"> <li>Dylid sgaffaldio dysg y plentyn drwy fodelu'r sgil newydd. Gellir gwneud hyn yn unigol, mewn parau neu mewn grwpiau bach gydag oedolyn yn cefnogi.</li> <li>Dylid datblygu cronfa o adnoddau aml-synhwyrdd y gellir eu defnyddio ar wahanol adegau wrth ddatblygu ymwybyddiaeth y plentyn a'u hannog i archwilio'r synhwyrddau</li> <li>Dylid cyflwyno gwrthrychau annisgwyl, rhoi teganau mewn manau anarferol a/neu gyflwyno blychau trysor neu bethau diddorol i blant eu harchwilio</li> </ul>



## Tystiolaeth o'r Ymateb Graddedig

### *Sut ydyn ni'n olrhain a chofnodi cynnydd a chanlyniadau?*



- Tystiolaeth flaenorol, a chynnwys:
  - Tystiolaeth o anawsterau, gan gynnwys arsylwadau ynglŷn â phryd, lle a sut y caiff cefnogaeth ei darparu a'i haddasu i gynorthwyo â hynny
  - Proffil Un Tudalen, gan gynnwys cyngor, cefnogaeth a chyfarwyddyd gan arbenigwyr
  - Rhannu cofnodion cyfarfodydd cynllunio sy'n canolbwyntio ar yr unigolyn â'r plentyn, rhieni ac asiantaethau allanol

*Os erys pryderon a/neu bod cynnydd heb ei gyflawni*

**→ Mynd ymlaen i Ddarpariaeth Dysgu Ychwanegol (CDU ALI)**



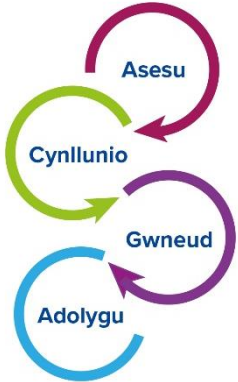
## Y Blynyddoedd Cynnar

### Darpariaeth Dysgu Ychwanegol (CDU ALI)

## Gwybyddiaeth a Dysgu (Maes Angen)

<b>Yr Effaith ar Ddysgu</b> <i>Beth ydyn ni'n ei weld?</i>	<b>Ymateb</b> <i>Beth ddylem ei wneud nesaf?</i>	<b>Strategaethau</b> <i>Beth allwn ni ei roi ar waith?</i>
<p><b>Oedi arwyddocaol wrth gyrraedd cerrig milltir a thystiolaeth o un neu fwy o'r pethau canlynol:</b></p> <ul style="list-style-type: none"> <li>Oedran datblygiadol yn llai na'r oedran cronolegol mewn dau o feysydd datblygu neu fwy.</li> <li>Tystiolaeth o chwarae ailadroddus mynych, diddordebau cul ac anawsterau difrifol â chwarae dychmygus.</li> <li>Yn osgoi chwarae ag eraill.</li> <li>Yn tueddu i beidio ag ymwneud ag oedolion na chyfoedion.</li> <li>Methu â throsglwyddo sgiliau a ddysgwyd mewn cyd-destun ehangach.</li> <li>Tystiolaeth fod y plentyn yn ei chael yn anodd iawn cofio cysyniadau dros amser</li> <li>Mae'r plentyn yn gyson yn colli sgiliau mewn meysydd datblygu penodol.</li> <li>Mae ar y plentyn angen lefel uchel iawn o gefnogaeth bersonol i gael mynediad at gwricwlwm sydd wedi'i addasu'n benodol ar eu cyfer.</li> </ul>	<p>Dylai'r Cydlynnydd ADY/unigolyn cyswllt dynodedig gynorthwyo wrth adnabod gweithgareddau gwahaniaethol, ymyriadau a strategaethau i gefnogi'r plentyn.</p> <ul style="list-style-type: none"> <li>Monitro ac adolygu gan ganolbwyntio ar gynnydd y plentyn ac effaith y strategaethau ac ymyriadau.</li> <li>Sicrhau fod Cynllun Datblygu Unigol y plentyn yn cynnwys unrhyw argymhellion gan arbenigwyr (er enghraifft, y Therapydd Iaith a Lleferydd, Seicolegydd Addysg).</li> <li>Dylai'ch cynlluniau ar gyfer y plentyn gynnwys unrhyw gefnogaeth a chyfarwyddyd y mae asiantaethau allanol yn eu rhoi.</li> <li>Dylid sicrhau partneriaeth waith agos â rhieni. Mae hynny'n cynnwys rhannu'r CDU yn ogystal â strategaethau ac ymyriadau i'w defnyddio yn y lleoliad ac ar yr aelwyd.</li> <li>Dylid sicrhau fod yr holl staff yn cael hyfforddiant penodol i anghenion y plentyn a chefnogi cyflawniad y canlyniadau yn y CDU a'r ddarpariaeth yn y lleoliad.</li> <li>Dylid sicrhau y sefydlir CDU yr Awdurdod Lleol a bod y lleoliad yn gweithredu'r canlyniadau a'r Ddarpariaeth Ddysgu Ychwanegol.</li> </ul>	<p>Dal ati ag unrhyw strategaethau perthnasol o'r lefel Cyffredinol a/neu Cyffredinol wedi'i Dargedu, a hefyd:</p> <ul style="list-style-type: none"> <li>Dylid addasu'r strategaethau a ddefnyddir wrth gefnogi plant ag anghenion lefel uchel ar gyfer pob unigolyn a disgwylir eu bod yn seiliedig ar gyngor gan y gwasanaethau arbenigol sy'n cefnogi'r plentyn a'r teulu.</li> <li>Dylid sicrhau fod y cynlluniau a'r ymyriadau'n berthnasol i'r canlyniadau a bennir yn y CDU. Dylid monitro'r cynnydd wrth gyflawni'r canlyniadau a bennir yn y CDU.</li> <li>Dylai'r cynlluniau roi sylw i weithdrefnau symud a chario sy'n seiliedig ar gyngor proffesiynol</li> </ul>

Yr Effaith ar Ddysgu <i>Beth ydyn ni'n ei weld?</i>	Ymateb <i>Beth ddylem ei wneud nesaf?</i>	Strategaethau <i>Beth allwn ni ei roi ar waith?</i>
	<ul style="list-style-type: none"> <li>• Dal i gyfathrebu'n gyson â'r asiantaethau sy'n gweithio â'r plentyn</li> <li>• Adolygu'r CDU bob blwyddyn</li> <li>• Dylid cynnal cyfarfod adolygu'r CDU pan mae'r plentyn yn pontio i lleoliad neu ysgol newydd er mwyn sicrhau bod y canlyniadau a'r ddarpariaeth a nodir yn y CDU yn briodol yn y lleoliad newydd.</li> </ul>	

<b>Tystiolaeth o'r Ymateb Graddedig</b> <b><i>Sut ydyn ni'n olrhain a chofnodi cynnydd a chanlyniadau?</i></b>	
	<p><a href="http://cefnogaeth.gwegogledd.cymru/cyfnod-sylfaen-arsylwi-yn-erbyn-y-proffil-cryno/?lang=cy">http://cefnogaeth.gwegogledd.cymru/cyfnod-sylfaen-arsylwi-yn-erbyn-y-proffil-cryno/?lang=cy</a></p> <ul style="list-style-type: none"> <li>• Tystiolaeth flaenorol: <ul style="list-style-type: none"> <li>- y pryderon a'r dyddiad y'u codwyd gyntaf</li> <li>- pob digwyddiad o bwys fel dyddiad cofrestru â'r lleoliad, atgyfeiriadau at asiantaethau allanol ac yn y blaen</li> </ul> </li> <li>• Tystiolaeth (cofnodion cyfarfodydd, cynlluniau) o'r bartneriaeth â'r rhieni a'r plentyn yn y lleoliad ac ar yr aelwyd.</li> <li>• Olrhain a monitro er mwyn dangos cynnydd y plentyn</li> <li>• Proffil datblygiadol y plentyn (Proffil y Cyfnod Sylfaen)</li> <li>• Tystiolaeth o gyfarfodydd ac arsylwadau ynghyd â chefnogaeth a chyfarwyddyd y mae asiantaethau allanol yn eu rhoi</li> <li>• Cynlluniau sy'n dangos sut rhoddwyd strategaethau ar waith</li> <li>• - Tystiolaeth o anawsterau, gan gynnwys arsylwadau ynglŷn â phryd, lle a sut y caiff cefnogaeth ei darparu a'i haddasu i gynorthwyo â hynny</li> <li>• - Proffil Un Tudalen, gan gynnwys cyngor, cefnogaeth a chyfarwyddyd gan arbenigwyr</li> <li>• - Rhannu cofnodion cyfarfodydd cynllunio sy'n canolbwyntio ar yr unigolyn â'r plentyn, rhieni ac asiantaethau allanol</li> <li>• Dylid sicrhau hefyd: <ul style="list-style-type: none"> <li>- Bod cofnodion cyfarfodydd cynllunio sy'n canolbwyntio ar yr unigolyn yn dangos y gwaith a wneid â'r plentyn, rhieni ac asiantaethau allanol</li> <li>- Proffiliau Un Tudalen, gan gynnwys rhai sydd wedi'u hadolygu</li> <li>- Tystiolaeth gynhwysfawr o waith monitro sy'n dangos effaith y strategaethau ac ymyriadau</li> <li>- Tystiolaeth sy'n dangos cyngor, cefnogaeth a chyfarwyddyd gan asiantaethau allanol ar ffurf cofnodion, cynlluniau gweithredu, cynlluniau</li> <li>- CDU yr Awdurdod Lleol sy'n pennu'r canlyniadau a'r Ddarpariaeth Ddysgu Ychwanegol a roddwyd ar waith</li> </ul> </li> </ul>

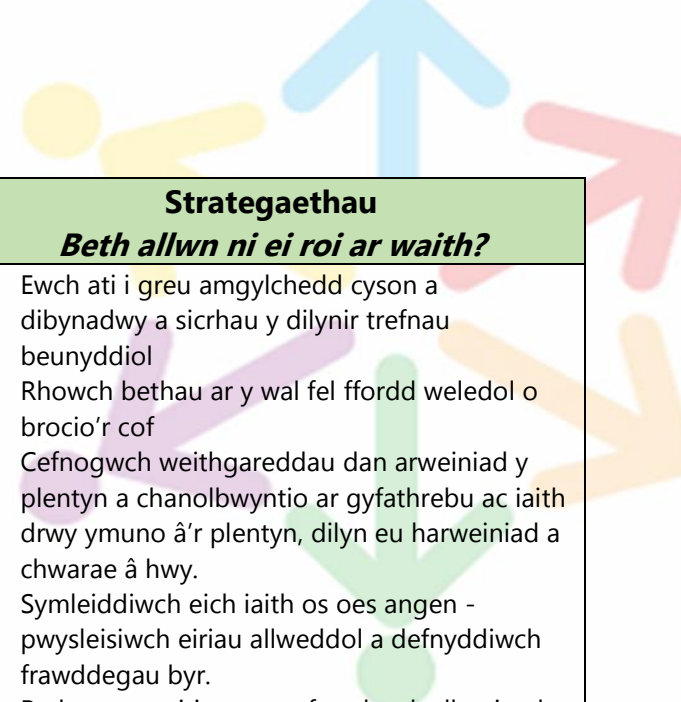


## Y Blynyddoedd Cynnar

## Darpariaeth Gyffredinol

## Cyfathrebu a Rhyngweithio

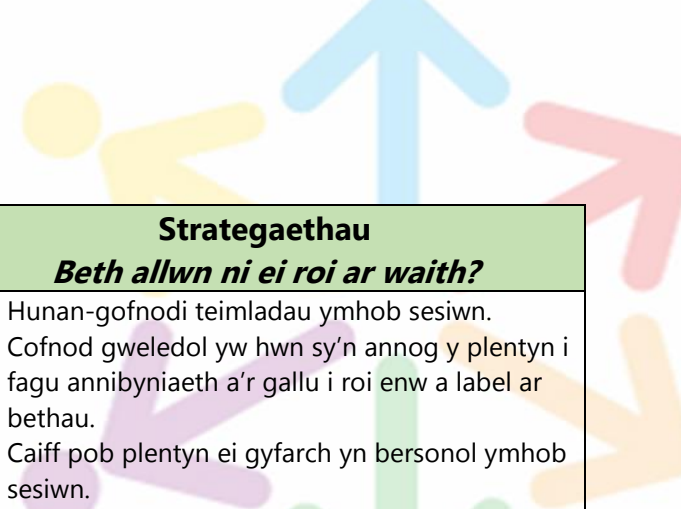
<b>Yr Effaith ar Ddysgu</b> <b><i>Beth ydyn ni'n ei weld?</i></b>	<b>Ymateb</b> <b><i>Beth ddylem ei wneud nesaf?</i></b>	<b>Strategaethau</b> <b><i>Beth allwn ni ei roi ar waith?</i></b>
<p>1 band datblygiadol islaw'r oedran cronolegol</p> <p>Hefyd, gweler y wybodaeth isod:</p> <ul style="list-style-type: none"> <li>Pecyn gwaith WellComm</li> <li>Rhestr wirio datblygu ELKLAN</li> <li>Rhestr wirio ICAN</li> <li>Proffil y Cyfnod Sylfaen</li> </ul> <p><b>Rhyngweithio Cymdeithasol</b></p> <ul style="list-style-type: none"> <li>Rhai anawsterau wrth ddilyn normau cymdeithasol, fel</li> <li>cadw cyswllt llygaid, er enghraifft, sgwrsio, rhannu ac aros eu tro</li> <li>Rhai anawsterau wrth siarad ag oedolion y tu allan i'r teulu</li> <li>Tynnu'n ôl i ryw raddau o gwmpeini eraill</li> <li>Diffyg gallu i oddef rhyngweithio cymdeithasol (gan ystyried oedran)</li> <li>Gorbryder gwaeth nag arfer ar adegau o newid neu bontio (arferion/amgylchedd/pobl)</li> <li>Rhai anawsterau â gweithgareddau dan gyfarwyddyd oedolion</li> <li>Diddordebau cul wrth chwarae weithiau a/neu bod y plentyn yn cadw at weithgareddau y mae'n eu hoffi, fel cerbydau, cyfrifiadur ac yn y blaen.</li> <li>Efallai bod y plentyn yn chwarae ar ben ei hun.</li> </ul>	<ul style="list-style-type: none"> <li>Dylai <b>Staff</b> y lleoliad gynorthwyo wrth adnabod gweithgareddau gwahaniaethol a strategaethau ar gyfer y plentyn</li> <li>Dylid gweithio mewn partneriaeth â'r rhieni wrth gynllunio ar gyfer y plentyn yn y lleoliad ac ar yr aelwyd, ac adolygu'r cynlluniau'n gyson</li> <li>Dal i olrhain a monitro cynnydd y plentyn</li> <li>Trafod datblygiad y plentyn fel y'i cofnodwyd yn y</li> <li>y Llyfr Coch ac/neu yn y cyfarfod sgrinio pan mae'r plentyn yn 15 mis oed a 27 mis oed (Rhaglen Plant Iach Cymru).</li> <li>Dylai'r lleoliad feithrin cyswllt agos â'r Ymwelydd Iechyd cysylltiedig.</li> <li>Dylai ymarferwyr ddefnyddio dulliau sgrinio fel Proffil y Cyfnod Sylfaen, pecyn gwaith WellComm, rhestr wirio ELKLAN (add link to more info on Conwy website). Dylid rhannu canlyniadau'r sgrinio â'r rhieni.</li> <li>Ffonio'r gwasanaeth Therapi Iaith a Lleferydd. Llinell gymorth ar gyfer brysbennu a thrafod pryderon.</li> </ul> <p>Rhif ffôn:                  Dydd Llun 3pm – 4pm 03000 850095                  Dydd Iau 12.30pm – 1.30pm 03000 850095  <a href="mailto:BCU.SALThelpineCentral@wales.nhs.uk">BCU.SALThelpineCentral@wales.nhs.uk</a></p>	<ul style="list-style-type: none"> <li>Rhowch eich hun yn rhywle lle mae'r plant yn medru gweld eich wyneb yn glir a chithau'n gallu eu gweld hwythau.</li> <li>Cyfyngwch ar bethau sy'n tynnu sylw</li> <li>Neilltewch amser ychwanegol ar gyfer prosesu gwybodaeth, rhoi atebion a chwblhau tasgau</li> <li>Rhowch gyfle i ymarfer yn rheolaidd drwy gofio ac</li> <li>ailadrodd</li> <li>Rhowch rybudd pan mae gweithgaredd yn tynnu at y terfyn a chefnogi wrth fynd o un peth i'r llall (gallai fod angen rhoi rhybudd gweledol).</li> <li>Cyflwynwch weithgareddau a phrofiadau newydd yn bwylllog fesul dipyn, er enghraifft drwy gyflwyno hambwrdd bach o dywod a dim byd arall.</li> <li>Cefnogwch ddatblygiad rhannu a chymryd troeon mewn grwpiau bach ac yn unigol os oes angen. Dylid sicrhau fod yno ddigonedd o gyfleoedd i ddatblygu sgiliau rhyngweithio cymdeithasol a chwarae.</li> <li>Cynigiwch dewisiadau i'r plentyn, fel dewis o ddwy gân, dwy stori, dau ddiodydd - ategwch y dewisiadau'n weledol â gwrthrychau/lluniau/symbolau</li> <li>Rhowch ganmoliaeth benodol fel "rwyd ti'n eistedd yn dda" neu "rwyd ti'n yfed yn dda" ac yn y blaen</li> </ul>



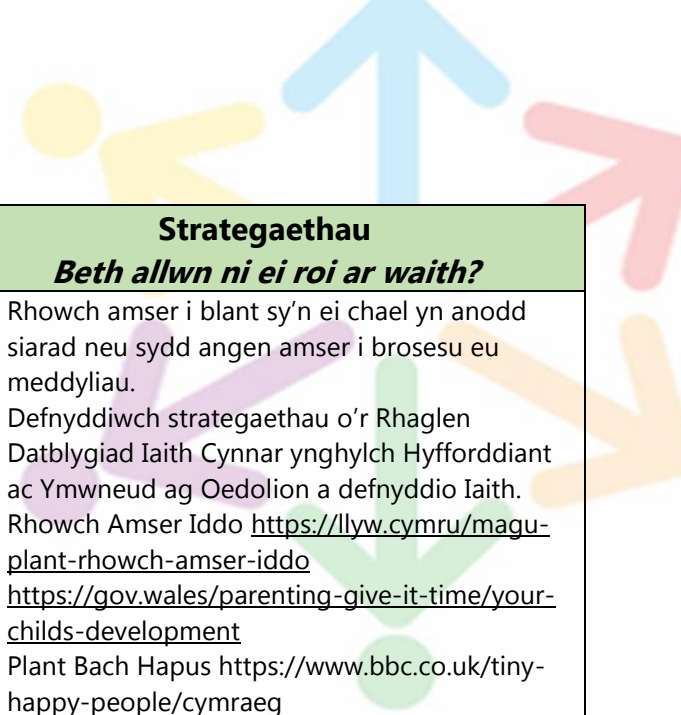
<b>Yr Effaith ar Ddysgu</b> <b><i>Beth ydyn ni'n ei weld?</i></b>	<b>Ymateb</b> <b><i>Beth ddylem ei wneud nesaf?</i></b>	<b>Strategaethau</b> <b><i>Beth allwn ni ei roi ar waith?</i></b>
<ul style="list-style-type: none"> <li>Mae'r plentyn yn mwynhau gwybodaeth weledol ac yn ymateb yn well nag i wybodaeth glywedol/llafar</li> <li>Efallai bod yn well gan y plentyn rai pethau nag eraill o ran bwyd, dillad ac ati, ac efallai y bydd eu hannog i roi cynnig ar brofiadau newydd yn peri gofid iddynt</li> <li>Os yw'r plentyn yn cynhyrfu gall gymryd mwy o amser i'w setlo a'u cysuro</li> </ul> <p><b>Iaith</b></p> <ul style="list-style-type: none"> <li>Iaith fynegiannol a/neu oddefol y plentyn yn dangos rhywfaint o oedi (gan ystyried oedran ac iaith gyntaf) ac mae angen cyfraniad ychwanegol er mwyn hybu'r cynnydd</li> <li>Mae angen ailadrodd, siarad yn araf a defnyddio geiriau allweddol</li> </ul> <p><b>Lleferydd</b></p> <ul style="list-style-type: none"> <li>Siarad â synau babiaidd</li> <li>Lleferydd yn annealladwy i oedolyn sy'n gyfarwydd â'r plentyn</li> </ul>	<p>Mae gwybodaeth ac adnoddau ar ein gwefan hefyd: <a href="https://bipbc.gig.cymru/gwasanaethau/gwasanaethau-ysbyty/therapi-iaith-a-lleferydd/gwasanaethau-plant/">https://bipbc.gig.cymru/gwasanaethau/gwasanaethau-ysbyty/therapi-iaith-a-lleferydd/gwasanaethau-plant/</a></p> <p>Mae rhagor o wybodaeth ar wefan Swyddfa'r Comisiynydd Gwybodaeth: <a href="http://www.wales.nhs.uk/sitesplus/861/page/slt">http://www.wales.nhs.uk/sitesplus/861/page/slt</a></p> <ul style="list-style-type: none"> <li>Os ydych chi'n anfon e-bost dylech gynnwys enw cyntaf y plentyn, eu hoedran, eich perthynas â'r plentyn a rhif ffôn. Mae'n rhaid cael caniatâd y sawl sydd â chyfrifoldeb rhiant cyn cysylltu â'r llinell gymorth dros y ffôn neu drwy e-bost.</li> <li>Dylech ystyried cyfleoedd hyfforddiant i'ch staff, gan gynnwys pethau fel Makaton, creu amgylchedd sy'n annog cyfathrebu, er enghraifft.</li> <li>Cefnogwch blant a'u teuluoedd i gael mynediad at wasanaethau cyffredinol a rhai wedi'u targedu yn eu Canolfannau Teuluoedd Lleol.</li> <li>Cefnogwch blant a'u teuluoedd i gymryd rhan mewn sesiynau galw heibio grwpiau Sgwrsio Lleol.</li> <li>Os yw'r plentyn newydd gofrestru â'r lleoliad, dylid ystyried trefniadau ar gyfer pontio o gartref y plentyn/lleoliad blaenorol - (holwch a oedd yw'r plentyn wedi symud o ardal Awdurdod Lleol arall lle'r oedd ganddynt Gynllun Datblygu Unigol)</li> <li>Dylid ystyried iaith a siaredir ar aelwyd y plentyn os yw honno'n wahanol i iaith y lleoliad</li> </ul>	<ul style="list-style-type: none"> <li>Ewch ati i greu amgylchedd cyson a dibynadwy a sicrhau y dilynir trefnau beunyddiol</li> <li>Rhowch bethau ar y wal fel ffordd weledol o brocio'r cof</li> <li>Cefnogwch weithgareddau dan arweiniad y plentyn a chanolbwyntio ar gyfathrebu ac iaith drwy ymuno â'r plentyn, dilyn eu harweiniad a chwarae â hwy.</li> <li>Symleiddiwch eich iaith os oes angen - pwysleiswch eiriau allweddol a defnyddiwch frawddegau byr.</li> <li>Rydym yn gwirio ac atgyfnerthu dealltwriaeth plant drwy ailadrodd, aralleirio, egluro a modelu.</li> <li>Cynlluniwch weithgareddau wedi'u gwahaniaethu mewn grwpiau bach.</li> <li>Adnoddau a chyfleoedd chwarae yn ôl oedran a cham datblygu, fel ICAN: <i>Babbling Babies</i> (£12.00), <i>Toddler Talk</i> (£12.00), <i>Chatting with Children</i> (£12.00)</li> </ul> <p>Adnoddau am ddim i ymarferwyr – <a href="https://ican.org.uk/i-cans-talking-point/professionals/resources/">https://ican.org.uk/i-cans-talking-point/professionals/resources/</a></p> <p>Adnoddau am ddim i rieni – <a href="https://ican.org.uk/i-cans-talking-point/parents/resources/">https://ican.org.uk/i-cans-talking-point/parents/resources/</a></p> <ul style="list-style-type: none"> <li>Rhowch amser i blant sy'n ei chael yn anodd siarad neu sydd angen amser i brosesu eu meddyliau.</li> </ul>



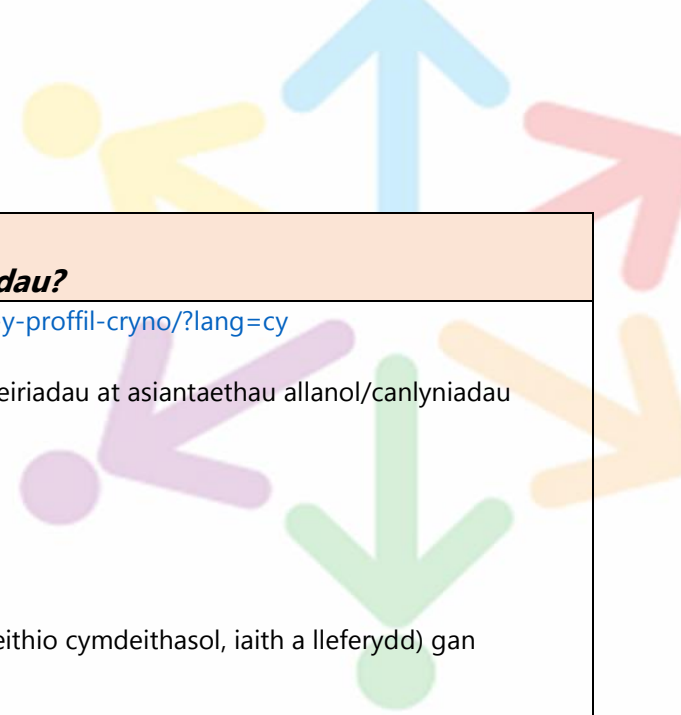
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		<ul style="list-style-type: none"> <li>• Defnyddiwch strategaethau o'r Rhaglen Hyfforddiant ar Ddatblygiad Iaith Cynnar ynghylch Rhyngweithio rhwng Plant ac Oedolion a defnyddio Iaith. Rhowch Amser Iddo <a href="https://llyw.cymru/magu-plant-rhowch-amser-iddo">https://llyw.cymru/magu-plant-rhowch-amser-iddo</a> <a href="https://gov.wales/parenting-give-it-time/your-childs-development">https://gov.wales/parenting-give-it-time/your-childs-development</a> Plant Bach Hapus <a href="https://www.bbc.co.uk/tiny-happy-people/cymraeg">https://www.bbc.co.uk/tiny-happy-people/cymraeg</a> I Can <a href="https://ican.org.uk/i-cans-talking-point/professionals/professionals-faqs/">https://ican.org.uk/i-cans-talking-point/professionals/professionals-faqs/</a></li> <li>• Defnyddiwch weithgareddau i ddatblygu sgiliau gwranddo a chanolbwyntio (mewn grŵp), er enghraifft, drwy gynllunio amser stori er mwyn annog plant i ymuno, gyda straeon cryno â digon o luniau, celfi, sachau stori ac yn y blaen.</li> <li>• Gweithgareddau i ddatblygu cof clywedol tymor byr</li> <li>• Darparwch adnoddau wedi'u labelu'n amlwg â lluniau neu wrthrychau, a defnyddiwch amserlenni gweledol. Cyflawni'r cynllun Siarad Gyda Fi <a href="https://llyw.cymru/siarad-gyda-fi-cynllun-cyflawni-ar-gyfer-lleferydd-iaith-chyfathrebu">https://llyw.cymru/siarad-gyda-fi-cynllun-cyflawni-ar-gyfer-lleferydd-iaith-chyfathrebu</a></li> <li>• Staff yn sicrhau cysondeb y drefn feunyddiol gan olygu fod plant yn teimlo'n ddiogel ac yn deall beth sy'n digwydd.</li> <li>• Amgylchedd ag ardaloedd diffiniedig wedi'u labelu â delweddau, symbolau a geiriau</li> <li>• Defnyddir cyfathrebu di-eiriau i ategu'r iaith lafar. Er enghraifft, defnyddir Makaton a gwahanol ystumiau wrth siarad.</li> <li>• Cyflawnir gweithgareddau'r rhaglen grŵp WellComm.</li> </ul>



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		<ul style="list-style-type: none"> <li>• Hunan-gofnodi teimladau ymhob sesiwn. Cofnod gweledol yw hwn sy'n annog y plentyn i fagu annibyniaeth a'r gallu i roi enw a label ar bethau.</li> <li>• Caiff pob plentyn ei gyfarch yn bersonol ymhob sesiwn.</li> <li>• Lleihau sŵn yn y cefndir lle bo modd. Cornel dawel (sydd ag adnoddau amlsynhwyraidd i gynorthwyo â hunan-reolaeth ar emosiynau).</li> <li>• Cefnogwch weithgareddau dan arweiniad y plentyn a chanolbwyntio ar gyfathrebu ac iaith drwy ymuno â'r plentyn, dilyn eu harweiniad a chwarae â hwy.</li> <li>• Symleiddiwch eich iaith os oes angen - pwysleisiwch eiriau allweddol a defnyddiwch frawddegau byr.</li> <li>• Rydym yn gwirio ac atgyfnerthu dealltwriaeth plant drwy ailadrodd, aralleirio, egluro a modelu.</li> <li>• Cynlluniwch weithgareddau wedi'u gwahaniaethu mewn grwpiau bach.</li> <li>• Adnoddau a chyfleoedd chwarae yn ôl oedran a cham datblygu, fel ICAN: Babbling Babies (£12.00), Toddler Talk (£12.00), Chatting with Children (£12.00)</li> </ul> <p>Adnoddau am ddim i ymarferwyr – <a href="https://ican.org.uk/i-cans-talking-point/professionals/resources/">https://ican.org.uk/i-cans-talking-point/professionals/resources/</a></p> <p>Adnoddau am ddim i rieni – <a href="https://ican.org.uk/i-cans-talking-point/parents/resources/">https://ican.org.uk/i-cans-talking-point/parents/resources/</a></p>



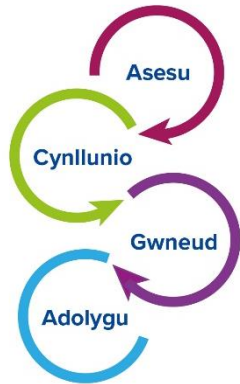
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		<ul style="list-style-type: none"> <li>• Rhowch amser i blant sy'n ei chael yn anodd siarad neu sydd angen amser i brosesu eu meddyliau.</li> <li>• Defnyddiwch strategaethau o'r Rhaglen Datblygiad Iaith Cynnar ynghylch Hyfforddiant ac Ymwneud ag Oedolion a defnyddio Iaith. Rhowch Amser Iddo <a href="https://llyw.cymru/magu-plant-rhowch-amser-iddo">https://llyw.cymru/magu-plant-rhowch-amser-iddo</a> <a href="https://gov.wales/parenting-give-it-time/your-childs-development">https://gov.wales/parenting-give-it-time/your-childs-development</a> Plant Bach Hapus <a href="https://www.bbc.co.uk/tiny-happy-people/cymraeg">https://www.bbc.co.uk/tiny-happy-people/cymraeg</a> I Can <a href="https://ican.org.uk/i-cans-talking-point/professionals/professionals-faqs/">https://ican.org.uk/i-cans-talking-point/professionals/professionals-faqs/</a></li> </ul> <p>Rhagor o Wybodaeth</p> <ul style="list-style-type: none"> <li>• <a href="https://ican.org.uk/">https://ican.org.uk/</a></li> </ul> <p>Rhagor o wybodaeth i'w rannu â rhieni</p> <ul style="list-style-type: none"> <li>• ICAN - <i>Talking Point</i></li> <li>• <i>Talk to Your Baby</i></li> <li>• WellComm</li> </ul> <p>Rhowch Amser Iddo <a href="https://llyw.cymru/magu-plant-rhowch-amser-iddo">https://llyw.cymru/magu-plant-rhowch-amser-iddo</a> a Plant Bach Hapus <a href="https://www.bbc.co.uk/tiny-happy-people/cymraeg">https://www.bbc.co.uk/tiny-happy-people/cymraeg</a></p>



## Tystiolaeth o'r Ymateb Graddedig

### *Sut ydyn ni'n olrhain a chofnodi cynnydd a chanlyniadau?*

<http://cefnogaeth.gwegogledd.cymru/cyfnod-sylfaen-arsylwi-yn-erbyn-y-proffil-cryno/?lang=cy>



- Dyddiadau'r pryderon cyntaf a digwyddiadau mawr megis atgyfeiriadau at asiantaethau allanol/canlyniadau asesiad ac ati.
- Cofnodion yn dangos cyfarwyddyd ychwanegol ynghylch:
  - Pecyn gwaith WellComm
  - Rhestr wirio datblygu ELKLAN
  - Rhestr wirio ICAN
  - Proffil y Cyfnod Sylfaen
- Tystiolaeth yn dangos cydnabyddiaeth o'r maes angen (rhyngweithio cymdeithasol, iaith a lleferydd) gan gynnwys enghreifftiau'n dangos arsylwadau a chanlyniadau
- Archwilio'r amgylchedd a'r drefn feunyddiol i greu cysondeb
- Cynlluniau sy'n dangos gwahaniaethu a grwpiau
- Enghreifftiau o iaith eiriol a di-eiriau a ddefnyddir wrth gyfathrebu, fel defnyddio Makaton ac ystumiau wrth siarad
- Enghreifftiau o weithgareddau rhaglen grŵp WellComm a'r canlyniadau, os defnyddir y rhain

*Os erys pryderon a/neu bod cynnydd heb ei gyflawni*

**→ Mynd ymlaen i Gyffredinol (ymyriadau wedi'u targedu)**

## Y Blynyddoedd Cynnar


### Cyffredinol (ymyriadau wedi'u targedu)

## Cyfathrebu a Rhyngweithio

<b>Yr Effaith ar Ddysgu</b> <b><i>Beth ydyn ni'n ei weld?</i></b>	<b>Ymateb</b> <b><i>Beth ddylem ei wneud nesaf?</i></b>	<b>Strategaethau</b> <b><i>Beth allwn ni ei roi ar waith?</i></b>
<ul style="list-style-type: none"> <li>Oedi arwyddocaol wrth gyrraedd cerrig milltir</li> <li>2 fand datblygiadol islaw'r oedran cronolegol mewn dwy o agweddau ar y prif feysydd neu fwy.</li> </ul> <p>Hefyd, gweler yr adnoddau isod am ragor o gyfarwyddyd:</p> <ul style="list-style-type: none"> <li>Pecyn gwaith WellComm</li> <li>Rhestr wirio datblygu ELKLAN</li> <li>Rhestr wirio ICAN</li> <li>Proffil y Cyfnod Sylfaen</li> </ul> <p><b>Rhyngweithio Cymdeithasol</b></p> <ul style="list-style-type: none"> <li>Anawsterau aml ac arwyddocaol wrth ddilyn normau a disgwyliadau cymdeithasol, er enghraifft: llai o gyswllt llygaid, anawsterau wrth aros tro/rhannu ac yn y blaen.</li> <li>Gofid amlwg pan anogir y plentyn i rannu</li> <li>Anawsterau aml ac arwyddocaol â deall ffiniau cymdeithasol a'r disgwyliadau wrth chwarae a chymryd rhan mewn gweithgareddau eraill</li> <li>Anawsterau aml ac arwyddocaol â goddef rhyngweithio cymdeithasol.</li> <li>Anawsterau aml ac arwyddocaol ag ymdrechion aflwyddiannus i rhyngweithio</li> </ul>	<ul style="list-style-type: none"> <li>Dylai'r Unigolyn Allweddol feithrin cyswllt â Chydlynnydd ADY/unigolyn dynodedig y lleoliad a'r rhieni er mwyn rhannu pryderon.</li> <li>Proffil Un Tudalen – gan gynnwys sut addasir y gwaith er mwyn bodloni anghenion y plentyn</li> <li>Dal i feithrin cyswllt â'r Ymwelydd Iechyd sy'n gysylltiedig â'r lleoliad, fel y bo'n briodol</li> <li>Dylai Cydlynnydd ADY y lleoliad gynorthwyo'r unigolyn allweddol wrth adnabod gweithgareddau gwahaniaethol a strategaethau i gefnogi'r plentyn.</li> <li>Monitro ac adolygu gan ganolbwyntio ar gynnydd y plentyn ac effaith y strategaethau ac ymyriadau.</li> </ul> <p>Rhif ffôn y Llinell Gymorth:  Dydd Llun 3pm – 4pm 03000 850095  Dydd Iau 12.30pm – 1.30pm 03000 850095  <a href="mailto:BCU.SALThelpLineCentral@wales.nhs.uk">BCU.SALThelpLineCentral@wales.nhs.uk</a></p> <p>Mae gwybodaeth ac adnoddau ar ein gwefan hefyd:  <a href="https://bipbc.gig.cymru/gwasanaethau/gwasanaethau-ysbyty/therapi-iaith-a-lleferydd/gwasanaethau-plant/">https://bipbc.gig.cymru/gwasanaethau/gwasanaethau-ysbyty/therapi-iaith-a-lleferydd/gwasanaethau-plant/</a></p> <p>Mae rhagor o wybodaeth i'w gweld ar wefan Swyddfa'r Comisiynydd Gwybodaeth:  <a href="http://www.wales.nhs.uk/sitesplus/861/page/slt">http://www.wales.nhs.uk/sitesplus/861/page/slt</a></p> <p>Os ydych chi'n anfon e-bost dylech gynnwys enw cyntaf y plentyn, eu hoedran, eich perthynas â'r plentyn a rhif ffôn.</p>	<p>Dal ati ag unrhyw strategaethau perthnasol o'r lefel Cyffredinol, a hefyd:</p> <ul style="list-style-type: none"> <li>Gweithredu unrhyw ymyriadau a strategaethau Therapi Iaith a Lleferydd, fel Camau Iaith (adnodd i ddatblygu sgiliau iaith - dealltwriaeth a mynegiant)</li> <li>Nodwch amserau a manau penodol ar gyfer cefnogaeth unigol wedi'i thargedu</li> <li>Rhowch bwyslais cryf ar gefnogaeth weledol sy'n addas i allu iaith a datblygiad gwybyddol y plentyn, a defnyddiwch hynny'n gyson ar ffurf gwrthrychau/ffotograffau/symbolau, er enghraifft</li> <li>Cynnal sesiwn mewn grŵp bach bob dydd er mwyn canolbwyntio ar ddatblygu sgiliau cymdeithasol.</li> <li>Creu <i>Social Stories</i>™ syml fel y bo'r angen  <a href="https://www.autism.org.uk/advice-and-guidance/topics/communication/communication-tools/social-stories-and-comic-strip-conversations">https://www.autism.org.uk/advice-and-guidance/topics/communication/communication-tools/social-stories-and-comic-strip-conversations</a></li> <li>Cyflwyno'r gweithgareddau drwy roi amserlen weledol wedi'i haddasu i'r unigolyn</li> <li>Sgyrsiau sribedi comig a straeon cymdeithasol</li> <li>Dysgwch fwy am straeon cymdeithasol a sgyrsiau sribedi comig a sut mae'r rhain yn gallu helpu pobl awtistig i gyfathrebu.</li> <li>Datblygir sgiliau cyfathrebu'r plentyn unigol drwy ddefnyddio strategaethau ar gyfer rhyngweithio rhwng Oedolion a Phlant yn gyson; <ul style="list-style-type: none"> <li>Wyneb yn Wyneb</li> <li>Gwyllo ac Aros</li> </ul> </li> </ul>

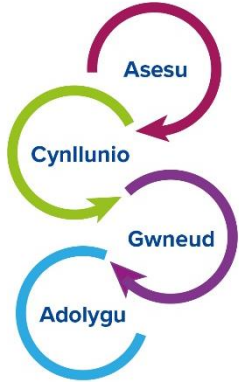


<b>Yr Effaith ar Ddysgu</b> <b><i>Beth ydyn ni'n ei weld?</i></b>	<b>Ymateb</b> <b><i>Beth ddylem ei wneud nesaf?</i></b>	<b>Strategaethau</b> <b><i>Beth allwn ni ei roi ar waith?</i></b>
<ul style="list-style-type: none"> <li>• Yn tynnu'n ôl yn fwriadol dros gyfnod o amser</li> <li>• Gorbryder arwyddocaol yn aml ar adegau o newid neu bontio (arferion/amgylchedd/pobl)</li> <li>• Anawsterau aml ac arwyddocaol â dilyn gweithgareddau dan gyfarwyddyd oedolyn</li> <li>• Mae'r plentyn yn treulio llawer iawn o amser ar weithgareddau y maent yn eu harwain eu hunain ac yn ei chael yn anodd rhoi'r gorau iddi neu symud ymlaen (gall hyn beri gofid a/neu ymddygiad heriol)</li> <li>• Efallai bod y plentyn yn dangos mwy o ddiddordeb mewn pethau na phobl</li> <li>• Efallai y bydd y plentyn yn tywys yr oedolyn wrth eu llaw/braich pa bryd bynnag y maent yn dymuno defnyddio llaw'r oedolyn fel teclyn i wneud i deganau neu gyfarpar weithio</li> <li>• Anawsterau aml ac arwyddocaol gyda sylw, a gall symud yn gyflym o un lle i'r llall ac o un gweithgaredd i'r llall heb roi llawer o sylw iddynt na dysgu fawr ddim</li> <li>• Efallai bod y plentyn yn trin a thrafod offer chwarae mewn ffordd amhriodol, neu'n defnyddio cyfarpar mewn ffordd wahanol i'w cyfoedion</li> <li>• Mae'r plentyn yn ceisio profiadau synhwyraidd neu'n eu hosgoi i'r fath raddau fel bod hynny'n amharu neu'n cyfyngu ar ddysgu</li> <li>• Mae'r plentyn yn gyndyn o gyfathrebu â geiriau yn y lleoliad, bod hynny â phlant neu staff</li> </ul>	<p>Mae'n rhaid cael caniatâd y sawl sydd â chyfrifoldeb rhiant cyn cysylltu â'r llinell gymorth dros y ffôn neu drwy e-bost.</p> <ul style="list-style-type: none"> <li>• Ar ôl cael caniatâd y rhieni dylid gwneud atgyfeiriad at y gwasanaeth Therapi Iaith a Lleferydd a gweithredu'r cyngor, strategaethau a Chynllun Cyfathrebu Unigol a ddarperir (fel y bo'n briodol i bob plentyn unigol)</li> <li>• Chwiliwch am wybodaeth ar ASDinfoWales is yw'n briodol (<a href="https://llyw.cymru/gwefan-asdinfowales">https://llyw.cymru/gwefan-asdinfowales</a>)</li> <li>• Dylai'ch cynlluniau ar gyfer y plentyn gynnwys unrhyw gefnogaeth a chyfarwyddyd y mae Tîm Ymgynnwys y Blynnydoedd Cynnar / Athrawon Cyswllt yn eu rhoi</li> <li>• Dylid gweithio mewn partneriaeth agos â rhieni. Mae hynny'n cynnwys rhannu strategaethau ac ymyriadau i'w defnyddio yn y lleoliad ac ar yr aelwyd.</li> <li>• Cynnal Cyfarfodydd Cynllunio sy'n Canolbwyntio ar yr Unigolyn yn rheolaidd</li> <li>• Ystyried cyfleoedd hyfforddiant ADY i staff, gan gynnwys unrhyw hyfforddiant perthnasol gan y gwasanaeth Therapi Iaith a Lleferydd fel ELKLAN, <i>Learning Language and Loving It</i> HANEN, <i>May I Join You</i> <a href="https://www.youtube.com/watch?v=_Lz4xoIW5TM">https://www.youtube.com/watch?v=_Lz4xoIW5TM</a></li> <li>• Llyfrynau strategaethau chwarae <i>May I Join You</i> – gan <a href="mailto:derwen@gwynedd.gov.uk">derwen@gwynedd.gov.uk</a> - Dr Helen Delargy, Tîm Integredig Plant Anabl Derwen, Lôn Parc, Caernarfon, LL55 2HP</li> <li>• Yng Nghonwy, cefnogwch blant a'u teuluoedd i gael mynediad at wasanaethau cyffredinol a rhai wedi'u targedu yn eu Canolfannau Teuluoedd lleol <a href="mailto:plant.children@conwy.gov.uk">plant.children@conwy.gov.uk</a> 01492 577850 / 577788</li> </ul>	<ul style="list-style-type: none"> <li>○ Dilyn eu harweiniad</li> <li>○ Dynwared</li> <li>○ Gwneud sylw</li> <li>○ Dehongli</li> <li>○ Ychwanegu mwy o eiriau</li> <li>○ Lleihau'r pwysau (llai o gwestiynau a mwy o sylwadau)</li> <li>○ Cymryd tro</li> </ul> <p><b>Strategaethau</b>  <a href="https://bipbc.gig.cymru/gwasanaethau/gwasanaethau-ysbyty/therapi-iaith-a-leferydd/gwasanaethau-plant/">https://bipbc.gig.cymru/gwasanaethau/gwasanaethau-ysbyty/therapi-iaith-a-leferydd/gwasanaethau-plant/</a></p>

<b>Yr Effaith ar Ddysgu</b> <b><i>Beth ydyn ni'n ei weld?</i></b>	<b>Ymateb</b> <b><i>Beth ddylem ei wneud nesaf?</i></b>	<b>Strategaethau</b> <b><i>Beth allwn ni ei roi ar waith?</i></b>
<p><b>Iaith</b></p> <ul style="list-style-type: none"> <li>Gwelir oedi arwyddocaol yn iaith fynegiannol a /neu oddefol y plentyn a/neu anhwylder sy'n golygu fod angen cefnogaeth gan y gwasanaeth Therapi Iaith a Lleferydd (gan ystyried oedran ac iaith gyntaf)</li> <li>Mae angen cefnogaeth ychwanegol i addysgu a rheoli dulliau cyfathrebu gwahanol a gallai fod gofyn am gefnogaeth gan asiantaethau allanol</li> <li>Efallai bod y gwasanaeth Therapi Iaith a Lleferydd yn gweithio â'r plentyn a bod Cynllun Cyfathrebu Unigol wedi'i sefydlu</li> <li>Colli sgiliau cyfathrebu a ddangoswyd o'r blaen, yn enwedig siarad neu arwyddo</li> </ul> <p><b>Lleferydd</b></p> <ul style="list-style-type: none"> <li>Gwallau mynych wrth siarad y gall oedolyn ddod i arfer â hwy.</li> <li>Mae'r rhieni'n deall y plentyn yn iawn, ond gallai fod yn anodd i bobl anghyfarwydd eu deall, gal gynnwys staff a phlant</li> </ul>	<ul style="list-style-type: none"> <li>Yn Sir y Fflint, cefnogwch blant a'u teuluoedd i gael mynediad at wasanaethau cyffredinol a rhai wedi'u targedu drwy eu cyfeirio at Wasanaeth Gwybodaeth i Deuluoedd Sir y Fflint <a href="mailto:FISF@flintshire.gov.uk">FISF@flintshire.gov.uk</a></li> <li>Os erys pryderon ynghylch datblygiad y plentyn a bod cynnydd yn araf, dylai Cydlynnydd ADY y lleoliad/unigolyn cyswllt siarad â Thîm y Blynyddoedd Cynnar i drafod a oes angen cefnogaeth gan Swyddog Arweiniol ADY y Blynyddoedd Cynnar</li> </ul>	

## Tystiolaeth o'r Ymateb Graddedig

### *Sut ydyn ni'n olrhain a chofnodi cynnydd a chanlyniadau?*



<http://cefnogaeth.gwegogledd.cymru/cyfnod-sylfaen-arsylwi-yn-erbyn-y-proffil-cryno/?lang=cy>

- Tystiolaeth flaenorol, a chynnwys:
  - Cofnodion cyfarfodydd cynllunio sy'n canolbwyntio ar yr unigolyn a gynhaliwyd yn rheolaidd, gan gynnwys cofnod o farn y plentyn a'r rhieni
  - Proffil Un Tudalen
  - Tystiolaeth o gyfraniad asiantaethau allanol fel y gwasanaeth Therapi Iaith a Lleferydd, gan gynnwys atgyfeiriadau a gweithredu ar sail cyngor, strategaethau a Chynllun Cyfathrebu Unigol
  - Cofnodion yn dangos gwaith monitro ac adolygu cynnydd yn ogystal ag effaith strategaethau ac ymyriadau

*Os erys pryderon a/neu bod cynnydd heb ei gyflawni*


→ Mynd ymlaen i Ddarpariaeth Ddysgu Ychwanegol (CDU ALI)

## Y Blynyddoedd Cynnar

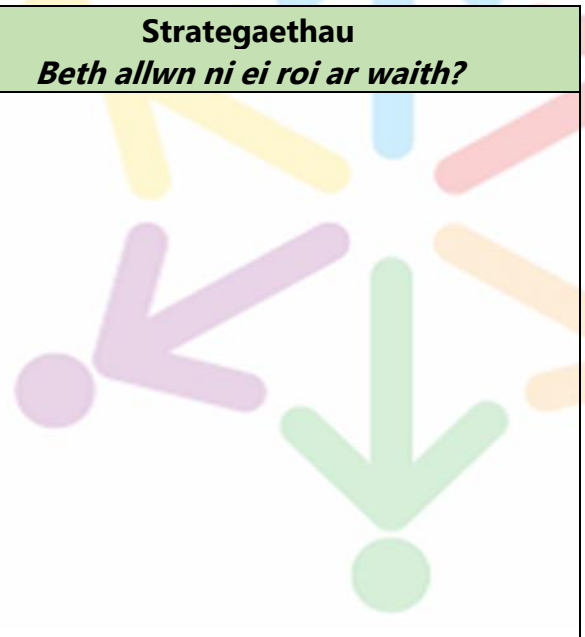
### Darpariaeth Dysgu Ychwanegol (CDU ALI)

## Cyfathrebu a Rhyngweithio

<b>Yr Effaith ar Ddysgu</b> <b><i>Beth ydyn ni'n ei weld?</i></b>	<b>Ymateb</b> <b><i>Beth ddylem ei wneud nesaf?</i></b>	<b>Strategaethau</b> <b><i>Beth allwn ni ei roi ar waith?</i></b>
<ul style="list-style-type: none"> <li>Anawsterau cyson ac arwyddocaol wrth gyrraedd cerrig milltir</li> <li>2 fand datblygu neu fwy islaw'r oedran cronolegol mewn dwy agwedd ar y prif feysydd neu fwy.</li> </ul> <p><b>Rhyngweithio Cymdeithasol</b></p> <ul style="list-style-type: none"> <li>Anawsterau cyson a difrifol wrth ddilyn normau a disgwyliadau cymdeithasol</li> <li>Anawsterau cyfathrebu difrifol sy'n golygu fod angen cefnogaeth ddwys a strategaethau pendant er mwyn i'r plentyn gyfathrebu (diagnosis o Gyflwr yn y Sbectrwm Awtistig neu anawsterau Cyfathrebu Cymdeithasol treiddiol). Bydd y plentyn yn cael anawsterau arwyddocaol â chyfathrebu cymdeithasol a bydd hynny'n effeithio ar bob agwedd ar ddatblygiad y plentyn a'u gallu i gael mynediad at gwricwlwm y Cyfnod Sylfaen.</li> <li>Dim dealltwriaeth o ffiniau cymdeithasol wrth chwarae a chymryd rhan mewn gweithgareddau eraill, gan gynnwys rhyngweithio cymdeithasol</li> <li>Methu â goddef unrhyw ryngweithio cymdeithasol ac eithrio bodloni anghenion sylfaenol</li> </ul>	<ul style="list-style-type: none"> <li>Dylai'r unigolyn allweddol feithrin cyswllt â Chydlynedd ADY y lleoliad</li> <li>Dylai Cydlynedd ADY y lleoliad gynorthwyo wrth adnabod gweithgareddau gwahaniaethol a strategaethau i gefnogi'r plentyn</li> <li>Monitro ac adolygu gan ganolbwyntio ar gynnydd y plentyn ac effaith y strategaethau ac ymyriadau.</li> <li>Sicrhau fod Cynllun Datblygu Unigol y plentyn yn cynnwys unrhyw argymhellion gan arbenigwyr (er enghraifft, y Therapydd Iaith a Lleferydd).</li> <li>from the Speech and Language Therapist) is incorporated into the child's Individual Development Plan (IDP)</li> <li>Dylai'ch cynlluniau ar gyfer y plentyn gynnwys unrhyw gefnogaeth a chyfarwyddyd y mae Tim y Blynyddoedd Cynnar / Athrawon Cyswllt yn eu rhoi</li> <li>Dylid gweithio mewn partneriaeth agos â rhieni. Mae hynny'n cynnwys rhannu'r Cynllun Datblygu Unigol a strategaethau ac ymyriadau i'w defnyddio yn y lleoliad ac ar yr aelwyd</li> <li>Cynnal cyfarfodydd cynllunio sy'n canolbwyntio ar yr unigolyn yn rheolaidd, a chynnwys y plentyn a phawb sy'n rhan o fywyd y plentyn.</li> <li>Dylid sicrhau fod yr holl staff wedi cael hyfforddiant i gefnogi'r plentyn yn y lleoliad</li> </ul>	<p>Dal ati ag unrhyw strategaethau perthnasol o'r lefel <b>Cyffredinol a/neu Cyffredinol wedi'i Dargedu</b>, a hefyd:</p> <ul style="list-style-type: none"> <li>Dylid addasu'r strategaethau a ddefnyddir wrth gefnogi plant ag anghenion lefel uchel ar gyfer pob unigolyn a disgwylir eu bod yn seiliedig ar gyngor gan y gwasanaethau arbenigol sy'n cefnogi'r plentyn a'r teulu yn ogystal â Thim ADY y Blynyddoedd Cynnar.</li> <li>Os oes gan y plentyn Gynllun Datblygu Unigol dylid sicrhau fod y cynlluniau a'r ymyriadau'n berthnasol i'r canlyniadau a bennir yn y CDU. Dylid monitro'r cynnydd wrth gyflawni'r canlyniadau a bennir.</li> <li>Mae'n rhaid bod yn gyson wrth ddefnyddio'r holl strategaethau a chefnogaeth. Dylai'r holl staff wybod am y strategaethau a ddefnyddir, eu deall a chytuno â hwy</li> </ul> <p><b>Rhagor o Wybodaeth</b></p> <ul style="list-style-type: none"> <li>ASDinfoWales <a href="https://llyw.cymru/gwefan-asdinfowales">https://llyw.cymru/gwefan-asdinfowales</a></li> <li>Cymdeithas Genedlaethol Awtistiaeth <a href="https://www.autism.org.uk/">https://www.autism.org.uk/</a></li> <li>SPACE4AUTISM (cefnogaeth i rieni) <a href="https://space4autism.com/">https://space4autism.com/</a></li> </ul>

<b>Yr Effaith ar Ddysgu</b> <b><i>Beth ydyn ni'n ei weld?</i></b>	<b>Ymateb</b> <b><i>Beth ddylem ei wneud nesaf?</i></b>	<b>Strategaethau</b> <b><i>Beth allwn ni ei roi ar waith?</i></b>
<ul style="list-style-type: none"> <li>Efallai bod ysgogiadau synhwyrdd yn aml yn llethu'r plentyn i'r fath raddau fel bod hynny'n amharu'n arwyddocaol ar ddysgu. Efallai bod y plentyn yn treulio llawer iawn o amser yn ceisio/osgoi profiadau synhwyrdd</li> <li>Anawsterau aml ac arwyddocaol â dilyn gweithgareddau dan gyfarwyddyd oedolyn</li> <li>Bydd yno oedi arwyddocaol yng nghyfathrebu a dealltwriaeth y plentyn</li> <li>Diddordebau cyfyng iawn a thystiolaeth gref o ddiddordebau ailadroddus a stereoteipiau chwarae</li> <li>Mae gorbryder y plentyn yn amharu'n arwyddocaol ar eu hymddygiad a'u gallu i gael mynediad at gwricwlwm y Cyfnod Sylfaen</li> <li>Byrhoedlog yw'r sylw a roddir i unrhyw weithgaredd – er efallai bod y plentyn yn dyfalbarhau gyda rhai mathau o ymddygiad sy'n ceisio profiadau synhwyrdd, fel troelli olwynion, er enghraifft</li> <li>Efallai bod y plentyn heb ddim neu fawr ddim ymdeimlad o berygl a bod angen goruchwyliaeth agos i sicrhau eu bod yn ddiogel wrth ddringo, rhoi pethau yn eu ceg, rhedeg, taflu ac yn y blaen.</li> <li>Nid yw'r plentyn yn gallu cyfathrebu â geiriau yn y lleoliad, bod hynny â phlant neu staff</li> </ul> <p><b>Iaith</b></p> <ul style="list-style-type: none"> <li>Gwelir oedi cyson ac arwyddocaol yn iaith fynegiannol a/neu oddefol y plentyn sy'n golygu fod angen cefnogaeth gan y gwasanaeth Therapi Iaith a Lleferydd, ac mae'r cynnydd yn araf (er gwaethaf ymyriadau)</li> </ul>	<ul style="list-style-type: none"> <li>Yng Nghonwy, cefnogwch blant a'u teuluoedd i gael mynediad at wasanaethau cyffredinol a rhai wedi'u targedu yn eu Canolfannau Teuluoedd Lleol.</li> <li>Yn Sir y Fflint, cefnogwch blant a'u teuluoedd i gael mynediad at wasanaethau cyffredinol a rhai wedi'u targedu drwy eu cyfeirio at Wasanaeth Gwybodaeth i Deuluoedd Sir y Fflint</li> </ul> <p>Gwasanaeth Gwybodaeth i Deuluoedd Sir y Fflint <a href="mailto:FISF@flintshire.gov.uk">FISF@flintshire.gov.uk</a></p>	



<b>Yr Effaith ar Ddysgu</b> <i>Beth ydyn ni'n ei weld?</i>	<b>Ymateb</b> <i>Beth ddylem ei wneud nesaf?</i>	<b>Strategaethau</b> <i>Beth allwn ni ei roi ar waith?</i>
<ul style="list-style-type: none"> <li>Sgiliau cyfathrebu gweithredol cyfyngedig sy'n golygu fod angen strategaethau cyfathrebu gwahanol a/neu estynedig er mwyn galluogi mynediad at gyfleoedd dysgu</li> <li>Prin yw dealltwriaeth y plentyn o'r hyn sy'n cael ei ddweud neu'i arwyddo (gan ystyried oedran ac iaith gyntaf)</li> <li>Mae angen cefnogaeth ddwys i addysgu a rheoli dulliau cyfathrebu gwahanol a gallai fod gofyn am gefnogaeth gan asiantaethau allanol</li> <li>Colli sgiliau cyfathrebu a ddangoswyd o'r blaen yn barhaus, yn enwedig siarad neu arwyddo</li> </ul> <p><b>Lleferydd</b></p> <ul style="list-style-type: none"> <li>Mae angen cefnogaeth ddwys i addysgu a rheoli dulliau cyfathrebu gwahanol a gallai fod gofyn am gefnogaeth gan asiantaethau allanol</li> <li>Colli sgiliau cyfathrebu a ddangoswyd o'r blaen yn barhaus, yn enwedig siarad neu arwyddo</li> <li>Annealladwy i bobl sy'n eu hadnabod. Hyd yn oed mewn cyd-destun gall y lleferydd swnio'n wahanol i'r geiriau targed.</li> </ul>		

## Tystiolaeth o'r Ymateb Graddedig

### *Sut ydyn ni'n olrhain a chofnodi cynnydd a chanlyniadau?*

<http://cefnogaeth.gwegogledd.cymru/cyfnod-sylfaen-arsylwi-yn-erbyn-y-proffil-cryno/?lang=cy>



- Tystiolaeth flaenorol:
  - Dyddiadau'r pryderon cyntaf a digwyddiadau mawr megis atgyfeiriadau at asiantaethau allanol/canlyniadau asesiad ac ati.
  - Cofnodion yn dangos cyfarwyddyd ychwanegol ynghylch:
    - Pecyn gwaith WellComm
    - Rhestr wirio datblygu ELKLAN
    - Rhestr wirio ICAN
    - Proffil y Cyfnod Sylfaen
- Tystiolaeth yn dangos cydnabyddiaeth o'r maes angen (rhyngweithio cymdeithasol, iaith a lleferydd) gan gynnwys enghreifftiau'n dangos arsylwadau a chanlyniadau
- Archwilio'r amgylchedd a'r drefn feunyddiol i greu cysondeb
- Cynlluniau sy'n dangos gwahaniaethu a grwpiau
- Enghreifftiau o iaith eiriol a di-eiriau a ddefnyddir wrth gyfathrebu, fel defnyddio Makaton ac ystumiau wrth siarad
- Enghreifftiau o weithgareddau rhaglen grŵp WellComm a'r canlyniadau, os defnyddir y rhain
- - Cofnodion cyfarfodydd cynllunio sy'n canolbwyntio ar yr unigolyn a gynhaliwyd yn rheolaidd, gan gynnwys cofnod o farn y plentyn a'r rhieni
- Proffil Un Tudalen
- Tystiolaeth o gyfraniad asiantaethau allanol fel y gwasanaeth Therapi Iaith a Lleferydd, gan gynnwys atgyfeiriadau a gweithredu ar sail cyngor, strategaethau a Chynllun Cyfathrebu Unigol
- - Cofnodion yn dangos gwaith monitro ac adolygu cynnydd yn ogystal ag effaith strategaethau ac ymyriadau
- Dylid ystyried hefyd:
  - Adroddiadau iechyd a thargedau ac ati a bennwyd ac adolygwyd
  - Proffiliau Un Tudalen, gan gynnwys rhai sydd wedi'u hadolygu
  - A oes angen Cynllun Datblygu Unigol gan Dîm y Blynyddoedd Cynnar er mwyn pennu strategaethau wedi'u haddasu i gefnogi'r plentyn ag anghenion lefel uchel, gan ddefnyddio cyngor arbenigol i gynorthwyo'r plentyn a'r teulu.
  - Os oes gan y plentyn Gynllun Datblygu Unigol, dylid darparu tystiolaeth o'r cynlluniau a'r ymyriadau yng nghyswllt y canlyniadau a bennir yn y cynllun ynghyd â'r cynnydd a welwyd wrth fonitro.
  - Tystiolaeth gynhwysfawr o fonitro'r hyn mae'r lleoliad wedi'i wneud i fodloni anghenion y plentyn a'r canlyniadau
  - Defnyddio offer Cynllunio sy'n Canolbwyntio ar yr Unigolyn



## Y Blynyddoedd Cynnar

## Darpariaeth Gyffredinol

## Ymddygiad, Datblygiad Emosiynol a Chymdeithasol

<b>Yr Effaith ar Ddysgu</b> <i>Beth ydyn ni'n ei weld?</i>	<b>Ymateb</b> <i>Beth ddylem ei wneud nesaf?</i>	<b>Strategaethau</b> <i>Beth allwn ni ei roi ar waith?</i>
<ul style="list-style-type: none"> <li>Tystiolaeth o rywfaith o oedi wrth gyraedd cerrig milltir disgwylidig</li> <li>Anhawster mwy na'u cyfoedion wrth wahanu o riant neu ofalwr</li> <li>Achosion byrhoedlog o ymddygiad annisgwyl lle mae angen i oedolyn ymyrryd.</li> <li>Ymddygiad byrbwyll sy'n dangos diffyg ataliaeth</li> <li>Rhai mathau o ymddygiad sy'n peri pryder</li> <li>Yn ei chael yn anodd ymateb i ffiniau priodol pan roddir anogaeth a chefnogaeth</li> <li>Angen anogaeth/cefnogaeth gan oedolyn i gymryd rhan mewn gweithgareddau grŵp</li> <li>Rhai anawsterau wrth reoli eu hemosiynau a chydabod emosiynau eraill, a allai ddod i'r amlwg ar ffurf anawsterau arwyddocaol wrth aros eu tro, rhannu a rhyngweithio'n gymdeithasol (gan ystyried oedran)</li> <li>Tynnu'n ôl o weithgareddau am gyfnodau byr a/neu newid mewn ymddygiad ac arddull chwarae a/neu gynnydd mewn gorbryder</li> <li>Yn ceisio cysur yn aml gan oedolion</li> <li>Yn gyndyn o archwilio gweithgareddau neu roi cynnig ar syniadau newydd</li> </ul>	<ul style="list-style-type: none"> <li>Dylid cofnodi'r pryderon a'r dyddiad y'u codwyd.</li> <li>Dylid cadw cofnod o bob digwyddiad o bwys fel dyddiad cofrestru â'r lleoliad, atgyfeiriadau at asiantaethau allanol ac yn y blaen.</li> <li>Dylai'r Unigolyn Allweddol feithrin cyswllt â Chydlynnydd ADY/unigolyn dynodedig y lleoliad.</li> <li>Dylai Cydlynnydd ADY/unigolyn dynodedig y lleoliad gynorthwyo wrth adnabod gweithgareddau gwahaniaethol, ymyriadau a strategaethau ar gyfer y plentyn</li> <li>Os erys pryderon, dylai'r Cydlynnydd ADY/unigolyn dynodedig drafod a oes angen cefnogaeth benodol ar y plentyn a rhannu'r wybodaeth â'r rhieni/gofalwyr. Dylid gweithio mewn partneriaeth â'r rhieni wrth gynllunio ar gyfer y plentyn yn y lleoliad ac ar yr aelwyd</li> <li>Dal i olrhain a monitro cynnydd y plentyn</li> <li>Trafod datblygiad y plentyn â'r rhieni</li> <li>Dylai'r lleoliad feithrin cyswllt agos â'r gweithwyr proffesiynol Iechyd cysylltiedig</li> <li>Dylid ystyried cyfleoedd hyfforddiant i'r staff</li> <li>Cefnogi plant a theuluoedd i gael mynediad at wasanaeth cyffredinol a rhai wedi'u targedu fel y bo'n briodol:</li> </ul>	<ul style="list-style-type: none"> <li>Dylid ystyried sut mae'r plentyn yn chwarae ac archwilio, beth sy'n eu cymell i ddysgu a meddwl yn feirniadol ac yn y blaen.</li> <li>Meddyliwch am yr amgylchedd a darparwch amgylchedd y mae'r plentyn yn teimlo'n ddiogel ynddo; cynhaliwch Archwiliad o'r Amgylchedd.</li> <li>Meddyliwch am gynllun y safle, lefelau sŵn ac ati</li> <li>Sicrhewch fod yno fan tawel ar gael bob amser i'r plentyn fynd iddo; lle clyd â phethau fel clustogau mawr</li> <li>Meddyliwch am eich trefn feunyddiol ac a oes unrhyw adegau lle gallai fod angen cefnogaeth ychwanegol ar y plentyn, fel amser cyfarch, er enghraifft</li> <li>Arsylwch ar eich rhyngweithiadau chi a'r staff â'r plentyn. Ydi'r rhain o ansawdd uchel yn eich barn chi?</li> <li>Anogwch y plentyn i ddod â rhywbeth o gartref wrth setlo yn y lleoliad, fel hoff degan.</li> <li>Meddyliwch am ddefnyddio cymhorthion gweledol i helpu'r plentyn i ddeall y drefn feunyddiol, fel gwrthrychau i ddangos i'r plentyn beth sy'n mynd i ddigwydd nesaf, fel clwt os yw'n amser newid clwt.</li> <li>Darparwch adnoddau, deunyddiau a gweithgareddau y mae'r plant yn eu mwynhau ac yn rhoi sylw iddynt. Seiliwch eich cynlluniau ar gyfer y plentyn ar hyn.</li> </ul>

Yr Effaith ar Ddysgu <i>Beth ydyn ni'n ei weld?</i>	Ymateb <i>Beth ddylem ei wneud nesaf?</i>	Strategaethau <i>Beth allwn ni ei roi ar waith?</i>
	<p><b>Yng Nghonwy</b>, cysylltu â'r Ganolfan Deuluoedd leol neu Wasanaeth Gwybodaeth i Deuluoedd Conwy: <a href="mailto:Plantconwy@conwy.gov.uk">Plantconwy@conwy.gov.uk</a></p> <p><b>Yn Sir y Fflint</b>, cysylltu â Gwasanaeth Gwybodaeth i Deuluoedd Sir y Fflint: <a href="mailto:fisf@flintshire.gov.uk">fisf@flintshire.gov.uk</a></p>	<ul style="list-style-type: none"> <li>• Cefnogwch y plentyn i chwarae â phlant eraill drwy fodelu sefyllfaoedd syml ac iaith y gellir ei ddefnyddio wrth chwarae</li> <li>• Dechreuwch dreulio amser mewn grwpiau bach yn raddol, gan ddechrau â dau o blant ac ychwanegu mwy fesul dipyn</li> <li>• Hyrwyddwch ymddygiad cadarnhaol. Sefwch yn ôl i arsylwi'r plentyn er mwyn meithrin dealltwriaeth dda o'r hyn sy'n digwydd a pham.</li> <li>• Rhowch gyfarwyddyd pendant gan sicrhau eich bod yn cyfleu negeseuon cyson.</li> </ul>

**Tystiolaeth o'r Ymateb Graddedig**  
*Sut ydyn ni'n olrhain a chofnodi cynnydd a chanlyniadau?*

- Cofnod o'r pryderon a godwyd gyntaf, digwyddiadau o bwys ar arsylwadau
- Cofnodion cyfarfodydd Cynllunio sy'n Canolbwyntio ar yr Unigolyn
- Archwiliad Amgylcheddol
- Cymhorthion gweledol ar gyfer y drefn feunyddiol

*Os erys pryderon a/neu bod cynnydd heb ei gyflawni*

**→ Mynd ymlaen i Gyffredinol (ymyriadau wedi'u targedu)**

## Y Blynyddoedd Cynnar

### Cyffredinol (ymyriadau wedi'u targedu)

## Ymddygiad, Datblygiad Emosiynol a Chymdeithasol

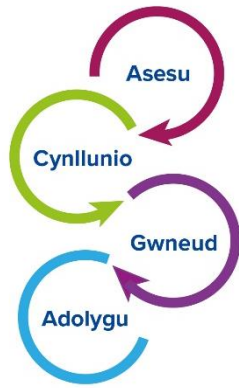
Yr Effaith ar Ddysgu <i>Beth ydyn ni'n ei weld?</i>	Ymateb <i>Beth ddylem ei wneud nesaf?</i>	Strategaethau <i>Beth allwn ni ei roi ar waith?</i>
<ul style="list-style-type: none"> <li>Oedi arwyddocaol wrth gyrraedd cerrig milltir</li> <li>Anawsterau arwyddocaol a pharhaus ag ymdopi â gwahanu</li> <li>Bod yn gyndyn cymryd rhan mewn gweithgareddau a dangos hynny drwy dynnu'n ôl neu ymddwyn yn heriol</li> <li>Ymddygiad anarferol mynych ac arwyddocaol sy'n gofyn i oedolyn ymyrryd</li> <li>Anawsterau arwyddocaol wrth reoli eu hemosiynau a chynabod emosiynau eraill, a allai ddod i'r amlwg ar ffurf anawsterau arwyddocaol wrth aros eu tro, rhannu a rhyngweithio'n gymdeithasol</li> <li>Yn aml yn tynnu'n ôl a ddim yn cymryd rhan mewn gweithgareddau. Newidiadau arwyddocaol mewn ymddygiad a/neu chwarae a chynnydd mewn gorbryder yn aml</li> <li>Ymlyniad â phrif ofalwyr heb sefydlu'n iawn</li> <li>Pryderon arwyddocaol ynglŷn â diffyg tyfiant, colli/magu pwysau ac/neu iechyd cymdeithasol, emosiynol a meddyliol sy'n gofyn am gyngor arbenigol gan asiantaethau allanol (fel gweithiwr proffesiynol Iechyd) ac yn effeithio ar ddatblygiad y plentyn</li> </ul>	<ul style="list-style-type: none"> <li>Dylai'r Unigolyn Allweddol feithrin cyswllt â Chydlynedd ADY/unigolyn dynodedig y lleoliad a'r rhieni er mwyn rhannu pryderon</li> <li>Dal i feithrin cyswllt â'r gweithwyr proffesiynol Iechyd sy'n gysylltiedig â'r lleoliad, fel y bo'n briodol</li> <li>Llunio Proffil Un Tudalen â'r rhieni, y plentyn a'r gweithwyr proffesiynol perthnasol (dylai hwn gynnwys y strategaethau y bwriedir eu defnyddio).</li> <li>Dylai Cydlynedd ADY/unigolyn dynodedig y lleoliad gynorthwyo wrth adnabod gweithgareddau gwahaniaethol, ymyriadau a strategaethau ar gyfer y plentyn</li> <li>Dylid sicrhau y caiff unrhyw argymhellion gan arbenigwyr eu cynnwys ym Mhroffil Un Tudalen y plentyn.</li> <li>Dylai'ch cynlluniau ar gyfer y plentyn gynnwys unrhyw gyngor, cefnogaeth a chyfarwyddyd y mae asiantaethau allanol yn eu rhoi</li> <li>Dylid gweithio mewn partneriaeth agos â rhieni. Mae hynny'n cynnwys rhannu Proffiliau Un Tudalen yn ogystal â strategaethau ac ymyriadau i'w defnyddio yn y lleoliad ac ar yr aelwyd.</li> <li>Cynnal Cyfarfodydd Cynllunio sy'n Canolbwyntio ar yr Unigolyn yn rheolaidd</li> <li>Ystyried cyfleoedd hyfforddiant ADY i'r staff</li> </ul>	<p>Dal ati ag unrhyw strategaethau perthnasol o'r Ddarpariaeth Gyffredinol, a hefyd:</p> <ul style="list-style-type: none"> <li>Datblygu 'sylw ar y cyd' drwy ddilyn diddordebau'r plentyn, ymuno wrth iddynt chwarae, a modelu ieithwedd sy'n addas i lefel datblygiad y plentyn</li> <li>Annog y plant i wneud dewisiadau a chwarae'n annibynnol</li> <li>Modelu ymddygiad cyfeillgar a gofalgwr wrth chwarae er mwyn hybu rhyngweithio llwyddiannus, fel drwy ofyn 'Alla i gael cynnig arni?', 'Hoffet ti ryw faint o glai?', er enghraifft' .</li> <li>Defnyddiwch iaith gryno a chliwr a rhoi amser i'r plentyn brosesu pethau</li> <li>Sicrhewch fod rhywle tawel yn y lleoliad i'r plentyn gael mynediad at weithgareddau dan arweiniad oedolyn heb bethau i dynnu eu sylw</li> <li>Cefnogwch rannu a chymryd tro. Dylid dechrau drwy aros tro gydag oedolyn a phan mae'r plentyn yn barod dylid mynd ati'n raddol i chwarae ag un plentyn arall</li> <li>Dylid sicrhau fod yno ddigonedd o gyfleoedd i ailadrodd gweithgareddau</li> <li>Dylid sicrhau fod digon o amser di-dor i'r plentyn archwilio pethau wrth eu pwysau mewn awyrgylch sy'n gyfforddus iddynt</li> </ul>



<b>Yr Effaith ar Ddysgu</b> <b><i>Beth ydyn ni'n ei weld?</i></b>	<b>Ymateb</b> <b><i>Beth ddylem ei wneud nesaf?</i></b>	<b>Strategaethau</b> <b><i>Beth allwn ni ei roi ar waith?</i></b>
	<p>Cefnogi plant a theuluoedd i gael mynediad at wasanaeth cyffredinol fel y bo'n briodol:</p> <p><b>Yng Nghonwy</b>, cysylltu â'r Ganolfan Deuluoedd leol neu Wasanaeth Gwybodaeth i Deuluoedd Conwy: <a href="mailto:Plantconwy@conwy.gov.uk">Plantconwy@conwy.gov.uk</a></p> <p><b>Yn Sir y Fflint</b>, cysylltu â Gwasanaeth Gwybodaeth i Deuluoedd Sir y Fflint: <a href="mailto:fisf@flintshire.gov.uk">fisf@flintshire.gov.uk</a></p> <ul style="list-style-type: none"> <li>• Os yw'r plentyn newydd gofrestru â'r lleoliad, dylid ystyried trefniadau ar gyfer pontio o gartref y plentyn/lleoliad blaenorol</li> <li>• Os bydd datblygiad y plentyn yn dal i beri pryder ar ôl cyfnod rhesymol o amser a bod cynnydd yn dal yn araf, dylai Cydlynnydd ADY / unigolyn dynodedig y lleoliad drafod y sefyllfa â'r rhieni, yr asiantaethau allanol perthnasol a'r Swyddog Arweiniol Anghenion Dysgu Ychwanegol y Blynnyddoedd Cynnar, ac ystyried a oes angen Darpariaeth Ddysgu Ychwanegol ar y plentyn er mwyn bodloni unrhyw Anghenion Dysgu Ychwanegol (ADY).</li> <li>• Os yw'r lleoliad wedi defnyddio'i holl adnoddau a bod angen ychwaneg o gymorth ariannol i sicrhau Darpariaeth Gyffredinol wedi'i Thargedu ar gyfer y plentyn, dylai <b>lleoliadau nas cynhelir a lleoliadau a gynhelir sy'n darparu Cyfle Cynnar</b> gysylltu â Swyddog Arweiniol ADY y Blynnyddoedd Cynnar am gymorth</li> </ul> <p>Conwy: <a href="mailto:aln@conwy.gov.uk">aln@conwy.gov.uk</a></p> <p>Sir y Fflint: <a href="mailto:aln@flintshire.gov.uk">aln@flintshire.gov.uk</a></p>	<ul style="list-style-type: none"> <li>• Rhowch gyfleoedd i blant siarad am eu teimladau a'u hanghenion yn aml, gan ddefnyddio profiadau'r plant eu hunain</li> <li>• Cefnogwch blant wrth iddynt gyfathrebu ac wrth gydnabod ac ymateb i deimladau eraill</li> <li>• Cefnogwch blant wrth iddynt wneud ffrindiau a magu hyder wrth ryngweithio'n gymdeithasol, a rhowch lawer o ganmoliaeth benodol a chadarnhaol yn llawn mynegiant, fel "Fe welais iti'n rhoi'r car i gadw"</li> <li>• Os oes modd, ceisiwch beidio ag ymateb i ymddygiad nas dymunir sydd â'r nod o ennill sylw oedolyn, oni bai fod hynny'n peri niwed i'r plentyn neu eraill</li> <li>• Datblygwch chwilfrydedd y plentyn drwy guddio gwrthrychau, defnyddio blychau trysor ac yn y blaen</li> <li>• Helpwch y plentyn i fagu ymddiriedaeth, hyder ac annibyniaeth, er enghraifft drwy alluogi hunanreolaeth. Pan gyfyd gwrthdaro, anogwch blant i ddatrys problemau gyda'i gilydd</li> </ul> <p>Rhagor o wybodaeth:</p> <p><i>'May I join you'</i> llyfryn/CD ac ar-lein.</p> <p>Gwybodaeth am Ymddygiad Cadarnhaol rhwng Rhieni a Phlant.</p> <p><a href="http://Cymorth Ymddygiad Cadarnhaol - Iechyd Cyhoeddus Cymru (gig.cymru)">Cymorth Ymddygiad Cadarnhaol - Iechyd Cyhoeddus Cymru (gig.cymru)</a></p> <p><a href="http://Positive Behaviour Support - Public Health Wales (nhs.wales)">Positive Behaviour Support - Public Health Wales (nhs.wales)</a></p>

## Tystiolaeth o'r Ymateb Graddedig

### *Sut ydyn ni'n olrhain a chofnodi cynnydd a chanlyniadau?*



- Tystiolaeth flaenorol, a chynnwys:
  - Cofnodion cyfarfodydd cynllunio sy'n canolbwyntio ar yr unigolyn rheolaidd, gan gynnwys llunio Proffil Un Tudalen
  - Cyngor gan arbenigwyr, cofnod o'r gefnogaeth a chyfarwyddyd a thystiolaeth o gynnwys hynny mewn cynlluniau sy'n canolbwyntio ar yr unigolyn

*Os erys pryderon a/neu bod cynnydd heb ei gyflawni*

**→ Mynd ymlaen i Ddarpariaeth Dysgu Ychwanegol (CDU ALI)**



## Y Blynyddoedd Cynnar

### Darpariaeth Dysgu Ychwanegol (CDU ALI)

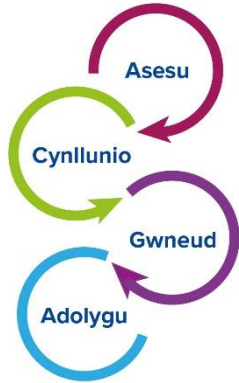
## Ymddygiad, Datblygiad Emosiynol a Chymdeithasol

Yr Effaith ar Ddysgu <i>Beth ydyn ni'n ei weld?</i>	Ymateb <i>Beth ddylem ei wneud nesaf?</i>	Strategaethau <i>Beth allwn ni ei roi ar waith?</i>
<ul style="list-style-type: none"> <li>• <b>Anawsterau cyson ac arwyddocaol</b> wrth gyrraedd cerrig milltir</li> <li>• Anawsterau difrifol ag ymlyniad yn effeithio ar ddatblygiad.</li> <li>• Methu â chynnal gweithgareddau heb sylw ac ymyrraeth arwyddocaol a chyson gan oedolyn.</li> <li>• Ymddygiad eithafol, anrhagweladwy yn gyson, sy'n effeithio ar ddiogelwch y plentyn ac eraill.</li> <li>• Yn gyson yn peri perygl arwyddocaol i'w hun a eraill ac yn difrodi offer neu ddeunyddiau</li> <li>• Yn tynnu'n ôl yn llwyr o weithgareddau dros gyfnod o amser ac yn dangos newidiadau difrifol mewn ymddygiad a gorbryder mawr yn aml</li> <li>• Anawsterau difrifol a chyson wrth reoli eu hemosiynau a chydabod emosiynau eraill, a allai ddod i'r amlwg ar ffurf anawsterau difrifol â rhyngweithio'n gymdeithasol sy'n eu hatal rhag dysgu</li> <li>• Efallai bod y plentyn wedi dioddef trawma difrifol neu gamdriniaeth sy'n eu gwneud yn eithriadol o agored i niwed, a bod hynny'n effeithio ar ddatblygiad y plentyn.</li> <li>• Angen darpariaeth amlasiantaethol lefel uchel dros gyfnod estynedig</li> </ul>	<ul style="list-style-type: none"> <li>• Dylai'r Unigolyn Allweddol feithrin cyswllt â Chydlynedd ADY/unigolyn dynodedig y lleoliad.</li> <li>• Dylai Cydlynedd ADY/unigolyn dynodedig y lleoliad gynorthwyo wrth adnabod gweithgareddau gwahaniaethol a strategaethau i gefnogi'r plentyn.</li> <li>• Monitro ac adolygu'r Proffil Un Tudalen gan ganolbwyntio ar gynnydd y plentyn ac effaith y strategaethau ac ymyriadau a ddefnyddiwyd. Dylid gwneud hynny bob hanner tymor o leaf fel rhan o'r drefn gynllunio ac adolygu.</li> <li>• Dylid sicrhau y caiff unrhyw argymhellion gan arbenigwyr eu cynnwys ym Mhroffil Un Tudalen y plentyn.</li> <li>• Dylai'ch cynlluniau ar gyfer y plentyn gynnwys unrhyw gyngor, cefnogaeth a chyfarwyddyd y mae asiantaethau allanol yn eu rhoi.</li> <li>• Dylid gweithio mewn partneriaeth agos â rhieni. Mae hynny'n cynnwys rhannu Proffiliau Un Tudalen yn ogystal â strategaethau ac ymyriadau i'w defnyddio yn y lleoliad ac ar yr aelwyd.</li> <li>• Dylid cynnal cyfarfodydd sy'n canolbwyntio ar yr unigolyn yn rheolaidd a gwahodd ymwelydd iechyd y plentyn.</li> </ul>	<p>Dal ati ag unrhyw strategaethau perthnasol o'r lefel Cyffredinol wedi'i Dargedu, a hefyd:</p> <ul style="list-style-type: none"> <li>• Dylid addasu'r strategaethau a ddefnyddir wrth gefnogi plant ag anghenion lefel uchel ar gyfer pob unigolyn a disgwylir eu bod yn seiliedig ar gyngor gan y gwasanaethau arbenigol sy'n cefnogi'r plentyn a'r teulu.</li> <li>• Dylid sicrhau y sefydlir cynllun ymdriniaeth gadarnhaol os oes angen un</li> <li>• Dylid cynnal asesiadau risg yn rheolaidd a chynnwys unrhyw gamau gweithredu a strategaethau mewn cynlluniau</li> <li>• Dylid ystyried a oes angen cefnogaeth ar gyfer sgaffaldio/hybu rhyngweithio cymdeithasol wrth chwarae</li> <li>• Dylid ystyried a oes angen cefnogaeth wedi'i thargedu i gynorthwyo'r plentyn â'r drefn feunyddiol</li> <li>• Os oes gan y plentyn Gynllun Datblygu Unigol dylid sicrhau fod y cynlluniau a'r ymyriadau'n berthnasol i'r canlyniadau a bennir yn y CDU. Dylid monitro'r cynnydd wrth gyflawni'r canlyniadau a bennir yn y Cynllun Gofal Iechyd neu'r CDU.</li> </ul>

<b>Yr Effaith ar Ddysgu</b> <b><i>Beth ydyn ni'n ei weld?</i></b>	<b>Ymateb</b> <b><i>Beth ddylem ei wneud nesaf?</i></b>	<b>Strategaethau</b> <b><i>Beth allwn ni ei roi ar waith?</i></b>
	<ul style="list-style-type: none"> <li>• Os yw anghenion y plentyn yn arwyddocaol a bod pryderon yn parhau, dylid ystyried darpariaeth Iechyd arbenigol fel rhan o'r cynllunio sy'n canolbwyntio ar yr unigolyn.</li> <li>• Dylid sicrhau fod yr holl staff wedi cael hyfforddiant ADY i gefnogi'r plentyn yn y lleoliad</li> <li>• Cefnogi plant a theuluoedd i gael mynediad at wasanaeth cyffredinol fel y bo'n briodol:</li> </ul> <p><b>Yng Nghonwy</b>, cysylltu â'r Ganolfan Deuluoedd leol neu Wasanaeth Gwybodaeth i Deuluoedd Conwy: <a href="mailto:Plantconwy@conwy.gov.uk">Plantconwy@conwy.gov.uk</a></p> <p><b>Yn Sir y Fflint</b>, cysylltu â Gwasanaeth Gwybodaeth i Deuluoedd Sir y Fflint: <a href="mailto:fisf@flintshire.gov.uk">fisf@flintshire.gov.uk</a></p> <ul style="list-style-type: none"> <li>• Os yw'r plentyn newydd gofrestru â'r lleoliad, dylid ystyried trefniadau ar gyfer pontio o gartref y plentyn/lleoliad blaenorol</li> </ul>	<p><a href="#">Cymorth Ymddygiad Cadarnhaol - Iechyd Cyhoeddus Cymru (gig.cymru)</a></p> <p><a href="#">Positive Behaviour Support - Public Health Wales (nhs.wales)</a></p>

## Tystiolaeth o'r Ymateb Graddedig

### *Sut ydyn ni'n olrhain a chofnodi cynnydd a chanlyniadau?*



<http://cefnogaeth.gwegogledd.cymru/cyfnod-sylfaen-arsylwi-yn-erbyn-y-proffil-cryno/?lang=cy>

- Tystiolaeth flaenorol: Dyddiadau'r pryderon cyntaf a digwyddiadau o bwys fel atgyfeiriadau at asiantaethau allanol/canlyniadau asesiadau, diagnosis ac yn y blaen.
  - Arsyllwadau a chanlyniadau
  - Cynllunio sy'n canolbwyntio ar yr unigolyn, gan gynnwys barn rhieni, y plentyn ac asiantaethau allanol
  - Presenoldeb
  - Adroddiadau iechyd a thargedau wedi'u pennu a'u hadolygu, ac yn y blaen
  - Rhestr Sgiliau Tyfu / Proffilio Blynyddoedd Cynnar / asesiadau datblygiadol
  - Monitro ac Adolygu Proffiliau Un Tudalen
- 
- Dylid hefyd:
    - Casglu tystiolaeth gynhwysfawr o fonitro'r hyn mae'r lleoliad wedi'i wneud i fodloni anghenion y plentyn a'r canlyniadau
    - Defnyddio offer Cynllunio sy'n Canolbwyntio ar yr Unigolyn
    - Cofnodi cyfarfodydd.
    - Cynllun Ymdriniaeth Gadarnhaol ac Aseidiadau Risg - eu hadolygu'n gyson a chynnwys unrhyw gamau gweithredu a strategaethau mewn cynlluniau





## Y Blynyddoedd Cynnar

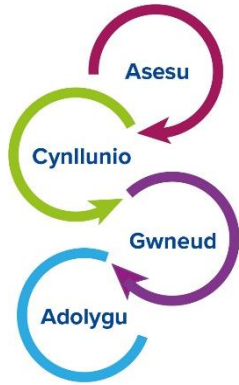
## Darpariaeth Gyffredinol

## Anghenion Synhwyrdd - Nam ar y Golwg

<b>Yr Effaith ar Ddysgu</b> <b><i>Beth ydyn ni'n ei weld?</i></b>	<b>Ymateb</b> <b><i>Beth ddylem ei wneud nesaf?</i></b>	<b>Strategaethau</b> <b><i>Beth allwn ni ei roi ar waith?</i></b>
<ul style="list-style-type: none"> <li>• Tystiolaeth o rywfaifnt o oedi wrth gyrraedd cerrig milltir disgwylidig</li> <li>• Efallai 1 band datblygiadol islaw'r oedran cronolegol</li> <li>• Pryderon yn datblygu ynglŷn â golwg y plentyn</li> <li>• Efallai bod angen anogaeth i wisgo sbectol</li> <li>• Efallai bod angen gwisgo clwtyn llygad</li> <li>• Efallai bod y plentyn yn ei chael yn anodd ymdrin â rhwystrau a/neu wneud eu ffordd o amgylch y lleoliad ac yn y blaen</li> <li>• Efallai bod y plentyn yn craffu'n agos ar wrthrychau</li> <li>• Efallai bod ganddynt lai o ddiddordeb mewn gweithgareddau na'u cyfoedion</li> <li>• Efallai eu bod yn cwyno am gur pen a/neu'n rhwbio eu llygaid</li> <li>• Efallai bod y plentyn yn blino'n gynt na'u cyfoedion ac yn methu â chanolbwyntio</li> <li>• Rhai anawsterau â sgiliau hunan-gymorth, fel gwisgo, bwyta ac yn y blaen.</li> </ul>	<ul style="list-style-type: none"> <li>• Dylid gwirio fod y plentyn wedi cael prawf llygaid diweddar</li> <li>• Dylai'r unigolyn allweddol feithrin cyswllt â Chydlynedd ADY y lleoliad</li> <li>• Dylai Cydlynedd ADY y lleoliad gynorthwyo wrth adnabod gweithgareddau gwahaniaethol a strategaethau ar gyfer y plentyn</li> <li>• Dylid gweithio mewn partneriaeth â'r rhieni wrth gynllunio ar gyfer y plentyn yn y lleoliad ac ar yr aelwyd.</li> <li>• Dal i olrhain a monitro cynnydd y plentyn</li> <li>• Cefnogwch blant a'u teuluoedd i gael mynediad at wasanaethau cyffredinol a rhai wedi'u targedu yn eu Canolfannau Teuluoedd Lleol.</li> <li>• Dylid cynghori rhieni i drafod y pryderon â'r Ymwelydd Iechyd a/neu'r meddyg teulu a/neu optegydd.</li> </ul>	<ul style="list-style-type: none"> <li>• Os yw'r plentyn yn gwisgo sbectol, anogwch y plentyn i ddod â nhw a'u gwisgo ar adegau priodol</li> <li>• Dylid addasu'r amgylchedd er mwyn sicrhau y gall y plentyn fynd o le i le'n ddiogel, er enghraifft, drwy glirio llwybrau rhwng gwahanol fannau a marcio'r gwahanol lefelau yn y lleoliad.</li> <li>• Dylid ystyried y goleuadau</li> <li>• Dylid sicrhau y cefnogir y plentyn i ddilyn trefn gyson</li> <li>• Dylid sicrhau fod yr holl blant yn gwerthfawrogi mor bwysig yw twtio ar ôl eu hunain, fel gosod cadeiriau'n ôl o dan y bwrdd, rhoi clustogau'n ôl yn eu lle ac yn y blaen.</li> <li>• Sicrhewch eich bod yn dweud enw'r plentyn cyn siarad â hwy ac yn sicrhau eich bod ar yr un lefel â'r plentyn ac wyneb yn wyneb</li> <li>• Sicrhewch fod y plentyn yn agos at yr ymarferydd ymhob gweithgaredd a defnyddiwch offer gweledol fel celfi a phypedau ac ati.</li> <li>• Wrth baratoi gweithgareddau defnyddiwch hambyrddau, matiau atal llithro a chynwysyddion addas fel bod y plentyn yn medru cael mynediad at yr adnoddau o'u dewis yn ddiogel</li> <li>• Darparwch amrywiaeth o weithgareddau synhwyrdd. Anogwch y plentyn i archwilio gwahanol weadau, synau, arogleuon, blasau a golygfeydd</li> </ul>

## Tystiolaeth o'r Ymateb Graddedig

### *Sut ydyn ni'n olrhain a chofnodi cynnydd a chanlyniadau?*



- Cofnodion yn dangos y gwaith olrhain a monitro, gan gynnwys arsylwadau
- Cofnodion apwyntiadau
- Archwilio: yr ystafell ddosbarth a'r drefn feunyddiol

*Os erys pryderon a/neu bod cynnydd heb ei gyflawni*

**→ Mynd ymlaen i Gyffredinol (ymyriadau wedi'u targedu)**



## Y Blynyddoedd Cynnar

### Cyffredinol (ymyriadau wedi'u targedu)

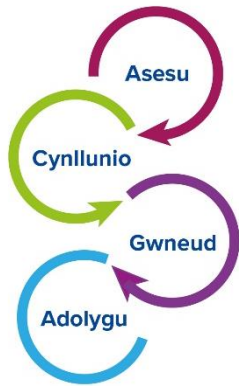
## Anghenion Synhwyrdd - Nam ar y Golwg

<b>Yr Effaith ar Ddysgu</b> <b><i>Beth ydyn ni'n ei weld?</i></b>	<b>Ymateb</b> <b><i>Beth ddylem ei wneud nesaf?</i></b>	<b>Strategaethau</b> <b><i>Beth allwn ni ei roi ar waith?</i></b>
<ul style="list-style-type: none"> <li>Mae'n rhaid bod gan y plentyn nam ar y golwg sydd wedi'i gydnabod a/neu ddiffyg gweledol a aseswyd a bod lensys neu sbectol ddim yn cywiro hynny'n llwyr</li> <li>Plentyn wedi cofrestru â Nam ar y Golwg</li> <li>Oedi arwyddocaol wrth gyrraedd cerrig milltir</li> <li>Gallai fod 2 fand datblygu neu fwy islaw'r oedran cronolegol mewn dwy agwedd ar y prif feysydd neu fwy.</li> <li>Nam amlsynhwyrdd cymedrol yn golygu fod angen cefnogaeth gan oedolyn o asiantaeth allanol i addysgu a rheoli'r dysgu.</li> <li>Anawsterau corfforol/meddygol sy'n golygu fod angen amrywiaeth helaeth o gyfarpar, addasu adnoddau a chefnogaeth gyson.</li> <li>Amhariad ar annibyniaeth gorfforol sy'n golygu fod angen cyfraniad neu raglenni gan weithwyr proffesiynol perthnasol.</li> </ul>	<ul style="list-style-type: none"> <li>Dylid gwirio fod y plentyn wedi cael prawf llygaid diweddar</li> <li>Dylid canfod a yw'r plentyn yn gweld Orthoptydd/ Offthalmolegydd</li> <li>Dylai'r Unigolyn Allweddol feithrin cyswllt â Chydlynedd ADY/unigolyn dynodedig y lleoliad a'r rhieni er mwyn rhannu pryderon.</li> <li>Dal i feithrin cyswllt â'r gweithwyr proffesiynol Iechyd sy'n gysylltiedig â'r lleoliad, fel y bo'n briodol</li> <li>Cysylltu â'r Gwasanaeth Cefnogi Synhwyrdd i gael rhagor o gyngor neu wybodaeth</li> <li>Efallai y bydd gofyn i'r Gwasanaeth Cefnogi Synhwyrdd gynnal archwiliad o'r amgylchedd, yn enwedig ar gyfnodau pontio allweddol</li> <li>Dylai'r Gwasanaeth Cefnogi Synhwyrdd ddarparu cyngor, ymweliadau cyson ac asesiadau arbenigol, gan gynnwys asesu'r angen am offer arbenigol yn unol â meini prawf y gwasanaeth (Partneriaeth Genedlaethol Nam ar y Synhwyrdd)</li> <li>Dylai Cydlynedd ADY y lleoliad gynorthwyo wrth adnabod gweithgareddau gwahaniaethol a strategaethau i gefnogi'r plentyn</li> <li>Monitro ac adolygu gan ganolbwyntio ar gynnydd y plentyn ac effaith y strategaethau ac ymyriadau a ddefnyddiwyd.</li> </ul>	<p>Dal ati ag unrhyw strategaethau perthnasol o'r lefel Cyffredinol, a hefyd:</p> <ul style="list-style-type: none"> <li>Dilynwch gyngor a chyfarwyddyd penodol y Gwasanaeth Cefnogi Synhwyrdd, gan gynnwys defnyddio unrhyw offer arbenigol a roddir ar fenthylg i'r lleoliad</li> <li>Trafodwch â'r rhieni ac arsylwch sut mae'r plentyn yn gwneud y gorau o'r golwg sydd ganddynt. Er enghraifft, a ydynt yn plygu eu pen, yn canolbwyntio ar liwiau llachar a drychau, yn syllu ar olau'r haul neu olau artiffisial, yn symud yn fwy hyderus mewn golau llachar neu fannau mwy tywyll, a ydynt yn edrych ar wrthrychau ac wynebau? Bydd hynny'n eich helpu i wybod mwy am olwg y plentyn ac o fudd wrth ddarparu'r dulliau ac adnoddau priodol i gefnogi'r plentyn</li> <li>Ewch ati i greu man tawel a diogel i'r plentyn y gallant ddychwelyd iddo pan mae angen</li> <li>Pan mae'r plentyn yn teimlo'n hyderus am yr amgylchedd, anogwch nhw i ddod o hyd i'r ffordd i wahanol rannau o'r lleoliad</li> <li>Ceiswch gael cymaint o gysondeb â phosib yn yr amgylchedd corfforol</li> <li>Anogwch y plentyn i gyffwrdd ac archwilio gwahanol elfennau o'r amgylchedd, esbonio'r hyn y maent yn ei archwilio a siarad am beth sydd ymhob gwahanol ran o'r lleoliad</li> </ul>

<b>Yr Effaith ar Ddysgu</b> <b><i>Beth ydyn ni'n ei weld?</i></b>	<b>Ymateb</b> <b><i>Beth ddylem ei wneud nesaf?</i></b>	<b>Strategaethau</b> <b><i>Beth allwn ni ei roi ar waith?</i></b>
	<ul style="list-style-type: none"> <li>• Sicrhau fod Cynllun Cymorth ADY y plentyn yn cynnwys unrhyw argymhellion gan arbenigwyr, yn enwedig felly'r Gwasanaeth Cefnogi Synhwyrâu</li> <li>• Dylai'ch cynlluniau ar gyfer y plentyn gynnwys unrhyw gefnogaeth a chyfarwyddyd y mae Tîm Ymgynnwys y Blynyddoedd Cynnar yn eu rhoi</li> <li>• Dylid gweithio mewn partneriaeth agos â rhieni. Mae hynny'n cynnwys rhannu cynlluniau cymorth ADY a strategaethau ac ymyriadau i'w defnyddio yn y lleoliad ac ar yr aelwyd.</li> <li>• Cynnal Cyfarfodydd Cynllunio sy'n Canolbwyntio ar yr Unigolyn yn rheolaidd</li> <li>• Ystyried cyfleoedd hyfforddiant ADY i'r staff</li> <li>• Cefnogi plant a'u teuluoedd i gael mynediad at wasanaethau cyffredinol a rhai wedi'u targedu yn eu Canolfannau Plant Lleol.</li> <li>• Os erys pryderon ynghylch datblygiad y plentyn a bod cynnydd yn araf, dylai Cydlynedd ADY y lleoliad siarad â'r gweithiwr proffesiynol perthnasol i drafod a oes angen cefnogaeth gan Dîm Ymgynnwys y Blynyddoedd Cynnar.</li> <li>• Os yw anghenion y plentyn yn arwyddocaol a bod pryderon yn parhau, dylid ystyried cais i hysbysu'r Awdurdod Lleol yn unol â'r CDU.</li> <li>• Os yw'r plentyn newydd gofrestru â'r lleoliad, dylid ystyried trefniadau ar gyfer pontio o gartref y plentyn/lleoliad blaenorol (a'i ychwanegu yma yn ogystal â Chynllun Datblygu Unigol yr Awdurdod Lleol)</li> </ul>	<ul style="list-style-type: none"> <li>• Darparwch amrywiaeth o brofiadau amlsynhwyrdaidd sy'n annog y plentyn i archwilio gwahanol weadau, synau, arogleuon, blasau a golygfeydd. Gallai hynny lethu rhai plant a bydd angen cyflwyno pethau'n bwyllog.</li> <li>• Anogwch y plentyn i ddefnyddio'r ystafelloedd synhwyrdaidd yn eu Canolfan Blant leol ac ati.</li> <li>• Helpwch y plentyn i ddeall yr hyn y maent yn ei glywed mewn sefyllfaoedd swmllyd, fel dweud 'Mae Arna'n curo'r sosban â llwy i wneud y sŵn yna, hoffet ti roi cynnig arni?'</li> <li>• Rhowch ddigon o gyfleoedd i ganu caneuon ac adrodd rhigymau a helpwch y plentyn i wneud pethau drwy roi cyfarwyddyd corfforol yn ôl yr angen</li> <li>• Defnyddiwch lyfrau â lluniau sydd â chyferbyniad da rhwng lliwiau a nodweddion a gwadau diddorol i'w harchwilio</li> <li>• Defnyddiwch blatiau a dysglau heb luniau na phatrymau fel bod cyferbyniad clir â'r bwyd a'r byrbrydau a gynigir.</li> <li>• Wrth adrodd stori gyda grŵp, sicrhewch fod y plentyn yn medru gweld y lluniau'n iawn a defnyddiwch lyfrau mawr a chelfi y gall y plant afael ynddynt</li> <li>• Chwyddwch luniau a thestun os oes angen</li> <li>• Dylid dilyn a gweithredu argymhellion y Gwasanaeth Cefnogi Synhwyrâu yn glŷn â strategaethau ac addasiadau ar sail unrhyw archwiliadau amgylcheddol arbenigol</li> </ul>

## Tystiolaeth o'r Ymateb Graddedig

### *Sut ydyn ni'n olrhain a chofnodi cynnydd a chanlyniadau?*



- Tystiolaeth flaenorol, a chynnwys:
  - Cofnodion cyfarfodydd Cynllunio sy'n Canolbwyntio ar yr Unigolyn
  - Archwiliadau a gwblhawyd
  - Dyddiadau a chofnodion profion llygaid
  - Cofnod o apwyntiadau â'r orthoptydd/offthalmolegydd
  - Cofnod o gyfraniadau'r Gwasanaeth Cefnogi Synhwyrâu gan gynnwys unrhyw gyngor a gwybodaeth

*Os erys pryderon a/neu bod cynnydd heb ei gyflawni*

**→ Mynd ymlaen i Ddarpariaeth Dysgu Ychwanegol (CDU ALI)**





## Y Blynyddoedd Cynnar

### Darpariaeth Dysgu Ychwanegol (CDU ALI)

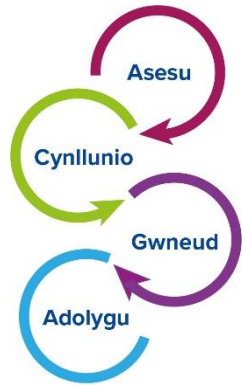
## Anghenion Synhwyrdd - Nam ar y Golwg

<b>Yr Effaith ar Ddysgu</b> <b><i>Beth ydyn ni'n ei weld?</i></b>	<b>Ymateb</b> <b><i>Beth ddylem ei wneud nesaf?</i></b>	<b>Strategaethau</b> <b><i>Beth allwn ni ei roi ar waith?</i></b>
<ul style="list-style-type: none"> <li>• <b>Anawsterau cyson ac arwyddocaol</b> wrth gyrraedd cerrig milltir</li> <li>• Gallai fod 2 fand datblygu neu fwy islaw'r oedran cronolegol mewn dwy agwedd ar y prif feysydd neu fwy.</li> <li>• Nam difrifol ar y golwg sy'n golygu fod angen cefnogaeth barhaus ar gyfer symudedd, hunan-ofal a chael mynediad at brofiadau dysgu</li> <li>• Cyfyngu'n arwyddocaol ar fynediad at ddeunyddiau gweledol</li> <li>• Cyfyngu'n ddifrifol ar gyfleoedd ar gyfer dysgu anfwriadol</li> <li>• Llai o allu i weld gweithredoedd a symudiadau plant eraill ac oedolion a'u hefelychu</li> <li>• Effaith ar ddatblygiad chwarae.</li> <li>• Effaith ar sgiliau cymdeithasol oherwydd methu â gweld ystumiau ar wyneb neu gyrff pobl.</li> <li>• Llai o allu i adnabod wyneb.</li> <li>• Efallai y bydd angen cefnogaeth wedi'i thargedu ar gyfer y plentyn er mwyn eu diogelwch a'u lles.</li> </ul>	<ul style="list-style-type: none"> <li>• Dylai'r unigolyn allweddol feithrin cyswllt â Chydlynedd ADY y lleoliad</li> <li>• Dylai Cydlynedd ADY y lleoliad gynorthwyo wrth adnabod gweithgareddau gwahaniaethol a strategaethau i gefnogi'r plentyn</li> <li>• Monitro ac adolygu strategaethau'n gyson gan ganolbwyntio ar gynnydd y plentyn ac effaith y strategaethau ar ddysg y plentyn.</li> <li>• Dal i feithrin cyswllt â'r Gwasanaeth Cefnogi Synhwyrdd a fydd yn cynnal rhagor o asesiadau arbenigol ac yn llunio adroddiadau yn ôl y gofyn</li> <li>• Sicrhau fod Cynllun Cymorth ADY y plentyn yn cynnwys unrhyw argymhellion gan arbenigwyr, yn enwedig felly'r Gwasanaeth Cefnogi Synhwyrdd</li> <li>• Dylai'ch cynlluniau ar gyfer y plentyn gynnwys unrhyw gyngor, cefnogaeth a chyfarwyddyd y mae gweithiwr proffesiynol perthnasol y Blynyddoedd Cynnar yn eu rhoi</li> <li>• Dylid gweithio mewn partneriaeth agos â rhieni. Mae hynny'n cynnwys rhannu cynlluniau cymorth ADY a strategaethau ac ymyriadau i'w defnyddio yn y lleoliad ac ar yr aelwyd.</li> <li>• Dylid cynnal cyfarfodydd sy'n canolbwyntio ar yr unigolyn yn rheolaidd a gwahodd ymwelydd iechyd y plentyn.</li> </ul>	<p>Dal ati ag unrhyw strategaethau perthnasol o'r lefel <b>Cyffredinol a/neu Cyffredinol wedi'i Dargedu</b>, a hefyd:</p> <ul style="list-style-type: none"> <li>• Dylid addasu'r strategaethau a ddefnyddir wrth gefnogi plant ag anghenion lefel uchel ar gyfer pob unigolyn a disgwylir eu bod yn seiliedig ar gyngor gan y gwasanaethau arbenigol sy'n cefnogi'r plentyn a'r teulu yn ogystal â Thîm Anghenion Cymhleth y Blynyddoedd Cynnar</li> <li>• Dylid sicrhau y sefydlir cynllun ymdriniaeth gadarnhaol os oes angen un</li> <li>• Dylid cynnal asesiadau risg yn rheolaidd a chynnwys unrhyw gamau gweithredu a strategaethau mewn cynlluniau</li> <li>• Dylid ystyried a oes angen cefnogaeth wedi'i thargedu i gynorthwyo'r plentyn â'r drefn feunyddiol</li> <li>• Os oes gan y plentyn Gynllun Datblygu Unigol yr Awdurdod Lleol dylid sicrhau fod y cynlluniau a'r ymyriadau'n berthnasol i'r canlyniadau a bennir yn y CDU. Dylid monitro'r cynnydd wrth gyflawni'r canlyniadau a bennir yn y CDU.</li> <li>• Dylid dilyn a gweithredu argymhellion y Gwasanaeth Cefnogi Synhwyrdd yn glŷn â strategaethau ac addasiadau ar sail unrhyw archwiliadau amgylcheddol arbenigol</li> </ul>

<b>Yr Effaith ar Ddysgu</b> <b><i>Beth ydyn ni'n ei weld?</i></b>	<b>Ymateb</b> <b><i>Beth ddylem ei wneud nesaf?</i></b>	<b>Strategaethau</b> <b><i>Beth allwn ni ei roi ar waith?</i></b>
	<ul style="list-style-type: none"> <li>• Dylid sicrhau fod yr holl staff wedi cael hyfforddiant ADY i gefnogi'r plentyn yn y lleoliad, gan gynnwys:               <ul style="list-style-type: none"> <li>○ Llunio adnoddau cyffyrddadwy i blant neu'u haddasu</li> <li>○ Hybu sgiliau cyn Braille</li> <li>○ Meithrin annibyniaeth plant â nam difrifol ar y golwg</li> </ul> </li> <li>• Cefnogi plant a'u teuluoedd i gael mynediad at wasanaethau cyffredinol a rhai wedi'u targedu yn eu Canolfannau Plant Lleol.</li> <li>• Os yw'r plentyn newydd gofrestru â'r lleoliad, dylid ystyried trefniadau ar gyfer pontio o gartref y plentyn/lleoliad blaenorol.</li> </ul>	<ul style="list-style-type: none"> <li>• Gallai'r ymyriadau wedi'u targedu y mae'r Gwasanaeth Cefnogi Synhwyrâu'n eu hargymell gynnwys:               <ul style="list-style-type: none"> <li>○ Datblygu sgiliau gweledol</li> <li>○ Sgiliau cyn Braille</li> <li>○ Sgiliau cymdeithasol</li> <li>○ Sgiliau byw'n annibynnol</li> <li>○ Symudedd</li> </ul> </li> </ul>

## Tystiolaeth o'r Ymateb Graddedig

### *Sut ydyn ni'n olrhain a chofnodi cynnydd a chanlyniadau?*



- Tystiolaeth flaenorol:
  - Cofnodion yn dangos y gwaith olrhain a monitro, gan gynnwys arsylwadau
  - Cofnodion apwyntiadau
  - Archwilio: yr ystafell ddosbarth a'r drefn feunyddiol
  - Cofnodion cyfarfodydd Cynllunio sy'n Canolbwyntio ar yr Unigolyn
  - Archwiliadau a gwblhawyd (dyddiadau a chofnodion profion llygaid, cofnod o apwyntiadau â'r orthoptydd/offthalmolegydd a chofnod o gyfraniad y Gwasanaeth Cefnogi Synhwyrâu, gan gynnwys unrhyw gyngor a gwybodaeth a ddarparwyd)
- Dylid hefyd:
  - Cynnal cyfarfodydd cynllunio sy'n canolbwyntio ar yr unigolyn
  - Ystyried CDU yr Awdurdod Lleol
  - Monitro ac adolygu strategaethau'n gyson
  - Sicrhau fod y cynlluniau ar gyfer y plentyn yn cynnwys unrhyw argymhellion gan arbenigwyr
  - Cynllun ymdriniaeth gadarnhaol
  - Cynnal asesiadau risg a chynnwys unrhyw gamau gweithredu a strategaethau mewn cynlluniau



## Y Blynyddoedd Cynnar

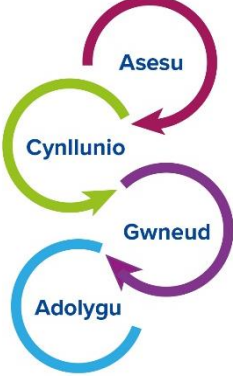
## Darpariaeth Gyffredinol

## Anghenion Synhwyrdd – Nam ar y Clyw

<b>Yr Effaith ar Ddysgu</b> <b><i>Beth ydyn ni'n ei weld?</i></b>	<b>Ymateb</b> <b><i>Beth ddylem ei wneud nesaf?</i></b>	<b>Strategaethau</b> <b><i>Beth allwn ni ei roi ar waith?</i></b>
<ul style="list-style-type: none"> <li>Tystiolaeth o rywfaent o oedi wrth gyrraedd cerrig milltir disgwylidig.</li> <li>Efallai 1 band datblygiadol islaw'r oedran cronolegol</li> <li>Hanes o gael pyliau o golli clyw</li> <li>Nam ysgafn ar y clyw (gyda chymorth clyw neu beidio)</li> <li>Nam ar y clyw yn un glust; hynny yw, mae'r plentyn yn clywed yn iawn drwy un glust ond gyda nam ar y clyw yn y llall</li> <li>Hanes o fyddardod dargludol/nam ysgafn ar y clyw</li> <li>Efallai bod gan y plentyn beswch ac annwyd yn aml</li> <li>Efallai bod y plentyn yn methu ag ymateb pan ddywedir eu henw</li> <li>Efallai bod y plentyn yn ei chael yn anodd dilyn cyfarwyddiadau syml</li> <li>Efallai bod lleferydd y plentyn yn aneglur</li> <li>Efallai bod y plentyn yn cadw golwg ar blant eraill i wybod beth sy'n digwydd, fel pan mae pawb yn symud i'r bwrdd byrbrydau, er enghraifft</li> <li>Efallai bod y plentyn yn ei chael yn anodd canolbwyntio, yn ystod amser stori, er enghraifft</li> </ul>	<ul style="list-style-type: none"> <li>Cadarnhewch a oes gan y plentyn nam ar y clyw</li> <li>Dylai staff godi pryderon â Chydlynnydd ADY y lleoliad a dechrau monitro arsylwadau.</li> <li>Dylai Cydlynnydd ADY y lleoliad fynd ati i gynorthwyo wrth adnabod gweithgareddau gwahaniaethol a strategaethau ar gyfer y plentyn</li> <li>Dylid gweithio mewn partneriaeth â'r rhieni wrth gynllunio ar gyfer y plentyn yn y lleoliad ac ar yr aelwyd.</li> <li>Dal i olrhain a monitro cynnydd y plentyn</li> <li>Dylid trafod datblygiad y plentyn fel y'i cofnodir yn y Llyfr Coch a/neu yn ystod yr Adolygiad Integredig pan mae'r plentyn yn ddwy oed</li> <li>Dylai'r lleoliad feithrin cyswllt agos â'r Ymwelydd Iechyd cysylltiedig</li> <li>Dylid annod y rhieni i geisio cyngor yr Ymwelydd Iechyd a/neu'r meddyg teulu</li> <li>Ystyried cyfleoedd hyfforddiant ADY i'r staff Hefyd, dylid trefnu hyfforddiant priodol gan y Gwasanaeth Therapi Iaith a Lleferydd</li> <li>Cefnogwch blant a'u teuluoedd i gael mynediad at wasanaethau cyffredinol a rhai wedi'u targedu yn eu <b>Canolfannau Teuluoedd</b> lleol.</li> </ul>	<ul style="list-style-type: none"> <li>Os yw'r plentyn yn defnyddio technoleg fel cymorth clyw, dylid sicrhau eu bod yn ei wisgo, ei fod yn lân a bod y batris wedi'u gwefru.</li> <li>Defnyddiwch enw'r plentyn i gael eu sylw</li> <li>Sicrhewch eu bod yn gwranddo cyn dechrau siarad â hwy</li> <li>Sicrhewch y gall y plentyn weld eich wyneb wrth ichi siarad a bod dim cysgod ar eich wyneb</li> <li>Cadwch gyswllt llygaid a chofiwch y bydd y plentyn yn ymateb i'ch ystumiau</li> <li>Siaradwch yn glir â'r plentyn gan sicrhau nad ydych yn siarad yn rhy gyflym a bod mynegiant yn eich llais</li> <li>Meddyliwch am amgylchedd y lleoliad ac addaswch fel y bo'n briodol</li> <li>Meddyliwch am acwsteg y lleoliad ac unrhyw sŵn cefndir ac ati</li> <li>Galluogwch y plentyn i fynd i fannau tawel ar gyfer gweithgareddau/ymyriadau penodol</li> <li>Defnyddiwch offer gweledol fel gwrthrychau, lluniau, ffotograffau ac amserlenni gweledol i ategu'r hyn a ddywedir a chynorthwyo plant i ymglyfarwyddo â threfnau beunyddiol</li> <li>Meddyliwch ble mae'r plentyn yn rhoi ei hun yn ystod y dydd a rhowch gefnogaeth iddynt fod yn agos iawn at yr ymarferydd ar adegau priodol, fel mewn grwpiau mawr, er enghraifft.</li> <li>Gweithredwch ar sail unrhyw gyngor gan y Llinell Gymorth Therapi Iaith a Lleferydd, os oes angen</li> </ul>

Yr Effaith ar Ddysgu <i>Beth ydyn ni'n ei weld?</i>	Ymateb <i>Beth ddylem ei wneud nesaf?</i>	Strategaethau <i>Beth allwn ni ei roi ar waith?</i>
	<ul style="list-style-type: none"> <li>Os erys pryderon, dylai'r Cydlynnydd ADY drafod â gweithwyr proffesiynol cyswllt y Blynnyddoedd Cynnar a oes angen cefnogaeth fwy penodol ar y plentyn a rhannu'r wybodaeth â'r rhieni/gofalwyr.</li> </ul>	

**Tystiolaeth o'r Ymateb Graddedig**  
***Sut ydyn ni'n olrhain a chofnodi cynnydd a chanlyniadau?***



- Cofnodion blaenorol, gan ddangos hanes o byliau o golli clyw/nam ysgafn ar y clyw/byddardod dargludol a chyflyrau meddygol fel peswch ac annwyd yn aml
- Cofnodion yn dangos gwaith olrhain a monitro, gan gynnwys y pryderon fel y'u nodwyd gyntaf, arsylwadau ar ddyddiadau penodol o fethu â dilyn cyfarwyddiadau syml/siarad yn aneglur/diffyg canolbwyntio
- Cynlluniau sy'n dangos addasiadau yn yr amgylchedd a'r strategaethau a ddefnyddiwyd, fel cymhorthion gweledol, er enghraifft
- Cofnodion apwyntiadau
- Archwilio: yr ystafell ddosbarth a'r drefn feunyddiol, a chwrrd â'r rhieni i gynllunio ar gyfer cysondeb rhwng y cartref a'r ysgol

*Os erys pryderon a/neu bod cynnydd heb ei gyflawni*

**→ Mynd ymlaen i Gyffredinol (ymyriadau wedi'u targedu)**





## Y Blynyddoedd Cynnar

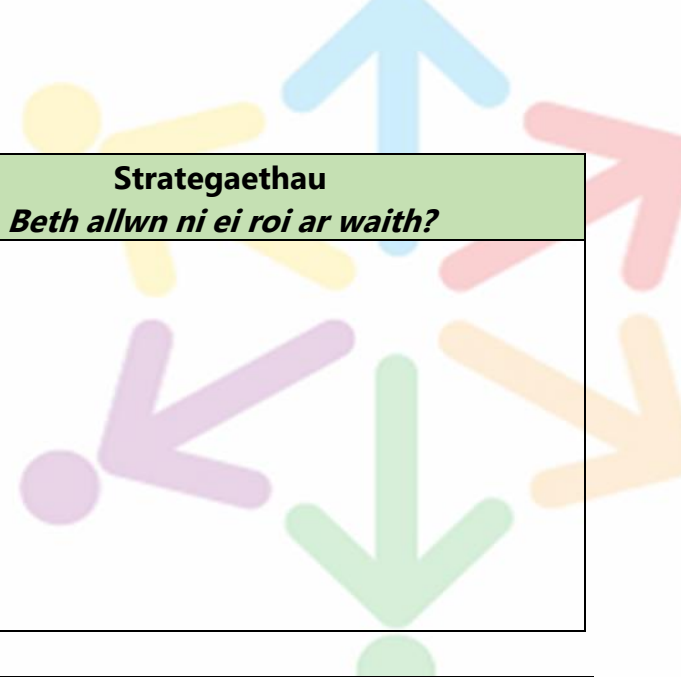
### Cyffredinol (ymyriadau wedi'u targedu)

## Anghenion Synhwyraidd – Nam ar y Clyw

Yr Effaith ar Ddysgu <i>Beth ydyn ni'n ei weld?</i>	Ymateb <i>Beth ddylem ei wneud nesaf?</i>	Strategaethau <i>Beth allwn ni ei roi ar waith?</i>
<ul style="list-style-type: none"> <li>• Oedi arwyddocaol wrth gyrraedd cerrig milltir</li> <li>• Gallai fod 2 fand datblygu neu fwy islaw'r oedran cronolegol mewn dwy agwedd ar y prif feysydd neu fwy</li> <li>• Mae'r plentyn wedi cael diagnosis o nam ar y clyw</li> <li>• Mae gan y plentyn gymorth clyw neu fewnblaniad yn y cochlea</li> <li>• Yn ogystal â hynny, gallai fod gan y plentyn un neu fwy o'r canlynol:             <ul style="list-style-type: none"> <li>○ Diagnosis hwyr</li> <li>○ Nam cynyddol ar y clyw</li> <li>○ Nam cymedrol i ddifrifol ar y clyw</li> <li>○ Anhwylder clywedol yn y sbectrwm niwropatheg</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Dylai'r Unigolyn Allweddol feithrin cyswllt â Chydlynedd ADY/unigolyn dynodedig y lleoliad a'r rhieni er mwyn rhannu pryderon.</li> <li>• Llundio Proffil Un Tudalen i gofnodi barn y rhieni a phennu cynlluniau ar gyfer y dulliau gorau i fodloni anghenion y plentyn.</li> <li>• Dal i feithrin cyswllt â'r gweithwyr proffesiynol Iechyd sy'n gysylltiedig â'r lleoliad, fel y bo'n briodol</li> <li>• Dylai Cydlynedd ADY y lleoliad fynd ati i gynorthwyo wrth adnabod gweithgareddau gwahaniaethol a strategaethau i gefnogi'r plentyn. Gellid ceisio cyngor gan weithwyr proffesiynol y Blynyddoedd Cynnar ac yna Tim Ymgynnwys y Blynyddoedd Cynnar.</li> <li>• Monitro ac adolygu cynnydd y plentyn ac effaith y strategaethau ac ymyriadau a ddefnyddiwyd.</li> <li>• Ffonio llinell gymorth brysbennu'r gwasanaeth Therapi Iaith a Lleferydd i drafod y pryderon. Rhif ffôn:</li> </ul> <p><b>Linell Gymorth Ganolog</b>            Dydd Llun 3pm – 4pm 03000 850095            Dydd Iau 12.30pm – 13.30pm 03000 850095            BCU.SALThelpineCentral@wales.nhs.uk</p> <p><b>Linell Gymorth y Dwyrain</b>            Rhif Ffôn: 01978 727071            Dydd Mawrth 9-10am a dydd Iau 3:30 – 4:30</p>	<ul style="list-style-type: none"> <li>• Dal ati ag unrhyw strategaethau perthnasol o'r adeg y codwyd pryderon gyntaf, a hefyd:</li> <li>• Sicrhau bod goleuadau'r lleoliad yn ddigon da fel bod plant sy'n darllen gwefusau neu'n dibynnu ar ystumiau wyneb yn medru'ch gweld chi</li> <li>• Gwnewch yn siŵr bob tro fod y plentyn wedi dilyn yr hyn a ddywedoch chi a deall unrhyw gyfarwyddiadau</li> <li>• Ceiswch gael cyn lleied â phosib o sŵn yn y cefndir</li> <li>• Rhowch amser i'r plentyn weithio ag oedolion ar eu pennau'u hunain neu mewn grwpiau bach</li> <li>• Galluogwch blant i fynd i fannau tawel ar gyfer gweithgareddau penodol, lle bo modd</li> <li>• Os yw'r plentyn yn defnyddio Iaith Arwyddion Prydain, dysgwch arwyddion allweddol. Fel arall, gallai'r plentyn elwa ar Makaton/Singalong i ategu cyfathrebu ar lafar</li> <li>• Darparwch amrywiaeth o brofiadau amsynhwyraidd sy'n annog y plentyn i archwilio â gwahanol synhwyrau</li> <li>• Defnyddiwch iaith ochr yn ochr â phob gweithgaredd a sicrhau bod y plentyn mewn amgylchedd sy'n gyforiog o iaith</li> <li>• Gellir defnyddio rhigymau ailadroddus, canu caneuon ac offerynnau cerddorol i roi profiadau clywedol gwerthfawr i rai plant gan fod yn ofalus i beidio â'u llethu â sŵn</li> </ul>

<b>Yr Effaith ar Ddysgu</b> <b><i>Beth ydyn ni'n ei weld?</i></b>	<b>Ymateb</b> <b><i>Beth ddylem ei wneud nesaf?</i></b>	<b>Strategaethau</b> <b><i>Beth allwn ni ei roi ar waith?</i></b>
	<ul style="list-style-type: none"> <li>• Cysylltu â'r Gwasanaeth Ymgynnwys Synhwyrdd i gael cyngor a gwybodaeth</li> <li>• Bydd y Gwasanaeth Ymgynnwys Synhwyrdd yn cynnal asesiadau arbenigol o sgiliau gwranddo ac iaith gan ddilyn meini prawf y gwasanaeth</li> <li>• Os oes angen, bydd y Gwasanaeth yn darparu offer ategol arbenigol gan ddilyn meini prawf y gwasanaeth</li> <li>• Sicrhau fod Cynllun Cymorth ADY y plentyn yn cynnwys unrhyw argymhellion gan arbenigwyr, yn enwedig felly'r Gwasanaeth Cefnogi Synhwyrdd</li> <li>• Dylai'ch cynlluniau ar gyfer y plentyn gynnwys unrhyw gyngor, cefnogaeth a chyfarwyddyd y mae gweithiwr proffesiynol perthnasol y Blynyddoedd Cynnar yn eu rhoi</li> <li>• Dylid gweithio mewn partneriaeth agos â rhieni. Mae hynny'n cynnwys rhannu cynlluniau cymorth yn ogystal â strategaethau ac ymyriadau i'w defnyddio yn y lleoliad ac ar yr aelwyd</li> <li>• Cynnal Cyfarfodydd Cynllunio sy'n Canolbwyntio ar y Plentyn yn rheolaidd a gwahodd yr Athro Plant Byddar Arbenigol</li> <li>• Ystyried cyfleoedd am hyfforddiant ADY perthnasol i'r staff, gan gynnwys hyfforddiant gan yr Athro Plant Byddar Arbenigol (fel hyfforddiant i godi ymwybyddiaeth o fyddardod neu hyfforddiant ar ddefnyddio a rheoli offer arbenigol) ynghyd ag unrhyw hyfforddiant perthnasol gan y Therapydd Iaith a Lleferydd.</li> <li>• Cefnogwch blant a'u teuluoedd i gael mynediad at wasanaethau cyffredinol a rhai wedi'u targedu yn eu <b>Canolfannau Teuluoedd</b> lleol.</li> </ul>	<ul style="list-style-type: none"> <li>• Dilynwch argymhellion weithiwr proffesiynol perthnasol (<b>Athro Arbenigol i Blant Byddar</b>, er enghraifft) ynghyd â sgiliau gwranddo a gweithgareddau datblygu iaith</li> <li>• Gallai ymyriadau unigol mewn grwpiau bach ar sail cyngor y Gwasanaeth Cefnogi Synhwyrdd ganolbwyntio ar:             <ul style="list-style-type: none"> <li>○ Ddatblygu sgiliau gwranddo</li> <li>○ Datblygu iaith, gan gynnwys geirfa</li> <li>○ Trafodaeth estynedig a phrofiadau yng nghyd-destun straeon a meysydd o ddi-ddordeb i'r plentyn</li> <li>○ Rhyngweithio cymdeithasol</li> </ul> </li> <li>• Defnyddio offer arbenigol ar sail cyngor y Gwasanaeth Cefnogi Synhwyrdd</li> <li>• Os oes modd, darparu lle addas ar gyfer ymweliadau gan yr Athro Plant Byddar Arbenigol</li> <li>• Os oes angen:             <ul style="list-style-type: none"> <li>○ Gweithredwch ar sail unrhyw gyngor gan y Llinell Gymorth Therapi Iaith a Lleferydd</li> <li>○ Gweithredwch Gynllun Cyfathrebu Gofal y gwasanaeth Therapi Iaith a Lleferydd</li> <li>○ Meithrin cyswllt â'r Therapydd Iaith a Lleferydd</li> </ul> </li> </ul> <p>Rhagor o Wybodaeth</p> <ul style="list-style-type: none"> <li>• Canllawiau arferion gorau - dulliau o fodloni anghenion clyw.</li> <li>• <a href="https://gov.wales/sites/default/files/publications/2019-03/integrated-framework-of-care-and-support-for-people-who-are-d-deaf-or-living-with-hearing-loss.pdf">https://gov.wales/sites/default/files/publications/2019-03/integrated-framework-of-care-and-support-for-people-who-are-d-deaf-or-living-with-hearing-loss.pdf</a></li> </ul>

<b>Yr Effaith ar Ddysgu</b> <i>Beth ydyn ni'n ei weld?</i>	<b>Ymateb</b> <i>Beth ddylem ei wneud nesaf?</i>	<b>Strategaethau</b> <i>Beth allwn ni ei roi ar waith?</i>
	<ul style="list-style-type: none"> <li>• Os erys pryderon ynghylch datblygiad y plentyn a bod cynnydd yn araf, dylai Cydlynnydd ADY y lleoliad siarad â'r gweithiwr proffesiynol perthnasol i drafod a oes angen cefnogaeth gan Dîm Ymgynnwys y Blynyddoedd Cynnar</li> <li>• Os yw anghenion y plentyn yn arwyddocaol a bod pryderon yn parhau, dylid ystyried yn y Cyfarfod Cynllunio sy'n Canolbwyntio ar y Plentyn a ddylid gwneud cais i gychwyn trefn asesu'r Awdurdod Lleol ar gyfer ADY.</li> </ul>	



<b>Tystiolaeth o'r Ymateb Graddedig</b> <i>Sut ydyn ni'n olrhain a chofnodi cynnydd a chanlyniadau?</i>	
	<ul style="list-style-type: none"> <li>• Tystiolaeth flaenorol, a chynnwys:</li> <li>• Cofnod o atgyfeiriadau a chefnogaeth gan asiantaethau allanol, hynny yw, y gwasanaeth Therapi Iaith a Lleferydd</li> <li>• Cyfarfodydd â'r plentyn a'r rhieni</li> <li>• Datblygu Proffil Un Tudalen</li> <li>• Dylai'r gwasanaeth Therapi Iaith a Lleferydd, yr Athro Plant Byddar Arbenigol a'r Gwasanaeth Ymgynnwys Synhwyrdd roi gwybod am ganlyniadau, eu gweithredu a'u monitro (Cynllun Gofal Unigol/Cynllun Cyfathrebu), gan gynnwys defnyddio cyfarpar arbenigol.</li> </ul>

*Os erys pryderon a/neu bod cynnydd heb ei gyflawni*

**→ Mynd ymlaen i Ddarpariaeth Dysgu Ychwanegol (CDU ALI)**



## Y Blynyddoedd Cynnar

### Darpariaeth Dysgu Ychwanegol (CDU ALI)

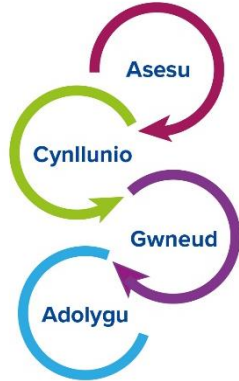
## Anghenion Synhwyrdd – Nam ar y Clyw

<b>Yr Effaith ar Ddysgu</b> <b><i>Beth ydyn ni'n ei weld?</i></b>	<b>Ymateb</b> <b><i>Beth ddylem ei wneud nesaf?</i></b>	<b>Strategaethau</b> <b><i>Beth allwn ni ei roi ar waith?</i></b>
<ul style="list-style-type: none"> <li>• Anawsterau cyson ac arwyddocaol wrth gyrraedd cerrig milltir</li> <li>• Gallai fod 2 fand datblygu neu fwy islaw'r oedran cronolegol mewn dwy agwedd ar y prif feysydd neu fwy.</li> <li>• Mae'r plentyn wedi cael diagnosis o fyddardod parhaol yn y ddwy glust</li> <li>• Mae'r plentyn hefyd yn amlwg yn cael trafferth arwyddocaol a mynych gydag un neu fwy o'r canlynol:             <ul style="list-style-type: none"> <li>○ Oedi mewn datblygiad iaith</li> <li>○ Cymryd rhan mewn gweithgareddau heb eu gwahaniaethu</li> <li>○ Cymryd rhan mewn gweithgareddau/darpariaeth heb lefel uchel o gefnogaeth gan oedolyn</li> <li>○ Cymryd rhan mewn gweithgareddau mewn grwpiau mawr</li> <li>○ Datblygu sgiliau lleferydd</li> <li>○ Cyfathrebu â staff a phlant eraill</li> </ul> </li> <li>• Efallai hefyd bod gan y plentyn anawsterau ac/neu anabledau dysgu eraill</li> <li>• Lefelau uchel o gefnogaeth gan oedolyn ag anghenion hunan-ofal</li> <li>• Gallai fod perygl i ddiogelwch a lles y plentyn a gallai fod gofyn am lefel uchel o gefnogaeth</li> </ul>	<ul style="list-style-type: none"> <li>• Dylai Cydlynnydd ADY y lleoliad feithrin cyswllt â Swyddog Arweiniol ADY y Blynyddoedd Cynnar</li> <li>• Dylai Cydlynnydd ADY y lleoliad gynorthwyo wrth adnabod gweithgareddau gwahaniaethol a strategaethau i gefnogi'r plentyn</li> <li>• Monitro ac adolygu gan ganolbwyntio ar gynnydd y plentyn ac effaith y strategaethau ac ymyriadau a ddefnyddiwyd.</li> <li>• Cynnal mwy o asesiadau a'u hadolygu yn ôl y gofyn</li> <li>• Diwygio unrhyw gofnodion arsylwi ac adroddiadau yn barod i'w cyflwyno'n dystiolaeth i Swyddog Arweiniol ADY y Blynyddoedd Cynnar.</li> <li>• Dylech sicrhau eich bod yn cynnwys unrhyw argymhellion gan arbenigwyr yn eich tystiolaeth ar gyfer darpar Gynllun Datblygu Unigol y plentyn, yn enwedig felly'r Gwasanaeth Ymgynnwys Synhwyrdd, a dal i roi'r rheiny ar waith yn y lleoliad.</li> <li>• Dylid sicrhau y sefydlir CDU yr Awdurdod Lleol a bod y lleoliad yn gweithredu'r canlyniadau a'r ddarpariaeth</li> <li>• Dylid gweithio mewn partneriaeth agos â rhieni. Mae hynny'n cynnwys rhannu'r CDU</li> <li>• Dylid sicrhau fod yr holl staff wedi cael hyfforddiant ADY perthnasol i gynorthwyo â gweithredu CDU y plentyn</li> </ul>	<ul style="list-style-type: none"> <li>• Dal ati ag unrhyw strategaethau perthnasol ac addasiadau rhesymol o'r lefelau Cyffredinol (gan gynnwys ymyriadau wedi'u targedu), a hefyd:</li> <li>• Dylid addasu'r strategaethau a ddefnyddir wrth gefnogi plant ag anghenion lefel uchel ar gyfer pob unigolyn a disgwylir eu bod yn seiliedig ar gyngor gan y gwasanaethau arbenigol sy'n cefnogi'r plentyn a'r teulu yn ogystal â Thîm Anghenion Cymhleth y Blynyddoedd Cynnar</li> <li>• Efallai bod angen adsefydlu dwys ar y plentyn â'u clyw, lleferydd ac iaith ar ôl cael gosod cymorth clyw neu gael llawdriniaeth i roi mewnblaniad yn y cochlea</li> <li>• Efallai y bydd angen cefnogaeth ar y plentyn wrth ddatblygu trefn wahanol ar gyfer cyfathrebu/cyfathrebu â'r dwylo</li> <li>• Dylid sicrhau y sefydlir cynllun ymdriniaeth gadarnhaol yn ôl y gofyn, fel yr esbonnir ym mholisi'r lleoliad</li> <li>• Dylid cynnal asesiadau risg yn rheolaidd a chynnwys unrhyw gamau gweithredu a strategaethau mewn cynlluniau</li> <li>• Dylid ystyried a oes angen cefnogaeth wedi'i targedu i gynorthwyo'r plentyn â'r drefn feunyddiol</li> </ul>

<b>Yr Effaith ar Ddysgu</b> <b><i>Beth ydyn ni'n ei weld?</i></b>	<b>Ymateb</b> <b><i>Beth ddylem ei wneud nesaf?</i></b>	<b>Strategaethau</b> <b><i>Beth allwn ni ei roi ar waith?</i></b>
<ul style="list-style-type: none"> <li>Wrth fonitro, efallai y bydd angen hyfforddiant arbenigol ar oedolion i fodloni anghenion corfforol/meddygol</li> </ul>	<ul style="list-style-type: none"> <li>Dylai'r Swyddog Arweiniol ADY feithrin cyswllt â'r lleoliad wrth adolygu canlyniadau a'r ddarpariaeth a bennir yn y CDU gyda'r plentyn, rhieni ac unrhyw weithwyr proffesiynol eraill.</li> <li>Dylid cynnal cyfarfod adolygu'r CDU pan mae'r plentyn yn pontio i leoliad neu ysgol newydd er mwyn sicrhau bod y canlyniadau a'r ddarpariaeth a nodir yn y CDU yn briodol yn y lleoliad newydd.</li> <li>Mae'n rhaid adolygu'r CDU bob blwyddyn</li> </ul>	<ul style="list-style-type: none"> <li>Os oes gan y plentyn Gynllun Datblygu Unigol dylid sicrhau fod y cynlluniau a'r ymyriadau'n berthnasol i'r canlyniadau a bennir yn y CDU. Dylid monitro'r cynnydd wrth gyflawni'r canlyniadau a bennir yn y CDU.</li> <li>Dylid galluogi cyswllt â'r Gwasanaeth Ymgynnwys Synhwyrdd yn aml er mwyn trefnu unrhyw gefnogaeth sydd ei angen</li> <li>Os oes angen:             <ul style="list-style-type: none"> <li>Gweithredwch ar sail unrhyw gyngor gan y Llinell Gymorth Therapi Iaith a Lleferydd</li> <li>Gweithredwch y Cynllun Gofal Therapi Iaith a Lleferydd</li> <li>Meithrin cyswllt â'r Therapydd Iaith a Lleferydd</li> </ul> </li> </ul>

## Tystiolaeth o'r Ymateb Graddedig

### *Sut ydyn ni'n olrhain a chofnodi cynnydd a chanlyniadau?*



- Tystiolaeth flaenorol:
  - Cofnodion blaenorol, gan ddangos hanes o byliau o golli clyw/nam ysgafn ar y clyw/byddardod dargludol a chyflyrau meddygol fel peswch ac annwyd yn aml
  - Cofnodion yn dangos gwaith olrhain a monitro, gan gynnwys y pryderon fel y'u nodwyd gyntaf, arsylwadau ar ddyddiadau penodol o fethu â dilyn cyfarwyddiadau syml/siarad yn aneglur/diffyg canolbwyntio
  - Cynlluniau sy'n dangos addasiadau yn yr amgylchedd a'r strategaethau a ddefnyddiwyd, fel cymhorthion gweledol, er enghraifft
  - Cofnodion apwyntiadau
  - Archwilio: yr ystafell ddisbarth a'r drefn feunyddiol, a chwrrd â'r rhieni i gynllunio ar gyfer cysondeb rhwng y cartref a'r ysgol
  - Cofnod o atgyfeiriadau a chefnogaeth gan asiantaethau allanol, hynny yw, Y gwasanaeth Therapi Iaith a Lleferydd
  - Cyfarfodydd â'r plentyn a'r rhieni
  - Datblygu Proffil Un Tudalen
  - Dylai'r gwasanaeth Therapi Iaith a Lleferydd, yr Athro Plant Byddar Arbenigol a'r Gwasanaeth Ymgynnwys Synhwyrdd roi gwybod am ganlyniadau, eu gweithredu a'u monitro (Cynllun Gofal Unigol/Cynllun Cyfathrebu), gan gynnwys defnyddio cyfarpar arbenigol.
- Dylid hefyd:
  - Cynnal mwy o asesiadau a'u hadolygu
  - Os na wnaed yn barod, dylid cynnwys cyngor arbenigol yn y dystiolaeth ar gyfer CDU yr Awdurdod Lleol, gan gyfeirio'n benodol at y Gwasanaeth Ymgynnwys Synhwyrdd
  - Gweithredu'r CDU yn y lleoliad gan sicrhau y cyflawnir y canlyniadau a'r ddarpariaeth a monitro'r cynnydd





## Y Blynyddoedd Cynnar

## Darpariaeth Gyffredinol

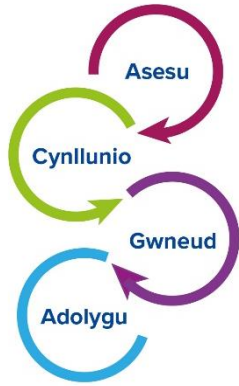
## Corfforol (Maes Angen)

<b>Yr Effaith ar Ddysgu</b> <b><i>Beth ydyn ni'n ei weld?</i></b>	<b>Ymateb</b> <b><i>Beth ddylem ei wneud nesaf?</i></b>	<b>Strategaethau</b> <b><i>Beth allwn ni ei roi ar waith?</i></b>
<ul style="list-style-type: none"> <li>Tystiolaeth o rywfaent o oedi wrth gyrraedd cerrig milltir disgwylidig</li> <li>1 band datblygiadol islaw'r oedran cronolegol</li> <li>Anawsterau corfforol/oedi a allai olygu bod angen rhywfaint o gymorth gan oedolyn</li> <li>Oedi wrth ddysgu sut i fynd i'r toiled (gan ystyried oedran)</li> <li>Diffyg cydlyniant sgiliau corfforol o gymharu â'u cyfoedion, fel bod y plentyn yn taro i mewn i bethau, er enghraifft, neu'n syrthio'n hawdd.</li> <li>Efallai bod y plentyn yn ei chael yn anodd dal i fyny â'u cyfoedion yn ystod chwarae corfforol a gallai hynny effeithio ar eu hunanhyder a'u gallu i wneud ffrindiau</li> <li>Efallai nad yw'r plentyn wedi datblygu un llaw sy'n gryfach na'r llall</li> <li>Efallai bod y plentyn yn cael trafferthion â sgiliau echddygol manwl fel dal pensel, er enghraifft.</li> <li>Efallai bod y plentyn yn osgoi gweithgareddau y mae angen rheolaeth echddygol manwl ar eu cyfer, fel defnyddio plyciwr a phegiau bach ac ati</li> <li>Efallai yr ymddengys bod cyhyrau dwylo'r plentyn yn wan a bod oedi mewn ennill rheolaeth</li> </ul>	<ul style="list-style-type: none"> <li>Dylai'r unigolyn allweddol feithrin cyswllt â Chydlynnydd ADY y lleoliad</li> <li>Dylai Cydlynnydd ADY y lleoliad gynorthwyo wrth adnabod gweithgareddau gwahaniaethol a strategaethau ar gyfer y plentyn</li> <li>Dylid gweithio mewn partneriaeth â'r rhieni wrth gynllunio ar gyfer y plentyn yn y lleoliad ac ar yr aelwyd.</li> <li>Dal i olrhain a monitro cynnydd y plentyn</li> <li>Dylid trafod datblygiad y plentyn fel y'i cofnodir yn y Llyfr Coch ac/neu yn y cyfarfod sgrinio pan mae'r plentyn yn 15 mis oed a 27 mis oed (Rhaglen Plant Iach Cymru)</li> <li>Dylai'r lleoliad feithrin cyswllt agos â'r Ymwelydd Iechyd cysylltiedig</li> <li>Ystyried cyfleoedd hyfforddiant ADY i'r staff</li> <li>Yng Nghonwy, cefnogwch blant a'u teuluoedd i gael mynediad at wasanaethau cyffredinol a rhai wedi'u targedu yn eu Canolfannau Teuluoedd Lleol <a href="mailto:plant.children@conwy.gov.uk">plant.children@conwy.gov.uk</a> 01492 577850 / 577788</li> <li>Yn Sir y Fflint, cefnogwch blant a'u teuluoedd i gael mynediad at wasanaethau cyffredinol a rhai wedi'u targedu drwy eu cyfeirio at Wasanaeth Gwybodaeth i Deuluoedd Sir y Fflint <a href="mailto:FISF@flintshire.gov.uk">FISF@flintshire.gov.uk</a></li> </ul>	<ul style="list-style-type: none"> <li>Dylid sicrhau bod gan y lleoliad Bolisi Gofal Personol a bod yr holl staff yn ei ddilyn</li> <li>Dylid darparu offer addas dan do ac yn yr awyr agored fel bod plant yn cael digon o gefnogaeth, risg a her gan ganolbwyntio ar sgiliau echddygol manwl a bras.</li> <li>Dylai staff y Blynyddoedd Cynnar oruchwylio er mwyn sicrhau diogelwch yn ystod symudiadau/caneuon actol/amser stori.</li> <li>Dylid bod yn ymwybyddiaeth o osgo da a lefelau datblygiadol.</li> </ul> <p><b>Sgiliau Echddygol Manwl</b></p> <ul style="list-style-type: none"> <li>Sicrhau fod yno digon o le ar y llawr a rhowch ddigon o gyfleoedd i'r plentyn gerdded, rhedeg a chropian ar wahanol arwynebau - gwair, carped, finyl.</li> <li>Darparwch offer yn yr awyr agored sy'n annog plant i gydbwyso, dringo, neidio, llithro, codi, tynnu, gwthio, hongian, troelli a siglo; er enghraifft, grisiau, boncyffion, stanciau, berfâu, teiars, twnelau, peli mawr, blociau mawr ac yn y blaen.</li> <li>Gwnewch lwybr â phethau y gellir camu arnynt (matiau, neu flocliau/boncyffion i amrywio'r uchder) a llwybrau â rhannau diffiniedig y gellir camu iddynt (cylchoedd, ysgol ar y llawr, teils)</li> </ul>

<b>Yr Effaith ar Ddysgu</b> <b><i>Beth ydyn ni'n ei weld?</i></b>	<b>Ymateb</b> <b><i>Beth ddylem ei wneud nesaf?</i></b>	<b>Strategaethau</b> <b><i>Beth allwn ni ei roi ar waith?</i></b>
<ul style="list-style-type: none"> <li>Efallai bod diffyg cydlyniant gan y plentyn wrth wneud gweithgareddau lle mae angen y ddwy law</li> <li>Mae'r plentyn yn colli sgiliau'r oedd eisoes wedi'u meistroli</li> <li>Rhai anawsterau â sgiliau hunan-gymorth, fel gwisgo, amser bwyd ac yn y blaen.</li> </ul>	<ul style="list-style-type: none"> <li>Os yw'r plentyn newydd gofrestru â'r lleoliad, dylid ystyried trefniadau ar gyfer pontio o gartref y plentyn/lleoliad blaenorol</li> <li>Dylid ystyried iaith a siaredir ar aelwyd y plentyn os yw honno'n wahanol i iaith y lleoliad</li> </ul> <p><b><i>Sylwer: Os yw'r plentyn yn colli sgiliau'r oedd eisoes wedi'u meistroli, dylid cynghori'r rhieni i gysylltu â'r Ymwelydd Iechyd neu'r meddyg teulu</i></b></p>	<ul style="list-style-type: none"> <li>Dechreuwch ddefnyddio cwrs rhwystrau ag eitemau o wahanol uchder ac anogwch amrywiaeth o symudiadau fel dringo, cropian, siglo bol, rholio a llithro.</li> <li>Rhowch gyfleoedd i ddefnyddio beics. Wrth i'r plentyn fagu sgiliau a hyder ar gefn beic, dechreuwch osod rhwystrau iddynt fynd o'u cwmpas a goleuadau traffig i'w hannog i ddod i stop ac ailgychwyn</li> <li>Chwaraewch gemau parasiwt a gemau erlid fel chwarae delwau a 'Faint o'r Gloch ydi hi, Mistar Blaidd?'</li> </ul> <p><b>Sgiliau Echddygol Manwl</b></p> <ul style="list-style-type: none"> <li>Paratowch hambyrddau adeiladu gydag amryw gyfleoedd chwarae blêr ac arwynebau mawr i'w marcio â phaent, dŵr ac ewyn eillio gyda brwsh neu'u dwylo</li> <li>Darparwch amrywiaeth o adnoddau i ddatblygu cydlyniant dwylo, rheolaeth a medrusrwydd fel clai, <i>play-doh</i>, paentio â brwsh neu'r bysedd, tâp, rhubanau, llinyn, rhaff a phwli, offer chwarae â dŵr, pegiau, edau, offer adeiladu ac adnoddau byd bychan.</li> <li>Dechreuwch chwarae gemau 'Stopio a Dechrau' i ddatblygu sgiliau echddygol manwl ag offerynnau cerdd (cyflym/araf, swnllyd/tawel): curo drwm â dwy law a bob yn ail, defnyddio llwyau a ffyn i daro potiau.</li> </ul>

## Tystiolaeth o'r Ymateb Graddedig

### *Sut ydyn ni'n olrhain a chofnodi cynnydd a chanlyniadau?*



- Dyddiadau y codwyd pryderon gyntaf ac arsylwadau o anawsterau corfforol ac oedi sy'n gofyn am gefnogaeth gan oedolyn
- Dyddiadau digwyddiadau o bwys fel megis atgyfeiriadau at asiantaethau allanol/canlyniadau asesiadau ac ati
- Cofnodion cyfarfodydd yn cyfleu barn y plentyn a'r rhieni
- Adroddiadau iechyd a thargedau wedi'u pennu a'u hadolygu, ac yn y blaen
- Rhestr Sgiliau Tyfu / Proffilio Blynyddoedd Cynnar / asesiadau datblygiadol
- Cynllun Gofal Personol
- Archwiliad o'r amgylchedd (dan do a'r awyr agored) gan gynnwys offer ar gyfer sgiliau echddygol manwl a bras

*Os erys pryderon a/neu bod cynnydd heb ei gyflawni*

**→ Mynd ymlaen i Gyffredinol (ymyriadau wedi'u targedu)**



## Y Blynyddoedd Cynnar

### Cyffredinol (ymyriadau wedi'u targedu)

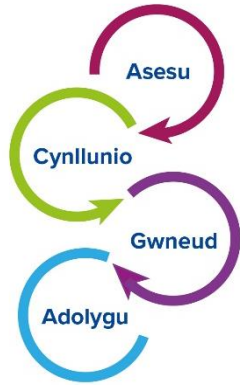
## Corfforol (Maes Angen)

<b>Yr Effaith ar Ddysgu</b> <b><i>Beth ydyn ni'n ei weld?</i></b>	<b>Ymateb</b> <b><i>Beth ddylem ei wneud nesaf?</i></b>	<b>Strategaethau</b> <b><i>Beth allwn ni ei roi ar waith?</i></b>
<ul style="list-style-type: none"> <li>Oedi arwyddocaol wrth gyrraedd cerrig milltir</li> <li>2 fand datblygu neu fwy islaw'r oedran cronolegol mewn dwy agwedd ar y prif feysydd neu fwy.</li> <li>Anawsterau corfforol y mae angen offer ac addasu adnoddau ar eu cyfer, yn ogystal â lefel uchel o gefnogaeth</li> <li>Amhariad ar annibyniaeth gorfforol sy'n golygu fod angen cyfraniad a/neu raglenni gan weithwyr proffesiynol perthnasol.</li> <li>Anawsterau corfforol sy'n golygu bod angen monitron agos i sicrhau diogelwch a lles</li> </ul>	<ul style="list-style-type: none"> <li>Dylai'r Unigolyn Allweddol feithrin cyswllt â Chydlynedd ADY/unigolyn dynodedig y lleoliad a'r rhieni er mwyn rhannu pryderon.</li> <li>Dal i feithrin cyswllt â'r Ymwelydd Iechyd sy'n gysylltiedig â'r lleoliad, fel y bo'n briodol</li> <li>Dylai Cydlynedd ADY y lleoliad gynorthwyo'r unigolyn allweddol wrth adnabod gweithgareddau gwahaniaethol a strategaethau i gefnogi'r plentyn.</li> <li>Monitro ac adolygu gan ganolbwyntio ar gynnydd y plentyn ac effaith y strategaethau ac ymyriadau a ddefnyddiwyd.</li> <li>Dylid gweithio mewn partneriaeth agos â rhieni. Mae hynny'n cynnwys rhannu'r strategaethau ac ymyriadau yn y Cynllun Datblygu Unigol i'w defnyddio yn y lleoliad ac ar yr aelwyd.</li> <li>Cynnal Cyfarfodydd Cynllunio sy'n Canolbwyntio ar yr Unigolyn yn rheolaidd Creu Proffil Un Tudalen i'r plentyn os na wnaed hynny eisoes, gan gynnwys strategaethau i fodloni anghenion y plentyn.</li> <li>Ystyried cyfleoedd hyfforddiant ADY i'r staff</li> </ul>	<p>Dal ati ag unrhyw strategaethau perthnasol o'r lefel <b>Cyffredinol</b>, a hefyd:</p> <ul style="list-style-type: none"> <li>Dilynwch y strategaethau a gynigir gan Ffisiotherapydd a/neu Therapydd Galwedigaethol y plentyn Darparwch amgylchedd sy'n cynnal annibyniaeth y plentyn, fel gosod dodrefn mewn ffordd sy'n galluogi plant i nôl adnoddau a chymryd rhan mewn gweithgareddau ac yn y blaen</li> <li>Dylid sicrhau bod y lleoliad Blynyddoedd Cynnar yn medru dangos y gallant ddarparu ar gyfer pob dull o hybu symudedd/mynd o le i le yn y lleoliad.</li> <li>Mae angen i'r plentyn fedru defnyddio'u cymhorthion symudedd i gael mynediad i'r lleoliad Blynyddoedd Cynnar a mynd o le i le</li> <li>Mae angen i'r plentyn wisgo orthosis arbenigol fel ategion ar y traed neu'r dwylo, a bod aelod o staff y lleoliad Blynyddoedd Cynnar yn medru ei osod.</li> <li>Asesiadau risg wedi'u haddasu'n fwy penodol ar gyfer y lleoliad Blynyddoedd Cynnar. Cynllun Gofal Iechyd ar gyfer unrhyw anghenion gofal iechyd.</li> </ul>

<b>Yr Effaith ar Ddysgu</b> <b><i>Beth ydyn ni'n ei weld?</i></b>	<b>Ymateb</b> <b><i>Beth ddylem ei wneud nesaf?</i></b>	<b>Strategaethau</b> <b><i>Beth allwn ni ei roi ar waith?</i></b>
	<ul style="list-style-type: none"> <li>• Yng Nghonwy, cefnogwch blant a'u teuluoedd i gael mynediad at wasanaethau cyffredinol a rhai wedi'u targedu yn eu Canolfannau Teuluoedd Lleol <a href="mailto:plant.children@conwy.gov.uk">plant.children@conwy.gov.uk</a> 01492 577850 / 577788</li> <li>• Yn Sir y Fflint, cefnogwch blant a'u teuluoedd i gael mynediad at wasanaethau cyffredinol a rhai wedi'u targedu drwy eu cyfeirio at Wasanaeth Gwybodaeth i Deuluoedd Sir y Fflint <a href="mailto:FISF@flintshire.gov.uk">FISF@flintshire.gov.uk</a></li> <li>• Os yw datblygiad y plentyn yn dal i beri pryderon a bod cynnydd yn araf, dylai Cydlynedd ADY y lleoliad drafod â Thîm y Blynyddoedd Cynnar a oes ar y lleoliad angen cefnogaeth gan yr <b>Awdurdod Lleol</b>.</li> <li>• Dylid sicrhau y caiff unrhyw argymhellion gan arbenigwyr eu cynnwys ym Mhroffil Un Tudalen y plentyn.</li> <li>• Dylai'ch cynlluniau ar gyfer y plentyn gynnwys unrhyw gyngor, cefnogaeth a chyfarwyddyd y mae Tîm Ymgynnwys y Blynyddoedd Cynnar yn eu rhoi</li> </ul>	<p><b>Hygyrchedd corfforol:</b></p> <ul style="list-style-type: none"> <li>• Addasiadau yn y lleoliad Blynyddoedd Cynnar</li> <li>• Symud dodrefn ar gyfer y plentyn yn y blynyddoedd cynnar</li> <li>• Gosod yr ystafell gan ystyried anghenion y plentyn</li> </ul> <p>Mwy o oruchwyliaeth gan staff Blynyddoedd Cynnar at ddibenion diogelwch - wedi'i dargedu.</p>

## Tystiolaeth o'r Ymateb Graddedig

### *Sut ydyn ni'n olrhain a chofnodi cynnydd a chanlyniadau?*



- Tystiolaeth flaenorol, a chynnwys:
  - Dylai'r cynlluniau ddangos gweithgareddau gwahaniaethol a strategaethau, gan gynnwys arsylwadau, gwaith monitro a'r ymyriadau a ddefnyddiwyd
  - Lluniwch Broffil Un Tudalen i'r plentyn os nad oes ganddynt un yn barod, gan gynnwys strategaethau i fodloni anghenion y plentyn a nodi a oes angen iddynt wisgo unrhyw fath o orthosis ar eu traed neu'u dwylo
  - Dylai dogfennau hyfforddi staff ddangos eu bod wedi cael hyfforddiant i fedru bodloni anghenion corfforol, defnyddio offer codi a chario ac orthosis
  - Cofnodion yn dangos strategaethau penodol a argymhellwyd gan Ffisiotherapydd a/neu Therapydd Galwedigaethol y plentyn
  - Adolygu'r archwiliad er mwyn sicrhau bod y lleoliad Blynyddoedd Cynnar yn medru dangos y gallant ddarparu ar gyfer pob dull o hybu symudedd/mynd o le i le yn y lleoliad.
  - Aseidiadau risg wedi'u haddasu'n fwy penodol ar gyfer y lleoliad Blynyddoedd Cynnar.
  - Cynllun Gofal Personol ar gyfer unrhyw anghenion gofal personol.

*Os erys pryderon a/neu bod cynnydd heb ei gyflawni*

→ Mynd ymlaen i Ddarpariaeth Dysgu Ychwanegol (CDU ALI)





## Y Blynyddoedd Cynnar

### Darpariaeth Dysgu Ychwanegol (CDU ALI)

## Corfforol (Maes Angen)

Yr Effaith ar Ddysgu <i>Beth ydyn ni'n ei weld?</i>	Ymateb <i>Beth ddylem ei wneud nesaf?</i>	Strategaethau <i>Beth allwn ni ei roi ar waith?</i>
<ul style="list-style-type: none"> <li>Anawsterau cyson ac arwyddocaol wrth gyrraedd cerrig milltir</li> <li>2 fand datblygu neu fwy islaw'r oedran cronolegol mewn dwy agwedd ar y prif feysydd neu fwy.</li> <li>Anawsterau corfforol y mae angen offer arbenigol ar eu cyfer yn ogystal ag addasu adnoddau, newid ystum a lefel uchel o gefnogaeth gan oedolyn.</li> <li>Lefelau uchel o gefnogaeth gan oedolyn ag anghenion hunan-ofal</li> <li>Anawsterau corfforol sy'n peri risg arwyddocaol i ddiogelwch a lles y plentyn ac yn gofyn am gefnogaeth ddwys</li> <li>Colli sgiliau corfforol yn gyson</li> <li>Anawsterau meddygol arwyddocaol y mae angen meddyginiaeth reoledig ac ymyrraeth ddwys ar eu cyfer gydol y dydd</li> </ul>	<ul style="list-style-type: none"> <li>Dylai'r unigolyn allweddol feithrin cyswllt â Chydlynnydd ADY y lleoliad.</li> <li>Dylai Cydlynnydd ADY y lleoliad gynorthwyo wrth adnabod gweithgareddau gwahaniaethol a strategaethau i gefnogi'r plentyn.</li> <li>Dylai Cynllun Datblygu Unigol y plentyn gynnwys unrhyw argymhellion gan arbenigwyr (hynny yw, Ffisiotherapydd/Therapydd Galwedigaethol)</li> <li>Dylai'ch cynlluniau ar gyfer y plentyn gynnwys unrhyw gefnogaeth a chyfarwyddyd y mae Tîm Ymgynnwys y Blynyddoedd Cynnar yn eu rhoi</li> <li>Dylid gweithio mewn partneriaeth agos â rhieni. Mae hynny'n cynnwys rhannu'r strategaethau ac ymyriadau yn y Cynllun Datblygu Unigol i'w defnyddio yn y lleoliad ac ar yr aelwyd.</li> <li>Dylid cynnal cyfarfodydd sy'n canolbwyntio ar yr unigolyn yn rheolaidd a gwahodd ymwelydd iechyd a therapyddion y plentyn.</li> <li>Dylid ystyried defnyddio deunyddiau Cefnogi Cynnar</li> <li>Dylid sicrhau fod yr holl staff wedi cael hyfforddiant ADY i gefnogi'r plentyn yn y lleoliad</li> </ul>	<p>Dal ati ag unrhyw strategaethau perthnasol o'r lefel <b>Cyffredinol a/neu Cyffredinol wedi'i Dargedu</b>, a hefyd:</p> <ul style="list-style-type: none"> <li>Dylid addasu'r strategaethau a ddefnyddir wrth gefnogi plant ag anghenion lefel uchel ar gyfer pob unigolyn a disgwylir eu bod yn seiliedig ar gyngor gan y gwasanaethau arbenigol sy'n cefnogi'r plentyn a'r teulu yn ogystal â Thîm ADY y Blynyddoedd Cynnar.</li> <li>Os oes gan y plentyn Gynllun Datblygu Unigol dylid sicrhau fod y cynlluniau a'r ymyriadau'n berthnasol i'r canlyniadau a bennir yn y CDU. Dylid monitro'r cynnydd wrth gyflawni'r canlyniadau a bennir yn y CDU.</li> <li>Dylai'r cynlluniau roi sylw i weithdrefnau symud a chario sy'n seiliedig ar gyngor proffesiynol</li> <li>Dylid sicrhau y sefydlir cynllun ymdriniaeth gadarnhaol yn ôl y gofyn, fel yr esbonnir ym mholisi'r lleoliad.</li> <li>Dylid cynnal asesiadau risg yn rheolaidd a chynnwys unrhyw gamau gweithredu a strategaethau mewn cynlluniau.</li> <li>Asesu risg gydag ymgynghorwyr yr Awdurdod Lleol ar gyfer symud a chario yn y blynyddoedd cynnar - dylai'r lleoliad gwblhau'r asesiad risg gyda chymorth y Gwasanaeth Arbenigol. Cynlluniau Gofal Iechyd a chyfraniad gan y gwasanaeth arbenigol.</li> </ul>

<b>Yr Effaith ar Ddysgu</b> <b><i>Beth ydyn ni'n ei weld?</i></b>	<b>Ymateb</b> <b><i>Beth ddylem ei wneud nesaf?</i></b>	<b>Strategaethau</b> <b><i>Beth allwn ni ei roi ar waith?</i></b>
	<ul style="list-style-type: none"> <li>• Yng Nghonwy, cefnogwch blant a'u teuluoedd i gael mynediad at wasanaethau cyffredinol a rhai wedi'u targedu yn eu Canolfannau Teuluoedd lleol <a href="mailto:plant.children@conwy.gov.uk">plant.children@conwy.gov.uk</a> 01492 577850 / 577788</li> <li>• Yn Sir y Fflint, cefnogwch blant a'u teuluoedd i gael mynediad at wasanaethau cyffredinol a rhai wedi'u targedu drwy eu cyfeirio at Wasanaeth Gwybodaeth i Deuluoedd Sir y Fflint <a href="mailto:FISF@flintshire.gov.uk">FISF@flintshire.gov.uk</a></li> <li>• Os yw'r plentyn newydd gofrestru â'r lleoliad, dylid ystyried trefniadau ar gyfer pontio o gartref y plentyn/lleoliad blaenorol (gweler y Broses Sefydlu).</li> </ul>	<ul style="list-style-type: none"> <li>• Hygyrchedd – Rheiliau/rampiau/allanfeydd tân/lifftiau ac ati, gan gael cyngor gan Arbenigwr. Mae angen i'r plentyn gael mynediad at eu cadair olwyn i fynd o le i le/cael mynediad i'r lleoliad Blynyddoedd Cynnar.</li> <li>• Targedau yn y CDU yng nghyswllt Ffisiotherapi/Therapi Galwedigaethol/Therapi Iaith a Lleferydd</li> <li>• Ar sail hyfforddiant gan y Ffisiotherapydd Arbenigol, dylai'r lleoliad Blynyddoedd Cynnar ddilyn rhaglen ddirprwyedig - sblintiau, ymestyn, gosod offer arbenigol fel cadair/ffrâm gerdded/ffrâm sefyll, er enghraifft.</li> <li>• Mae'r lleoliad Blynyddoedd Cynnar yn 'rheoli' offer fel hyn drwy lanhau/tynhau bolltau ac ati.</li> <li>• Mae'r Ffisiotherapydd arbenigol yn rhoi cyngor penodol i'r lleoliad Blynyddoedd Cynnar ynglŷn ag ystumiau chwarae'r plentyn.</li> <li>• Mae'r Ffisiotherapydd Arbenigol yn addasu offer wrth i'r plentyn dyfu ac wrth i anghenion newid. Dylai'r lleoliad Blynyddoedd Cynnar roi gwybod i'r gwasanaeth arbenigol am unrhyw newidiadau yng nghyflwr y plentyn, yn enwedig felly gan fod plant yn tyfu'n gyflym yn y Blynyddoedd Cynnar.</li> </ul>

## Tystiolaeth o'r Ymateb Graddedig

### *Sut ydyn ni'n olrhain a chofnodi cynnydd a chanlyniadau?*



- Tystiolaeth flaenorol:
  - Dyddiadau y codwyd pryderon gyntaf ac arsylwadau o anawsterau corfforol ac oedi sy'n gofyn am gefnogaeth gan oedolyn
  - Dyddiadau digwyddiadau o bwys fel megis atgyfeiriadau at asiantaethau allanol/canlyniadau asesiadau ac ati
  - Cofnodion cyfarfodydd yn cyfleu barn y plentyn a'r rhieni
  - Adroddiadau iechyd a thargedau wedi'u pennu a'u hadolygu ac ati
  - Rhestr Sgiliau Tyfu / Proffilio Blynyddoedd Cynnar / asesiadau datblygiadol
  - Cynllun ar gyfer Gofal Personol
  - Archwilio'r amgylchedd (dan do ac yn yr awyr agored) gan gynnwys offer ar gyfer sgiliau echddygol manwl a bras Cofnodion o'r drefn o ffurfio a chynnal partneriaethau agos â rhieni, ymwelwyr iechyd ac asiantaethau arbenigol – cynnal cyfarfodydd cynllunio sy'n canolbwyntio ar yr unigolyn yn rheolaidd
  - Dylai'r cynlluniau ddangos gweithgareddau gwahaniaethol a strategaethau, gan gynnwys arsylwadau, gwaith monitro a'r ymyriadau a ddefnyddiwyd
  - Lluniwch Broffil Un Tudalen i'r plentyn os nad oes ganddynt un yn barod, gan gynnwys strategaethau i fodloni anghenion y plentyn a nodi a oes angen iddynt wisgo unrhyw fath o orsosis ar eu traed neu'u dwylo
  - Dylai dogfennau hyfforddi staff ddangos eu bod wedi cael hyfforddiant i fedru bodloni anghenion corfforol, defnyddio offer codi a chario ac orthosis
  - Cofnodion yn dangos strategaethau penodol a argymhellwyd gan Ffisiotherapydd a/neu Therapydd Galwedigaethol y plentyn
  - Adolygu'r archwiliad er mwyn sicrhau bod y lleoliad Blynyddoedd Cynnar yn medru dangos y gallant ddarparu ar gyfer pob dull o hybu symudedd/mynd o le i le yn y lleoliad.
  - Asesiadau risg wedi'u haddasu'n fwy penodol ar gyfer y lleoliad Blynyddoedd Cynnar.
  - Cynllun Gofal Personol ar gyfer unrhyw anghenion gofal personol.
- Dylid hefyd:
  - Adolygu Proffiliau Un Tudalen
  - Monitro tystiolaeth o'r hyn mae'r lleoliad wedi'i wneud i fodloni anghenion y plentyn a'r canlyniadau
  - Defnyddio offer Cynllunio sy'n Canolbwyntio ar yr Unigolyn
  - Defnyddio'r Cynllun Datblygu Unigol i ddangos y strategaethau penodol sydd eu hangen i fodloni anghenion lefel uchel, gan gynnwys y cyngor y mae gwasanaethau arbenigol wedi'i roi
  - Sicrhau bod y dystiolaeth o gynlluniau ac ymyriadau yn berthnasol i'r canlyniadau a bennwyd yn y CDU a monitro'r cynnydd
  - Sefydlu cynlluniau codi a chario a chynlluniau gofal a'u cynnwys yn y cynlluniau cyffredinol
  - Sicrhau y sefydlir cynllun ymdriniaeth gadarnhaol yn ôl y gofyn, fel yr esbonnir ym mholisi'r lleoliad.
  - Cynnal asesiadau risg yn rheolaidd a chynnwys unrhyw gamau gweithredu a strategaethau mewn cynlluniau.

## 8. Yr Ymateb Graddedig yn yr ysgol

### 8.1. Rhagarweiniad

Dylai staff ysgol sy'n cefnogi plant sy'n gweithio tuag at gyfnodau allweddol 1 - 4 ddefnyddio'r adran hon. Dylai ysgolion sy'n derbyn plant iau hefyd ddefnyddio'r adran Blynnyddoedd Cynnar. Oherwydd trefniadau cyllid a meini prawf cymhwyso ar gyfer nifer o wasanaethau, dylid defnyddio'r adran ysgol hon ar gyfer pobl ifanc chweched dosbarth mewn ysgolion hefyd (er y dylid hefyd rhoi ystyriaeth i adran 'Paratoi ar gyfer bod yn Oedolyn' ôl-16 i'r bobl ifanc hyn hefyd).

Mae defnyddio'r Ymateb Graddedig yn golygu cydnabod bod yna gontinwmm o angen a bod anghenion yn cael eu bodloni drwy ychwanegu mwy o ymyrraeth arbenigol wrth i'r lefel o angen gynyddu. Yn unol â *Chod Anghenion Dysgu Ychwanegol i Gymru (2021)*, mae'n rhaid i ysgolion prif ffrwd ddynodi athro i fod yn gyfrifol am gydlynu darpariaeth ADY (y Cydlynnydd ADY neu CADY) ac mae'n rhaid iddynt hysbysu rhieni pan maent yn gwneud Darpariaeth Dysgu Ychwanegol (DDY) i blentyn.

### 8.2. Beth yw Addysgu a Dysgu Cyffredinol o Ansawdd Da?

Mae cefnogaeth i holl blant a phobl ifanc mewn ysgolion yn dechrau gydag addysgu a dysgu cyffredinol o ansawdd da. Mae hyn yn gallu cael ei grynhoi fel a ganlyn:

Mae addysgu a dysgu cyffredinol o ansawdd da yn disgrifio beth ddylai fod ar gael i holl blant e.e. cynhwysiant effeithiol holl ddisgyblion mewn dysgu personol, o ansawdd uchel, bob dydd.

Bydd addysgu o'r fath, er enghraifft, yn seiliedig ar:

- amcanion clir a rennir gyda'r plant
- eglurhad gofalus o eirfa newydd
- arddull addysgu rhyngweithiol bywiog

Dulliau fel hyn yw'r ffordd orau i leihau, o'r dechrau, y nifer o blant sydd angen cymorth ychwanegol gyda dysgu ac ymddygiad.

### Sut mae addysgu a dysgu cyffredinol o ansawdd da yn edrych?

Fel gorolwg syml, mae addysgu a dysgu cyffredinol o ansawdd da yn cynnwys y canlynol:

- Ystafell ddosbarth drefnus gyda labeli a symbolau llun
- Strwythur gwersi clir gydag amcanion yn cael eu cyflwyno ar lafar ac yn weledol
- Cyfarwyddiadau yn cael eu rhoi mewn rhannau bach gyda chliwiau gweledol
- Gwirio dealltwriaeth drwy ofyn i blant a phobl ifanc egluro beth maent yn gorfod ei wneud
- Mae dealltwriaeth yn cael ei harddangos mewn amryw o ffyrdd
- Ystod o grwpiau gan gynnwys rhai gweithgareddau ar hap mewn pâr
- Gweithgareddau a gwrando wedi eu rhannu i ganiatáu ar gyfer mwy o weithgareddau 'clywedol'
- Mae canmoliaeth yn benodol ac yn enwi
- Cefnogi'r cof drwy arddangos a modelu amlwg
- Cynllunio ar gyfer cymorth yn yr ystafell ddosbarth a defnyddir i fwyhau dysgu
- Mae plant a phobl ifanc yn glir beth a ddisgwylir a defnyddir enghreifftiau da pan fydd angen.

Mae mwy o enghreifftiau manwl a gwybodaeth am sut mae addysgu a dysgu cyffredinol o ansawdd da yn edrych ar gyfer gwahanol feysydd o angen yn yr atodiad.

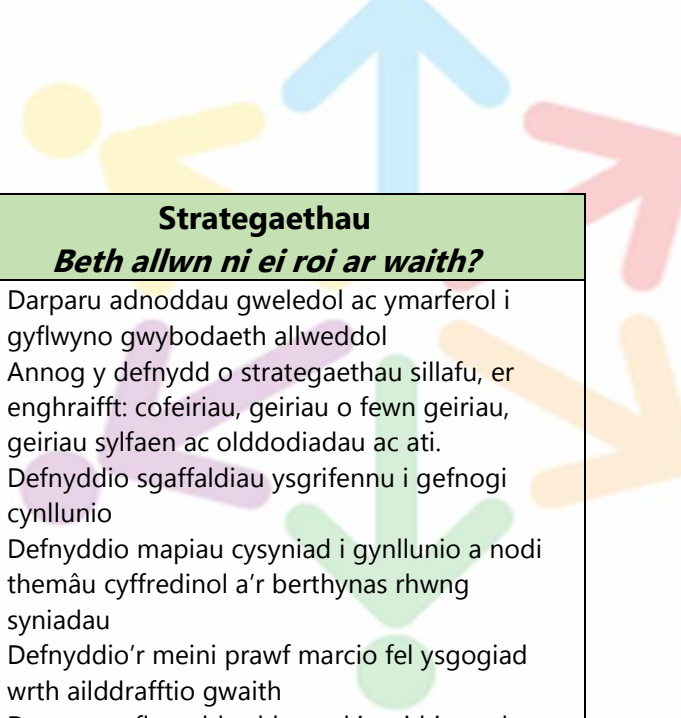


## Ysgol


### Cyffredinol (yn cynnwys ymyriadau wedi'u targedu)

## Gwybyddiaeth a Dysgu

<b>Yr Effaith ar Ddysgu</b> <i>Beth ydyn ni'n ei weld?</i>	<b>Ymateb</b> <i>Beth ddylem ei wneud nesaf?</i>	<b>Strategaethau</b> <i>Beth allwn ni ei roi ar waith?</i>
<p><b>Anawsterau ac anghysondeb a arsylwyd gyda:</b></p> <ul style="list-style-type: none"> <li>• Deall cysyniadau crynodeb a chymhwyso cyn dysgu</li> <li>• Lleferydd ac Iaith</li> <li>• Sylw a chanolbwyntio e.e. meddwl yn crwydro neu gyfnod canolbwyntio byr</li> <li>• Llythrennedd e.e. cyndyn i ddarllen neu eirfa golwg gwael</li> <li>• Rhifedd</li> <li>• Llawysgrifen</li> <li>• Trefnu</li> <li>• Dilyn cyfarwyddiadau</li> <li>• Hunan-barch a rhwystredigaeth. Achos i anawsterau cymdeithasol ac ymddygiad.</li> <li>• Cof tymor byr / gweithiol</li> <li>• Gwahaniaeth rhwng gwaith ysgrifenedig ac ar lafar</li> <li>• Blinder oherwydd yr angen am lefelau canolbwyntio.</li> <li>• Cyrhaeddiad a chynnydd isel yn gyffredinol a/neu fwllch yn dechrau ehangu</li> </ul>	<ul style="list-style-type: none"> <li>• Trafod pryderon/arsylwadau gyda'r sawl â chyfrifoldeb rhiant a chofnodi deilliant y sgwrs</li> <li>• Trafod pryderon/arsylwadau gyda'r plentyn neu'r person ifanc a chofnodi deilliant y sgwrs.</li> <li>• Os yw'n briodol, trafod pryderon/arsylwadau gyda'r Cydlynnydd ADY / Pennaeth a/neu'r nyrs ysgol</li> <li>• Edrych ar wybodaeth addysgol a meddygol hanesyddol y plentyn neu'r person ifanc</li> <li>• Trafod pryderon/arsylwadau gydag athrawon/lleoliad blaenorol y plentyn neu'r person ifanc</li> <li>• Edrych ar yr ystod o asesiadau ansoddol, mesurol a chrynodol i'r plentyn neu'r person ifanc.</li> <li>• Arsylwi'r rhwystrau posibl i ddysgu a brofir ar draws ystod o gysyniadau</li> <li>• Gweithredu ar gyngor allanol gan asiantaethau addysg ac iechyd.</li> <li>• Cynnal asesiadau pellach fel bo'r angen</li> <li>• Sicrhau bod athro dosbarth a chymhorthydd addysgu yn derbyn Datblygiad Proffesiynol Parhaus (DPP) e.e. codi a symud yn gorfforol ac ati.</li> </ul>	<ul style="list-style-type: none"> <li>• Nodi bylchau mewn dysgu a darparu addysg benodol</li> <li>• Rhowch eich hun yn rhywle lle mae'r plant yn medru gweld eich wyneb yn glir a chithau'n gallu eu gweld hwythau.</li> <li>• Sicrhau bod testun a phrint yn cael ei arddangos yn defnyddio ffont a/neu gefndir lliw priodol.</li> <li>• Cyfyngwch ar bethau sy'n tynnu sylw</li> <li>• Mini prawf llwyddiant gwahaniaethol clir</li> <li>• Neilltuwch amser ychwanegol ar gyfer prosesu gwybodaeth, rhoi atebion a chwblhau tasgau</li> <li>• Rhowch gyfle i ymarfer yn rheolaidd drwy gofio ac ailadrodd</li> <li>• Defnyddiwch amryw o strategaethau ar gyfer cofnodi</li> <li>• Cyflwynwch wybodaeth newydd mewn darnau bach gan gadw'r iaith yn syml</li> <li>• Sicrhewch eich bod yn gosod targedau CAMPUS a chyflawnadwy</li> <li>• Rhowch bethau ar y wal fel ffordd weledol o brocio'r cof</li> <li>• Defnyddiwch liw ar gyfer patrymau geiriau, rhagddodiadau, olddodiadau ac ati</li> <li>• Cyflwynwch ddeunydd newydd mewn dull amlsynhwyrol - ei ddangos, gwranddo arno, edrych arno, ei glywed, ei weld, ei ysgrifennu</li> <li>• Defnyddiwch dechnoleg i gefnogi dysgu</li> <li>• Annog cefnogaeth gan gymheiriaid</li> </ul>



<b>Yr Effaith ar Ddysgu</b> <i>Beth ydyn ni'n ei weld?</i>	<b>Ymateb</b> <i>Beth ddylem ei wneud nesaf?</i>	<b>Strategaethau</b> <i>Beth allwn ni ei roi ar waith?</i>
		<ul style="list-style-type: none"> <li>• Darparu adnoddau gweledol ac ymarferol i gyflwyno gwybodaeth allweddol</li> <li>• Annog y defnydd o strategaethau sillafu, er enghraifft: cofeiriau, geiriau o fewn geiriau, geiriau sylfaen ac olddodiadau ac ati.</li> <li>• Defnyddio sgaffaldiau ysgrifennu i gefnogi cynllunio</li> <li>• Defnyddio mapiau cysyniad i gynllunio a nodi themâu cyffredinol a'r berthynas rhwng syniadau</li> <li>• Defnyddio'r meini prawf marcio fel ysgogiad wrth ailddrafftio gwaith</li> <li>• Darparu cyfleoedd achlysurol i weithio gyda chopiwr - efallai o fewn grŵp bach i lunio darn o ysgrifen i'w 'gyhoeddi'.</li> <li>• Ystyried a yw'r plentyn yn profi anawsterau yn eu hail iaith neu ym mhob iaith</li> </ul>

<b>Tystiolaeth o'r Ymateb Graddedig</b> <i>Sut ydyn ni'n olrhain a chofnodi cynnydd a chanlyniadau?</i>	
	<ul style="list-style-type: none"> <li>• Llenwch yr holl ffurflenni cyffredinol ar Eclipse</li> <li>• Cofnodi barn y rhai sydd â chyfrifoldeb rhieni.</li> <li>• Cofnodi barn plentyn neu berson ifanc</li> <li>• Data asesiad cyfunedig</li> <li>• Cofnod o unrhyw arsylwadau a gwblhawyd neu dystiolaeth sy'n cefnogi effaith a arsylwir ar ddysgu (e.e. gwaith dosbarth, lluniau ac ati)</li> <li>• Cofnod o unrhyw gefnogaeth neu gyswllt allanol (e.e. cofnod o sgysiau ffôn neu e-bost)</li> <li>• Proffil Un Dudalen</li> </ul>

**Os yw dangosyddion "Effaith ar Ddysgu" yn parhau a/neu na wnaed cynnydd**

**→ Parhau i DDARPARIAETH DDYSGU YCHWANEGOL**






## Ysgol

### Darpariaeth Ddysgu Ychwanegol

## Gwybyddiaeth a Dysgu

<b>Yr Effaith ar Ddysgu</b> <b><i>Beth ydyn ni'n ei weld?</i></b>	<b>Ymateb</b> <b><i>Beth ddylem ei wneud nesaf?</i></b>	<b>Strategaethau</b> <b><i>Beth allwn ni ei roi ar waith?</i></b>
<p>Anawsterau <b>cyson</b> a <b>sylweddol</b> a sylwir arnynt gyda'r canlynol:</p> <ul style="list-style-type: none"> <li>• Caffael sgiliau darllen, ysgrifennu, ar lafar neu rifau priodol i oedran, sydd angen lefelau uchel o gefnogaeth wedi'i theilwra.</li> <li>• Y gallu i ganolbwyntio hyd yn oed gyda chefnogaeth neu adnoddau a dargedwyd yn arwain at gymhelliant gwael ac ymwrthod dysgu</li> <li>• Gallu cael mynediad at ddysgu gan arwain at ddatgysylltu llwyr gyda dysgu neu ymddygiad problemus</li> <li>• Sgiliau cymdeithasol, emosiynol a rhyngbersonol, angen lefel uchel o gefnogaeth wedi'i theilwra</li> <li>• Dilyniant, cysyniad gweledol a/neu glywedol, cydlynu, trefnu, canolbwyntio neu gof gwaith tymor byr</li> <li>• Y bwlbch rhwng y plentyn neu'r person ifanc a'i g/chyfoedion yn gallu bod yn sylweddol ehangach na ddisgwylir i blant neu bobl ifanc o'i h/oedran.</li> </ul>	<ul style="list-style-type: none"> <li>• Athro dosbarth, Cydlynnydd ADY rhieni a phlentyn/person ifanc yn parhau i gysylltu yn rheolaidd.</li> <li>• Edrych ar wybodaeth addysgol a meddygol hanesyddol y plentyn neu'r person ifanc</li> <li>• Trafod pryderon/arsylwadau gydag athrawon/lleoliad blaenorol y plentyn neu'r person ifanc</li> <li>• Edrych ar yr ystod o asesiadau ansoddol, mesurol a chrynodol i'r plentyn neu'r person ifanc.</li> <li>• Paratoi a chynnal CDU i'r plentyn neu'r person ifanc.</li> <li>• Nodi ar restr ADY fod gan blentyn neu berson ifanc CDU</li> <li>• Parhau i gynllunio, gwneud, adolygu yn erbyn y deilliannau a darpariaeth penodol.</li> <li>• Parhau i weithredu ar gyngor allanol gan asiantaethau addysgol ac iechyd, gan gynnwys cadw at gynlluniau gofal fel bo'r angen</li> <li>• Cynnal ac adolygu asesiadau pellach fel y cynghorir gan asiantaethau allanol</li> <li>• Sicrhau bod athro dosbarth a chymhorthydd addysgu yn derbyn Datblygiad Proffesiynol Parhaus (DPP).</li> </ul>	<p>Dal ati ag unrhyw strategaethau perthnasol ac addasiadau rhesymol o'r lefelau Cyffredinol (gan gynnwys ymyriadau wedi'u targedu), a hefyd:</p> <ul style="list-style-type: none"> <li>• Gweithredu cynllun gofal iechyd unigol</li> <li>• Gweithredu'r ddarpariaeth dysgu ychwanegol a amlinellir yn y CDU</li> <li>• Darparu ymyrraeth grŵp bach priodol ac adnoddau penodol i'r angen gyda thargedau CAMPUS mesuradwy</li> <li>• Darparu addysg reolaidd, benodol sy'n gynyddol unigol gan athro neu gymhorthydd addysgu</li> <li>• Sicrhau bod cyn ac ôl-asesiadau yn cael eu cwblhau ar gyfer pob ymyrraeth</li> <li>• Gweithredu, monitro ac adolygu cyngor gan asiantaethau allanol</li> <li>• Defnyddio calendrau, amserlenni gweledol, cynllunwyr tasg a rhestrau gwirio i drefnu tasgau ystafell ddosbarth/gwaith cartref a galluogi plentyn neu berson ifanc i gwrdd â dyddiadau cau.</li> <li>• Ystyried a yw'r plentyn yn profi anawsterau yn eu hail iaith neu ym mhob iaith</li> </ul>

Yr Effaith ar Ddysgu <i>Beth ydyn ni'n ei weld?</i>	Ymateb <i>Beth ddylem ei wneud nesaf?</i>	Strategaethau <i>Beth allwn ni ei roi ar waith?</i>
	<ul style="list-style-type: none"> <li>• Cysylltu â swyddog awdurdod lleol a enwir ar gyfer plentyn neu berson ifanc os bydd angen yn newid ac ati</li> </ul>	

<b>Tystiolaeth o'r Ymateb Graddedig</b> <i>Sut ydyn ni'n olrhain a chofnodi cynnydd a chanlyniadau?</i>	
	<ul style="list-style-type: none"> <li>• Llenwch yr holl ffurflenni cyffredinol ar Eclipse</li> <li>• CDU (adolygu yn flynyddol a diweddar os yn briodol).</li> <li>• Cofnod o farn rhiant.</li> <li>• Cofnod o farn plentyn neu berson ifanc.</li> <li>• Parhaus, data asesiad cyfunedig o ystod o adnoddau (e.e. athro dosbarth a Chydlynnydd ADY).</li> <li>• Targedau llai, CAMPUS i blentyn neu berson ifanc yn seiliedig ar ddeilliannau a ddisgrifir mewn CDU</li> <li>• Cofnod o adnoddau a strategaethau a weithredwyd ac adolygwyd - gan gynnwys canlyniad effaith a chynnydd (cynllunio, gwneud, adolygu cylchoedd)</li> <li>• Cofnod o gyfarfodydd gyda rhieni i gefnogi, asesu, cynllunio, gwneud a chylch adolygu.</li> <li>• Cofnod o unrhyw gefnogaeth allanol, cyswllt neu gyngor a weithredwyd ac adolygwyd.</li> <li>• Cofnod o unrhyw arsylwadau a gwblhawyd neu dystiolaeth sy'n cefnogi effaith a arsylwir ar ddysgu (e.e. gwaith dosbarth, lluniau ac ati)</li> <li>• Proffil Un Dudalen</li> </ul>

**Os yw dangosyddion "Effaith ar Ddysgu" yn parhau ac na wnaed cynnydd**

**→ Parhau i DDARPARIAETH DDYSGU YCHWANEGOL (ARBENIGOL)**




## Ysgol

### DARPARIAETH DDYSGU YCHWANEGOL

## Gwybyddiaeth a Dysgu

<b>Yr Effaith ar Ddysgu</b> <i>Beth ydyn ni'n ei weld?</i>	<b>Ymateb</b> <i>Beth ddylem ei wneud nesaf?</i>	<b>Strategaethau</b> <i>Beth allwn ni ei roi ar waith?</i>
<ul style="list-style-type: none"> <li>Ddim yn cwrdd â holl ddisgwyliadau cysylltiedig i oed ym mhob maes dysgu drwy eu haddysg ac ni ddisgwylir i ragori ar holl feysydd dysgu drwy eu haddysg ac ni ddisgwylir i ragori ar lefelau-P erbyn Blwyddyn 11 mewn addysg prif ffrwd a/neu angen mynediad i achrediad amgen a/neu TGAU lefel is</li> </ul>	<ul style="list-style-type: none"> <li>Athro dosbarth, Cydlynnydd ADY rhieni a phlentyn/person ifanc yn parhau i gysylltu yn rheolaidd.</li> <li>Edrych ar wybodaeth addysgol a meddygol hanesyddol y plentyn neu'r person ifanc</li> <li>Trafod pryderon/arsylwadau gydag athrawon/lleoliad blaenorol y plentyn neu'r person ifanc</li> <li>Edrych ar yr ystod o asesiadau ansoddol, mesurol a chrynodol i'r plentyn neu'r person ifanc.</li> <li>Paratoi a chynnal CDU i'r plentyn neu'r person ifanc.</li> <li>Nodi ar restr ADY fod gan blentyn neu berson ifanc CDU</li> <li>Parhau i gynllunio, gwneud, adolygu yn erbyn y deilliannau a darpariaeth benodol</li> <li>Ceisio cyngor allanol gan weithwyr proffesiynol iechyd fel: Nyrs Ysgol, Therapydd Iaith a Lleferydd; Gwasanaeth Iechyd Meddwl Plant a Phobl Ifanc (CAMHS) neu Anabledd Dysgu (AD) CAMHS, Peditrydd</li> <li>Parhau i weithredu ar gyngor allanol gan asiantaethau addysg ac iechyd.</li> <li>Cynnal ac adolygu asesiadau pellach fel y cyngorir gan asiantaethau allanol</li> </ul>	<p>Dal ati ag unrhyw strategaethau perthnasol ac addasiadau rhesymol o'r lefelau Cyffredinol (gan gynnwys ymyriadau wedi'u targedu), a hefyd:</p> <ul style="list-style-type: none"> <li>Parhau i nodi bylchau mewn dysgu. Gweler CDU ar gyfer deilliannau penodol a rhannu deilliannau yn dargedau llai, CAMPUS ac adolygu'n rheolaidd</li> <li>Creu cwricwlwm personol wedi'i deilwra i anghenion y plentyn neu'r person ifanc (mae'n bosibl y bydd hyn angen ymgynghoriad gyda holl weithwyr proffesiynol sy'n ymwneud â'r plentyn neu'r person ifanc)</li> <li>Cynnwys cyngor allanol</li> <li>Cysylltu â chefnogaeth i sicrhau bod deilliannau dysgu yn cael eu hwyluso a bod adnoddau ar gael yn hawdd</li> <li>Rhoi rhaglen rheoli ymddygiad ar waith, os yn briodol</li> <li>Cyfradd uchel o staff i ddisgyblion (Adnoddau)</li> <li>Staff addysgu a chymorthyddion addysgu wedi eu hyfforddi'n benodol</li> <li>Meintiau dosbarth bach</li> <li>Ymyrraeth Tim Aml-ddisgyblaeth ar neu oddi ar safle</li> <li>Addysgu amlsynhwyraidd</li> </ul>

<b>Yr Effaith ar Ddysgu</b> <i>Beth ydyn ni'n ei weld?</i>	<b>Ymateb</b> <i>Beth ddylem ei wneud nesaf?</i>	<b>Strategaethau</b> <i>Beth allwn ni ei roi ar waith?</i>
	<ul style="list-style-type: none"> <li>Sicrhau bod athro dosbarth a chymhorthydd addysgu yn derbyn Datblygiad Proffesiynol Parhaus (DPP).</li> </ul>	<ul style="list-style-type: none"> <li>Lefel uchel o ymyrraeth briodol ar waith i geisio a chyflymu cynnydd</li> </ul>
<b>Tystiolaeth o'r Ymateb Graddedig</b> <i>Sut ydyn ni'n olrhain a chofnodi cynnydd a chanlyniadau?</i>		
	<ul style="list-style-type: none"> <li>Llenwch yr holl ffurflenni cyffredinol ar Eclipse</li> <li>CDU (adolygu yn flynyddol a diweddar os yn briodol).</li> <li>Cofnod o farn rhiant.</li> <li>Cofnod o farn plentyn neu berson ifanc.</li> <li>Parhaus, data asesiad cyfunedig o ystod o adnoddau (e.e. athro dosbarth a Chydlynnydd ADY).</li> <li>Targedau llai, CAMPUS i blentyn neu berson ifanc yn seiliedig ar ddeilliannau a ddisgrifir mewn CDU</li> <li>Cofnod o adnoddau a strategaethau a weithredwyd ac adolygwyd - gan gynnwys canlyniad effaith a chynnydd (cynllunio, gwneud, adolygu cylchoedd)</li> <li>Cofnod o gyfarfodydd gyda rhieni i gefnogi, asesu, cynllunio, gwneud a chylch adolygu.</li> <li>Cofnod o unrhyw gefnogaeth allanol, cyswllt neu gyngor a weithredwyd ac adolygwyd.</li> <li>Cofnod o unrhyw arsylwadau a gwblhawyd neu dystiolaeth sy'n cefnogi effaith a arsylwir ar ddysgu (e.e. gwaith dosbarth, lluniau ac ati)</li> <li>Proffil Un Dudalen</li> </ul>	



## Ysgol

### Cyffredinol gan gynnwys wedi'i dargedu

## Cyfathrebu a Rhyngweithio


<b>Yr Effaith ar Ddysgu</b> <b><i>Beth ydyn ni'n ei weld?</i></b>	<b>Ymateb</b> <b><i>Beth ddylem ei wneud nesaf?</i></b>	<b>Strategaethau</b> <b><i>Beth allwn ni ei roi ar waith?</i></b>
<p>Mae'r rhain yn ddangosyddion arwyddion posibl o anawsterau a all ymddangos fel angen Cyfathrebu a Rhyngweithio. Fodd bynnag, dylech nodi bod plant a phobl ifanc i gyd yn unigryw ac mae gan bob un broffil gwahanol. e.e. mae'n bosibl fod gan blant ag Awtistiaeth iaith fynegiannol eithriadol. Mae'n bosibl y bydd gan blentyn ag anawsterau lleferydd sgiliau cyfathrebu eithriadol a geirfa ardderchog.</p> <p><b>Anawsterau ac anghysondeb a arsylwyd gyda'r canlynol:</b></p> <p><b>Cysylltu ag eraill / creu a chynnal perthnasoedd.</b></p> <ul style="list-style-type: none"> <li>• Y gallu i ddehongli negeseuon cymdeithasol yn gywir</li> <li>• Amseru cymdeithasol</li> <li>• Empathi cymdeithasol</li> <li>• Yr ymwybyddiaeth o ofod personol</li> <li>• Cynnal cyswllt llygad priodol</li> <li>• Sgiliau sgwrsio cymdeithasol priodol</li> <li>• Dehongli iaith sydd ddim yn llythrennol</li> <li>• Gweld safbwynt pobl eraill</li> <li>• Addasu i newid a throsglwyddo</li> <li>• Goddef rhai amgylcheddau</li> <li>• Chwarae gyda chyfoedion a chael ystod o ddiddordebau</li> <li>• Cynnal a chymryd rhan mewn sgwrs</li> <li>• Defnydd priodol o fynegiant wyneb</li> </ul>	<ul style="list-style-type: none"> <li>• Trafod pryderon/arsylwadau gyda rhiant/rhieni</li> <li>• Derbyn a chofnodi gwybodaeth a barn rhiant. Barn ac adnoddau sy'n canolbwyntio ar yr unigolyn i gael eu hystyried. (CCU)</li> <li>• Derbyn a chofnodi barn plentyn neu berson ifanc</li> </ul> <p>Os yw ar gael a/neu yn briodol:</p> <ul style="list-style-type: none"> <li>• Archwilio data Cwricwlwm Cenedlaethol. (Data Blynyddoedd Cynnar a chofnodion cyn ysgol/ysgol blaenorol).</li> <li>• Edrych ar wybodaeth addysgol a meddygol hanesyddol y plentyn neu'r person ifanc</li> <li>• Ystyried arsylwadau a barn athrawon blaenorol</li> <li>• Edrych ar yr ystod o asesiadau ansoddol, mesurol a chrynodol i'r plentyn neu'r person ifanc.</li> <li>• Ystyried unrhyw gofnodion iechyd perthnasol a rannwyd/darparwyd (e.e. iechyd ysgol)</li> <li>• Arsylwi ac yna cymharu rhwystrau posibl i ddysgu a chyfranogi ar draws ystod o gyd-destun. Nodi strategaethau/cyd-destun sy'n cefnogi dysgu/cyfranogi a gweithredu.</li> <li>• Cynnal asesiadau pellach fel bo'r angen e.e. BPVS, Ravens.</li> </ul>	<ul style="list-style-type: none"> <li>• Rhowch eich hun yn rhywle lle mae'r plant yn medru gweld eich wyneb yn glir a chithau'n gallu eu gweld hwythau.</li> <li>• Cyfyngwch ar bethau sy'n tynnu sylw</li> <li>• Arddangos awgrymiadau gweledol (i gadarnhau rheolau gwrando da, eistedd yn dda a chymryd tro)</li> <li>• Ystyried ble mae plant a phobl ifanc yn eistedd o fewn yr amgylchedd dysgu i'w galluogi i weld anogwyr gweledol ac ati.</li> <li>• Cwricwlwm, adnoddau a meini prawf llwyddiant gwahanol</li> <li>• Neilltuwch amser ychwanegol ar gyfer prosesu gwybodaeth, rhoi atebion a chwblhau tasgau</li> <li>• Rhowch gyfle i ymarfer yn rheolaidd drwy gofio ac ailadrodd</li> <li>• Defnyddio amrywiaeth o strategaethau ar gyfer cyfathrebu effeithiol, gan gynnwys cefnogaeth weledol a/neu annog y plentyn neu'r person ifanc i ddweud mewn ffordd wahanol neu ddangos</li> <li>• Annog plentyn neu berson ifanc i ddefnyddio arwyddion i gefnogi lleferydd</li> <li>• Annog y plentyn neu'r person ifanc i ddweud os nad ydynt wedi deall rhywbeth</li> <li>• Creu amgylchedd cyson a dibynadwy a sicrhau y dilynir arferion</li> <li>• Cadw iaith yn glir, cyson a diamwys</li> </ul>

<b>Yr Effaith ar Ddysgu</b> <b><i>Beth ydyn ni'n ei weld?</i></b>	<b>Ymateb</b> <small>©Cheshire East Borough Council 2017 - all rights reserved</small> <b><i>Beth ddylem ei wneud nesaf?</i></b>	<b>Strategaethau</b> <b><i>Beth allwn ni ei roi ar waith?</i></b>
<p><b>Iaith</b></p> <ul style="list-style-type: none"> <li>Gwybodaeth eirfa, dysgu a defnyddio geiriau newydd</li> <li>Deall geiriau a ddywedir wrthynt neu gyfarwyddiadau ar lafar</li> <li>Sgiliau sylw a chanolbwyntio</li> <li>Defnyddio iaith briodol i'w hoed</li> <li>Trefn a dilyniant</li> <li>Ecolalia (ailadrodd synau neu eiriau a siaredir gan rywun arall)</li> <li>Deall cysyniadau crynodeb a chymhwyso cyn dysgu</li> <li>Iaith dderbyngar a mynegiannol</li> </ul> <p><b>Lleferydd</b></p> <ul style="list-style-type: none"> <li>Lleferydd clir</li> <li>Atal dweud a/neu gael geiriau allan</li> <li>Cyndyn i siarad yn gyffredinol neu gyda phobl benodol / mudandod dewisol</li> <li>Deall lleferydd/brawddegau cysylltiedig</li> <li>Lleferydd monoton</li> <li>Anawsterau addasu sain. Rhy swnllyd neu'n rhy dawel.</li> <li>Ansawdd trwynol lleferydd yn absenoldeb annwyd.</li> <li>Acen anghyffredin heb ei chysylltu â'r amgylchedd</li> </ul> <p><b>Synhwyrdd</b></p> <ul style="list-style-type: none"> <li>Profi anawsterau prosesu synhwyrdd, y gellir sylwi drwy'r canlynol (e.e. nid yw hon yn rhestr lawn):</li> <li>Camau fel rocio, anwesu, fflapio a/neu ddwylo dros y clustiau</li> <li>Deiet hunan-gyfyngedig</li> </ul>	<ul style="list-style-type: none"> <li>Os yw'n briodol, trafod pryderon/arsylwadau gyda'r Cydlynnydd ADY / Pennaeth a/neu'r nyrs ysgol</li> <li>Sicrhau bod athro dosbarth a chymhorthydd addysgu yn derbyn Datblygiad Proffesiynol Parhaus (DPP).</li> <li>Gweithredu ar gyngor allanol gan asiantaethau addysgol ac iechyd, gan gynnwys cadw at gynlluniau gofal fel bo'r angen</li> <li>Ar gyfer disgyblion Cyfnod Sylfaen, ystyried ymgeisio am y Prosiect Datblygu Iaith a dyrannu cymhorthydd Iaith i'r plentyn.</li> <li>Cwblhau'r adnodd Arsylwi Cyfathrebu ar gyfer Dysgu (Ymddiriedolaeth Gyfathrebu). Mae'r adnodd wedi'i ddylunio i broffilio amgylchedd iaith lafar yr ystafell ddosbarth. <a href="https://ican.org.uk/i-cans-talking-point/professionals/tct-resources/more-resources/classroom-supporting-tool/">https://ican.org.uk/i-cans-talking-point/professionals/tct-resources/more-resources/classroom-supporting-tool/</a></li> <li>Sicrhau bod Map Darpariaeth yn cynnwys strategaethau yn cael eu defnyddio gyda disgyblion ar lefel gyffredinol.</li> <li>Cwblhau'r Rhestr Wirio Cyfathrebu Cyfeillgar: <a href="https://ican.org.uk/i-cans-talking-point/professionals/tct-resources/more-resources/communication-friendly-checklists/">https://ican.org.uk/i-cans-talking-point/professionals/tct-resources/more-resources/communication-friendly-checklists/</a></li> <li>Rhestr Wirio 1 <a href="https://ican.org.uk/i-cans-talking-point/professionals/tct-resources/more-resources/communication-friendly-checklists/">https://ican.org.uk/i-cans-talking-point/professionals/tct-resources/more-resources/communication-friendly-checklists/</a></li> <li>Rhestr Wirio 2 <a href="https://ican.org.uk/media/3246/making_your_place_great_for_communication_final_update.pdf">https://ican.org.uk/media/3246/making_your_place_great_for_communication_final_update.pdf</a></li> </ul>	<ul style="list-style-type: none"> <li>Defnyddio enw'r plentyn neu'r person ifanc ar ddechrau unrhyw gyfarwyddyd neu wrth roi gwybodaeth</li> <li>Cyflwyno gwybodaeth newydd mewn rhannau bach, yn defnyddio iaith syml sy'n berthnasol i'r plentyn neu'r person ifanc</li> <li>Sicrhau targedau CAMPUS a chyflawnadwy</li> <li>Cyflwyno deunydd newydd mewn dull aml-synhwyrol - ei ddangos, gwranddo arno, edrych arno, ei glywed, ei weld, ei ysgrifennu</li> <li>Defnyddio technoleg i gefnogi dysgu</li> <li>Annog cefnogaeth gan gymheiriaid</li> <li>Defnyddio mapiau cysyniad i gynllunio a nodi themâu cyffredinol a'r berthynas rhwng syniadau</li> <li>Dysgu geirfa newydd</li> <li>Adolygu geirfa berthnasol. Sicrhau gwybodaeth am eirfa cyn cyflwyno testun newydd</li> <li>Defnyddio modelau oedolyn clir o iaith a lleferydd ac ailadrodd, pwysleisio ac ehangu fel bo'r angen</li> <li>Defnyddio modelu oedolyn o frawddegau cymdeithasol priodol mewn cyd-destun</li> <li>Gwneud defnydd o gyfleoedd addysg DPCh/dysgu Gemau ar y Cae Chwarae yn uniongyrchol</li> <li>Cynllunio cyfleoedd dyddiol i addysgu sgiliau penodol fel rhannu ac ati</li> <li>Gwneud defnydd o doriadau symud a theganau ffidlan</li> <li>Egluro geiriau a brawddegau sydd â mwy nag un ystyr neu wedi'i gamddehongli e.e. coda dy sanau</li> <li>Annog trafodaeth a phroffwydoliaeth am straeon.</li> </ul>



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<ul style="list-style-type: none"> <li>Anhawster rheoli tymheredd y corff e.e. côt ymlaen a gwisgo cwfl ar ddiwrnod poeth neu grys-t heb siwmpwr na chot ar ddiwrnod oer</li> </ul> <p><b>Arall</b></p> <ul style="list-style-type: none"> <li>Hunan-barch</li> <li>Rhwystredig/pryderus oherwydd anawsterau cymdeithasol a chyfathrebu</li> <li>Hunan-barch isel, rhwystredig neu anawsterau cyfathrebu yn achosi anawsterau cymdeithasol a/neu ymddygiad</li> <li>Anawsterau bwydo</li> </ul> <p><b>Sylwer: I ddisgyblion gyda Saesneg iaith gyntaf mewn ysgol cyfrwng Cymraeg a disgyblion sy'n dysgu Saesneg fel Iaith Ychwanegol.</b></p> <ul style="list-style-type: none"> <li>Ni fydd y mwyafrif helaeth o ddisgyblion sy'n dysgu Cymraeg a/neu Saesneg fel iaith ychwanegol yn profi anhawster cyfathrebu a rhyngweithio. Felly, ni fyddant yn cael eu hystyried ag ADY.</li> <li>I deuluoedd, ble nad yw Saesneg yn iaith gyntaf, dylid eu hannog i ddefnyddio eu hiaith gyntaf yn unig yn y cartref. Disgyblion Saesneg fel Iaith Ychwanegol sydd â bylchau sylweddol neu anawsterau yn iaith y cartref ac/neu ddim yn gwneud y cynnydd disgwylidig yn Saesneg, dylid ymgynghori â'r gwasanaeth Saesneg fel Iaith Ychwanegol am gefnogaeth a chynghor pellach.</li> <li>Bydd y strategaethau a'r argymhellion a amlinellir yn y ddogfen hon yn berthnasol i anghenion dysgwyr Saesneg fel Iaith Ychwanegol ag ADY.</li> </ul>	<ul style="list-style-type: none"> <li>Ystyried dull ysgol gyfan i Ysgolion sy'n Croesawu Cyfathrebu drwy weithio drwy'r Pecyn Ymrwymiad Cyfathrebu <a href="https://ican.org.uk/i-cans-talking-point/professionals/tct-resources/more-resources/communication-commitment/">https://ican.org.uk/i-cans-talking-point/professionals/tct-resources/more-resources/communication-commitment/</a></li> <li><b>Conwy:</b> Ffonio llinell gymorth brysbennu'r gwasanaeth Therapi Iaith a Lleferydd i drafod y pryderon. Llinell gymorth ar gael ar ddydd Llun 9.30-10.30 03000855968 ar ddydd Iau 12.30-1.30 03000855478. Neu e-bost <a href="mailto:BCU.SALThelplineCentral@wales.nhs.uk">BCU.SALThelplineCentral@wales.nhs.uk</a>. Os ydych chi'n anfon e-bost dylech gynnwys enw cyntaf y plentyn, eu hoedran, eich perthynas â'r plentyn a rhif ffôn. Mae'n rhaid cael caniatâd y sawl sydd â chyfrifoldeb rhiant cyn cysylltu â'r llinell gymorth dros y ffôn neu drwy e-bost.</li> <li><b>Sir y Fflint:</b> Gwybodaeth Llinell Gymorth Therapi Iaith a Lleferydd 01978 727071</li> <li>Siarad yn uniongyrchol gyda Therapydd Iaith a Lleferydd am gyngor.</li> <li>Trafod unrhyw bryderon cyfathrebu.</li> <li>Ymholiadau am wasanaeth therapi iaith a lleferydd wedi eu hateb.</li> <li>Ar gael ar: Ddydd Mawrth 9.00-10.00 a dydd Iau 3.30-4.30</li> <li>Cael rhagor o wybodaeth am anghenion disgyblion ag anghenion cyfathrebu a rhyngweithio.</li> </ul> <p>Ffynonellau o Wybodaeth: Rhestrau Gwirio Afasic. Fframwaith Cymhwysedd Lleferydd ac Iaith / adnoddau hyfforddiant</p>	<ul style="list-style-type: none"> <li>Ymateb i beth mae'r plentyn neu'r person ifanc yn ei ddweud, nid pa mor glir maent yn siarad</li> <li>Peidio honni eich bod yn deall</li> <li>Cynhyrchu geiriau yn glir</li> <li>Aildrefnu, ailstrwythuro neu ailadrodd brawddeg i blentyn neu berson ifanc i helpu dealltwriaeth a datblygu iaith fynegiadol - nid cywiro ond modelu</li> <li>Defnyddio amserlenni gweledol unigol, byrddau nawr a nesaf, calendrau a rhestrau tasg i strwythuro gweithgareddau.</li> <li>Defnyddio sgysiau strip comig™ a Straeon Cymdeithasol™ i helpu dealltwriaeth o sefyllfaoedd cymdeithasol.</li> <li>Ystyried ymyrraeth grŵp bach penodol, er enghraifft Amser Naratif Dafad Ddu ar gyfer Sŵn / Amser Rhigwm TalkBoost Cynnar / TalkBoost CA1 Adnoddau ELKLAN mewn Datblygwyr Iaith</li> <li>Ystyried mynediad i orsaf waith a/neu sefydlu gorsaf waith symbyliad isel, bwrdd preifatrwydd ar fwrdd grŵp neu fwrdd personol gydag ambell amhariad ond gwybodaeth a chefnogaeth weledol llawn gwybodaeth</li> <li>Archwilio'r amgylchedd ystafell ddosbarth i wirio ei bod yn croesawu Cyfathrebu. <a href="https://www.youtube.com/watch?v=r1ZbRpU9jak">https://www.youtube.com/watch?v=r1ZbRpU9jak</a></li> <li>Darparu Cefnogaeth Weledol i ddisgyblion: Gwylwch gliciad byr am syniadau ar weithredu cefnogaeth weledol. <a href="https://www.youtube.com/watch?v=Xh_ooF8PDhM">https://www.youtube.com/watch?v=Xh_ooF8PDhM</a></li> <li>Defnyddio technegau sgaffold ar gyfer datblygu iaith. <a href="https://www.youtube.com/watch?v=55-SIwjXngI">https://www.youtube.com/watch?v=55-SIwjXngI</a></li> </ul>

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	<p>Cwrs DPP ar-lein Hanner Diwrnod am Ddim Ymddiriedolaeth Gyfathrebu: <a href="https://ican.org.uk/i-cans-talking-point/cpd-short-course/">https://ican.org.uk/i-cans-talking-point/cpd-short-course/</a></p> <p>Cronfa ddata archwilio beth sy'n gweithio. (Ymddiriedolaeth Gyfathrebu) <a href="https://ican.org.uk/i-cans-talking-point/professionals/tct-resources/what-works-database/">https://ican.org.uk/i-cans-talking-point/professionals/tct-resources/what-works-database/</a></p> <p>Archwilio a Gweithredu'r Ymrwymiad Cyfathrebu – Mannau Croesawu Cyfathrebu – Elizabeth Garman. <a href="https://elizabethjarman.com/">https://elizabethjarman.com/</a></p> <p><a href="https://elizabethjarman.com/wp-content/uploads/2018/04/the-cfs-approach-and-noise-in-learning-environments-.pdf">https://elizabethjarman.com/wp-content/uploads/2018/04/the-cfs-approach-and-noise-in-learning-environments-.pdf</a></p> <p>Gwefan gyffredinol I CAN' - <a href="https://ican.org.uk/">https://ican.org.uk/</a></p> <p>Llyfryn Siarad Gyda'n Gilydd 'I CAN <a href="https://ican.org.uk/shop/talk-together-booklet/">https://ican.org.uk/shop/talk-together-booklet/</a></p> <p><a href="https://www.slcframework.org.uk/">https://www.slcframework.org.uk/</a></p> <p><a href="https://ican.org.uk/i-cans-talking-point/professionals/tct-resources/more-resources/communication-commitment/">https://ican.org.uk/i-cans-talking-point/professionals/tct-resources/more-resources/communication-commitment/</a></p> <p>Ymddiriedolaeth Genedlaethol Llythrennedd - <a href="http://www.literacytrust.org.uk">www.literacytrust.org.uk</a> (adnoddau dwyieithog)</p> <p>Cyngor Atal Dweud - <a href="https://stamma.org/news-features/new-videos-parents-pre-school-children">https://stamma.org/news-features/new-videos-parents-pre-school-children</a></p>	<ul style="list-style-type: none"> <li>• Ymddiriedolaeth Gyfathrebu</li> <li>• Strategaethau cyfathrebu gweledol Makaton</li> <li>• Amserlen weledol</li> <li>• Bwrdd nawr a nesaf</li> <li>• Defnyddio gwrthrychau gwirioneddol i gefnogi'r gair llafar</li> <li>• Cardiau awgrym</li> <li>• Awgrymiadau gweledol e.e. ffyn lolipop trawsnewid</li> <li>• Defnyddio camau i gefnogi datblygiad geirfa e.e. os yw plentyn yn palu yn y tywod, byddai ymarferwyr yn defnyddio camau priodol ac iaith "palu, palu, palu".</li> <li>• Cyfeirio at y Gadwyn Gyfathrebu i nodi ble mae angen cefnogaeth</li> <li>• Caniatáu i blant gael amser i brosesu iaith.</li> <li>• Arafu lleferydd oedolyn.</li> <li>• Modelu iaith ysgrifenedig.</li> <li>• Byrddau dilyniant.</li> <li>• Fframiau ysgrifennu.</li> <li>• Annog trafodaeth a phroffwydoliaeth am straeon.</li> <li>• Ymateb i beth mae'r plentyn neu'r person ifanc yn ei ddweud, nid pa mor glir maent yn siarad</li> <li>• Peidio honni eich bod yn deall</li> <li>• Mae plant â seiniau lleferydd gwael yn debyg o gael anhawster gyda sgiliau ffonig. Canolbwyntio ar wrando am seiniau a gwella eu hymwybyddiaeth ffonolegol. Bydd hyn yn darparu sylfaen i gaffael llythrennedd.</li> <li>• Gweler y clipiau byr am syniadau ar gefnogi ac archwilio seiniau lleferydd. <a href="https://www.youtube.com/watch?v=yNQ4sW_aUsI">https://www.youtube.com/watch?v=yNQ4sW_aUsI</a></li> </ul>

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	<p>Cyngor Mudandod Dewisol -  <a href="http://www.selectivemutism.org.uk">www.selectivemutism.org.uk</a></p> <p>Cyngor Cyfathrebu Cymdeithasol -  <a href="http://www.autism.org.uk">www.autism.org.uk</a></p> <ul style="list-style-type: none"> <li>• Cyrsiau Hyfforddi Penodol Ystyried ymgeisio am Hyfforddiant Prosiect Datblygu Iaith (PDI) CSFf.</li> <li>• Ystyried hyfforddi staff mewn rhaglen iaith achrededig e.e. Elklan, Talkboost.</li> </ul> <p>Cwrs Byr ar-lein DPP Ymddiriedolaeth Gyfathrebu -  <a href="http://www.thecommunicationtrust.org.uk/projects/professional-development/online-short-course/">http://www.thecommunicationtrust.org.uk/projects/professional-development/online-short-course/</a></p> <ul style="list-style-type: none"> <li>• Gwefan BIPBC sy'n cynnwys PowerPoint hyfforddiant ar-lein:  <a href="https://bcuhb.nhs.wales/services/hospital-services/speech-and-language-therapy/childrens-service/">https://bcuhb.nhs.wales/services/hospital-services/speech-and-language-therapy/childrens-service/</a></li> </ul>	

## Tystiolaeth o'r Ymateb Graddedig

### *Sut ydyn ni'n olrhain a chofnodi cynnydd a chanlyniadau?*



- Llenwch yr holl ffurflenni cyffredinol ar Eclipse
- Cofnodi barn y rhai sydd â chyfrifoldeb rhieni.
- Cofnodi barn plentyn neu berson ifanc
- Cofnodi barn plentyn neu berson ifanc - Adnoddau sy'n canolbwyntio ar yr unigolyn
- Data asesiad cyfunedig
- Map Cyffredinol yn cynnwys strategaethau a weithredir.
- Cofnod o unrhyw arsylwadau a gwblhawyd neu dystiolaeth sy'n cefnogi effaith a arsylwir ar ddysgu (e.e. gwaith dosbarth, lluniau ac ati)
- Cofnod o unrhyw gefnogaeth neu gyswllt allanol (e.e. cofnod o sgysiau ffôn neu e-bost)
- Rhaglenni a thargedau Ffisiotherapi a Therapi Galwedigaethol
- Cyngor a thargedau Therapi Lleferydd ac Iaith
- Proffil Un Tudalen

**Os yw dangosyddion "Effaith ar Ddysgu" yn parhau a/neu na wnaed cynnydd**

**→ Parhau i DDARPARIAETH DDYSGU YCHWANEGOL**



## Ysgol

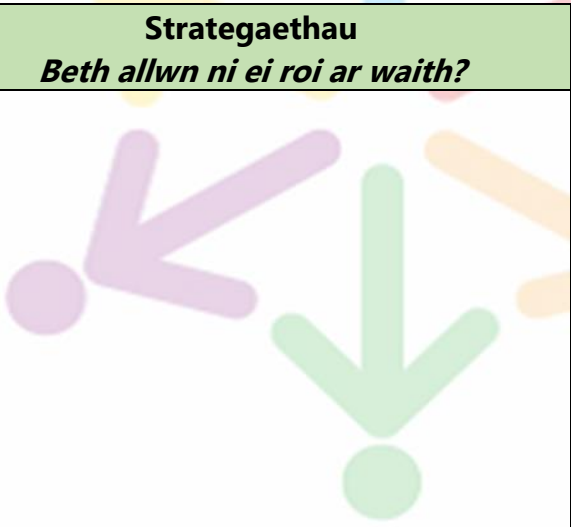
### Darpariaeth Ddysgu Ychwanegol

## Cyfathrebu a Rhyngweithio

<b>Yr Effaith ar Ddysgu</b> <i>Beth ydyn ni'n ei weld?</i>	<b>Ymateb</b> <i>Beth ddylem ei wneud nesaf?</i>	<b>Strategaethau</b> <i>Beth allwn ni ei roi ar waith?</i>
<p>Anawsterau <b>cysion a sylweddol</b> a sylwir arnynt gyda'r canlynol:</p> <ul style="list-style-type: none"> <li>Anawsterau cysylltu ag eraill / creu a chynnal perthnasoedd.</li> <li>Ddim yn gallu dehongli negeseuon cymdeithasol yn gywir</li> <li>Diffyg empathi cymdeithasol / methu gweld safbwynt pobl eraill.</li> <li>Diffyg ymwybyddiaeth o ofod personol</li> <li>Rhywfaint o anhawster cynnal cyswllt llygad priodol.</li> <li>Diffyg sgiliau sgwrsio cymdeithasol priodol</li> <li>Defnydd a dehongliad llythrennol o iaith</li> <li>Ymwrthedd i newid ac anawsterau gyda phontio</li> <li>Osgoi neu dynnu ei hun o rai amgylcheddau</li> <li>Patrymau cadarn o feddwl a diddordeb arbennig wedi'i ganolbwyntio'n anarferol.</li> <li>Chwarae ar ben ei hun neu ailadroddus</li> <li>Anawsterau cymryd rhan mewn sgysrsiau</li> <li>Anallu i ddefnyddio neu ddarllen mynegiant wyneb yn briodol.</li> </ul> <p>Sgiliau gwybyddiaeth a gysylltwyd ag iaith</p> <ul style="list-style-type: none"> <li>Sgiliau gwrando, sylw a chanolbwyntio gwael</li> <li>Trefn a dilyniant gwael</li> </ul>	<ul style="list-style-type: none"> <li>Athro dosbarth, Cydlynnydd ADY rhieni a phlentyn/person ifanc yn parhau i gysylltu yn rheolaidd.</li> </ul> <p>Os yw'n angenrheidiol:</p> <ul style="list-style-type: none"> <li>Derbyn a chofnodi barn rhieni wedi'i diweddarau</li> <li>Derbyn a chofnodi barn plentyn neu berson ifanc wedi'i ddiweddarau</li> <li>Cwblhau / Diweddarau Proffil Un Dudalen ac Adnoddau Ymarfer Canolbwyntio ar yr Unigolyn.</li> <li>Diweddarau Map Darpariaeth i gofnodi darpariaeth dysgu ychwanegol.</li> <li>Gosod plentyn neu'r person ifanc ar system Eclipse a dechrau amserlenni statudol yn unol ag ALNET a sicrhau bod CYBLD yn cael ei ddiweddarau.</li> <li>Ystyried cyngor allanol gan asiantaethau addysgol fel clystyrau ysgol. IOT (Tîm Estyn allan Cynhwysiant) C.L.A.S.S Ymgynghoriad Gwasanaeth Cyfathrebu, Iaith a Lleferydd neu Seicolegydd Addysgol</li> </ul>	<p>Dal ati ag unrhyw strategaethau perthnasol o'r lefel Cyffredinol wedi'i Dargedu, a hefyd:</p> <ul style="list-style-type: none"> <li>Defnyddio amrywiaeth o strategaethau ar gyfer cyfathrebu effeithiol - e.e. System Gyfathrebu Cyfnewid Lluniau, PECS, Blwch, cefnogaeth weledol ac awgrymiadau</li> <li>Archwilio syniadau a ddefnyddir ar y wefan Arfer Gorau Awtistiaeth: <a href="http://best-practice.middletonautism.com/links-and-resources/videos/">http://best-practice.middletonautism.com/links-and-resources/videos/</a></li> <li>Archwilio syniadau ar gyfer Canolfan Awtistiaeth Gina Davies. <a href="https://www.youtube.com/channel/UCPPw7Ij3k2Zhe19Fb3CO-ag/featured">https://www.youtube.com/channel/UCPPw7Ij3k2Zhe19Fb3CO-ag/featured</a></li> <li>Creu amserlen unigol a ragwelir ac sy'n gyson, ac sy'n cynnwys amseroedd strwythuredig e.e. cinio</li> <li>Defnyddio amserlenni gweledol unigol, byrddau nawr a nesaf, calendrau a rhestrau tasg i strwythuro gweithgareddau.</li> <li>Defnyddio sgysrsiau strip comig™ a Straeon Cymdeithasol™ i helpu dealltwriaeth o sefyllfaoedd cymdeithasol.</li> </ul>

<b>Yr Effaith ar Ddysgu</b> <b><i>Beth ydyn ni'n ei weld?</i></b>	<b>Ymateb</b> <b><i>Beth ddylem ei wneud nesaf?</i></b>	<b>Strategaethau</b> <b><i>Beth allwn ni ei roi ar waith?</i></b>
<p>Iaith Fynegol / Derbyn</p> <ul style="list-style-type: none"> <li>Gwybodaeth eirfa gyfyngedig. Anhawster dysgu a defnyddio geiriau newydd.</li> <li>Anhawster deall geiriau a ddywedir wrthynt neu gyfarwyddiadau ar lafar</li> <li>Anhawster deall cysyniadau crynodeb a chymhwyso cyn dysgu</li> <li>Anhawster iaith dderbyngar a mynegiannol</li> <li>Iaith lafar gyfyngedig i'w hoed</li> <li>Defnydd cywir o ramadeg.</li> <li>Anawsterau canfod geiriau.</li> </ul> <p>Lleferydd</p> <ul style="list-style-type: none"> <li>Lleferydd monoton</li> <li>Anawsterau addasu sain. Rhy swnllyd neu'n rhy dawel.</li> <li>Lleferydd aneglur</li> <li>Atal dweud a/neu anawsterau cael geiriau allan</li> <li>Ansawdd trwynol lleferydd yn absenoldeb annwyd.</li> <li>Acen anghyffredin heb ei chysylltu â'r amgylchedd</li> </ul> <p>Profi anawsterau prosesu synhwyrdd, y gellir sylwi drwy'r canlynol (nid yw hon yn rhestr lawn):</p> <ul style="list-style-type: none"> <li>Camau fel rocio, anwesu, fflapio a/neu ddwylo dros y clustiau</li> <li>Deiet hunan-gyfyngedig</li> <li>Anhawster rheoli tymheredd y corff e.e. côt ymlaen a gwisgo cwfl ar ddiwrnod poeth neu grys-t heb siwmpwr na chot ar ddiwrnod oer</li> </ul>	<ul style="list-style-type: none"> <li>Ystyried cyngor allanol gan weithwyr proffesiynol iechyd fel Nyrs Ysgol, Gwasanaethau Iechyd Meddwl Plant a Phobl Ifanc (CAMHS) neu Dîm Niwro-Ddatblygiadol. (NDT)</li> <li>Os yw'n briodol, cwblhewch archwiliad prosesu synhwyrdd cychwynnol.</li> <li>Cynnal ac adolygu asesiadau pellach fel bo'r angen a/neu fel y cyngorir gan asiantaethau allanol</li> <li>Sicrhau bod holl staff sy'n cyfrannu at addysgu'r plentyn unigol yn ymwybodol o'u hanawsterau lleferydd, iaith, cymdeithasol a chyfathrebu.</li> <li>Sicrhau bod athro dosbarth a chymorthyddion addysgu yn derbyn Datblygiad Proffesiynol Parhaus perthnasol (DPP)</li> <li>Ystyried atgyfeiriad Therapi Lleferydd ac Iaith BIPBC</li> </ul> <p>Os bydd angen, atgyfeirio i Therapi Lleferydd ac Iaith a gweithredu cyngor, strategaethau a chynllun gweithredu gan Therapi Lleferydd ac Iaith (fel bo'n briodol ar gyfer plentyn neu berson ifanc unigol)</p> <p>Gellir cael mynediad i Wybodaeth Atgyfeirio pellach drwy ddefnyddio'r ddolen isod:</p> <p><a href="https://bcuhb.nhs.wales/services/health-services1/services1/services/speech-and-language-therapy/childrens-service/">https://bcuhb.nhs.wales/services/health-services1/services1/services/speech-and-language-therapy/childrens-service/</a></p>	<ul style="list-style-type: none"> <li>Tynnu cyfleusterau a ddarparwyd ar gyfer cyfnodau o straen neu bryder e.e. defnyddio strategaethau i gefnogi rheoliad ymddygiad. Graddfa 5 pwynt (Kari Dunn) a pharthau rheoleiddio ac ati.</li> <li>Ymyrraeth benodol yn ogystal â'r sawl a gynigir mewn darpariaeth a dargedwyd cyffredinol.</li> <li>Gweithredu strategaethau gan asiantaethau allanol</li> <li>Darparu mynediad i orsaf waith dawel, heb dynnu sylw os bydd angen</li> <li>Sicrhau bod dulliau cyfathrebu a ffefrir (yn ogystal â lefel cyswllt llygad) yn hysbys i holl staff yn yr ysgol.</li> <li>Datblygu mynediad i weithgareddau sy'n bodloni anghenion synhwyrdd y plentyn yn ystod y dydd, er enghraifft: egwyl symud wedi eu hamserlennu, ardal dawel i gael mynediad i'r ystafell ddosbarth, cadair wy neu babell fach.</li> <li>Ystyried mynediad i orsaf waith a/neu sefydlu gorsaf waith symbyliad isel, bwrdd preifatrwydd ar fwrdd grŵp neu fwrdd personol gydag ambell amhariad ond gwybodaeth a chefnogaeth weledol llawn gwybodaeth</li> </ul>



<b>Yr Effaith ar Ddysgu</b> <b><i>Beth ydyn ni'n ei weld?</i></b>	<b>Ymateb</b> <b><i>Beth ddylem ei wneud nesaf?</i></b>	<b>Strategaethau</b> <b><i>Beth allwn ni ei roi ar waith?</i></b>
<p>Dangosyddion Ychwanegol</p> <ul style="list-style-type: none"> <li>• Diffyg hunan werth</li> <li>• Rhwystredig/pryderus oherwydd anawsterau cymdeithasol a chyfathrebu</li> <li>• Ecolalia (ailadrodd synau neu eiriau a siaredir gan rywun arall)</li> <li>• Anawsterau bwydo</li> </ul>	<p>I gael ffurflen atgyfeirio, gallwch gysylltu â'r adran ar 03000 855 975 neu drwy e-bost ar <a href="mailto:BCU.SaltReferralsEast@wales.nhs.uk">BCU.SaltReferralsEast@wales.nhs.uk</a>.</p> <p>Gellir anfon yr atgyfeiriad atoch drwy'r post neu e-bost.</p> <p>Llenwch y ffurflen a'i dychwelyd i: Tîm Therapi Lleferydd ac Iaith Pediatrig, Canolfan Iechyd Plant Wrecsam, Ffordd Croesnewydd, Wrecsam LL13 7ZA</p> <p>Os ydych chi'n anfon e-bost dylech gynnwys enw cyntaf y plentyn, eu hoedran, eich perthynas â'r plentyn a rhif ffôn. Mae'n rhaid cael caniatâd y sawl sydd â chyfrifoldeb riant cyn cysylltu â'r llinell gymorth dros y ffôn neu drwy e-bost.</p> <p><b>Gwybodaeth Llinell Gymorth Therapi Iaith a Lleferydd 01978 727071</b></p> <ul style="list-style-type: none"> <li>• Siarad yn uniongyrchol gyda Therapydd Iaith a Lleferydd.</li> <li>• Trafod unrhyw bryderon cyfathrebu.</li> <li>• Ymholiadau am wasanaeth therapi iaith a lleferydd wedi eu hateb.</li> </ul> <p>Ar gael ar:</p> <ul style="list-style-type: none"> <li>• Dydd Mawrth 9.00-10.00</li> <li>• Dydd Iau 3:30 – 4:30</li> </ul>	

## Tystiolaeth o'r Ymateb Graddedig

### *Sut ydyn ni'n olrhain a chofnodi cynnydd a chanlyniadau?*



- Llenwch yr holl ffurflenni cyffredinol ar Eclipse
- CDU Ysgol a ddylai gynnwys:
- Cofnod o farn rhiant
- Cofnodi barn plentyn neu berson ifanc
- Data asesiad cyfunedig o ystod o adnoddau (e.e. athro dosbarth a Chydlynnydd ADY).
- Cofnod o ganlyniadau a ddymunir ar gyfer y plentyn neu berson ifanc
- Cofnod o adnoddau a strategaethau a weithredwyd ac adolygwyd - gan gynnwys canlyniad effaith a chynnydd (cynllunio, gwneud, adolygu cylchoedd)
- Cofnod o gyfarfodydd gyda rhieni - er enghraifft, cyfarfodydd rheolaidd i drafod cynnydd yn erbyn cerrig milltir a'r adolygiad blynyddol canolbwyntio ar yr unigolyn.
- Cofnod o unrhyw gefnogaeth allanol, cyswllt neu gyngor e.e. cofnod neu gyngor ymgynghori EP, cynllun cyfathrebu Therapydd Lleferydd ac Iaith ac ati.
- Cofnod o unrhyw arsylwadau a gwblhawyd neu dystiolaeth sy'n cefnogi effaith a arsylwir ar ddysgu (e.e. gwaith dosbarth, lluniau ac ati)

**Os yw dangosyddion "Effaith ar Ddysgu" yn parhau a/neu na wnaed cynnydd**

**→ Parhau i DDARPARIAETH DDYSGU YCHWANEGOL (ARBENIGOL)**



## Ysgol

### Darpariaeth Ddysgu Ychwanegol (Arbenigol)

## Cyfathrebu a Rhyngweithio

Yr Effaith ar Ddysgu <i>Beth ydyn ni'n ei weld?</i>	Ymateb <i>Beth ddylem ei wneud nesaf?</i>	Strategaethau <i>Beth allwn ni ei roi ar waith?</i>
<p>Anawsterau <b>cyson</b> a <b>sylweddol</b> a sylwir arnynt gyda'r canlynol:</p> <ul style="list-style-type: none"> <li>Mae'r bwllch yn sgiliau cyfathrebu'r plentyn neu'r person ifanc yn parhau i ehangu ac mae'n sylweddol is nag a ddisgwylir i blentyn neu berson ifanc o'i h/oedran.</li> <li>Mae nam ar ddatblygiad cymdeithasol y plentyn neu berson ifanc, cyfathrebu, anawsterau iaith a lleferydd, anhyblygrwydd ymddygiad a meddwl yn parhau, gan amharu'n gyson ar ei d/ddysgu ac arwain at anawsterau sylweddol a chymhleth o weithio.</li> <li>Adolygu darpariaeth wahaniaethol ar gyfer addysg y plentyn neu berson ifanc heb arwain at y cynnydd disgwylidig tuag at gyflawni targedau dysgu, bugeiliol a rhyngweithio cymdeithasol</li> <li>Mewn cysylltiad â rhyngweithio cymdeithasol a chyfathrebu mynegol a derbyngar, tystiolaeth o angen y plentyn neu'r person ifanc am raglen systematig i ddatblygu ei d/ddealltwriaeth o gyfathrebu geiriol a di-eiriau.</li> <li>Tystiolaeth o anawsterau parhaus sylweddol i'r plentyn neu'r person ifanc o ganlyniad i'w anhyblygrwydd a/neu feddyliau obsesiynol ymwithiol.</li> </ul>	<ul style="list-style-type: none"> <li>Athro dosbarth, Cydlynnydd ADY rhieni a phlentyn/person ifanc yn parhau i gysylltu.</li> </ul> <p>Os yw'n angenrheidiol:</p> <ul style="list-style-type: none"> <li>Derbyn a chofnodi barn rhieni wedi'i diweddarau</li> <li>Derbyn a chofnodi barn plentyn neu berson ifanc wedi'i ddiweddarau</li> <li>Cyfeirio at ddeilliannau a darpariaeth a ddisgrifiwyd a gweithredu</li> <li>Parhau i gynllunio, gwneud, adolygu yn erbyn y deilliannau a darpariaeth benodol.</li> <li>Cwblhau cyfarfod adolygu Cynllunio Blynyddol sy'n Canolbwyntio ar yr Unigolyn</li> <li>Parhau i weithredu ar gyngor allanol gan asiantaethau iechyd ac addysg fel bo'r angen, gan gynnwys cynllun cyfathrebu Therapi Lleferydd ac Iaith ble bo'n briodol.</li> <li>Cynnal ac adolygu asesiadau pellach fel y cyngorior gan asiantaethau allanol</li> </ul>	<ul style="list-style-type: none"> <li>Dal ati ag unrhyw strategaethau perthnasol o'r gefnogaeth Gyffredinol / wedi'i thargedu / yn yr ysgol.</li> <li>Parhau i nodi bylchau mewn dysgu.</li> <li>Gweler CDU a/neu gynllun cyfathrebu Therapi Lleferydd ac Iaith ar gyfer deilliannau penodol</li> <li>Creu cwricwlwm personol (athro dosbarth gyda chefnogaeth Cydlynnydd ADY)</li> <li>Cysylltu â chefnogaeth i sicrhau bod deilliannau dysgu yn cael eu hwyluso a bod adnoddau ar gael yn hawdd</li> <li>O gwblhau archwiliad amgylcheddol Ymddiriedolaeth Addysg Awtistiaeth i wneud newidiadau amgylcheddol fel bo'n briodol i fodloni anghenion plentyn/person ifanc.</li> </ul> <p>Gweithredu a defnyddio:</p> <ul style="list-style-type: none"> <li>Asesiad cyfathrebu estynedig amgen a chymhorthion priodol</li> <li>Systemau technoleg uchel technoleg isel</li> </ul>

<b>Yr Effaith ar Ddysgu</b> <b><i>Beth ydych chi'n ei weld?</i></b>	<b>Ymateb</b> <b><i>Beth ddylem ei wneud nesaf?</i></b>	<b>Strategaethau</b> <b><i>Beth allwn ni ei roi ar waith?</i></b>
<ul style="list-style-type: none"> <li>Tystiolaeth gorfod rhoi blaenoriaeth uchel i reoli anawsterau iaith a chyfathrebu'r plentyn neu berson ifanc wrth gynllunio'r rhan fwyaf o weithgareddau ystafell ddosbarth a threfnu ei h/amgylchedd dysgu.</li> <li>Mae mynediad i'r cwricwlwm ond yn ystyrion drwy ddefnyddio cymhorthion cyfathrebu.</li> <li>Angen dull cwbl gynhwysol ar draws y sefydliad addysgol cyfan, gan gynnwys amgylchedd cyfathrebu llwyr gydag amrywiaeth o wahanol gyfryngau cyfathrebu hynod dechnegol (e.e. amseru, atodlenni, system olrhain llygaid)</li> <li>Dim llawer o ryngweithio gydag eraill ac anghyson ac yn effeithio ar fynediad i'r cwricwlwm. Rhwyngweithio ond yn digwydd pan hwylusir a/neu anogir gan oedolyn.</li> <li>Plentyn neu'r person ifanc angen lefel uchel o addasiad i'r amgylchedd dysgu a threfnu eu cwricwlwm i osgoi ymddygiad problemus dyddiol, lefel uchel a'u cadw'n ymgysylltu yn yr amgylchedd dysgu.</li> <li>Lefel uchel o orbryder cymdeithasol neu ddiffyg mawr o ymgysylltu cymdeithasol yn arwain at anallu i gyfathrebu ag eraill heb gefnogaeth</li> </ul>	<ul style="list-style-type: none"> <li>Cwblhau archwiliad prosesu synhwyrdd</li> <li>Sicrhau bod athro dosbarth a chymhorthydd addysgu yn derbyn Datblygiad Proffesiynol Parhaus (DPP).</li> <li>Datblygiad (DPP), gan gynnwys unrhyw hyfforddiant penodol a argymhellir gan Therapi Lleferydd ac Iaith</li> </ul>	<ul style="list-style-type: none"> <li>Defnyddio amrywiaeth o strategaethau arbenigol ar gyfer cyfathrebu effeithiol – e.e. System Gyfathrebu Cyfnewid Lluniau (PECS), Widget, cefnogaeth weledol, Makaton, gwrthrychau cyfeirio, symbolau, arwyddion, proloquo2go, switsys, cymhorthion cyfathrebu allbwn llais, systemau olrhain llygaid).</li> <li><a href="https://www.makaton.org/">https://www.makaton.org/</a></li> <li>Cynnal sesiadau/archwiliadau synhwyrdd a gweithredu addasiadau priodol. Darparu deiet synhwyrdd pwrpasol.</li> <li>Darparu sesiynau cyfathrebu arbenigol Rhoi rhaglenni addasu ymddygiad ar waith, os yn briodol</li> </ul>

## Tystiolaeth o'r Ymateb Graddedig

### *Sut ydyn ni'n olrhain a chofnodi cynnydd a chanlyniadau?*

- Llenwch yr holl ffurflenni cyffredinol ar Eclipse
- CDU (adolygu yn flynyddol a diweddarau os yn briodol).

CDU blaenorol yn yr ysgol nawr yn "CDU ALI" sy'n ddogfen weithio ac mae'n gofnod parhaus sy'n cael ei ddiweddarau fesul tymor ar gyfer y canlynol:



- Cofnod o farn rhiant
  - Cofnodi barn plentyn neu berson ifanc
  - Parhaus, data asesiad cyfunedig o ystod o adnoddau (e.e. athro dosbarth a Chydlynnydd ADY)
  - Targedau llai, CAMPUS i blentyn neu berson ifanc yn seiliedig ar ddeilliannau a ddisgrifir mewn CDU ALI.
  - Cofnod o adnoddau a strategaethau a weithredwyd ac adolygwyd - gan gynnwys canlyniad effaith a chynnydd (cynllunio, gwneud, adolygu cylchoedd)
  - Cynnwys maint penodol (amseroedd a chostau) e.e. map darpariaeth
  - Cofnod o gyfarfodydd gyda rhieni - er enghraifft, cyfarfodydd rheolaidd i drafod cynnydd yn erbyn cerrig milltir a'r adolygiad blynyddol canolbwyntio ar yr unigolyn.
  - Cofnod o unrhyw gefnogaeth allanol, cyswllt neu gyngor a weithredwyd ac adolygwyd.
  - Cofnod o unrhyw arsylwadau a gwblhawyd neu dystiolaeth sy'n cefnogi effaith a arsylwir ar ddysgu (e.e. gwaith dosbarth, lluniau ac ati)
- Dogfennau ychwanegol (os yn berthnasol/priodol i unigolyn):
- Cynllun cyfathrebu Therapi Lleferydd ac Iaith




## Ysgol

### Cyffredinol (yn cynnwys ymriadau wedi'u targedu)

## Anghenion Synhwyrdd (Nam ar y Golwg)

Yr Effaith ar Ddysgu <i>Beth ydyn ni'n ei weld?</i>	Ymateb <i>Beth ddylem ei wneud nesaf?</i>	Strategaethau <i>Beth allwn ni ei roi ar waith?</i>
<p>Mae'r plentyn/unigolyn wedi:</p> <ul style="list-style-type: none"> <li>• Derbyn diagnosis nam golwg parhaol a/neu ddifffyg ar y golwg, nad yw'n cael ei gywiro'n llwyr gan sbectol/lensys.</li> </ul> <p>neu</p> <p><b>Mae gan y plentyn/person ifanc anawsterau neu bryderon a godwyd yn y meysydd canlynol:</b></p> <ul style="list-style-type: none"> <li>• Sgiliau llawysgrifen gwael neu sy'n dirywio - bydd llythrennau fel arfer yn fach neu'n fawr, wedi eu ffurfio'n wael, bwch gwael rhyngddynt a ddim ar y llinell.</li> <li>• Sgiliau darlunio gwael gyda diffyg manylion mewn lluniau i oed y plentyn/person ifanc.</li> <li>• Anhawster copïo yn gywir o'r bwrdd neu'n agos.</li> <li>• Cofio a deall pethau a eglurwyd ar lafar yn hytrach na beth sydd wedi'i ddarllen neu ei weld.</li> <li>• Wrth ddarllen, mae'n bosibl y bydd yn neidio llythrennau, llinellau neu eiriau.</li> <li>• Mae'n bosibl y bydd yn defnyddio ystum pen anarferol/gorchuddio/cau llygad wrth ddarllen neu wneud tasgau agos.</li> <li>• Mae'n bosibl y bydd yn dal offer yn anarferol o agos neu ar ongl rhyfedd.</li> </ul>	<ul style="list-style-type: none"> <li>• Trafod pryderon/arsylwadau gyda'r sawl â chyfrifoldeb rhiant a chofnodi deilliant y sgwrs</li> <li>• Derbyn a chofnodi gwybodaeth a barn rhiant</li> <li>• Derbyn a chofnodi barn plentyn neu berson ifanc</li> <li>• Trafod pryderon/arsylwadau gyda'r plentyn neu'r person ifanc a chofnodi deilliant y sgwrs.</li> <li>• Os yw'n briodol, trafod pryderon/arsylwadau gyda'r Cydlynnydd ADY / Pennaeth a/neu'r nyrs ysgol</li> <li>• Sefydlu pa un a yw'n hysbys fod gan y plentyn/person ifanc nam parhaol ar y golwg.</li> <li>• Nodi pryd gafodd y plentyn/person ifanc brawf llygaid ddiwethaf a pha un a ddylai wisgo sbectol ai peidio os yw'n briodol.</li> <li>• Nodi a yw'r plentyn/person ifanc yn cael problemau tebyg gartref</li> </ul> <p><b>Os yw ar gael a/neu yn briodol:</b></p> <ul style="list-style-type: none"> <li>• Edrych ar wybodaeth addysgol a meddygol hanesyddol y plentyn neu'r person ifanc</li> <li>• Trafod pryderon/arsylwadau gydag athrawon/lleoliad blaenorol y plentyn neu'r person ifanc</li> <li>• Edrych ar yr ystod o asesiadau ansoddol, mesurol a chrynodol i'r plentyn neu'r person ifanc.</li> </ul>	<ul style="list-style-type: none"> <li>• Gweithredu strategaethau a dilyn canllawiau a roddir mewn adroddiad Asesu gan y Gwasanaeth synhwyrdd e.e. ystum yn y dosbarth, golau, cyferbyniad, llinellau trwm.</li> <li>• Bydd athro dosbarth neu bwnc y rhan fwyaf o blant/pobl ifanc yn gallu defnyddio adnoddau sydd ar gael yn yr ystafell ddosbarth.</li> <li>• Yn dilyn cyngor a roddwyd yn ymwneud â ffont, arddull a maint.</li> <li>• Os bydd angen gwneud maint yn fwy, ystyried a yw llungopi yn darparu cyferbyniad boddhaol a'r maint ffont gofynnol.</li> <li>• Osgoi llungopio ar A3.</li> <li>• Osgoi sefyll o flaen ffenestri - mae'n anodd gweld eich wyneb.</li> <li>• Sicrhau fod gan y plentyn/person ifanc ei gopi testun neu fonitor ei hun ac nad yw angen rhannu gan fod hyn yn cynnwys gweld ar ongl na ellir penderfynu arno gan y plentyn/person ifanc.</li> <li>• Ystyried mynediad diogel i weithgareddau corfforol ac ymarferol.</li> <li>• Cynllunio a chefnogi cyfleoedd ar gyfer rhannu gwybodaeth a chyswllt rhwng staff ysgol, Gwasanaeth Cymorth Synhwyrdd, rhieni ac asiantaethau eraill, fel bo'r angen.</li> </ul>



<b>Yr Effaith ar Ddysgu</b> <b><i>Beth ydyn ni'n ei weld?</i></b>	<b>Ymateb</b> <small>©Cheshire East Borough Council 2017 - all rights reserved</small> <b><i>Beth ddylem ei wneud nesaf?</i></b>	<b>Strategaethau</b> <b><i>Beth allwn ni ei roi ar waith?</i></b>
<ul style="list-style-type: none"> <li>• Dangos arwyddion o gydlynu gwael rhwng y dwylo a'r llygaid</li> <li>• Ymddangos yn drwsgl ac yn baglu neu'n disgyn yn aml.</li> <li>• Anhawster gyda chamau (naill ai i fyny neu i lawr) neu'n symud ar draws wyneb llawr gwahanol ee. leino i garped.</li> <li>• Cael mwy o anhawster na chyfoedion pan mae y tu allan mewn golau llachar a/neu wrth symud i'r cysgod neu yn ôl i mewn i adeilad yr ysgol.</li> </ul>	<ul style="list-style-type: none"> <li>• Cynnal asesiadau pellach fel bo'r angen</li> <li>• Arsylwi a chymharu rhwystrau posibl i ddysgu a chyfranogi a brofir ar draws ystod o gyddestun.</li> <li>• Gweithredu ar gyngor allanol gan asiantaethau addysg ac iechyd.</li> <li>• Cynnal asesiadau pellach fel bo'r angen</li> <li>• Gofyn i'r sawl â chyfrifoldeb a/neu'r plentyn/person ifanc i lenwi'r ffurflen gydsyniad Gwasanaeth Cefnogaeth Synhwyrdd.</li> <li>• Ysgol i gwblhau ffurflen atgyfeirio Gwasanaeth Cefnogaeth Synhwyrdd ac anfon i'r Gwasanaeth Cefnogaeth Synhwyrdd ynghyd â'r ffurflen gydsyniad Gwasanaeth Cefnogaeth Synhwyrdd.</li> <li>• Yn dilyn asesiad gan Athro Cymwysedig Disgyblion â Nam ar eu Golwg (QTVI), gweithredu strategaethau a nodwyd ac argymhellion a wnaed mewn adroddiad asesu.</li> <li>• Os yw'r plentyn/person ifanc yn cael ei asesu gan y QTVI fel "Cyngor ar Gais", ysgol i wneud y Gwasanaeth Cefnogaeth Synhwyrdd yn ymwybodol bod yna newidiadau sylweddol neu bryderon ynglŷn â chyflwr/anghenion y plentyn/person ifanc.</li> <li>• Ystyried gofynion Datblygiad Proffesiynol Parhaus (DPP) a chefnogaeth i staff. Mynediad i unrhyw hyfforddiant priodol.</li> </ul>	

## Tystiolaeth o'r Ymateb Graddedig

### *Sut ydyn ni'n olrhain a chofnodi cynnydd a chanlyniadau?*



- Llenwch yr holl ffurflenni cyffredinol ar Eclipse
- Cofnod o farn rhiant
- Cofnodi barn plentyn neu berson ifanc
- Data asesiad cyfunedig
- Cofnod o unrhyw arsylwadau a gwblhawyd neu dystiolaeth sy'n cefnogi effaith a arsylwir ar ddysgu (e.e. gwaith dosbarth, lluniau ac ati)
- Cofnod o unrhyw gefnogaeth neu gyswllt allanol (e.e. cofnod o sgysiau ffôn neu e-bost)
- Proffil Un Tudalen

Dogfennau ychwanegol (os yn berthnasol/priodol i unigolyn):

- Ffurflen atgyfeirio Gwasanaeth Cefnogaeth Synhwyrdd
- Ffurflen gydsyniad Gwasanaeth Cefnogaeth Synhwyrdd.
- Cofnod o Adroddiad Aseiad Gweledol QTVI

**Os yw dangosyddion "Effaith ar Ddysgu" yn parhau a/neu na wnaed cynnydd**

**→ Parhau i DDARPARIAETH DDYSGU YCHWANEGOL**



## Ysgol

### Darpariaeth Ddysgu Ychwanegol

## Anghenion Synhwyrdd (Nam ar y Golwg)

Yr Effaith ar Ddysgu <i>Beth ydyn ni'n ei weld?</i>	Ymateb <i>Beth ddylem ei wneud nesaf?</i>	Strategaethau <i>Beth allwn ni ei roi ar waith?</i>
<p><b>Yn ogystal ag effaith ar lefel Gyffredinol (gan gynnwys darpariaeth a dargedwyd): Mae'r plentyn/unigolyn wedi:</b></p> <ul style="list-style-type: none"> <li>• Derbyn diagnosis nam golwg parhaol Cymedrol i Ddifrifol a/neu ddiffyg ar y golwg, nad yw'n cael ei gywiro'n llwyr gan sbectol/lensys.</li> <li>• Anhawster cael mynediad i brint safonol, priodol i oed.</li> <li>• Anhawster cael mynediad i gyflwyniadau dosbarth cyfan</li> <li>• Anhawster cael mynediad i weithgareddau ymarferol safonol</li> </ul> <p><b>Mae gan y plentyn neu'r person ifanc un neu fwy o'r canlynol:</b></p> <ul style="list-style-type: none"> <li>• Angen teipio gwaith er mwyn cael mynediad i'w gwaith eu hunain</li> <li>• Angen gosodiadau hygyrchedd a/neu feddalwedd arbenigol neu offer i gael mynediad i'r cwricwlwm.</li> <li>• Angen goruchwyliaeth neu gefnogaeth mewn sefyllfaoedd anghyfarwydd neu beryglus.</li> <li>• Angen rhai rhaglenni dysgu unigol</li> <li>• Angen cyn neu ôl-diwora i sicrhau mynediad llawn i ddysgu</li> <li>• Graddfa/gallu gwaith arafach i brosesu gwybodaeth weledol.</li> </ul>	<ul style="list-style-type: none"> <li>• Athro dosbarth, QTVI, Cydlynnydd ADY rhieni a phlentyn/person ifanc yn parhau i gysylltu yn rheolaidd.</li> <li>• Paratoi a chynnal CDU i'r plentyn neu'r person ifanc.</li> <li>• Nodi ar restr ADY fod gan blentyn neu berson ifanc CDU.</li> <li>• Parhau i gynllunio, gwneud, adolygu yn erbyn y deilliannau a darpariaeth penodol</li> <li>• Edrych ar wybodaeth addysgol a meddygol hanesyddol y plentyn neu'r person ifanc</li> <li>• Trafod pryderon/arsylwadau gydag athrawon/lleoliad blaenorol y plentyn neu'r person ifanc</li> <li>• Edrych ar yr ystod o asesiadau ansoddol, mesurol a chrynodol i'r plentyn neu'r person ifanc.</li> <li>• Sicrhau bod athro dosbarth a chymhorthydd addysgu yn derbyn Datblygiad Proffesiynol Parhaus (DPP). Cysylltu â QTVI ynglŷn â chyfleoedd hyfforddi posibl.</li> </ul> <p><b>Os erys pryderon a/neu bod cynnydd heb ei gyflawni:</b></p> <ul style="list-style-type: none"> <li>• Ceisio cyngor allanol gan asiantaethau addysg ac iechyd a gweithredu arno fel bo'r angen.</li> </ul>	<p><b>Parhau ag unrhyw strategaethau perthnasol ar lefel Gyffredinol (gan gynnwys darpariaeth a dargedwyd) a dilyn canllawiau a roddwyd mewn adroddiad Gwasanaeth Synhwyrdd, ynghyd â:</b></p> <ul style="list-style-type: none"> <li>• Darparu amser ar gyfer cydgyllunio rhwng staff ysgol a QTVI</li> <li>• Darparu addasiad sylweddol o ddeunyddiau a chyflwyniad i hwyluso mynediad i'r cwricwlwm.</li> <li>• Darparu newidiadau yn yr amgylchedd dysgu, fel y cynghorwyd gan y Gwasanaeth Cefnogaeth Synhwyrdd.</li> <li>• Darparu man dysgu priodol - gan gymryd y defnydd o offer i ystyriaeth</li> <li>• Cefnogi'r plentyn/person ifanc i ddefnyddio sgiliau arbenigol ym mhob agwedd o'u diwrnod ysgol</li> <li>• Ystyried mynediad i weithgareddau corfforol ac ymarferol amgen/a addaswyd.</li> <li>• Mae'n bosibl y bydd angen sesiynau tynnu allan ar gyfer gwaith grŵp bach neu unigol i:</li> <li>• Cwblhau tasgau a arafwyd gan y nam ar y golwg.</li> <li>• Paratoi'r plentyn/person ifanc ar gyfer profiad gweithgaredd dosbarth/dysgu.</li> <li>• Ailgadarnhau gwaith prif ffrwd</li> <li>• Darparu profiad ymarferol ychwanegol o ddeunydd neu gyflwyniadau</li> </ul>

<b>Yr Effaith ar Ddysgu</b> <b><i>Beth ydyn ni'n ei weld?</i></b>	<b>Ymateb</b> <small>©Cheshire East Borough Council 2017 - all rights reserved</small> <b><i>Beth ddylem ei wneud nesaf?</i></b>	<b>Strategaethau</b> <b><i>Beth allwn ni ei roi ar waith?</i></b>
<ul style="list-style-type: none"> <li>Sgiliau cymdeithasol a hunangymorth cyfyngedig</li> <li>Pen wedi gogwyddo'n amlwg i fabwysiadu nwlbynt</li> <li>Angen am asesiad gan Swyddog Sefydlu a/neu ddarparu rhaglen ar gyfer sgiliau bywyd annibynnol a theithio annibynnol fel rhan o'r cwricwlwm.</li> </ul> <p><b>Ac/neu anawsterau cyson a sylweddol a sylwir arnynt gyda'r canlynol:</b></p> <ul style="list-style-type: none"> <li>Ffurfio neu ddarllen llawysgrifen ei hun - gall fod yn anarferol o fach/mawr neu lythrennau wedi eu ffurfio'n wael i'w oed.</li> <li>Symud yn ddiogel ac annibynnol gyda chyflymder priodol mewn amgylchedd cyfarwydd ac anghyfarwydd.</li> <li>Datblygu cysyniad a dysgu achlysurol</li> </ul>	<ul style="list-style-type: none"> <li>Cynnal ac adolygu asesiadau pellach fel y cynghorir gan asiantaethau allanol</li> <li>Os yw dangosyddion "Effaith ar Ddysgu" a/neu na wnaed cynnydd, cysylltu â swyddog ALL.</li> </ul>	<ul style="list-style-type: none"> <li>Darparu profiadau ychwanegol o'r amgylchedd i wella diffyg dysgu achlysurol.</li> <li>Dysgu sgiliau arbennig i wella mynediad i'r cwricwlwm e.e. teipio, defnyddio chwyddwydr, Connect 12 neu offer arbenigol arall.</li> <li>Darparu cwricwlwm gwahaniaethol</li> <li>Dysgu sgiliau symudedd</li> <li>Gall y plentyn/person ifanc gael budd drwy ddefnyddio offer arbenigol ac angen lle ychwanegol ar gyfer desg yn y dosbarth.</li> <li>Mae'n bosibl y bydd angen addasu neu wneud deunydd wedi'i argraffu yn fwy, neu ddefnyddio chwyddwydr fel y cynghorir gan y QTVI</li> <li>Dilyn cyngor a gyflwynwyd gan y QTVI i hwyluso mynediad i'r cwricwlwm.</li> <li>Ystyried pa un a oes angen darparu hyfforddiant teipio</li> <li>Ystyried trefniadau mynediad ar gyfer arholiadau a phrofion allanol, yn dilyn cyngor gan y QTVI</li> <li>Sicrhau mynediad i'r QTVI i ystafell addas ar gyfer asesiad, cefnogaeth a/neu sesiynau hyfforddi.</li> </ul> <p><b>Mae'n bosibl y bydd angen cynnwys Gwasanaeth Cefnogaeth Synhwyrdd fel a ganlyn:</b></p> <p><b>Athro Arbenigol ar gyfer y sawl â nam ar y golwg</b></p> <ul style="list-style-type: none"> <li>Rhaglenni a ddiffinnir a chyfyngedig o ran amser o addysgu arbenigol e.e.</li> <li>Defnyddio offer arbenigol.</li> <li>Addysgu arbenigol rheolaidd parhaus o Fformat Arall, fel Braille, Moon.</li> <li>Addysgu arbenigol parhaus ar gyfer cefnogi'r cwricwlwm</li> </ul>

<b>Yr Effaith ar Ddysgu</b> <i>Beth ydyn ni'n ei weld?</i>	<b>Ymateb</b> <small>©Cheshire East Borough Council 2017 - all rights reserved</small> <i>Beth ddylem ei wneud nesaf?</i>	<b>Strategaethau</b> <i>Beth allwn ni ei roi ar waith?</i>
		<ul style="list-style-type: none"> <li>• Cefnogaeth barhaus o amgylch agweddau cymdeithasol ac emosiynol o ddysgu</li> <li>• Hyfforddiant parhaus i staff ysgol.</li> </ul> <p><b>Cymhorthydd Addysgu Arbenigol (VI)</b></p> <ul style="list-style-type: none"> <li>• Cefnogi gwaith CA drwy weithio ochr yn ochr gyda CA ysgol i ddangos arfer da</li> <li>• Cefnogi hyfforddiant CA gyda sgiliau gofynnol i addasu deunydd cwricwlwm.</li> </ul> <p><b>Arbenigydd Cymhwys</b></p> <ul style="list-style-type: none"> <li>• Asesu sgiliau symudedd</li> <li>• Asesu sgiliau byw yn annibynnol</li> <li>• Creu a gweithredu rhaglen waith i ddatblygu sgiliau a thechnegau symudedd</li> <li>• Creu a gweithredu rhaglen waith i ddatblygu sgiliau byw yn annibynnol Mae hyn yn gallu cynnwys siopa, paratoi bwyd neu wisgo.</li> </ul>

## Tystiolaeth o'r Ymateb Graddedig

### *Sut ydyn ni'n olrhain a chofnodi cynnydd a chanlyniadau?*



- Llenwch yr holl ffurflenni cyffredinol ar Eclipse
- CDU (adolygu yn flynyddol a diweddarau os yn briodol).
- Cofnod o farn rhiant.
- Cofnod o farn plentyn neu berson ifanc.
- Parhaus, data asesiad cyfunedig o ystod o ffynonellau (e.e. athro dosbarth a Chydlynnydd ADY).
- Targedau llai, CAMPUS i blentyn neu berson ifanc yn seiliedig ar ddeilliannau a ddisgrifir mewn CDU
- Cofnod o adnoddau a strategaethau a weithredwyd ac adolygwyd - gan gynnwys canlyniad effaith a chynnydd (cynllunio, gwneud, adolygu cylchoedd)
- Cofnod o gyfarfodydd gyda rhieni i gefnogi, asesu, cynllunio, gwneud a chylch adolygu.
- Cofnod o unrhyw gefnogaeth allanol, cyswllt neu gyngor a weithredwyd ac adolygwyd.
- Cofnod o unrhyw arsylwadau a gwblhawyd neu dystiolaeth sy'n cefnogi effaith a arsylwir ar ddysgu (e.e. gwaith dosbarth, lluniau ac ati)
- Proffil Un Tudalen

Dogfennau ychwanegol (os yn berthnasol/priodol i unigolyn):

- Ffurflen atgyfeirio Gwasanaeth Cefnogaeth Synhwyrdd
- Ffurflen gydsyniad Gwasanaeth Cefnogaeth Synhwyrdd.
- Cofnod o Adroddiad Asesiad Gweledol QTVI
- Cofnod ymweliadau Gwasanaeth Cefnogaeth Synhwyrdd

**Os yw dangosyddion "Effaith ar Ddysgu" yn parhau a/neu na wnaed cynnydd**

**→ Parhau i DDARPARIAETH DDYSGU YCHWANEGOL (ARBENIGOL)**





## Ysgol

### Darpariaeth Ddysgu Ychwanegol (Arbenigol)

## Anghenion Synhwyrdd (Nam ar y Golwg)

Yr Effaith ar Ddysgu <i>Beth ydyn ni'n ei weld?</i>	Ymateb <i>Beth ddylem ei wneud nesaf?</i>	Strategaethau <i>Beth allwn ni ei roi ar waith?</i>
<p><b>Yn ogystal ag effaith ar lefel Gyffredinol (gan gynnwys darpariaeth a dargedwyd) a lefelau Darpariaeth Dysgu Ychwanegol:</b></p> <p><b>Mae gan y plentyn neu'r person ifanc un neu fwy o'r canlynol:</b></p> <ul style="list-style-type: none"> <li>Anawsterau gwybyddol/iechyd/corfforol sylweddol, ynghyd â nam ar y golwg neu nam ar y clyw</li> <li>Lefel uchel a chymhleth iawn o angen, yn benodol yn ymwneud â nam ar y golwg.</li> <li>Anghenion cymdeithasol/emosiynol neu feddygol penodol a sylweddol sydd angen darpariaeth arbenigol gynaliadwy</li> <li>Angen rhaglenni dysgu unigol oherwydd cyfuniad o anghenion dysgu ychwanegol a nam ar y golwg.</li> <li>Angen derbyn addysg o fewn grŵp bach</li> <li>Angen lefel uchel o symudedd a sgiliau byw yn annibynnol fel rhan annatod o'r cwricwlwm.</li> <li>Angen grŵp cyfoed priodol i gefnogi lles cymdeithasol ac emosiynol</li> <li>Angen mynediad i ddeunydd print wedi'i addasu, neu fformat arall e.e. moon, braille</li> </ul>	<ul style="list-style-type: none"> <li>Athro dosbarth, QTVI, Cydlynnydd ADY rhieni a phlentyn/person ifanc yn parhau i gysylltu yn rheolaidd.</li> <li>Paratoi a chynnal CDU i'r plentyn neu'r person ifanc.</li> <li>Nodi ar restr ADY fod gan blentyn neu berson ifanc CDU.</li> <li>Parhau i gynllunio, gwneud, adolygu yn erbyn y deilliannau a darpariaeth penodol</li> <li>Edrych ar wybodaeth addysgol a meddygol hanesyddol y plentyn neu'r person ifanc</li> <li>Trafod pryderon/arsylwadau gydag athrawon/lleoliad blaenorol y plentyn neu'r person ifanc</li> <li>Edrych ar yr ystod o asesiadau ansoddol, mesurol a chrynodol i'r plentyn neu'r person ifanc.</li> <li>Darparu amser digonol i staff gael sgiliau addas e.e. addasu deunyddiau, Braille</li> <li>Sicrhau bod athro dosbarth a chymhorthydd addysgu yn derbyn Datblygiad Proffesiynol Parhaus (DPP). Cysylltu â QTVI ynglŷn â chyfleoedd hyfforddi posibl.</li> </ul>	<p><b>Yn ogystal ag effaith ar lefel Gyffredinol (gan gynnwys darpariaeth a dargedwyd) a lefelau Darpariaeth Dysgu Ychwanegol:</b></p> <ul style="list-style-type: none"> <li>Amgylchedd cwricwlwm, arholiadau, asesiadau galwedigaethol/dysgu addas/amgen</li> <li>Defnyddio cwricwlwm gwahaniaethol/wedi'i addasu</li> </ul>

## Tystiolaeth o'r Ymateb Graddedig

### *Sut ydyn ni'n olrhain a chofnodi cynnydd a chanlyniadau?*



- Llenwch yr holl ffurflenni cyffredinol ar Eclipse
- CDU (adolygu yn flynyddol a diweddarau os yn briodol).
- Cofnod o farn rhiant.
- Cofnod o farn plentyn neu berson ifanc.
- Parhaus, data asesiad cyfunedig o ystod o ffynonellau (e.e. athro dosbarth a Chydlynnydd ADY).
- Targedau llai, CAMPUS i blentyn neu berson ifanc yn seiliedig ar ddeilliannau a ddisgrifir mewn CDU
- Cofnod o adnoddau a strategaethau a weithredwyd ac adolygwyd - gan gynnwys canlyniad effaith a chynnydd (cynllunio, gwneud, adolygu cylchoedd)
- Cofnod o gyfarfodydd gyda rhieni i gefnogi, asesu, cynllunio, gwneud a chylch adolygu.
- Cofnod o unrhyw gefnogaeth allanol, cyswllt neu gyngor a weithredwyd ac adolygwyd.
- Cofnod o unrhyw arsylwadau a gwblhawyd neu dystiolaeth sy'n cefnogi effaith a arsylwir ar ddysgu (e.e. gwaith dosbarth, lluniau ac ati)
- Proffil Un Tudalen

#### **Dogfennau ychwanegol (os yn berthnasol/priodol i unigolyn):**

- Cofnod o gyswllt parhaus rhwng QTVI, darpariaeth arbenigol, rhieni ac asiantaethau eraill



## Ysgol

### Cyffredinol (yn cynnwys ymyriadau wedi'u targedu)

## Anghenion Synhwyrdd (Nam ar y clyw)

Yr Effaith ar Ddysgu <i>Beth ydyn ni'n ei weld?</i>	Ymateb <i>Beth ddylem ei wneud nesaf?</i>	Strategaethau <i>Beth allwn ni ei roi ar waith?</i>
<p><b>Plentyn neu unigolyn ifanc:</b></p> <ul style="list-style-type: none"> <li>• Gyda nam ar y clyw yn dilyn diagnosis (a gadarnhawyd gyda gwybodaeth ddiweddaraf gan Awdioleg).</li> <li>• Gyda chymhorthion clyw / mewnbaniadau cochleaid / BAHA efallai</li> <li>• Amheuaeth o nam ar y clyw ac yn derbyn asesiad clinigol</li> </ul> <p><b>Plentyn neu berson ifanc yn dangos anhawster a sylwyd ar anghysondeb gyda:</b></p> <ul style="list-style-type: none"> <li>• Iaith dderbyngar a mynegiannol</li> <li>• Sylw a chanolbwyntio</li> <li>• Deall gwybodaeth eiriol (a siaredir)</li> <li>• Dilyn cyfarwyddiadau</li> <li>• Colli gwybodaeth allweddol</li> <li>• Camddeall gwybodaeth allweddol</li> <li>• Prosesu gwybodaeth clywol, gan gynnwys gwybodaeth eiriol a di-eiriau</li> <li>• Gwrando ym mhresenoldeb sŵn cefndirol a/neu leoli'r siaradwr mewn amgylchedd mawr/swnllud</li> <li>• Caffael a chadw geirfa (sylwir fel bylchau geirfa neu sgiliau iaith gwael o bosibl ble maent wedi methu geirfa gynnar)</li> <li>• Gofyn am ailadrodd yn aml</li> <li>• Uchder llais (e.e. llais anarferol o uchel neu dawel)</li> </ul>	<p><b>Siarad gyda'r rhieni a/neu'r plentyn/person ifanc er mwyn:</b></p> <ul style="list-style-type: none"> <li>• Sefydlu pa un a yw'n hysbys fod gan y plentyn/person ifanc nam parhaol ar y clyw.</li> <li>• Siaradwch gyda'r plentyn neu'r person ifanc, y rhiant ac Athro Cymwys y Byddar i gael gwybodaeth a barn.</li> <li>• Trafod pryderon/arsylwadau gyda'r sawl â chyfrifoldeb rhiant a chofnodi deilliant y sgwrs</li> <li>• Derbyn a chofnodi gwybodaeth a barn rhiant</li> <li>• Derbyn a chofnodi barn plentyn neu berson ifanc</li> <li>• Trafod pryderon/arsylwadau gyda'r plentyn neu'r person ifanc a chofnodi deilliant y sgwrs.</li> <li>• Os yw'n briodol, trafod pryderon/arsylwadau gyda'r Cydlynnydd ADY / Pennaeth a/neu'r nyrs ysgol</li> </ul> <p><b>Os yw ar gael a/neu yn briodol:</b></p> <ul style="list-style-type: none"> <li>• Edrych ar wybodaeth addysgol a meddygol hanesyddol y plentyn neu'r person ifanc</li> <li>• Trafod pryderon/arsylwadau gydag athrawon/lleoliad blaenorol y plentyn neu'r person ifanc</li> <li>• Edrych ar yr ystod o asesiadau ansoddol, mesurol a chrynodol i'r plentyn neu'r person ifanc.</li> <li>• Cynnal asesiadau pellach fel bo'r angen</li> </ul>	<ul style="list-style-type: none"> <li>• Os oes yna ddiagnosis o nam ar y clyw (sydd wedi'i gadarnhau gyda'r wybodaeth ddiweddaraf gan Awdioleg), dilynwch gyngor gan Athro Cymwys y Byddar (QTOD) ynglŷn â strategaethau rheoli ystafell ddosbarth priodol.</li> <li>• Gweithredu cyngor gan Therapi Lleferydd ac Iaith os yn briodol.</li> <li>• Sicrhau yr ymgeisir am ac y darperir trefniadau mynediad ar gyfer arholiadau.</li> <li>• Ysgol i gynllunio a chefnogi cyfleoedd ar gyfer rhannu gwybodaeth a chyswllt rhwng staff ysgol, Gwasanaeth Cymorth Synhwyrdd, rhieni ac asiantaethau eraill, fel bo'r angen.</li> <li>• Cefnogi rheoli cymhorthion clyw / mewnbaniadau cochleaid / BAHA.</li> <li>• Ystyried trefniadau eistedd i sicrhau bod y plentyn neu'r person ifanc yn gallu gweld yr athro'n iawn a gweld siaradwyr eraill hefyd.</li> <li>• Sicrhau y gellir gweld eich wyneb drwy'r amser fel y gall y plentyn neu'r person ifanc weld patrwm gwefus.</li> <li>• Sicrhau eich bod wedi derbyn sylw'r plentyn neu'r person ifanc yn llwyr cyn siarad.</li> <li>• Wrth ofyn cwestiwn uniongyrchol i'r plentyn neu'r person ifanc, defnyddio iaith briodol a syml a chaniatáu amser ychwanegol i ymateb.</li> </ul>

<b>Yr Effaith ar Ddysgu</b> <b><i>Beth ydyn ni'n ei weld?</i></b>	<b>Ymateb</b> <small>©Cheshire East Borough Council 2017 - all rights reserved</small> <b><i>Beth ddylem ei wneud nesaf?</i></b>	<b>Strategaethau</b> <b><i>Beth allwn ni ei roi ar waith?</i></b>
<ul style="list-style-type: none"> <li>• Caffael sgiliau ffonig (a all effeithio ar gamau cynnar darllen)</li> <li>• Annwyd rheolaidd/heintiau'r glust</li> <li>• Problemau gyda hunan-barch, lles emosiynol a rhyngweithio cymdeithasol</li> <li>• Blinder oherwydd lefel y canolbwyntio sy'n ofynnol</li> </ul>	<ul style="list-style-type: none"> <li>• Ystyried gofynion Datblygiad Proffesiynol Parhaus (DPP) a chefnogaeth i staff. Mynediad i unrhyw hyfforddiant priodol.</li> </ul> <p><b>Unwaith y derbynnir cadarnhad o nam ar y clyw:</b></p> <ul style="list-style-type: none"> <li>• Cwblhau archwiliad amgylcheddol o'r ystafell ddosbarth a'r ysgol.</li> <li>• Cyfeirio plentyn neu berson ifanc, rhieni a staff i wybodaeth berthnasol</li> <li>• Bydd atgyfeiriadau fel arfer yn dod i'r Gwasanaeth Cefnogaeth Synhwyrdd drwy Awdioleg. Os na fydd yr ysgol yn derbyn gwybodaeth gan y Gwasanaeth Cefnogaeth Synhwyrdd, mae'r Cydlynedd ADY yn gallu cysylltu â'r Gwasanaeth Cefnogaeth Synhwyrdd i ofyn am wybodaeth a chyngor.</li> <li>• Bydd Gwasanaeth Cefnogaeth Synhwyrdd yn darparu gwybodaeth ac yn ymweld â'r plentyn neu'r person ifanc yn yr ysgol.</li> </ul>	<ul style="list-style-type: none"> <li>• Cyfraniadau ailadroddus gan oedolion neu blant eraill, yn arbennig os ydynt yn eistedd y tu ôl i'r plentyn neu'r person ifanc.</li> <li>• Darparu geiriau allweddol a/neu gefnogaeth weledol ychwanegol fel anogwyr neu i ail-gadarnhau dysgu.</li> </ul> <p><b>Yr amgylchedd ei hun -</b></p> <ul style="list-style-type: none"> <li>• Gwneud yn siŵr ei fod yn gyfeillgar, drwy ei gadw'n dawel a lleihau sŵn yn y cefndir.</li> <li>• Dodrefn meddal a gorchudd waliau i amsugno sŵn. Blaenau plastig ar goesau stolion.</li> <li>• Dylai golau fod yn naturiol ble bo'n bosibl, a'i reoli gyda bleinds/cyrtens.</li> <li>• Ni ddylai staff sefyll gyda'u cefnau i ffynhonnell olau sy'n creu cysgod dros y wyneb.</li> </ul> <p><b>Darparu'r wers;</b></p> <ul style="list-style-type: none"> <li>• Sicrhau fod gennych sylw'r plentyn cyn dechrau a phan roddir gwybodaeth allweddol</li> <li>• Dylai siaradwyr beidio cyffwrdd eu ceg ac osgoi gorchuddio eu hwyneb a sicrhau fod y disgybl yn gweld patrymau gwefus a mynegiant wynebol.</li> <li>• Dylai siaradwyr osgoi troi eu pennau i ffwrdd oddi wrth gwrandawyr wrth siarad. Dylai cyflymder y cyfathrebu fod yn naturiol a dim ei arafu nac yn rhy uchel sy'n gallu aflunio patrwm gwefus a rhythm naturiol lleferydd.</li> <li>• Gwirio dealltwriaeth plentyn drwy ofyn iddynt ailadrodd gwybodaeth.</li> <li>• Darparu capsynau/isdeitlau wrth ddangos clip fideo os bydd y golau wedi'i ostwng a'r sain yn wael</li> <li>• Defnyddio cymhorthion gweledol ble gellir</li> <li>• Rhoi amser ychwanegol i'r plentyn brosesu gwybodaeth</li> </ul>

<b>Yr Effaith ar Ddysgu</b> <b><i>Beth ydyn ni'n ei weld?</i></b>	<b>Ymateb</b> <small>©Cheshire East Borough Council 2017 - all rights reserved</small> <b><i>Beth ddylem ei wneud nesaf?</i></b>	<b>Strategaethau</b> <b><i>Beth allwn ni ei roi ar waith?</i></b>
		<ul style="list-style-type: none"> <li>• Amser ychwanegol i asesu arholiadau</li> <li>• Cyfarwyddiadau i gael eu torri i lawr ac annog gydag elfennau gweledol.</li> <li>• Ymyrraeth dal i fyny ffonig</li> <li>• Tasgau cymhleth yn cael eu torri i lawr i dasgau llai</li> <li>• Amser allan ar gael, caniatáu egwyl mewn gwersi.</li> <li>• Ystyried cefnogaeth mewn grwpiau sgiliau cymdeithasol</li> <li>• Gofyn i'r plentyn gofio gwybodaeth i wirio dealltwriaeth.</li> <li>• Amlygu a dysgu geirfa allweddol newydd ymlaen llaw</li> <li>• Dangos enghreifftiau gwaith da</li> <li>• Ystyried disgyblion a all fod yn ddwyieithog (Cymraeg iaith gyntaf) a bod gwybodaeth ar gael yn eu dewis iaith.</li> <li>• Lleihau tynnu sylw a bod yn ymwybodol os nad yw'r disgybl yn cyfrannu neu'n colli ffocws/sylw. Mae'n bosibl y byddant angen egwyl.</li> <li>• Annog a chynnal cyswllt llygad.</li> <li>• Os nad yw'n derbyn diagnosis o golli clyw yn barhaol, ond amau/diagnosis o bylliau o golli clyw.</li> <li>• Dilyn cyngor Athro Cymwys y Byddar ynglŷn â strategaethau rheoli ystafell ddosbarth fel y manylir yn adroddiad y disgybl.</li> <li>• Sicrhau bod Athro Cymwys y Byddar yn derbyn diweddariad os oes yna newidiadau neu bryderon sylweddol i'r disgybl.</li> </ul>

## Tystiolaeth o'r Ymateb Graddedig

### *Sut ydyn ni'n olrhain a chofnodi cynnydd a chanlyniadau?*



- Llenwch yr holl ffurflenni cyffredinol ar Eclipse
- Cofnod o farn rhiant
- Cofnodi barn plentyn neu berson ifanc
- Proffil Un Tudalen
- Data asesiad cyfunedig
- Cofnod o unrhyw arsylwadau a gwblhawyd neu dystiolaeth sy'n cefnogi effaith a arsylwir ar ddysgu (e.e. gwaith dosbarth, lluniau ac ati)
- Cofnod o unrhyw gefnogaeth neu gyswllt allanol (e.e. cofnod o sgysiau ffôn neu e-bost)

Dogfennau ychwanegol (os yn berthnasol/priodol i unigolyn):

- Cwblhawyd Archwiliad Cynhwysiant dysgu ac addysgu o ansawdd da yn gyffredinol - HI
- Taflenni / fideos Cyngor Gwasanaeth Cefnogaeth Synhwyrdd i'r ysgol
- Cofnodion ymweliad Gwasanaeth Cefnogaeth Synhwyrdd

**Os yw dangosyddion "Effaith ar Ddysgu" yn parhau a/neu na wnaed cynnydd**

**→ Parhau i DDARPARIAETH DDYSGU YCHWANEGOL**





## Ysgol

### Darpariaeth Ddysgu Ychwanegol

## Anghenion Synhwyrdd (Nam ar y clyw)

<b>Yr Effaith ar Ddysgu</b> <i>Beth ydyn ni'n ei weld?</i>	<b>Ymateb</b> <i>Beth ddylem ei wneud nesaf?</i>	<b>Strategaethau</b> <i>Beth allwn ni ei roi ar waith?</i>
<p><b>Mae gan y plentyn/person ifanc:</b></p> <ul style="list-style-type: none"> <li>• gymorth clyw neu fewnblaniad yn y cochlea</li> <li>• yn methu cael mynediad i'r cwricwlwm prif ffrwd drwy fwyhad personol yn unig o fewn amserlen a ganiateir ac ar gyflymder dysgu arferol.</li> <li>• Mae'r plentyn wedi cael diagnosis o fyddardod parhaol yn y ddwy glust</li> </ul> <p><b>Yn ogystal, mae gan y plentyn neu'r person ifanc un neu fwy o'r canlynol:</b></p> <ul style="list-style-type: none"> <li>• Diagnosis hwyr</li> <li>• Nam cynyddol ar y clyw</li> <li>• Anhwylder clywedol yn y sbectrwm niwropatheg</li> <li>• Oedi mewn datblygiad iaith</li> <li>• Anawsterau wrth gwblhau tasgau/gwaith o fewn amserlen a ganiateir ac ar gyflymder dysgu arferol</li> <li>• Dangos anawsterau cyson wrth gael mynediad i sain a thechnoleg o fewn yr ystafell ddosbarth.</li> <li>• Anawsterau gydag agweddau cymdeithasol ac emosiynol o ddysgu</li> <li>• Anawsterau ac anabledau dysgu ychwanegol</li> <li>• Anhawster sefydlu cyfeillgarwch gyda chyfoedion</li> </ul>	<ul style="list-style-type: none"> <li>• Athro dosbarth, Cydlynnydd ADY rhieni a phlentyn/person ifanc yn parhau i gysylltu yn rheolaidd.</li> </ul> <p><b>Os yw'n angenrheidiol:</b></p> <ul style="list-style-type: none"> <li>• Edrych ar wybodaeth addysgol a meddygol hanesyddol y plentyn neu'r person ifanc</li> <li>• Trafod pryderon/arsylwadau gydag athrawon/lleoliad blaenorol y plentyn neu'r person ifanc</li> <li>• Edrych ar yr ystod o asesiadau ansoddol, mesurol a chrynodol i'r plentyn neu'r person ifanc.</li> </ul> <p><b>Os yw ar gael a/neu yn briodol:</b></p> <ul style="list-style-type: none"> <li>• Paratoi a chynnal CDU i'r plentyn neu'r person ifanc.</li> <li>• Nodi ar restr ADY fod gan blentyn neu berson ifanc CDU.</li> <li>• Parhau i gynllunio, gwneud, adolygu yn erbyn y deilliannau a darpariaeth penodol</li> <li>• Ysgol i gysylltu a chynllunio gyda'r plentyn/person ifanc, rhiant, Athro Cymwys y Byddar a gweithwyr proffesiynol eraill.</li> </ul>	<p>Parhau ag unrhyw strategaethau perthnasol ar lefel Gyffredinol (gan gynnwys darpariaeth a dargedwyd) a dilyn canllawiau a roddwyd mewn adroddiad Gwasanaeth Synhwyrdd, ynghyd â:</p> <ul style="list-style-type: none"> <li>• Gwiriadau beunyddiol cymhorthion clyw personol a systemau cymorth radio, fel y cynghorir gan Athro Cymwys i'r Byddar.</li> <li>• Dilyn argymhellion gan y QTOD ar gyfer sgiliau gwrando/gweithgareddau datblygu iaith</li> <li>• Mae'n bosibl y bydd angen ymyrraeth grŵp bach neu unigol ar gyfer y canlynol:             <ul style="list-style-type: none"> <li>- Datblygu sgiliau gwrando</li> <li>- Datblygu iaith, gan gynnwys geirfa</li> <li>- Sgiliau emosiynol cymdeithasol</li> </ul> </li> <li>• Gwasanaeth Cefnogaeth Synhwyrdd i ddarparu gwiriad offer arbenigol, ymweliadau addysgu neu gynghori, yn dilyn meini prawf Gwasanaeth</li> <li>• Sicrhau mynediad i'r QTOD i ystafell addas ar gyfer asesiad, cefnogaeth a/neu sesiynau addysgu.</li> <li>• Defnyddio a storio offer yn ddiogel, fel y cynghorir gan y QTOD.</li> </ul>

<b>Yr Effaith ar Ddysgu</b> <b><i>Beth ydyn ni'n ei weld?</i></b>	<b>Ymateb</b> <small>©Cheshire East Borough Council 2017 - all rights reserved</small> <b><i>Beth ddylem ei wneud nesaf?</i></b>	<b>Strategaethau</b> <b><i>Beth allwn ni ei roi ar waith?</i></b>
<ul style="list-style-type: none"> <li>Mae'n bosibl y bydd angen canolbwyntio eu sylw gweledol am gyfnodau maith o amser e.e. i wyllo arwyddwr neu ddarllen gwefusau)</li> </ul>	<ul style="list-style-type: none"> <li>Sicrhau bod athro dosbarth a chymhorthydd addysgu yn derbyn Datblygiad Proffesiynol Parhaus (DPP). Cysylltu ag Athro Cymwys y Byddar ynglŷn â chyfleoedd hyfforddi posibl.</li> <li>Gwasanaeth Cefnogaeth Synhwyrdd i gynnal asesiadau arbenigol o wrando ac iaith, gan gynnwys asesiadau offer arbenigol, yn dilyn meini prawf gwasanaeth.</li> <li>Gwasanaeth Cefnogaeth Synhwyrdd i fenthyg offer ategol arbenigol i'r ysgol, gan ddilyn meini prawf y Gwasanaeth.</li> <li>Os yw dangosyddion "Effaith ar Ddysgu" yn parhau a/neu na wnaed cynnydd, cysylltu â swyddog ALL.</li> </ul>	<p>Hwyluso defnydd y plentyn neu'r person ifanc o'r canlynol os bydd angen yn unol â'u hanghenion (yn dilyn cyngor gan y Gwasanaeth Cefnogaeth Synhwyrdd):</p> <ul style="list-style-type: none"> <li>Efallai bod angen adsefydlu dwys ar y plentyn â'u clyw, lleferydd ac iaith ar ôl cael gosod cymorth clyw neu gael llawdriniaeth i roi mewnbliad yn y cochlea</li> </ul> <p>Parhau ag unrhyw strategaethau perthnasol ar lefel Gyffredinol (gan gynnwys darpariaeth a dargedwyd) a dilyn canllawiau a roddwyd mewn adroddiad Gwasanaeth Synhwyrdd, ynghyd â:</p> <ul style="list-style-type: none"> <li>Gwiriadau beunyddiol cymhorthion clyw personol a systemau cymorth radio, fel y cyngorir gan Athro Cymwys i'r Byddar.</li> <li>Dilyn argymhellion gan y QTOD ar gyfer sgiliau gwranddo/gweithgareddau datblygu iaith</li> <li>Mae'n bosibl y bydd angen ymyrraeth grŵp bach neu unigol ar gyfer y canlynol: <ul style="list-style-type: none"> <li>- Datblygu sgiliau gwranddo</li> <li>- Datblygu iaith, gan gynnwys geirfa</li> <li>- Sgiliau emosiynol cymdeithasol</li> </ul> </li> <li>Gwasanaeth Cefnogaeth Synhwyrdd i ddarparu gwiriad offer arbenigol, ymweliadau addysgu neu gynghori, yn dilyn meini prawf Gwasanaeth</li> <li>Sicrhau mynediad i'r QTOD i ystafell addas ar gyfer asesiad, cefnogaeth a/neu sesiynau addysgu.</li> <li>Defnyddio a storio offer yn ddiogel, fel y cyngorir gan y QTOD.</li> </ul>

<b>Yr Effaith ar Ddysgu</b> <i>Beth ydyn ni'n ei weld?</i>	<b>Ymateb</b> <i>Beth ddylem ei wneud nesaf?</i>	<b>Strategaethau</b> <i>Beth allwn ni ei roi ar waith?</i>
		<p>Hwyluso defnydd y plentyn neu'r person ifanc o'r canlynol os bydd angen yn unol â'u hanghenion (yn dilyn cyngor gan y Gwasanaeth Cefnogaeth Synhwyrdd):</p> <ul style="list-style-type: none"> <li>• Efallai bod angen adsefydlu dwys ar y plentyn â'u clyw, lleferydd ac iaith ar ôl cael gosod cymorth clyw neu gael llawdriniaeth i roi mewnbliad yn y cochlea</li> <li>• Defnyddio iaith arwydd fel prif fodd o gyfathrebu a mynediad i ddysgu, neu ategu iaith a siaredir cyfyngedig neu oedi</li> <li>• Defnyddio gweithiwr cefnogi cymunedol iaith arwyddion Prydain i gefnogi Saesneg neu ddulliau cyfathrebu gwahanol yn ôl y sefyllfa.</li> <li>• Darparu cefnogaeth i fodloni anghenion fel y manylwyd yn argymhellion QTOD</li> <li>• Darparu gwaith grŵp bach o dan arweiniad athro/athrawes.</li> <li>• Darparu mynediad i le gwaith tawel ar gyfer gwaith tiwtorial/grŵp bach gydag asesiad arbenigol</li> <li>• Defnyddio cwricwlwm gwahaniaethol/wedi'i addasu, fel bo'r angen</li> <li>• Ystyried triniaeth acwstig ystafelloedd a systemau Soundfield</li> </ul> <p>Mae'n bosibl y bydd angen cynnwys Gwasanaeth Cefnogaeth Synhwyrdd fel a ganlyn:</p> <ul style="list-style-type: none"> <li>• Drwy QTOD yn darparu:</li> <li>• Parhaus, addysgu iaith a sgiliau llythrennedd arbenigol</li> <li>• Addysgu arbenigol parhaus ar gyfer cefnogi'r cwricwlwm</li> <li>• Cefnogaeth barhaus o amgylch agweddau cymdeithasol ac emosiynol o ddysgu</li> <li>• Hyfforddiant parhaus ar gyfer Cymhorthwyr Addysgu ysgol</li> </ul>

## Tystiolaeth o'r Ymateb Graddedig

### *Sut ydyn ni'n olrhain a chofnodi cynnydd a chanlyniadau?*



- Llenwch yr holl ffurflenni cyffredinol ar Eclipse
- CDU (adolygu yn flynyddol a diweddarau os yn briodol).
- Cofnod o farn rhiant.
- Cofnod o farn plentyn neu berson ifanc.
- Proffil Un Tudalen
- Parhaus, data asesiad cyfunedig o ystod o ffynonellau (e.e. athro dosbarth a Chydlynnydd ADY).
- Targedau llai, CAMPUS i blentyn neu berson ifanc yn seiliedig ar ddeilliannau a ddisgrifir mewn CDU
- Cofnod o adnoddau a strategaethau a weithredwyd ac adolygwyd - gan gynnwys canlyniad effaith a chynnydd (cynllunio, gwneud, adolygu cylchoedd)
- Cofnod o gyfarfodydd gyda rhieni i gefnogi, asesu, cynllunio, gwneud a chylch adolygu.
- Cofnod o unrhyw gefnogaeth allanol, cyswllt neu gyngor a weithredwyd ac adolygwyd.
- Cofnod o unrhyw arsylwadau a gwblhawyd neu dystiolaeth sy'n cefnogi effaith a arsylwir ar ddysgu (e.e. gwaith dosbarth, lluniau ac ati)

Dogfennau ychwanegol (os yn berthnasol/priodol i unigolyn):

- Cynllun gofal Therapydd Lleferydd ac Iaith (gan gynnwys unrhyw adolygiad/gwerthusiad)

**Os yw dangosyddion "Effaith ar Ddysgu" yn parhau a/neu na wnaed cynnydd**

**→ Parhau i DDARPARIAETH DDYSGU YCHWANEGOL (ARBENIGOL)**




## Ysgol

### Darpariaeth Ddysgu Ychwanegol (Arbenigol)

## Anghenion Synhwyraidd (Nam ar y clyw)

Yr Effaith ar Ddysgu <i>Beth ydyn ni'n ei weld?</i>	Ymateb <i>Beth ddylem ei wneud nesaf?</i>	Strategaethau <i>Beth allwn ni ei roi ar waith?</i>
<p><b>Yn ogystal ag effaith Teilwra Cyffredinol a Darpariaeth Ddysgu Ychwanegol - CDU Ysgol mae'n bosibl y bydd gan y plentyn neu'r person ifanc un neu fwy o'r canlynol:</b></p> <ul style="list-style-type: none"> <li>Gofyniad am ymyrraeth lefel uchel neu wedi'i thargedu i hwyluso mynediad i gwricwlwm gwahaniaethol</li> <li>Anallu i gael mynediad i'r cwricwlwm prif ffrwd heb gefnogaeth arbenigol ychwanegol</li> <li>Gofyniad am gwricwlwm wedi'i addasu</li> <li>Angen am addysgu grŵp bach a/neu Gymhorthydd Addysgu arbenigol.</li> <li>gweithwyr proffesiynol i hwyluso mynediad i gwricwlwm gwahaniaethol (e.e. drwy iaith arwydd neu Makaton / BSL.</li> <li>Gofyniad am fynediad ar y safle i therapi lleferydd ac asiantaethau eraill.</li> <li>Angen am gefnogaeth gyfathrebu amser egwyl ac amser cinio</li> <li>Gofyniad am ddulliau amgen o gyfathrebu</li> <li>Oedi mewn datblygiad iaith</li> <li>Angen am iaith arwyddion neu ddulliau amgen o gyfathrebu</li> </ul>	<ul style="list-style-type: none"> <li>Athro dosbarth, Cydlynnydd ADY rhieni a phlentyn/person ifanc yn parhau i gysylltu yn rheolaidd.</li> </ul> <p><b>Os yw'n angenrheidiol:</b></p> <ul style="list-style-type: none"> <li>Edrych ar wybodaeth addysgol a meddygol hanesyddol y plentyn neu'r person ifanc</li> <li>Trafod pryderon/arsylwadau gydag athrawon/lleoliad blaenorol y plentyn neu'r person ifanc</li> <li>Edrych ar yr ystod o asesiadau ansoddol, mesurol a chrynodol i'r plentyn neu'r person ifanc.</li> <li>Nodi ar restr ADY fod gan blentyn neu berson ifanc CDU.</li> <li>Cyfeirio at ddeilliannau a darpariaeth a ddisgrifir yn CDU y plentyn a gweithredir</li> <li>Parhau i gynllunio, gwneud, adolygu yn erbyn deilliannau a darpariaeth penodol o fewn CDU y plentyn neu'r person ifanc</li> <li>Cysylltu â swyddog awdurdod lleol a enwir ac Athro Cymwys y Byddar ar gyfer plentyn neu berson ifanc os bydd angen yn newid ac ati</li> <li>Parhewch i weithredu ar gyngor gan weithwyr proffesiynol iechyd ac addysg mewnol ac allanol, fel bo'r angen</li> </ul>	<p>Yn ychwanegol at strategaethau ar lefel Gyffredinol (gan gynnwys ymyrraeth a dargedwyd) a lefel Darpariaeth Dysgu Ychwanegol:</p> <ul style="list-style-type: none"> <li>Amgylchedd cwricwlwm, arholiadau, asesiadau galwedigaethol/dysgu addas/amgen</li> <li>Defnyddio cwricwlwm gwahaniaethol/wedi'i addasu e.e. dulliau cyfathrebu amgen</li> <li>Efallai bod angen adsefydlu dwys ar y plentyn â'u clyw, lleferydd ac iaith ar ôl cael gosod cymorth clyw neu gael llawdriniaeth i roi mewnblianiad yn y cochlea</li> <li>Ystyriwch a yw'r plentyn neu'r person ifanc angen cefnogaeth wedi'i thargedu gan Gymhorthydd Addysgu.</li> <li>Addysg aml gan Athro cymwys i'r Byddar, addysgu iaith a llythrennedd arbenigol a chefnogaeth o amgylch agweddu cymdeithasol ac emosiynol o ddysgu</li> <li>Mynediad i grŵp cyfoedion byddar</li> </ul>

Yr Effaith ar Ddysgu <i>Beth ydyn ni'n ei weld?</i>	Ymateb ©Cheshire East Borough Council 2017 - all rights reserved <i>Beth ddylem ei wneud nesaf?</i>	Strategaethau <i>Beth allwn ni ei roi ar waith?</i>
	<ul style="list-style-type: none"> <li>• Cynnal asesiadau pellach yn dilyn cyngor ac arweiniad gan asiantaethau allanol</li> <li>• Sicrhewch fod holl staff yn derbyn Datblygiad Proffesiynol Parhaus (DPP) a hyfforddiant fel bo'r angen.</li> </ul>	

Tystiolaeth o'r Ymateb Graddedig <i>Sut ydyn ni'n olrhain a chofnodi cynnydd a chanlyniadau?</i>	
	<ul style="list-style-type: none"> <li>• Llenwch yr holl ffurflenni cyffredinol ar Eclipse</li> <li>• CDU (adolygu yn flynyddol a diweddarau os yn briodol).</li> <li>• Cofnod o farn rhiant.</li> <li>• Cofnod o farn plentyn neu berson ifanc.</li> <li>• Proffil Un Tudalen</li> <li>• Parhaus, data asesiad cyfunedig o ystod o ffynonellau (e.e. athro dosbarth a Chydlynnydd ADY).</li> <li>• Targedau llai, CAMPUS i blentyn neu berson ifanc yn seiliedig ar ddeilliannau a ddisgrifir mewn CDU</li> <li>• Cofnod o adnoddau a strategaethau a weithredwyd ac adolygwyd - gan gynnwys canlyniad effaith a chynnydd (cynllunio, gwneud, adolygu cylchoedd)</li> <li>• Cofnod o gyfarfodydd gyda rhieni i gefnogi, asesu, cynllunio, gwneud a chylch adolygu.</li> <li>• Cofnod o unrhyw gefnogaeth allanol, cyswllt neu gyngor a weithredwyd ac adolygwyd.</li> <li>• Cofnod o unrhyw arsylwadau a gwblhawyd neu dystiolaeth sy'n cefnogi effaith a arsylwir ar ddysgu (e.e. gwaith dosbarth, lluniau ac ati)</li> </ul> <p>Dogfennau ychwanegol (os yn berthnasol/priodol i unigolyn):</p> <ul style="list-style-type: none"> <li>• Cofnod o gyswllt parhaus rhwng QTVI (Athro Cymwys i'r Sawl â Nam ar y Golwg), darpariaeth arbenigol, rhieni ac asiantaethau eraill (gan gynnwys Therapydd Lleferydd ac Iaith os bydd angen)</li> <li>• Cynllun gofal Therapydd Lleferydd ac Iaith (gan gynnwys unrhyw adolygiad/gwerthusiad)</li> </ul>





## Ysgol

### Cyffredinol (yn cynnwys ymyriadau wedi'u targedu)

## Anghenion Corfforol

Yr Effaith ar Ddysgu <i>Beth ydyn ni'n ei weld?</i>	Ymateb <i>Beth ddylem ei wneud nesaf?</i>	Strategaethau <i>Beth allwn ni ei roi ar waith?</i>
<p><b>Anawsterau ac anghysondeb a arsylwyd gyda:</b></p> <ul style="list-style-type: none"> <li>• Anghenion corfforol, yn defnyddio cymorth arbenigol sy'n ymwneud â'u hanabledd e.e. gafael mewn pensil neu ongl ysgrifennu</li> <li>• oedi o ran sgiliau echddygol manwl a bras</li> <li>• Cyfeiriadedd gofodol</li> <li>• Cytgord rhwng llaw a llygaid</li> <li>• Taflu, dal a chydbwysio diogelwch mewn Addysg Gorfforol</li> <li>• Rhai cyflyrau meddygol, er enghraifft, deiet a thoiledu, gwisgo a/neu amser prydau</li> <li>• Mynediad a gwneud cynnydd gyda'r cwricwlwm oherwydd cyflwr a nodwyd ganddynt</li> <li>• Hunan-barch a pherthnasoedd cymdeithasol</li> <li>• Blinder a'r angen i weithio'n arafach</li> <li>• Canolbwytio, wedi'i effeithio gan feddyginiaeth</li> <li>• Cyfrannu at dasgau am gyfnodau ysbeidiol drwy gydol y dydd</li> </ul>	<ul style="list-style-type: none"> <li>• Trafod pryderon/arsylwadau gyda'r sawl â chyfrifoldeb rhiant a chofnodi deilliant y sgwrs</li> <li>• Trafod pryderon/arsylwadau gyda'r plentyn neu'r person ifanc a chofnodi deilliant y sgwrs.</li> <li>• Os yw'n briodol, trafod pryderon/arsylwadau gyda'r Cydlynnydd ADY / Pennaeth a/neu'r nyrsgol</li> <li>• Edrych ar wybodaeth addysgol a meddygol hanesyddol y plentyn neu'r person ifanc</li> <li>• Trafod pryderon/arsylwadau gydag athrawon/lleoliad blaenorol y plentyn neu'r person ifanc</li> <li>• Edrych ar yr ystod o asesiadau ansoddol, mesurol a chrynodol i'r plentyn neu'r person ifanc.</li> <li>• Arsylwi'r rhwystrau posibl i ddysgu a brofir ar draws ystod o gysyniadau</li> <li>• Gweithredu ar gyngor allanol gan asiantaethau addysgol ac iechyd, gan gynnwys cadw ag gynlluniau gofal iechyd fel bo'r angen</li> <li>• Cynnal asesiadau pellach fel bo'r angen</li> <li>• Cynnal archwiliad/asesiad risg o amgylchedd dysgu'r plentyn neu berson ifanc a rhoi ystyriaeth ychwanegol i unrhyw ymweliadau neu deithiau</li> <li>• Cynllunio ar gyfer gwacau amgylchedd ysgol ar frys</li> </ul>	<ul style="list-style-type: none"> <li>• Gweithredu cynllun gofal iechyd unigol</li> <li>• Cynnal gwersi ar y llawr gwaelod os nad oes unrhyw fynediad addas i ystafelloedd dosbarth ar loriau uchaf</li> <li>• Ystyried trefnu ystafell ddosbarth a chynlluniau eistedd i sicrhau symud yn rhydd a digon o le i weithio</li> <li>• Ystyried safle'r plentyn neu'r person ifanc yn yr ystafell ddosbarth i leihau amhariad</li> <li>• Darparu amser ychwanegol i ddarparu datblygiad a rhaglenni sgiliau symud wedi eu targedu ac ychwanegol</li> <li>• Gweithredu cynllun hygyrchedd i symud o amgylch yr ysgol</li> <li>• Defnyddio cynllun cwricwlwm Addysg Grefyddol wedi'i strwythuro'n dda</li> <li>• Ble bo'n bosibl, darparu dulliau amgen i gymryd rhan mewn gemau tîm cystadleuol ble bydd plentyn neu berson ifanc yn teimlo'n hunan ymwybodol</li> <li>• Cadeiriau/byrddau maint ac uchder addas i annog ystum cywir ac i gefnogi sgiliau echddygol manwl ac ysgrifennu</li> <li>• Darparu rheiliau llaw ar risiau</li> <li>• Ystyried rheiliau mewn toiledau neu fynediad i doiled anabl</li> </ul>

<b>Yr Effaith ar Ddysgu</b> <b><i>Beth ydyn ni'n ei weld?</i></b>	<b>Ymateb</b> <small>©Cheshire East Borough Council 2017 - all rights reserved</small> <b><i>Beth ddylem ei wneud nesaf?</i></b>	<b>Strategaethau</b> <b><i>Beth allwn ni ei roi ar waith?</i></b>
	<ul style="list-style-type: none"> <li>Sicrhau bod athro dosbarth a chymhorthydd addysgu yn derbyn Datblygiad Proffesiynol Parhaus (DPP) e.e. codi a symud yn gorfforol ac ati.</li> </ul>	<ul style="list-style-type: none"> <li>Sicrhau fod plentyn neu berson ifanc yn gallu cyrraedd a defnyddio cyfleusterau e.e. basn llaw/tapiau/pegiau/loceri</li> <li>Rhoi ystyriaeth i gludo bwyd amser cinio e.e. cymorth gyda hambyrddau a seddi</li> <li>Darparu lle, fel locer i blentyn neu berson ifanc storio llyfrau ac ati yn hytrach nag angen eu cario o gwmpas</li> <li>Darparu dewis i blentyn neu berson ifanc a'u ffrind/cyfoed i eistedd ar gadair yn hytrach nag ar y llawr amser gwasanaeth.</li> <li>Darparu cymorth hyblyg, oedolyn fel bo'r angen i gael mynediad i'r cwricwlwm, rheoli eu cyflwr, neu symud gyda diogelwch o amgylch yr amgylchedd</li> <li>Cefnogaeth hyblyg yn yr ysgol i gynnwys gwisgo a dadwisgo a mynd i'r toiled</li> <li>Caniatáu i'r plentyn neu'r person ifanc adael yn fuan wrth deithio rhwng dosbarthiadau i osgoi grwpiau mawr mewn coridorau a galluogi amser teithio ychwanegol e.e. i fynd i'r lifft</li> <li>Darparu adnoddau ystafell ddosbarth ychwanegol fel</li> <li>bwrdd ar lethr, cyllyll a ffyrc/cadeiriau/siswrn wedi eu haddasu a gafaelion pensil ac ati</li> <li>Defnyddio technoleg i gefnogi dysgu</li> <li>Darparu papur gyda llinellau gyda digon o le ar gyfer llawysgrifen y plentyn neu'r person ifanc</li> <li>Atodi papur i'r ddesg gyda thâp i osgoi gorfod gafael gydag un llaw ac ysgrifennu gyda'r llaw arall</li> <li>Lleihau copio nad yw'n hanfodol o'r bwrdd</li> <li>Sicrhau mynediad i offer TG ychwanegol ac arbenigol, fel bo'r angen</li> <li>Defnyddio strategaethau i leihau neu ddarparu dulliau amgen o gofnodi gwaith ysgrifenedig</li> </ul>

<b>Yr Effaith ar Ddysgu</b> <b><i>Beth ydyn ni'n ei weld?</i></b>	<b>Ymateb</b> <small>©Cheshire East Borough Council 2017 - all rights reserved</small> <b><i>Beth ddylem ei wneud nesaf?</i></b>	<b>Strategaethau</b> <b><i>Beth allwn ni ei roi ar waith?</i></b>
		<ul style="list-style-type: none"> <li>• Defnyddio targedau dysgu gwahaniaethol a phersonol</li> <li>• Cadw tynnu o'r dosbarth i'r isafswm</li> <li>• Darparu datblygiad sgiliau penodol a gweithgareddau i gefnogi targedau</li> <li>• Darparu addasiadau i gyflymder gwersi a chymryd blinder i ystyriaeth a chaniatau amser ychwanegol i gwblhau tasgau</li> <li>• Ystyried amserlennu a lleoliad ystafelloedd ble bo'n bosibl i hwyluso symud</li> <li>• Annog cefnogaeth gan gymheiriaid</li> <li>• Dysgu sgiliau dilyniant, er enghraifft rhoi dillad ymlaen yn y drefn gywir ac ati.</li> <li>• Ystyried trefniadau mynediad ar gyfer profion ac arholiadau allanol a defnyddio ar gyfer/gweithredu fel bo'r angen</li> <li>• Addysgu plentyn neu berson ifanc sut i ddefnyddio cynllunwyr, dyddiadur, rhestrau i drefnu eu hunain fel bo'n briodol</li> </ul> <p><b>Addasiadau rhesymol:</b></p> <ul style="list-style-type: none"> <li>• Monitro effaith ar feysydd dysgu eraill e.e. lles cymdeithasol ac emosiynol</li> <li>• Addasiadau i'r amgylchedd ysgol. Ystyried lle sydd ei angen ar gyfer offer arbenigol e.e. ffrâm gerdded</li> <li>• Ystyried addasiadau sydd eu hangen mewn gwersi ymarferol e.e. ffwrn mewn popty i fod yn hygyrch i gadair olwyn</li> </ul>

## Tystiolaeth o'r Ymateb Graddedig

### *Sut ydyn ni'n olrhain a chofnodi cynnydd a chanlyniadau?*



- Llenwch yr holl ffurflenni cyffredinol ar Eclipse
- Cofnodi barn y rhai sydd â chyfrifoldeb rhieni.
- Cofnodi barn plentyn neu berson ifanc
- Data asesiad cyfunedig
- Cofnod o unrhyw arsylwadau a gwblhawyd neu dystiolaeth sy'n cefnogi effaith a arsylwir ar ddysgu (e.e. gwaith dosbarth, lluniau ac ati)
- Cofnod o unrhyw gefnogaeth neu gyswllt allanol (e.e. cofnod o sgysiau ffôn neu e-bost)
- Rhaglenni a thargedau Ffisiotherapi a Therapi Galwedigaethol
- Proffil Un Tudalen

Os yw dangosyddion "Effaith ar Ddysgu" yn parhau a/neu na wnaed cynnydd

→ Parhau i DDARPARIAETH DDYSGU YCHWANEGOL



## Ysgol

### Darpariaeth Ddysgu Ychwanegol

## Anghenion Corfforol

<b>Yr Effaith ar Ddysgu</b> <i>Beth ydyn ni'n ei weld?</i>	<b>Ymateb</b> <i>Beth ddylem ei wneud nesaf?</i>	<b>Strategaethau</b> <i>Beth allwn ni ei roi ar waith?</i>
<ul style="list-style-type: none"> <li>Er gwaethaf gweithredu strategaethau Cyffredinol (gan gynnwys ymyrraeth a dargedwyd) mae cynnydd i'r plentyn neu'r person ifanc naill ai'n:                     <ul style="list-style-type: none"> <li>- sylweddol arafach na chynnydd eu cyfoedion sy'n dechrau o'r un llinell sylfaen</li> <li>- nad yw'n cyfateb i nac yn rhagori ar gyfradd cynnydd flaenorol y plentyn neu'r person ifanc</li> <li>-methu cau'r bwlch cyrhaeddiad rhwng y plentyn neu'r person ifanc a'u cyfoedion neu'n lledu'r bwlch cyrhaeddiad</li> </ul> </li> </ul> <p>Anawsterau <b>cyson</b> a <b>sylweddol</b> a sylwir arnynt gyda'r canlynol:</p> <ul style="list-style-type: none"> <li>Efallai yn effeithio ar eu gallu i weithio'n annibynnol yn yr amgylchedd ysgol ac yn eu bywyd bob dydd</li> <li>Mae'n bosibl y bydd angen therapiau sylweddol a/neu ymyrraeth feddygol</li> <li>Mae'n bosibl y bydd angen cefnogaeth oedolyn i symud o amgylch yr ysgol</li> <li>Mae'n bosibl y bydd angen cefnogaeth oedolyn i gael mynediad a defnyddio offer yn ddiogel mewn gwersi ymarferol e.e. gwyddoniaeth/coginio</li> </ul>	<ul style="list-style-type: none"> <li>Athro dosbarth, Cydlynnydd ADY rhieni a phlentyn/person ifanc yn parhau i gysylltu yn rheolaidd.</li> <li>Edrych ar wybodaeth addysgol a meddygol hanesyddol y plentyn neu'r person ifanc</li> <li>Trafod pryderon/arsylwadau gydag athrawon/lleoliad blaenorol y plentyn neu'r person ifanc</li> <li>Edrych ar yr ystod o asesiadau ansoddol, mesurol a chrynodol i'r plentyn neu'r person ifanc.</li> <li>Paratoi a chynnal CDU i'r plentyn neu'r person ifanc.</li> <li>Nodi ar restr ADY fod gan blentyn neu berson ifanc CDU</li> <li>Parhau i gynllunio, gwneud, adolygu yn erbyn y deilliannau a darpariaeth penodol.</li> <li>Parhau i weithredu ar gyngor allanol gan asiantaethau addysgol ac iechyd, gan gynnwys cadw at gynlluniau gofal fel bo'r angen</li> <li>Cynnal ac adolygu asesiadau pellach fel y cyngorior gan asiantaethau allanol</li> <li>Sicrhau bod athro dosbarth a chymhorthydd addysgu yn derbyn Datblygiad Proffesiynol Parhaus (DPP) perthnasol.</li> <li>Os yw dangosyddion "Effaith ar Ddysgu" yn parhau a/neu na wnaed cynnydd, cysylltu â swyddog ALI.</li> </ul>	<p>Dal ati ag unrhyw strategaethau perthnasol ac addasiadau rhesymol o'r lefelau Cyffredinol (gan gynnwys ymyriadau wedi'u targedu), a hefyd:</p> <ul style="list-style-type: none"> <li>Gweithredu cynllun gofal iechyd unigol</li> <li>Gweithredu'r ddarpariaeth dysgu ychwanegol a amlinellir yn y CDU</li> </ul> <p><b>Addasiadau rhesymol:</b></p> <ul style="list-style-type: none"> <li>Addasiadau i'r amgylchedd ysgol e.e. newid plinthau/rampiau/teclynnau codi</li> <li>Sicrhau mynediad i seddau arbenigol a/neu byrddau addasu uchder</li> </ul>

**Tystiolaeth o'r Ymateb Graddedig**  
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**Sut ydyn ni'n olrhain a chofnodi cynnydd a chanlyniadau?**



- Llenwch yr holl ffurflenni cyffredinol ar Eclipse
- CDU (adolygu yn flynyddol a diweddar os yn briodol).
- Cofnod o farn rhiant.
- Cofnod o farn plentyn neu berson ifanc.
- Parhaus, data asesiad cyfunedig o ystod o ffynonellau (e.e. athro dosbarth a Chydlynnydd ADY).
- Targedau llai, CAMPUS i blentyn neu berson ifanc yn seiliedig ar ddeilliannau a ddisgrifir mewn CDU
- Cofnod o adnoddau a strategaethau a weithredwyd ac adolygwyd - gan gynnwys canlyniad effaith a chynnydd (cynllunio, gwneud, adolygu cylchoedd)
- Cofnod o gyfarfodydd gyda rhieni i gefnogi, asesu, cynllunio, gwneud a chylch adolygu.
- Cofnod o unrhyw gefnogaeth allanol, cyswllt neu gyngor a weithredwyd ac adolygwyd.
- Cofnod o unrhyw arsylwadau a gwblhawyd neu dystiolaeth sy'n cefnogi effaith a arsylwir ar ddysgu (e.e. gwaith dosbarth, lluniau ac ati)
- Proffil Un Tudalen

**Os yw dangosyddion "Effaith ar Ddysgu" yn parhau a/neu na wnaed cynnydd**

**→ Parhau i DDARPARIAETH DDYSGU YCHWANEGOL (ARBENIGOL)**





## Ysgol

### Darpariaeth Ddysgu Ychwanegol (Arbenigol)

## Anghenion Corfforol

<b>Yr Effaith ar Ddysgu</b> <i>Beth ydyn ni'n ei weld?</i>	<b>Ymateb</b> <i>Beth ddylem ei wneud nesaf?</i>	<b>Strategaethau</b> <i>Beth allwn ni ei roi ar waith?</i>
<ul style="list-style-type: none"> <li>• Ni ellir bodloni anghenion corfforol o fewn lleoliad ysgol prif ffrwd oherwydd natur gymhleth neu fregus cyflwr y plentyn</li> <li>• Plentyn neu Berson Ifanc angen:             <ul style="list-style-type: none"> <li>○ Ymyrraeth feddygol arbenigol</li> <li>○ Codi a symud yn gorfforol e.e. teclynnau codi, newid plinthau</li> <li>○ Newid safle yn ystod y dydd i offer arbenigol</li> <li>○ Cefnogaeth oedolyn ar gyfer annibyniaeth a hunanofal</li> <li>○ Amgylchedd addysgol sy'n caniatáu mynediad hawdd i symud o amgylch dan do ac yn yr awyr agored</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Athro dosbarth, Cydlynnydd ADY rhieni a phlentyn/person ifanc yn parhau i gysylltu yn rheolaidd.</li> <li>• Edrych ar wybodaeth addysgol a meddygol hanesyddol y plentyn neu'r person ifanc</li> <li>• Trafod pryderon/arsylwadau gydag athrawon/lleoliad blaenorol y plentyn neu'r person ifanc</li> <li>• Edrych ar yr ystod o asesiadau ansoddol, mesurol a chrynodol i'r plentyn neu'r person ifanc.</li> <li>• Paratoi a chynnal CDU i'r plentyn neu'r person ifanc.</li> <li>• Nodi ar restr ADY fod gan blentyn neu berson ifanc CDU</li> <li>• Parhau i gynllunio, gwneud, adolygu yn erbyn y deilliannau a darpariaeth penodol.</li> <li>• Parhau i weithredu ar gyngor allanol gan asiantaethau addysgol ac iechyd, gan gynnwys cadw at gynlluniau gofal fel bo'r angen</li> <li>• Cynnal ac adolygu asesiadau pellach fel y cynghorir gan asiantaethau allanol</li> <li>• Sicrhau bod athro dosbarth a chymhorthydd addysgu yn derbyn Datblygiad Proffesiynol Parhaus (DPP) perthnasol.</li> <li>• Cysylltu â swyddog awdurdod lleol a enwir ar gyfer plentyn neu berson ifanc os bydd angen yn newid ac ati</li> </ul>	<ul style="list-style-type: none"> <li>• Defnyddio offer arbenigol ar gyfer codi a symud yn gorfforol/newid, fel bo'r angen</li> <li>• Gweithredu cynllun gofal iechyd unigol</li> <li>• Gweithredu rhaglen rheoli osgo unigol os bydd angen</li> <li>• Darparu mynediad i hydrotherapi os yn briodol i'w hanghenion meddygol a chynllun ymyrraeth ffisiotherapi</li> </ul>

### *Sut ydyn ni'n olrhain a chofnodi cynnydd a chanlyniadau?*



- Llenwch yr holl ffurflenni cyffredinol ar Eclipse
- CDU (adolygu yn flynyddol a diweddarau os yn briodol).
- Cofnod o farn rhiant.
- Cofnod o farn plentyn neu berson ifanc.
- Parhaus, data asesiad cyfunedig o ystod o ffynonellau (e.e. athro dosbarth a Chydlynnydd ADY).
- Targedau llai, CAMPUS i blentyn neu berson ifanc yn seiliedig ar ddeilliannau a ddisgrifir mewn CDU
- Cofnod o adnoddau a strategaethau a weithredwyd ac adolygwyd - gan gynnwys canlyniad effaith a chynnydd (cynllunio, gwneud, adolygu cylchoedd)
- Cofnod o gyfarfodydd gyda rhieni i gefnogi, asesu, cynllunio, gwneud a chylch adolygu.
- Cofnod o unrhyw gefnogaeth allanol, cyswllt neu gyngor a weithredwyd ac adolygwyd.
- Cofnod o unrhyw arsylwadau a gwblhawyd neu dystiolaeth sy'n cefnogi effaith a arsylwir ar ddysgu (e.e. gwaith dosbarth, lluniau ac ati)
- Proffil Un Tudalen



## Ysgol

**Cyffredinol (yn cynnwys ymyriadau wedi'u targedu)**

## Ymddygiad, Datblygiad Emosiynol a Chymdeithasol

<b>Effaith ar Ddysgu a Lles</b> <i>Beth ydyn ni'n ei weld?</i>	<b>Ymateb</b> <i>Beth ddylem ei wneud nesaf?</i>	<b>Strategaethau</b> <i>Beth allwn ni ei roi ar waith?</i>
<p><b>Anawsterau ac anghysondeb a arsylwyd gyda:</b></p> <ul style="list-style-type: none"> <li>• Perthnasau neu gyfathrebu rhyngpersonol, amharod i rannu deunyddiau neu sylw a/neu gymryd rhan mewn grwpiau cymdeithasol yn rheolaidd.</li> <li>• Cyfathrebu teimladau yn briodol</li> <li>• Rheoli emosiynau, teimladau o rwystredigaeth neu drallod mewn ymateb i sefyllfa gymdeithasol neu amgylcheddol sydd angen ymateb adlewyrchol gyda'r plentyn neu unigolyn ifanc.</li> <li>• Hunan-barch a/neu gadernid yn arwain at osgoi profiadau newydd/ofn methiant</li> <li>• Ymddygiad hunan-niweidio lefel isel, wedi'i reoli e.e. crafu, brathu eu hunain, taro pen ar fyrddau, tynnu gwallt</li> <li>• Heriau llafar i gyfoedion ac oedolion nad ydynt yn stopio gydag ymyrraeth lafar, ac angen ymyrraeth oedolyn a/neu amser i ffwrdd o'r sefyllfa</li> <li>• Wedi encilio ac yn unig, yn gyffredinol yn ceisio dim digon neu ormod o sylw gan oedolion gyda chyfathrebu cyfyngedig neu benodol. Yn ymddangos yn rheolaidd ar gyrion gweithgareddau</li> </ul>	<ul style="list-style-type: none"> <li>• Trafod pryderon/arsylwadau gyda'r sawl â chyfrifoldeb rhiant a chofnodi deilliant y sgwrs</li> <li>• Trafod pryderon/arsylwadau gyda'r plentyn neu'r person ifanc a chofnodi deilliant y sgwrs.</li> <li>• Os yw'n briodol, trafod pryderon/arsylwadau gyda'r Cydlynnydd ADY / Pennaeth a/neu'r nyrs ysgol</li> <li>• Edrych ar wybodaeth addysgol a meddygol hanesyddol y plentyn neu'r person ifanc Ystyried rhestr wirio Profiadau Niweidiol yn ystod Plentyndod.</li> <li>• Trafod pryderon/arsylwadau gydag athrawon/lleoliad blaenorol y plentyn neu'r person ifanc</li> <li>• Glynu at y camau gweithredu a gytunwyd gyda rhieni a'r disgybl ac unrhyw weithiwr proffesiynol arall sydd ynghlwm.</li> <li>• Adnabod sbardunau o ran rhwystredigaeth, trallod neu ymddygiad encilio</li> <li>• Sicrhau gwahaniaethu a thasgau addysgu sydd ar lefel briodol</li> <li>• Trefnu cyfarfod cynllunio sy'n canolbwyntio ar yr unigolyn, yn seiliedig ar gryfderau, neu gylch datrys er mwyn hysbysu am strategaethau, ymyraethau ac adnoddau sydd eu hangen, ac os oes angen unrhyw</li> </ul>	<ul style="list-style-type: none"> <li>• Dull ysgol gyfan sy'n canolbwyntio ar arferion sy'n meithrin, yn ymwybodol o Brofiadau Niweidiol yn ystod Plentyndod a thrawma, lle deallir ymddygiad fel modd o gyfathrebu cyflwr emosiynol, profiadau bywyd a datblygiad yr unigolyn ifanc.</li> <li>• Mae'r Tîm Uwch Arweinyddiaeth yn ymwybodol o anghenion iechyd meddwl y staff a'u datblygiad proffesiynol parhaus</li> <li>• Cynnig goruchwyllo ar gyfer staff ysgol sy'n cefnogi ymarfer myfyriol</li> <li>• Offer archwilio i alluogi arferion da parhaus a chyfredol o ran iechyd a lles emosiynol. Dylai hyn helpu i greu amgylchedd sy'n canolbwyntio ar adeiladu perthnasau ymddiriedus, gofalgar ar draws y gymuned ysgol gyfan e.e. Babcock Relational Tool for Reflection and Planning:</li> <li>• <a href="https://www.babcockldp.co.uk/babcock_ldp/p/A/BM/Relational-Learning/Relational-Pratice-and-Policy-Audit-Tool.pdf">https://www.babcockldp.co.uk/babcock_ldp/p/A/BM/Relational-Learning/Relational-Pratice-and-Policy-Audit-Tool.pdf</a></li> <li>• Osgoi strwythurau, polisiau neu arferion a all godi trawma disgyblion, megis ynysu, disgyblaeth wrthodol, cywilyddio, bygythiadau, gweiddi</li> <li>• Darparu gofodau sy'n ddiogel yn gorfforol a seicolegol, e.e. gofodau dysgu, toiledau,</li> </ul>

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<ul style="list-style-type: none"> <li>• Arwyddion o drallod i sefyllfaoedd neu weithgareddau cymdeithasol arferol, e.e. encilio, gwrthod, osgoi, diffyg ymgysylltiad sydd angen cydnabyddiaeth oedolyn a'r angen am ofod neu amser allan</li> <li>• Ymddygiad a all fod yn heriol a/neu beri gofid tuag at gyfoedion neu oedolion, sydd yn ymddangos yn fwriadol</li> <li>• Ymddygiad gwrth-awdurdodol</li> <li>• Gorbryder a/neu hwyliau isel sy'n effeithio ar allu i gymryd rhan, ymgysylltu a chynnal sylw, gan olygu cymorth a sicrwydd rheolaidd gan oedolyn, a all fod yn sefyllfaol ddibynnol</li> </ul>	<ul style="list-style-type: none"> <li>• addasiadau i'r amgylchedd</li> <li>• Sicrhau fod y plentyn yn ganolog i'r holl gynlluniau a chaiff eu cyd-greu, adolygu a'u haddasu yn ôl y gofyn</li> <li>• Defnyddio rhestrau gwirio synhwyraidd i ganfod sensitifwydd</li> <li>• Edrych ar yr ystod o asesiadau ansoddol, mesuro a chrynodol i'r plentyn neu'r person ifanc.</li> <li>• Arsylwi'r rhwystrau posibl i ddysgu a brofir ar draws ystod o gysyniadau</li> <li>• Arsylwi a chofnodi ar draws ystod o gyd-destunau ar draws y diwrnod ysgol er mwyn deall beth yw'r angen sy'n tanategu'r ymddygiad er mwyn llywio'r strategaethau angenrheidiol</li> <li>• Cyflawni arsylwad ymddygiad manwl gan ddefnyddio Siart ABC (Hanes blaenorol, Ymddygiad, Canlyniad)</li> <li>• Staff ysgol perthnasol i adlewyrchu ar y wybodaeth o'r cofnod ABC er mwyn ystyried patrymau, sbardunau, ac ati. Ystyried cynnwys y rhieni a'r unigolyn ifanc os yw'n briodol.</li> <li>• Cysylltu gyda gweithwyr proffesiynol allanol perthnasol a gwneud atgyfeiriad fel bo'n briodol (e.e. Seicoleg Addysg, Therapi Iaith a Lleferydd)</li> <li>• Gweithredu ar gyngor allanol gan asiantaethau addysgol ac iechyd, gan gynnwys cadw at gynlluniau gofal fel bo'r angen</li> <li>• Cyflawni asesiadau pellach yn ôl yr angen, gall hyn gynnwys cymdeithasol, emosiynol a dysgu. Parhau i adolygu asesiadau parhaus.</li> <li>• Sicrhau bod athro dosbarth a chymhorthydd addysgu yn derbyn Datblygiad Proffesiynol Parhaus (DPP)</li> </ul>	<p>cynteddau, neuaddau bwyta, ardaloedd tu allan, ystafelloedd newid.</p> <ul style="list-style-type: none"> <li>• Cryfhau perthnasau cydweithredol ymysg yr ysgol, teuluoedd ac aelodau o'r gymuned.</li> <li>• Creu diwylliant teg lle mae holl weithwyr proffesiynol yn parhau i geisio deall plant a phobl ifanc yn well, yn arbennig grwpiau sydd mewn mwy o risg o brofi straen mewn amgylchedd yr ysgol</li> <li>• Cydnabod tegwch fel egwyddor er mwyn cefnogi disgyblion yn well wrth atal dull diffyg y plentyn</li> <li>• Cael eich llywio gan chwe egwyddor Nurture <a href="https://www.nurtureuk.org/nurture/six-principles-nurture">https://www.nurtureuk.org/nurture/six-principles-nurture</a></li> <li>• Datblygu dealltwriaeth o ddefnyddio ymagwedd PACE <a href="https://ddpnetwork.org/about-ddp/meant-pace/">https://ddpnetwork.org/about-ddp/meant-pace/</a></li> <li>• Dylai ymyraethau sgiliau cymdeithasol a dulliau iechyd a lles gael eu sefydlu o fewn yr ysgol, e.e. Jigsaw Connect PHSE Agweddau Cymdeithasol ac Emosiynol ar Ddysgu Thrive Cyfweld Ysgogiadol Myfyrdod Cyfoedion Dull adferol Hyfforddi Ymyraethau yn seiliedig ar Therapi Ymddygiad</li> </ul> <p>Gwybyddol Ymwybyddiaeth Ofalgar, myfyrdod, rheoli anadlu a thechnegau ymlacio a thawelu eraill.</p> <ul style="list-style-type: none"> <li>• Addysgu pendantrwydd, caredigrwydd a chymorth cyfoedion fel datrysiadau atal bwlio.</li> </ul>

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	<p>perthnasol.</p> <ul style="list-style-type: none"> <li>• Os oes angen, atgyfeirio at y gwasanaethau perthnasol</li> </ul>	<ul style="list-style-type: none"> <li>• Cynllunio a pharatoi ar gyfer trosglwyddiadau yn ofalus, e.e.  <a href="https://www.nurtureuk.org/our-services/publications/programmes/transition-tool-box">https://www.nurtureuk.org/our-services/publications/programmes/transition-tool-box</a></li> <li>• Darparu mynediad rheolaidd i'r awyr agored a natur.</li> <li>• Ymgynghori ag ELSA ysgolion.</li> <li>• Adnabod a chymorth cynnar ar gyfer disgyblion sy'n profi Osgoi'r Ysgol ar Sail Emosiwn.</li> </ul> <p>e.e. "Deall a Chefnogi Plant a Phobl Ifanc sy'n Osgoi'r Ysgol ar Sail Emosiwn (EBSA)." gan Tina Rae</p> <ul style="list-style-type: none"> <li>• Defnydd parhaus o raglenni cymorth e.e. Tymhorau Twf, Ffrindiau, Talkboost</li> <li>• Ystyried gosod a grwpio plant a phobl ifanc</li> <li>• Darparu ardal ddiogel i'r plentyn neu unigolyn ifanc  dawelu neu ganolbwyntio pan fydd angen</li> <li>• Bod ag ystod o weithgareddau syml a hygyrch mae'r plentyn neu unigolyn ifanc yn eu mwynhau, gan eu defnyddio fel ymarferion 'tawelu'</li> <li>• Gwneud tasgau yn fyr, gydag egwyl reolaidd a chyfleoedd i gael mynediad at weithgareddau corfforol neu synhwyraidd</li> <li>• Os yw plentyn neu unigolyn ifanc yn dangos arwyddion o straen, gwnewch gyfarwyddiadau yn fyr a'r iaith yn glir, a rhowch dasgau her isel a chynyddu strwythur ac arferion rhagweladwy. Addasu terfynau amser a dynodi disgwyliadau ar gyfer tasgau</li> <li>• Defnyddio graddfa gorbryder er mwyn olrhain lefel o orbryder</li> <li>• Defnyddio cymorth gweledol megis goleuadau traffig,</li> </ul>

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		<p>symbolau, lluniau ac ati, i atgyfnerthu cyfarwyddiadau ac arferion dosbarth. Gall hyn gynnwys sribedi comig, straeon cymdeithasol, amserlenni gweledol, rŵan a nesaf.</p> <ul style="list-style-type: none"> <li>• Cyflwyno bocs "nodiadau'r athro" i'r dosbarth ei ddefnyddio ar gyfer unrhyw bryderon.</li> <li>• Defnyddio enw'r plentyn neu unigolyn ifanc wrth siarad â nhw neu gael eu sylw</li> <li>• Defnyddio amddiffynwyr clustiau i gefnogi anghenion synhwyraidd</li> <li>• Rhoi mynediad at 'deganau prysur' neu eitemau tebyg</li> <li>• Addysgu'r plentyn neu unigolyn ifanc sgiliau cyfathrebu a chymdeithasol penodol e.e. sut i ofyn am help, cymryd tro.</li> <li>• Defnyddio oedolion sydd ar gael i fodelu, hyfforddi a chyfnerthu sgiliau gwaith grŵp pan fydd plentyn neu unigolyn ifanc yn cydweithio gydag eraill</li> <li>• Defnyddio strategaethau ymddygiad cadarnhaol, megis canmol ymddygiad delfrydol, gwahanu ymddygiad o'r plentyn neu unigolyn ifanc ac atgoffa o'r disgwyliadau, e.e. <ul style="list-style-type: none"> <li>• Dweud beth ydych chi eisiau iddo/iddi ei wneud, yn hytrach na pheidio â gwneud</li> <li>• Labelu'r ymddygiad ond nid y plentyn neu unigolyn ifanc</li> <li>• Atgoffa plentyn neu unigolyn ifanc o reolau, yn hytrach na dweud y dref, neu wneud pwynt o ganmol y plentyn neu unigolyn ifanc sy'n cadw at y rheolau</li> </ul> </li> <li>• Atgoffa plentyn neu unigolyn ifanc o'r</li> </ul>



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		<p>canlyniadau o ddewisiadau ymddygiadol amrywiol sydd ar gael iddynt a rhoi amser meddwl i'r unigolyn ifanc.</p> <ul style="list-style-type: none"> <li>• Dod o hyd i unrhyw gyfle i ddefnyddio canmoliaeth gadarnhaol yn gyhoeddus neu'n breifat fel bo'n briodol ar gyfer y plentyn neu unigolyn ifanc</li> <li>• Annog y plentyn neu unigolyn ifanc i wobrwyo eu hunain e.e. Meddylfryd Twf, siarad â'u hunain</li> <li>• Dyfeisio system arwyddo breifat i roi gwybod i'r plentyn neu unigolyn ifanc pan maent yn mynd oddi ar y dasg neu'n ymddwyn yn amhriodol</li> <li>• Dyfeisio 'cynllun gadael' er mwyn galluogi i'r unigolyn ifanc dynnu eu hunain o sefyllfa anodd, heb yr angen i ymgysylltu mewn deialog - sicrhau fod hyn yn cael ei gyfathrebu ymysg staff.</li> <li>• Cynnwys y plentyn neu unigolyn ifanc yn natblygiad system wobrwyo gynlluniedig ar gyfer ymddygiad priodol</li> <li>• Addysgu strategaethau a gwneud addasiadau i gefnogi'r plentyn neu unigolyn ifanc i gyflawni, gan gynyddu hunan-barch ac osgoi rhwystredigaeth os yw plentyn neu unigolyn ifanc yn ei chael yn anodd gyda thasgau</li> <li>• Cymryd camau i adeiladu hunanhyder plentyn neu unigolyn ifanc, er enghraifft: <ul style="list-style-type: none"> <li>• Darparu cyfleoedd i rannu diddordebau a sgiliau</li> <li>• Rhoi cyfrifoldebau iddynt neu ofyn i'r plentyn neu unigolyn ifanc helpu eraill</li> <li>• Dweud wrthynt am gofnodi pethau</li> </ul> </li> </ul>

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		<p>newydd maent wedi'i ddysgu ac yn gallu gwneud</p> <ul style="list-style-type: none"> <li>• Llungopio darnau da o waith iddynt fynd adref gyda nhw</li> <li>• Gwneud amser ac ymdrech ychwanegol i ddatblygu perthynas gyda'r plentyn ac unigolyn ifanc a rhoi gwybod iddynt eu bod ar eu meddwl pan nad ydynt yn eu haddysgu</li> <li>• Helpu'r plentyn neu unigolyn ifanc i ddod o hyd i oedolyn priodol maent yn teimlo'n gyfforddus i rannu pryderon gyda nhw</li> <li>• Rhoi amser ar gyfer 'gwiriadau emosiynol' yn ystod y dydd, a gwranddo heb feirniadaeth</li> <li>• Defnyddio system ffrindiau neu fentora gyda phlentyn neu unigolyn ifanc arall</li> <li>• Darparu cyfleoedd ar gyfer rhyngweithio gyda chyfoedion, wedi'i gefnogi, er mwyn cryfhau sgiliau cyfathrebu a chymdeithasol</li> </ul>

**Tystiolaeth o'r Ymateb Graddedig**  
***Sut ydyn ni'n olrhain a chofnodi cynnydd a chanlyniadau?***



- Cwblhau holl ffurflenni Cymunedol ar Eclipse
- Cofnodi barn y rhai sydd â chyfrifoldeb rhieni.
- Cofnodi barn plentyn neu berson ifanc
- Data asesiad cyfunedig
- Cofnod o unrhyw arsylwadau a gwblhawyd neu dystiolaeth sy'n cefnogi effaith a arsylwir ar ddysgu (e.e. gwaith dosbarth, lluniau ac ati)
- Cofnod o unrhyw gefnogaeth neu gyswllt allanol (e.e. cofnod o sgysiau ffôn neu e-bost)
- Proffil Un Tudalen
- Gweithredu ymyraethau a strategaethau wedi'u cofnodi ar gynlluniau sy'n canolbwyntio ar yr unigolyn.
- Cofnodion o gynnydd mewn perthynas â dulliau gwahaniaethol, rhaglenni ac ymyraethau ar gyfer disgyblion sy'n profi anawsterau SEMH

Dogfennau ychwanegol (os yn berthnasol/priodol i unigolyn):

- Proffiliau Boxall
- Cofnodion ymddygiad
- Agwedd Disgyblion at eu Hunain a'r Ysgol (PASS)
- ELSA
- Rhestr Wirio Llythrennedd Emosiynol
- Yr ysgol ddelfrydol, y dosbarth delfrydol
- Talk About
- Motional (Rhaglen wedi'i lywio gan Drawma)
- PGG (asesiad Proffil Galluoedd Gwybyddol)

**Os yw dangosyddion "Effaith ar Ddysgu" yn parhau a/neu na wnaed cynnydd**

**→ Parhau i DDARPARIAETH DDYSGU YCHWANEGOL**



## Ysgol

### Darpariaeth Ddysgu Ychwanegol

## Ymddygiad, Datblygiad Emosiynol a Chymdeithasol

<b>Effaith ar Ddysgu a Lles</b> <b><i>Beth ydyn ni'n ei weld?</i></b>	<b>Ymateb</b> <b><i>Beth ddylem ei wneud nesaf?</i></b>	<b>Strategaethau</b> <b><i>Beth allwn ni ei roi ar waith?</i></b>
<p>Anawsterau <b>cyson</b> a <b>sylweddol</b> a sylwir arnynt sy'n cynnwys:</p> <ul style="list-style-type: none"> <li>• Encilio neu ddewis peidio â chymryd rhan mewn unrhyw ryngweithiadau i raddau sy'n golygu parhau gyda chymorth gan oedolion o fewn a thu allan i gyd-destun y dosbarth, e.e. cwricwlwm wedi'i bersonoli gan ystyried meysydd penodol o ddiddordeb neu gryfder ac anhawster a gwahaniaethu'n briodol.</li> <li>• Anawsterau o ran ffurfio a chynnal perthnasau cyfoedion ac oedolion dwyochrog, gan arwain at arwahanrwydd cymdeithasol sylweddol ac ymddieithrio</li> <li>• Ymddygiad ymosodol llafar a/neu gorfforol tuag at gyfoedion neu oedolion nad yw'n stopio gyda thechnegau tawelu a/neu angen amser allan o'r sefyllfa</li> <li>• Ddim yn / methu cyfathrebu teimladau'n briodol. Mwy tebygol o gyfathrebu drwy ymddygiad negyddol.</li> <li>• Ymateb emosiynol eithriadol nad yw'n briodol i oedran na'r sefyllfa, gan arwain at anallu i ymgysylltu gydag unrhyw sefyllfaoedd dysgu ffurfiol a chymryd amser a chymorth sylweddol i dawelu</li> <li>• Ymddieithrio ac encilio'n llwyr yn y dosbarth</li> </ul>	<ul style="list-style-type: none"> <li>• Athro dosbarth, Cydlynnydd ADY rhieni a phlentyn/person ifanc yn parhau i gysylltu yn rheolaidd.</li> <li>• Edrych ar wybodaeth addysgol a meddygol hanesyddol y plentyn neu'r person ifanc</li> <li>• Trafod pryderon/arsylwadau gydag athrawon/lleoliad blaenorol y plentyn neu'r person ifanc</li> <li>• Edrych ar yr ystod o asesiadau ansoddol, mesurol a chrynodol i'r plentyn neu'r person ifanc.</li> <li>• Paratoi a chynnal CDU i'r plentyn neu'r person ifanc.</li> <li>• Nodi ar restr ADY fod gan blentyn neu berson ifanc CDU</li> <li>• Parhau i gynllunio, gwneud, adolygu yn erbyn y deilliannau a darpariaeth benodol.</li> <li>• Parhau i weithredu ar gyngor allanol gan asiantaethau addysgol ac iechyd, gan gynnwys cadw at gynlluniau gofal fel bo'r angen</li> <li>• Cynnal ac adolygu asesiadau pellach yn ôl cyngor asiantaethau allanol - gall gynnwys asesiadau risg a chynlluniau diogelwch.</li> <li>• Os yw'n briodol, datblygu Strategaeth Ragweithiol Unigol / Cynllun Cymorth Ymddygiad Cadarnhaol</li> <li>• Sicrhau bod athro dosbarth a chymhorthydd</li> </ul>	<p><b>Dal ati ag unrhyw strategaethau perthnasol o'r lefelau Cyffredinol (gan gynnwys ymyriadau wedi'u targedu), a hefyd:</b></p> <ul style="list-style-type: none"> <li>• Oedolyn allweddol yn yr ysgol a all ddarparu rôl mentora a hyfforddi er mwyn cefnogi datblygiad emosiynol a chysylltu gyda'r teulu. Bydd yr oedolyn hwn yn hwyluso cynhwysiant llawn a gweithio fel rhan o dîm gyda'r plentyn neu berson ifanc mewn ffordd a fydd yn hyrwyddo eu sgiliau cadernid:             <ul style="list-style-type: none"> <li>-ymdeimlad o berthyn</li> <li>-hunan-effeithlonrwydd</li> <li>-ymdeimlad o asiantaeth</li> <li>-iechyd a lles emosiynol cyffredinol</li> </ul> </li> <li>• Dull tîm o amgylch y plentyn o fewn yr ysgol er mwyn sicrhau fod pawb yn glynu at y strategaethau a'r cynlluniau. Bydd hyn yn cefnogi datblygiad perthnasau o ymddiriedaeth gydag oedolion yn yr ysgol e.e. cyfres o lyfrau Louise Bomber Attachment Aware i egluro rolau.             <ul style="list-style-type: none"> <li>• <a href="https://touchbase.org.uk/publications/">https://touchbase.org.uk/publications/</a> <ul style="list-style-type: none"> <li>• Cylch Cyfeillion</li> <li>• Hyfforddiant Emosiwn</li> <li>• ELSA</li> <li>• Defnyddio fideo i hyrwyddo dysgu trwy fodelu eraill neu hunain.</li> <li>• Dulliau therapiwtig e.e. therapi chwarae, therapi celf, therapi drama</li> </ul> </li> </ul> </li> </ul>

<b>Effaith ar Ddysgu a Lles</b> <b><i>Beth ydyn ni'n ei weld?</i></b>	<b>Ymateb</b> <small>©Cheshire East Borough Council 2017 - all rights reserved</small> <b><i>Beth ddylem ei wneud nesaf?</i></b>	<b>Strategaethau</b> <b><i>Beth allwn ni ei roi ar waith?</i></b>
<p>gan olygu lefelau uchel o gymorth gan oedolyn i ail-ymgysylltu a chael mynediad at ddysgu</p> <ul style="list-style-type: none"> <li>• Ymddygiad cymryd risg gyda'r posibilrwydd o niwed. Angen delio'n gadarnhaol er mwyn diogelu'r plentyn/unigolyn ifanc ac eraill</li> <li>• Gallu cyfyngedig i gydnabod neu dderbyn cyfrifoldeb am ei g/weithredoedd ei hun mewn cyflwr emosiynol uwch</li> <li>• Lefel cynyddol o ymyrraeth/cefnogaeth staff ei angen er mwyn lleihau lefelau uwch o darfu</li> <li>• Ymddygiad gwrth-awdurdodol</li> <li>• Gorbryder a/neu hwyliau isel yn effeithio'n niweidiol ar gyfranogiad, ymgysylltiad, cynhwysiant a lefelau canolbwyntio ym mwyafrif sefyllfaoedd gan olygu fod angen ymyrraethau penodol ac wedi'u targedu. Gallent eisoes fod ag atgyfeiriad at wasanaeth iechyd meddwl / niwroddatblygiadol</li> <li>• Ymddygiad osgoi'r ysgol</li> <li>• Hunan-barch gwael iawn a/neu gadernid treiddiol (sy'n effeithio pob agwedd o'u bywydau)</li> <li>• Gweithredu emosiynol wedi'i effeithio i lefelau lle mae hunan-niweidio rheolaidd yn digwydd gan olygu bod angen gwasanaeth iechyd meddwl arbenigol.</li> </ul> <p>Anawsterau o ran cael mynediad at wasanaethau cleifion mewnol sy'n golygu bod angen cydweithio rhwng gweithiwr iechyd ac addysg broffesiynol yr ALL er mwyn cytuno ar becynnau pwrpasol i gael eu darparu drwy leoliad prif ffrwd ar ôl cael eu rhyddhau.</p>	<p>addysgu yn derbyn Datblygiad Proffesiynol Parhaus (DPP) perthnasol.</p> <ul style="list-style-type: none"> <li>• Os oes angen, atgyfeirio at Un Pwynt Mynediad CAMHS i gael cyngor ar gyfer staff.</li> <li>• Os oes angen, atgyfeirio at wasanaeth cwnsela yn yr ysgol (ar gyfer disgyblion CA2 ac uwch)</li> <li>• Os oes angen, atgyfeirio at y gwasanaethau perthnasol</li> <li>• Os yw dangosyddion "Effaith ar Ddysgu" yn parhau a/neu na wnaed cynnydd, cysylltu â swyddog ALL.</li> </ul>	<ul style="list-style-type: none"> <li>• Cylchoedd datrys</li> <li>• Rhaglen cysgu</li> <li>• Cefnogaeth cyswllt i deuluoedd</li> </ul> <ul style="list-style-type: none"> <li>• Gweithredu cwricwlwm wedi'i wahaniaethu'n briodol; gall hyn gynnwys cwricwlwm a/neu amserlen wedi'i bersonoli/amgen (gan hwylyso datblygiad sgil SEMH)</li> <li>• Defnyddio ymarferion myfyriol i gefnogi agweddau cadarnhaol a llwyddiannau</li> <li>• Darparu mynediad ar gymorth allweddol a phriodol gan oedolion.</li> <li>• Defnyddio modelu, hyfforddiant emosiynol, sylwadau disgrifiadol, chwarae rôl, ymarfer cyn gweithgareddau.</li> <li>• Trafod ffiniau cymdeithasol ar gyfer gweithgareddau sydd ar y gweill yn arbennig i gefnogi anawsterau cyfathrebu cymdeithasol</li> <li>• Defnyddio straeon cymdeithasol i archwilio newid cadarnhaol mewn un agwedd ar y tro</li> <li>• Straeon Therapiwtig e.e. cyfres Margot Sunderland</li> <li>• Mynychu grŵp meithrin o fewn yr ysgol</li> <li>• Gweithredu gwers benodol mewn rhyngweithio cymdeithasol sy'n cynnwys sgwrsio, arferion amser bwyta, diogelwch personol, cwrteisi ac ati. (Efallai bydd angen adolygu mynegiant y wyneb ac iaith y corff fel rhan o hyn). Dylai hyn gynnwys rhoi a derbyn canmoliaeth.</li> <li>• Sicrhau fod siliau cyfathrebu a disgwyliadau ymddygiadol yn ganolbwynt craidd - dylai hyn gynnwys ffyrdd i ddangos eich bod yn gwrando ac ati.</li> <li>• Addysgu strategaethau hunangymorth er mwyn lleihau gwyliadwriaeth, megis peidio ag eistedd ger neu'n wynebu drysau neu ffenestri, defnyddio clustffonau canslo sŵn i atal sŵn ac ati.</li> </ul>

<b>Effaith ar Ddysgu a Lles</b> <b><i>Beth ydyn ni'n ei weld?</i></b>	<b>Ymateb</b> <small>©Cheshire East Borough Council 2017 - all rights reserved</small> <b><i>Beth ddylem ei wneud nesaf?</i></b>	<b>Strategaethau</b> <b><i>Beth allwn ni ei roi ar waith?</i></b>
		<ul style="list-style-type: none"> <li>• Cefnogi cynnal canolbwynt mewn ffordd heb wrthdaro yn rheolaidd, gan ddefnyddio strategaethau megis defnyddio enw'r plentyn neu berson ifanc, cyffwrdd y ddesg o'u blaenau neu eu llyfr, pasio 'post-it' gyda chyfarwyddiadau, defnyddio system gardiau cytunedig megis goleuadau traffig.</li> <li>• Monitro eich iaith corff, mynegiant y wyneb a thôn eich hunain er mwyn cyflwyno'n dawel ac ystyriol, gan osgoi ymagwedd ymosodol neu aflonyddwch mewn cysylltiad â rhwystredigaeth.</li> <li>• Addysgu strategaethau iechyd meddwl da unai trwy agweddau cymdeithasol ac emosïynol ar ddysgu (SEAL), ymwybyddiaeth ofalgar neu weithgareddau therapiwtig tebyg er mwyn tawelu a chlirio'r meddwl</li> <li>• Defnyddio ethos a strategaethau grŵp meithrin Darparu ardal ddiogel gyda goruchwyliaeth ar gyfer tawelu ac amser i ffwrdd o sbardunau</li> </ul>



## Tystiolaeth o'r Ymateb Graddedig

### Sut ydyn ni'n olrhain a chofnodi cynnydd a chanlyniadau?



- CDU (adolygu yn flynyddol a diweddarau os yn briodol).
- Cofnod o farn rhiant.
- Cofnod o farn plentyn neu berson ifanc.
- Parhaus, data asesiad cyfunedig o ystod o ffynonellau (e.e. athro dosbarth a Chydlynnydd ADY).
- Targedau llai, CAMPUS i blentyn neu berson ifanc yn seiliedig ar ddeilliannau a ddisgrifir mewn CDU
- Cofnod o adnoddau a strategaethau a weithredwyd ac adolygwyd - gan gynnwys canlyniad effaith a chynnydd (cynllunio, gwneud, adolygu cylchoedd)
- Cofnod o gyfarfodydd gyda rhieni i gefnogi, asesu, cynllunio, gwneud a chylch adolygu.
- Cofnod o unrhyw gefnogaeth allanol, cyswllt neu gyngor a weithredwyd ac adolygwyd.
- Cofnod o unrhyw arsylwadau a gwblhawyd neu dystiolaeth sy'n cefnogi effaith a arsylwir ar ddysgu (e.e. gwaith dosbarth, lluniau ac ati)
- Proffil Un Tudalen

Dogfennau ychwanegol (os yn berthnasol/priodol i unigolyn):

- Proffiliau Boxall
- Cofnodion ymddygiad
- Cwblhau holiadur cryfderau ac anawsterau
- Graddfa Gorbryder Spence
- ELSA
- Manylion o lwyddiannau a chyflawniadau'r plentyn
- Ysgol/dosbarth delfrydol
- PGG (asesiad Proffil Galluoedd Gwybyddol )

**Os yw dangosyddion "Effaith ar Ddysgu" yn parhau a/neu na wnaed cynnydd**

**→ Parhau i DDARPARIAETH DDYSGU YCHWANEGOL (ARBENIGOL)**



## Ysgol

### Darpariaeth Ddysgu Ychwanegol (Arbenigol)

## Ymddygiad, Datblygiad Emosiynol a Chymdeithasol

<b>Effaith ar Ddysgu a Lles</b> <b>Beth ydyn ni'n ei weld?</b>	<b>Ymateb</b> <b>Beth ddylem ei wneud nesaf?</b>	<b>Strategaethau</b> <b>Beth allwn ni ei roi ar waith?</b>
<p><b>Arsylwi anawsterau gyda'r angen am lefelau uchel a chyson o ymyraethau arbenigol gyda'r canlynol:</b></p> <ul style="list-style-type: none"> <li>Methu cymryd rhan mewn unrhyw ryngweithiadau heb raddfa arbenigol o gymorth gan oedolyn o fewn a thu allan i gyd-destun y dosbarth. e.e. cwricwlwm pwrpasol, wedi'i wahaniaethu'n briodol, i gynnwys strategaethau cymdeithasol ac emosiynol yn ogystal â strategaethau academaidd</li> <li>Anawsterau eithafol o ran ffurfio a chynnal perthnasau cyfoedion ac oedolion dwyochrog, gan arwain at arwahanrwydd cymdeithasol sylweddol ac ymddieithrio neu ddifaterwch llwyr</li> <li>Methu adnabod a chyfathrebu teimladau'n briodol, gan arwain at ymddygiadau negyddol megis ymddygiad ymosodol llafar a chorfforol, sydd angen technegau tawelu arbenigol a thechnegau cadarnhaol</li> <li>Ymatebion emosiynol anghyson ac anniogel o bosibl, gan arwain at anallu i ymgysylltu gyda sefyllfaoedd dysgu ffurfiol a chymryd amser a chymorth sylweddol i dawelu</li> <li>Ymddieithriad ac enciliad llwyr sy'n golygu bod angen cymorth cyson ac arbenigol gan</li> </ul>	<ul style="list-style-type: none"> <li>Athro dosbarth, Cydlynnydd ADY rhieni a phlentyn/person ifanc yn parhau i gysylltu yn rheolaidd.</li> <li>Edrych ar wybodaeth addysgol a meddygol hanesyddol y plentyn neu'r person ifanc</li> <li>Trafod pryderon/arsylwadau gydag athrawon/lleoliad blaenorol y plentyn neu'r person ifanc</li> <li>Edrych ar yr ystod o asesiadau ansoddol, mesurol a chrynodol i'r plentyn neu'r person ifanc.</li> <li>Paratoi a chynnal CDU i'r plentyn neu'r person ifanc.</li> <li>Nodi ar restr ADY fod gan blentyn neu berson ifanc CDU</li> <li>Parhau i gynllunio, gwneud, adolygu yn erbyn y deilliannau a darpariaeth benodol.</li> <li>Parhau i weithredu ar gyngor allanol gan asiantaethau addysgol ac iechyd, gan gynnwys cadw at gynlluniau gofal fel bo'r angen</li> <li>Cynnal ac adolygu asesiadau pellach fel y cyngorir gan asiantaethau allanol Sicrhau bod athro dosbarth a chymhorthydd addysgu yn derbyn Datblygiad Proffesiynol Parhaus (DPP)</li> </ul>	<p><b>Dal ati ag unrhyw strategaethau perthnasol o'r lefelau Cyffredinol (gan gynnwys ymyriadau wedi'u targedu), a Darpariaeth Dysgu Ychwanegol, hefyd:</b></p> <ul style="list-style-type: none"> <li>Cymorth ar gyfer rhieni/gofalwyr er mwyn deall iechyd meddwl ac arweiniad ar y technegau a sgiliau priodol i'w defnyddio</li> <li>Cyfeirio rhieni/gofalwyr at gymorth</li> <li>Ymyraethau arbenigol yn seiliedig ar y synhwyrâu</li> <li>Ymyraethau therapiwtig unigol arbenigol</li> <li>Gwaith ysgol gyda staff meddygol er mwyn darparu pecyn holistaidd o ofal ac ymyrraeth</li> <li>Rhaglenni addasu ymddygiadol arbenigol wedi'i dargedu, gyda chymorth teuluol a hyfforddiant.</li> <li>Amgylchedd/cymorth SEMH arbenigol a chwricwlwm wedi'i addasu ar lefel unigol gyda chymorth teuluol</li> <li>Ymyraethau therapiwtig arbenigol e.e. therapi chwarae, therapi celf, gweithgareddau yn seiliedig ar</li> </ul>

<b>Effaith ar Ddysgu a Lles</b> <b>Beth ydyn ni'n ei weld?</b>	<b>Ymateb</b> <b>Beth ddylem ei wneud nesaf?</b>	<b>Strategaethau</b> <b>Beth allwn ni ei roi ar waith?</b>
<p>oedolyn er mwyn mynychu, cymryd rhan neu ymgysylltu gydag, a chael mynediad at ddysgu.</p> <ul style="list-style-type: none"> <li>• Ymddygiad cymryd risg rheolaidd a/neu wedi'i dargedu, sy'n debygol o niweidio heb ymyrraeth arbenigol. Angen cynllun delio'n gadarnhaol er mwyn diogelu'r plentyn/unigolyn ifanc ac eraill</li> <li>• Mae'r plentyn neu unigolyn ifanc yn dangos difaterwch llwyr neu ddadsensiteiddio tuag at holl sefyllfaoedd</li> <li>• Anallu i gydnabod neu dderbyn cyfrifoldeb am ei g/weithredoedd ei hun</li> <li>• Ymddygiad gwrth-awdurdodol ymhob amgylchedd</li> <li>• Gorbryder a/neu hwyliau isel yn effeithio'n niweidiol ar gyfranogiad, ymgysylltiad, cynhwysiant a lefelau canolbwyntio ym mwyafrif sefyllfaoedd gan olygu fod angen ymyraethau penodol ac wedi'u targedu. Gallent eisoes fod ag atgyfeiriad at wasanaeth iechyd meddwl</li> <li>• Hunan-barch gwael iawn a/neu gadernid treiddiol (sy'n effeithio ar bob agwedd o fywyd), gan achosi lefelau uchel o drallod ac anallu i ymgysylltu gyda dysgeidiaeth heb becyn pwrpasol sy'n cynnwys amgylchedd a gwasanaethau arbenigol</li> <li>• Anawsterau o ran cael mynediad at wasanaethau cleifion mewnol y mae gweithwyr iechyd ac addysg proffesiynol yr ALI yn cytuno fod angen gwasanaethau iechyd meddwl ac ymyraethau arbenigol</li> </ul>	<p>perthnasol.</p> <ul style="list-style-type: none"> <li>• Cysylltu â swyddog awdurdod lleol a enwir ar gyfer plentyn neu berson ifanc os bydd angen yn newid ac ati</li> <li>• Os oes angen, atgyfeirio'r plentyn neu berson ifanc ar gyfer ymyrraeth Gwasanaethau Iechyd Meddwl Plant a'r Glasoed Arbenigol (CAMHS)</li> <li>• Os oes angen mynediad at uned cleifion mewnol CAMHS, cynnal cyfathrebiad gyda gweithwyr iechyd proffesiynol a chyfrannu tuag at gynlluniau rhyddhau</li> </ul>	<p>ddiddordeb sy'n hwyluso ymarfer myfyriol ac ati.</p> <ul style="list-style-type: none"> <li>• Hyfforddiant emosiwn gan staff wedi'u hyfforddi</li> <li>• Ymyraethau trawma a galar</li> <li>• Cymorth unigol a fydd yn cynnwys cynnwys cwricwlwm, hyd y diwrnod, deinamig grŵp, mynediad â chymorth at apwyntiadau meddygol ychwanegol</li> </ul>

## Tystiolaeth o'r Ymateb Graddedig *Sut ydyn ni'n olrhain a chofnodi cynnydd a chanlyniadau?*



- Cwblhau holl ffurflenni cyffredinol ar Eclipse
- CDU (adolygu yn flynyddol a diweddarau os yn briodol).
- Cofnod o farn rhiant.
- Cofnod o farn plentyn neu berson ifanc.
- Parhaus, data asesiad cyfunedig o ystod o ffynonellau (e.e. athro dosbarth a Chydlynnydd ADY).
- Targedau llai, CAMPUS i blentyn neu berson ifanc yn seiliedig ar ddeilliannau a ddisgrifir mewn CDU
- Cofnod o adnoddau a strategaethau a weithredwyd ac adolygwyd - gan gynnwys canlyniad effaith a chynnydd (cynllunio, gwneud, adolygu cylchoedd)
- Cofnod o gyfarfodydd gyda rhieni i gefnogi, asesu, cynllunio, gwneud a chylch adolygu.
- Cofnod o unrhyw gefnogaeth allanol, cyswllt neu gyngor a weithredwyd ac adolygwyd.
- Cofnod o unrhyw arsylwadau a gwblhawyd neu dystiolaeth sy'n cefnogi effaith a arsylwir ar ddysgu (e.e. gwaith dosbarth, lluniau ac ati)
- Proffil Un Tudalen

Dogfennau ychwanegol (os yn berthnasol/priodol i unigolyn):

- Proffiliau Boxall
- Cofnod ymddygiad e.e. siart arsylwi ABS / taflenni rhifo
- Cwblhau holiadur cryfderau ac anawsterau
- Graddfa Gorbryder Spence
- Manylion o lwyddiannau a chyflawniadau'r plentyn
- Ysgol/dosbarth delfrydol
- PGG (asesiad Proffil Galluoedd Gwybyddol )

## 9. Pontio rhwng lleoliadau addysgol

### 9.1. Rôl y lleoliad addysg

Disgwylir rhai camau cyffredin gan bob lleoliad addysgol, pan fydd plentyn neu berson ifanc ag ADY yn nesáu at gyfnod pontio allweddol rhwng lleoliadau addysgol, pa un bynnag a yw'r plentyn neu'r person ifanc yn gadael lleoliad blynyddoedd cynnar, ysgol gynradd neu uwchradd.

Ble bydd plentyn neu berson ifanc ag ADY yn **ymuno** gyda lleoliad newydd, disgwylir ble bynnag bo hynny'n bosibl, y bydd y lleoliad yn:

- Cynnig taith anffurfiol a/neu ymweliad i'r lleoliad i'r plentyn neu'r person ifanc a'u rhieni
- I blant a phobl ifanc ag anghenion cymhleth ac arbenigol, cynnig cyfarfod pontio rhwng y plentyn neu'r person ifanc, eu rhieni a'r Cydlynnydd ADY. Dylai hyn gynnwys y Cydlynnydd ADY o leoliad blaenorol y plentyn neu'r person ifanc (os bydd angen/yn briodol)
- Sicrhau fod gennych unrhyw waith papur ADY i'r plentyn neu'r person ifanc o leoliad arall (os yw'n angenrheidiol/priodol)

Ble bydd plentyn neu berson ifanc gydag ADY yn gadael lleoliad, disgwylir ble bo hynny'n bosibl y bydd y lleoliad yn:

- I blant a phobl ifanc ag anghenion cymhleth ac arbenigol, cysylltu â'r Cydlynnydd ADY yn y lleoliad newydd. Gall hyn gynnwys mynychu cyfarfod pontio gyda staff o'r lleoliad newydd a'r plant neu'r bobl ifanc a'u rhieni.
- Trosglwyddo holl waith papur plentyn neu berson ifanc cysylltiedig ag ADY i'r lleoliad nesaf (gan gynnwys cofnod electronig disgybl, byddai hyn angen cydsyniad gan y person ifanc yn y lleoliadau ôl-16.
- Galluogi ymweliadau pontio i'r lleoliad newydd ar gyfer y plentyn neu'r person ifanc.

### 9.2. Rôl yr Awdurdod Lleol a'r gwaith amlasiantaethol

#### a) Pontio yn y blynyddoedd cynnar (gan gynnwys pontio i leoliad)

*Mae cynllunio ymlaen yn gallu helpu i ddarparu trosglwyddiad llyfn sy'n bwysig i holl blant a phobl ifanc o ran eu lles a'u deilliannau addysgol a chymdeithasol. Mae cynllunio pontio fel arfer yn fwy effeithiol pan mae dull sy'n canolbwyntio ar yr unigolyn yn cael ei fabwysiadu, gan alluogi i'r plentyn, rhiant y plentyn neu berson ifanc i leisio unrhyw bryderon sy'n ymwneud â'u pontio nesaf.*

*Cod Anghenion Dysgu Ychwanegol Cymru 2021, Pennod 27*

Mae yna nifer o amseroedd pontio allweddol ar gyfer plant o gartref i leoliad blynyddoedd cynnar, gan symud rhwng ystafelloedd, newid darparwyr neu symud o leoliad i ysgol. Mae'n bwysig i'r plentyn gael ei gefnogi drwy gydol yr amser hwn os ydynt am gael trosglwyddiad llyfn.

Mae elfen hanfodol ar gyfer trosglwyddiad llyfn yn cynnwys paratoi a chynllunio ymlaen llaw yn ogystal â'r setlo i mewn neu ddilyniant wedyn. Mae plant ag anghenion ychwanegol yn debyg o fod angen lefel mwy manwl o gynllunio a mwy o amser i ganiatáu i roi pethau ar waith. Mae'n hanfodol bod y broses yn dechrau'n fuan. I blant ag anghenion cymhleth ac anghenion arbenigol, bydd y Swyddog Arweiniol ADY Blynyddoedd Cynnar yn cyfrannu.

Dylai plant a'u rhieni gael eu cefnogi drwy'r broses pontio. Fel lleoliad, mae'n bosibl y byddwch hefyd angen cefnogaeth i ddechrau cyfarfod, cofnodi'r wybodaeth a drafodwyd a rhoi camau y cytunwyd arnynt ar waith cyn i'r newid ddigwydd i'r plentyn. Dylid cofnodi gwybodaeth bwysig am y plentyn, eu diddordebau, sut maent yn cyfathrebu, sut i'w cefnogi a manylion unrhyw un arall sy'n eu cefnogi.



Mae cynllunio a pharatoi ar gyfer trosglwyddo i leoliad yn gallu cynnwys ystod o wahanol elfennau, er nid yw'r rhain yn angenrheidiol yn weithgareddau ar wahân. Maent yn debygol o gynnwys:

- Sefydlu perthnasoedd
- Rhannu Gwybodaeth
- Ymweliadau a drefnwyd
- Creu parhad
- Paratoi yn y lleoliad
- Hyfforddiant a chymorth
- Setlo i mewn a dilyniant

Nodyn: Mae'r lleoliad angen gwybodaeth am anghenion iechyd y plentyn ac sydd gyda'r plentyn.

### **b) Blynyddoedd Cynnar i'r Ysgol Gynradd**

Ble bynnag bo'n bosibl dylai cyfarfod gael ei drefnu rhwng y lleoliad blynyddoedd cynnar a'r ysgol, gyda'r rhieni a'r plentyn os yw'n briodol. Byddai cyfleoedd i ysgolion ymweld â'r lleoliadau ac i'r gwrthwyneb yn cefnogi'r plentyn yn ystod y broses pontio hwn a byddai'n galluogi'r ysgol i weld sut mae'r plentyn yn dysgu a datblygu yn y lleoliad. Mae hefyd yn gyfle i'r staff ysgol gyfarfod y plentyn a'u rhieni a gall fod yn ddechrau i ddatblygu perthnasoedd newydd. Os oes gan y plentyn anghenion cymhleth/arbenigol, gall Swyddog Arwain ADY Blynyddoedd Cynnar chwarae rhan yn y broses hon.

### **c) Ysgol Gynradd i Ysgol Uwchradd**

I blant gyda CDU, mae trafodaeth o amgylch y broses trosglwyddo o'r ysgol gynradd i'r uwchradd yn dechrau yn adolygiad CDU blwyddyn 5. Dylai'r CDU hwn ystyried beth fydd ei angen ar drosglwyddiad uwchradd. Bydd Swyddog Awdurdod Lleol yn cysylltu â'r ysgolion cyswllt ac mae'n bosibl yn mynychu cyfarfodydd adolygu CDU os bydd yr ysgol a'r Swyddog ALL yn cytuno bod angen bod yn bresennol.

*Mae cynllunio pontio fel arfer yn fwy effeithiol pan mae dull sy'n canolbwyntio ar yr unigolyn yn cael ei fabwysiadu, gan alluogi i'r plentyn, rhiant y plentyn neu berson ifanc i leisio unrhyw bryderon sy'n ymwneud â'u pontio nesaf...*

*...Mae'r dull hwn yn adlewyrchu'r trefniadau ar gyfer paratoi ac adolygu CDU. Mae cyfuno cynllunio pontio gydag adolygiadau CDU felly yn gallu bod yn ffordd effeithiol ac effeithlon o ddefnyddio adnoddau i gefnogi'r plentyn neu'r person ifanc wrth iddynt wynebu cyfnod o drawsnewid*

*Cod Anghenion Dysgu Ychwanegol Cymru 2021, Pennod 27*

Wrth benderfynu ar ysgol, dylai rhieni yn gyntaf roi ystyriaeth i'w plentyn fynychu eu hysgol prif ffrwd ardal flaenoriaeth, leol. Mae Conwy a Sir y Fflint wedi ymrwmo i ystyried pa Ddarpariaeth Ddysgu Ychwanegol y gellir ei gynnig i ysgolion prif ffrwd i fodloni ADY plant a phobl ifanc sy'n ofynnol gan ddeddfwriaeth i sicrhau nad yw plant ag ADY yn ddifreintiedig, a bydd hyn yn cael ei ystyried cyn unrhyw drefniant ar gyfer lleoliad mwy arbenigol. Mae ymchwil yn awgrymu bod plant mewn sefyllfa well i ddysgu pan nad ydynt yn treulio llawer o amser yn teithio i'r ysgol. Bydd rhieni/gofalwyr gyda phlant sy'n gymwys ar gyfer cludiant hefyd angen bod yn ymwybodol, os byddant yn dymuno i'w mab neu ferch fynychu ysgol nad yw'r un agosaf i'w cartref, ni ddarperir cludiant yn unol â pholisi cludiant y Cyngor.

### **Gwybodaeth allweddol ar gyfer trosglwyddo pob cyfnod i blant a phobl ifanc gyda CDU (gan gynnwys blynyddoedd cynnar i ysgol gynradd, ysgol gynradd i uwchradd ac uwchradd i ôl-16):**

Mae'n ddefnyddiol i bobl ifanc, rhieni a gofalwyr i fod wedi meddwl am y trosglwyddiad maent wedi'i wneud ac wedi gwneud unrhyw ymweliadau gofynnol cyn cyfarfod adolygu CDU a gynhelir yn y flwyddyn academaidd cyn trosglwyddo (e.e. dyma fyddai'r flwyddyn adolygu 5 CDU i blentyn sydd ar fin trosglwyddo i ysgol). Dylent hysbysu'r plentyn neu leoliad addysg presennol y person ifanc am eu dymuniadau cyn yr adolygiad hwn hefyd. Bydd hyn yn helpu i sicrhau bod lleoliadau addysgol yn gallu trefnu presenoldeb priodol yn y cyfarfod adolygu CDU ar gyfer plentyn sydd ar fin trosglwyddo i'r lleoliad addysgol nesaf, felly yn hwyluso trosglwyddiad wedi'i gynllunio'n



dda, sy'n canolbwyntio ar yr unigolyn. Gofynnir i rieni gadarnhau'r hyn a ffeffrir ganddynt ac anogir i gwblhau'r ffurflen gais ar-lein gynted â phosibl. Bydd hyn yn helpu i sicrhau bod lleoliadau addysgol yn cael eu nodi mewn modd amserol.

Mae pob awdurdod lleol yn derbyn y dasg i ddefnyddio adnoddau (gan gynnwys ariannol) mor effeithiol â phosibl ac osgoi gwariant cyhoeddus afresymol. Os bydd yr awdurdod lleol yn penderfynu nad yw ysgol yn y sir yn ddewis sydd ar gael, gan gynnwys adnodd a/neu ysgolion arbennig, yna cysylltir ag awdurdodau lleol eraill gydag ysgolion arbennig priodol cyn ystyried darpariaeth arbennig annibynnol. Bydd pellter o gyfeiriad cartref y plentyn a chostau cludiant cysylltiol yn cael ei ystyried hefyd. Bydd pellter o gyfeiriad cartref y plentyn a chostau cludiant cysylltiol hefyd yn cael ei ystyried.



## 10. Gorolwg o Gyllid ADY

### 10.1. Cyllid mewn darpariaeth prif ffwrdd

#### Ysgolion

<p><b>Targed a Chyffredinol</b></p>	<p><b><u>Conwy</u></b> Roedd Conwy wedi dirprwyo cyfaddawd cyllidebau ysgol o nifer o elfennau fformiwla gwahanol sy'n datblygu'r dyraniad cyllideb terfynol.</p> <p>Mae elfennau fformiwla penodol wedi ei dyrannu ar gyfer cefnogaeth a darpariaeth i blant a phobl ifanc ag anghenion dysgu ychwanegol ac yn ogystal, disgwylir i ysgolion ddyrannu o leiaf 5% o'u cyllideb graidd i gefnogi disgyblion ag ADY.</p> <p>Dylai cefnogaeth gyffredinol ac wedi'i thargedu gael ei hariannu o fewn uned disgybl yn ôl oedran, gan adael elfennau ADY penodol i'w defnyddio ar gyfer darpariaeth ddysgu ychwanegol (DDdY). Fodd bynnag, ble bo'n briodol ac y cyfiawnheir, mae cyllid o fewn elfennau ADY penodol yn gallu cael eu defnyddio i ehangu cefnogaeth gyffredinol ac wedi'i thargedu gyda'r nod o leihau'r angen am DDdY i feisydd angen penodol. Er enghraifft, ble mae yna dystiolaeth glir a rhesymeg y gall gwella dealltwriaeth ac ymarfer ar lefel gyffredinol leihau'r angen am DDdY i ddysgwyr unigol.</p> <p><b><u>Sir y Fflint</u></b> Mae cyllidebau ysgol dirprwyedig Sir y Fflint yn cynnwys nifer o elfennau fformiwla gwahanol sy'n datblygu'r dyraniad cyllideb terfynol. Mae elfen 4 o'r gyllideb yr elfen sy'n seiliedig ar anghenion dysgu ychwanegol (ADY) pob cohort ysgol ac mae'n cynnwys cyllid ysgol craidd ar gyfer ADY a chyllid ychwanegol ar gyfer y sawl ag anghenion sylweddol (gweler adran DDdY). Tra bod y gyllideb yn cynnwys yr elfennau penodol, dylid ei ystyried yn gyffredinol a'i ddyrannu mewn ymateb i anghenion y cohort; ni ddylai gwariant ar bob maes yn angenrheidiol gael ei gyfyngu i'r swm penodol a nodwyd fesul elfen ond mewn ymateb i'r angen.</p> <p>Disgwylir i ysgolion ddyrannu o leiaf 5% o'r gyllideb graidd i gefnogi disgyblion ag ADY</p>
<p>CDY Ysgol</p>	<p><b><u>Conwy</u></b> Mae elfennau fformiwla penodol wedi ei dyrannu ar gyfer cefnogaeth a darpariaeth i blant a phobl ifanc ag anghenion dysgu ychwanegol yng Nghonwy.</p> <p>Dylai'r cyllid hwn gael ei ddefnyddio gan bob ysgol i sicrhau staffio priodol a darpariaeth yn seiliedig ar dystiolaeth i blant ag anghenion dysgu ychwanegol.</p> <p>Mae dadansoddiad llawn o holl gyllid dirprwyol, gan gynnwys cyllid ADY, wedi'i gynnwys yn nogfen flynyddol Adran 52. Yna mae'r cyllid hwn yn amodol ar adolygiad rheolaidd i sicrhau ei effeithiolrwydd i fodloni anghenion y dysgwyr yng Nghonwy.</p>

	<p>Mae unrhyw newidiadau i'r fformiwla ariannu angen cytundeb gan y Fforwm Cyllideb Ysgol ac ymgynghoriad statudol gyda holl Gyrrff Llywodraethu.</p> <p><b><u>Sir y Fflint</u></b> Mae cyllid ar gyfer DDdY wedi'i ddirprwyo'n llwyr i ysgolion. Mae cyllid ar gyfer cefnogaeth Cymhorthydd Addysgu llawn amser i anghenion corfforol a meddygol sylweddol yn hysbys fel Band C.</p> <p>Mae ceisiadau ar gyfer cyllid Band C yn cael eu cyflwyno i Banel Dirprwyo Ysgolion yr awdurdod lleol sy'n awdurdodi gwariant yn erbyn y cyllidebau dirprwyol ar ran ysgolion.</p> <p>Bydd rhai disgyblion gydag ADY hefyd yn gymwys am gyllid ychwanegol fel Grant Datblygu Disgyblion</p>
<p><b>Arbenigol (DDdY Awdurdod Lleol)</b></p>	<p><b><u>Conwy</u></b> Yng Nghonwy, mae darpariaeth arbenigol yn cael ei hariannu mewn dwy ffordd, naill ai drwy ddirprwyaeth i ysgolion ar gyfer darpariaeth a gydlynir gan ysgol (fel y cytunir mewn ymgynghoriad â nhw), neu drwy gyllid a gynhelir yn ganolog ar gyfer darpariaeth a gyflenwir yn ganolog.</p> <p>Mae Darpariaeth Arbenigol yng Nghonwy yn cynnwys Cefnogaeth Ddysgu Arbenigol (Dyslecsia), Tîm Anhwylder Iaith a Lleferydd Arbenigol (Darpariaeth Estyn Allan ac Adnodd), Darpariaeth Adnodd Dysgu, Darpariaeth Adnodd Awtistiaeth, Unedau Cyfeirio Disgyblion (Canolfannau Addysg) ac Ysgol Arbennig. Mae manylion pob un sy'n cael ei ariannu wedi eu disgrifio yn Adran 12.2.</p> <p><b><u>Sir y Fflint</u></b> Cyfeiriwch at Fframwaith Polisi Cyngor Sir y Fflint ar gyfer plant ag ADY ar gyfer gorolwg o ddarpariaeth adnodd ac ysgolion arbenigol sydd ar gael o fewn Sir y Fflint.</p> <p>Mae Ysgolion Arbenigol a Darpariaeth Adnodd wedi eu hariannu'n wahanol ar gyfer ysgolion prif ffrwd. Gweler isod.</p>

## 10.2. Cyllid mewn darpariaeth arbenigol ac adnodd

### Conwy

Gallwch gyfeirio at wefan Anghenion Dysgu Ychwanegol Conwy a/neu Bolisi ar gyfer gorolwg o ddarpariaeth arbenigol sydd ar gael yng Nghonwy. Yn ogystal â'r ddarpariaeth arbenigol a ddisgrifir isod, mae ysgolion Conwy hefyd yn cael budd o wasanaethau cynghori arbenigol a ariennir yn ganolog sy'n darparu cyngor ar bob lefel o'r continwrm o gefnogaeth (cyffredinol i arbenigol), er enghraifft, Estyn Allan Awtistiaeth, Cefnogaeth Synhwyrdd, ADY/Athrawon Cynhwysiant a Seicoleg Addysgol.

Math o Ddarpariaeth	Y Sector Cynradd	Y Sector Uwchradd
Cefnogi Dysgu (Dyslecsia)	Mae cyllid yn cael ei gynnal yn ganolog i ddarparu gwasanaeth canolog i holl ysgolion cynradd Conwy ar sail angen.	Mae cyllid yn cael ei ddirprwyo i Ysgolion Uwchradd Conwy i ddarparu gwasanaeth ar sail angen yn 'fewnol'.
Tîm Arbenigol Anhwylder Lleferydd ac Iaith (Estyn Allan)	Mae cyllid yn cael ei gynnal yn ganolog i ddarparu gwasanaeth canolog i holl ysgolion cynradd Conwy ar sail angen. Mae hyn wedi'i gefnogi gan Therapydd Lleferydd ac Iaith a ariannwyd gan BIPBC.	Mae cyllid yn cael ei gynnal yn ganolog i ddarparu gwasanaeth canolog i holl ysgolion cynradd Conwy ar sail angen. Mae hyn wedi'i gefnogi gan Therapydd Lleferydd ac Iaith a ariannwyd gan BIPBC.
Darpariaeth Adnoddau Iaith	Mae cyllid yn cael ei ddyrannu gan yr ALL ar gyfer lletya ysgol(ion) i gynnal y dosbarth(iadau) adnodd ar gyfer nifer sefydlog o ddisgyblion. Mae hyn wedi'i gefnogi gan Therapydd Lleferydd ac Iaith a ariannwyd gan BIPBC.	Amherthnasol
Darpariaeth Adnoddau Awtistiaeth	Mae cyllid yn cael ei ddyrannu gan yr ALL ar gyfer lletya ysgol(ion) i gynnal y dosbarth(iadau) adnodd ar gyfer nifer sefydlog o ddisgyblion.	Mae cyllid yn cael ei ddyrannu gan yr ALL ar gyfer lletya ysgol(ion) i gynnal y dosbarth(iadau) adnodd ar gyfer nifer sefydlog o ddisgyblion.



Darpariaeth Adnoddau Dysgu	Mae cyllid yn cael ei ddyrannu gan yr ALL ar gyfer lletya ysgol(ion) i gynnal y dosbarth(iadau) adnodd ar gyfer nifer sefydlog o ddisgyblion.	Mae cyllid yn cael ei ddyrannu gan yr ALL ar gyfer lletya ysgol(ion) i gynnal y dosbarth(iadau) adnodd ar gyfer nifer sefydlog o ddisgyblion.
Unedau Cyfeirio Disgyblion	Mae cyllid yn cael ei gynnal yn ganolog i ddarparu gwasanaeth canolog i holl ysgolion Conwy ar sail angen.	Mae cyllid yn cael ei ddirprwyo i Ysgolion Uwchradd Conwy gyda'r dewis i 'brynu i mewn' i wasanaeth a ddarperir yn ganolog gan yr ALL.
Ysgol Arbennig	Mae ysgol arbennig Conwy yn gweithredu o dan drefniadau a ddirprwywyd fel ysgol arbenigol. Fodd bynnag, yr Awdurdod Lleol yw'r corff derbyniadau ac mae plant yn cael eu lleoli gan y Panel Cymedroli ALL yn unol â set o feini prawf mynediad y cytunwyd arno.	

## **Sir y Fflint**

### **Cyllid ar gyfer Darpariaeth Adnoddau**

Mae yna 10 ysgol gyda darpariaeth Adnoddau yn Sir y Fflint ar hyn o bryd. Mae pob un yn arbenigo mewn math arbennig o ADY (neu fathau) er enghraifft: Nam ar y Clyw, Cyfathrebu Cymdeithasol neu Ymddygiad, Anawsterau Emosiynol a Chymdeithasol. Mae gan bob ysgol gyda darpariaeth Adnodd arbenigol Gytundeb Lefel Gwasanaeth sy'n manylu'r nifer o leoliadau, meini prawf ar gyfer mynediad a gadael a'r cyllid a ddyrannwyd i'r ysgol ar gyfer darpariaeth.

Os bydd ysgol darpariaeth adnodd yn mynd dros y nifer o leoliadau a ddyrannwyd sydd ar gael fel y cytunwyd gan yr Awdurdod Lleol a'r ysgol, bydd cyllid ychwanegol yn cael ei ddyrannu i alluogi darpariaeth ychwanegol a bydd y trefniant hwn yn cael ei adolygu'n flynyddol. Bydd CLGau yn cael eu hadolygu bob dwy flynedd; mae'n bosibl y bydd adolygiad yn cael ei ddygwyl ymlaen ble mae angen gwneud newid parhaol i'r ddarpariaeth.

Os bydd gan ysgol yn Sir y Fflint â darpariaeth Adnodd ddisgybl o ardal Awdurdod Lleol arall o fewn y ddarpariaeth, bydd yr Awdurdod Lleol yn hawlio cyllid ar ran yr ysgol ac yn trosglwyddo'r cyllid i gyllideb yr ysgol.



## Cyllid ar gyfer Ysgolion Arbenigol

Mae ysgolion arbenigol yn arbenigo mewn bodloni mathau arbennig o ADY ac yn cael eu hariannu yn flynyddol drwy gyfuniad o anghenion am gefnogaeth unigol a nifer disgyblion. Mae disgyblion yn cael eu dyrannu i un o bump categori band cefnogi ac yn cael eu hadolygu ar y cyd yn flynyddol gan yr ysgol a'r Awdurdod Lleol. Yn debyg i ddarpariaeth Adnodd, os bydd gan ysgol ddisgybl o sir wahanol, bydd yr Awdurdod Lleol yn hawlio cyllid ar ran yr ysgol ac yn trosglwyddo'r cyllid i gyllideb yr ysgol.

## 11. Dyletswyddau i benderfynu a oes gan blentyn ADY

*Mae'r Ddeddf Anghenion Dysgu Ychwanegol a'r Tribiwnlys Addysg (Cymru) 2018 a Chod cysylltiol (2021)* yn gosod rheoliadau ar gyrrff llywodraethu ysgolion a gynhelir, Sefydliadau Addysg Bellach ac awdurdodau lleol mewn perthynas â:

- Phenderfyniadau ynglŷn â pha un a oes gan blentyn neu berson ifanc ADY,
- Paratoi, cynnwys, ffurf, adolygu cynlluniau datblygu unigol (CDU), a rhoi'r gorau i gynnal CDUau.

Yn y rhan fwyaf o amgylchiadau, bydd y dyletswyddau uchod yn cael eu cynnal gan ysgol a gynhelir neu Sefydliad Addysg Bellach. Ble caiff ei dynnu i'w sylw, neu fel arall yn ymddangos i ysgol neu Sefydliad Addysg Bellach, bod plentyn/person ifanc ag ADY, mae'n **rhaid** i'r ysgol benderfynu pa un a oes ganddynt ADY (eithriadau yn berthnasol: Cod ADY 12.3).

### 11.1. Atgyfeiriadau o ysgol a gynhelir i awdurdod lleol

Mae yna ddau achos ble mae'n rhaid i ysgol a gynhelir gyfeirio achos plentyn i awdurdod lleol yn hytrach na phenderfynu dros ei hun pa un a oes gan y plentyn ADY:

1) Os yw'r plentyn wedi cofrestru ddwywaith; neu 2) mae'r plentyn yn derbyn gofal.

Mae ysgol a gynhelir hefyd yn gallu cyfeirio achos plentyn i awdurdod lleol os yw'n ystyried fod gan y plentyn ADY sy'n galw am DDdY "na fyddai'n rhesymol i'r ysgol ei sicrhau." Neu, mae'n bosibl na fydd yr ysgol yn gallu penderfynu'n ddigonol ar faint neu natur yr ADY neu'r DDdY. Yn yr amgylchiadau hyn, **dylai** ysgolion gyfeirio at yr awdurdod lleol o fewn 20 diwrnod o pryd y tynnwyd at eu sylw y posibilrwydd fod gan y plentyn ADY.

Mae yna rai amgylchiadau ble gall yr awdurdod lleol 'ailystyried' penderfyniad ysgol ar ADY neu CDU. Mae'n rhaid i ysgol wneud cais i'r awdurdod lleol sy'n cymryd drosodd y cyfrifoldeb am y CDU, neu gall plentyn, eu rhieni neu blentyn ifanc hefyd ofyn i'r awdurdod lleol ailystyried penderfyniad ysgol ar ADY neu CDU yn yr ysgol.

Mae Gwasanaethau Addysg Sir y Fflint a Chonwy, mewn ymgynghoriad â'u hysgolion perthnasol, wedi sefydlu set o egwyddorion a ddefnyddir wrth benderfynu pa un a yw'n rhesymol i ysgol sicrhau'r DDdY neu pa un a ddylai'r awdurdod lleol wneud hynny.

I'r awdurdod lleol benderfynu bod yr awdurdod lleol angen ystyried/ailystyried, mae angen cyngor manwl gan y lleoliad addysgol am:

- Eu camau drwy ddefnyddio cyllideb ddirprwyedig/cyllid ADY tybiannol.
- Cynlluniau Datblygu Unigol Ysgolion (CDU), gan gynnwys eu hadolygiadau.
- Cynnydd ar draws y cwricwlwm dros amser (o leiaf dau dymor) a nodwyd drwy o leiaf 2 gylch o gynllunio sy'n canolbwyntio ar y plentyn/unigolyn e.e. "Asesu, Cynllunio, Gwneud, Adolygu" gan gynnwys mewnbwn gan weithwyr proffesiynol perthnasol neu wasanaethau cynghori. Rhagwelir bod y 'dull graddol' a ddefnyddir



ar gyfer plant hŷn a phobl ifanc yn cynnwys tystiolaeth a gasglwyd dros gyfnod llawer mwy o amser na 2 dymor.

- Cofnodion o adolygiadau rheolaidd a'u canlyniadau.
- Data yn ymwneud â chynnydd a chyrhaeddiad, gan gynnwys cyrhaeddiad mewn llythrennedd a mathemateg a meysydd anhawster eraill.
- Mae asesiadau sy'n ymwneud ag addysg ac asesiadau eraill (e.e. gan Seicolegydd Addysg; athro cefnogaeth arbennig neu gynghori/gwasanaeth; Therapi Lleferydd ac Iaith (ThLlaI), Therapi Galwedigaethol ac ati.). Mae'r rhain yn gorfod cynnwys tystiolaeth bod strategaethau a gynghorir gan y gweithiwr proffesiynol allanol wedi eu gweithredu, adolygwyd, gwerthuswyd ac addaswyd yn unol â hynny, a gofynnir am gyngor arbenigol pellach os nad yw cynnydd yn amlwg. Dylai holl gyngor ac argymhellion newydd gael eu cynnwys mewn CDU Ysgol a chynnwys o leiaf tymor ble mae budd yr wybodaeth ychwanegol wedi'i asesu o ran eu cyfraniad i fodloni'r angen.
- Barn a dyheadau'r plentyn/person ifanc a'u rhieni/gofalwyr.
- Iechyd y plentyn neu'r person ifanc, gan gynnwys hanes meddygol ble bo'n berthnasol.
- Cynnwys gweithwyr proffesiynol eraill e.e. cynnwys gofal cymdeithasol neu wasanaeth iechyd hyd yma.

Dylai CDUau a ffurflenni cyffredinol ysgol yn Eclipse a gwblheir yn ddigon manwl ac adolygir yn rheolaidd gynnwys llawer o'r wybodaeth ofynnol a restrir uchod. O ganlyniad, gofynnir i leoliadau addysgol gyflwyno'r dogfennau canlynol wrth wneud atgyfeiriad i'r Awdurdod Lleol:

### **Crynodeb Dysgwr**

Mae'r ffurflen hon yn cynnwys trosolwg o'r dysgwr gan gynnwys: unrhyw wybodaeth gefndirol sy'n ymwneud ag amgylchiadau teulu neu gymdeithasol, cryfderau'r dysgwr, prif feysydd pryder, cyfraniad rhiant a manylion athro / ymarferwr.

### **Cyngor Tîm ALI**

Ffurflen yn cofnodi cyngor gan Dîm Awdurdod Lleol.

### **Gwybodaeth Plant sy'n Derbyn Gofal**

Bydd y ffurflen hon yn Gynllun Addysg Personol i Blant mewn Gofal, pa un a oes ganddynt CDU ai peidio. Os oes ganddynt CDU, bydd hwn yn rhan o'u CAP.

### **Cerrig Milltir/Targedau Tymor Byr**

Gellir defnyddio'r ffurflen hon i gofnodi gwybodaeth sy'n gysylltiedig â'r targedau tymor byr mewn lle ar gyfer plentyn neu berson ifanc.

### **Adnoddau Meddwl sy'n Canolbwyntio ar yr Unigolyn**

Mae'r ffurflen hon yn cynnwys ystod o adnoddau meddwl sy'n canolbwyntio ar yr unigolyn i gofnodi gwybodaeth am y plentyn neu'r person ifanc sy'n bwydo i adolygiadau sy'n canolbwyntio ar yr unigolyn a pharatoi ar gyfer CDU.

### **Proffil Un Tudalen**

Mae'r Proffil Un Tudalen yn nodi'r holl wybodaeth bwysig am blentyn neu berson ifanc ar un dalen o bapur o dan tri pennawd: beth mae pobl yn ei werthfawrogi amdanaf, beth sy'n bwysig i mi a'r ffordd orau i fy nghefnogi.

### **Proffil Asesiad**

Mae'r ffurflen hon yn cynnwys holl wybodaeth asesiad sy'n ymwneud ag addysg y plentyn neu'r person ifanc.

### **Strategaeth Cymorth ac Ymyrraeth (ymyrraeth gynhwysol)**

Gellir defnyddio'r ffurflen hon i olrhain cynnydd a gwerthuso unrhyw gefnogaeth neu ymyrraeth a dargedwyd sydd ar waith i'r plentyn neu'r person ifanc.

### **Barn y rhieni**

Gellir defnyddio'r ffurflen hon i gael barn rhiant / gofalwr am anghenion eu plentyn. Gellir ei ddefnyddio yn gyffredinol neu'n fwy penodol wrth baratoi adolygiad sy'n canolbwyntio ar yr unigolyn.

### **Barn y dysgwr**

Gellir defnyddio'r ffurflen hon i gofnodi barn y dysgwr. Gellir ei ddefnyddio yn gyffredinol neu'n fwy penodol wrth baratoi adolygiad sy'n canolbwyntio ar yr unigolyn.

### **Adolygiadau sy'n canolbwyntio ar yr Unigolyn**

Gellir defnyddio'r ffurflen adolygu sy'n canolbwyntio ar yr unigolyn i gofnodi barn, syniadau, deilliannau a chamau a rennir mewn cyfarfod adolygu sy'n canolbwyntio ar yr unigolyn.

Gellir cael mynediad i dempledi gwag ar gyfer y dogfennau uchod o fewn system Eclipse.

## **11.2. Pwy fydd yn cymryd rhan yn yr asesiad?**

Mae yna sawl asiantaeth mae'n rhaid i awdurdodau lleol ystyried gofyn am wybodaeth ganddynt i gyfrannu at ystyriaeth/ail ystyriaeth awdurdod lleol. Mae'n bosibl na fydd awdurdodau lleol yn gofyn am gyngor pellach os yw wedi'i darparu eisoes (ac mae pawb yn fodlon ei fod yn ddigonol ar gyfer y broses asesu). Bydd y cydlynnydd penodedig awdurdod lleol a enwir yn trafod hyn gyda phawb dan sylw.

Mae rhieni/gofalwyr yn gallu gofyn i ymgynghori ag unrhyw unigolyn arall am wybodaeth ble mae'r awdurdod lleol yn ystyried ei bod yn rhesymol gwneud hynny. Mae enghreifftiau o hyn yn gallu cynnwys sefydliad arall sydd wedi cael profiad diweddar o'r plentyn neu'r person ifanc yn y 12 mis diwethaf. Ni fyddai'r awdurdod lleol fel arfer yn ceisio comisiynu asesiadau newydd gan weithwyr proffesiynol (e.e. Therapydd Galwedigaethol, nad yw'r plentyn/person ifanc yn gweithio gyda nhw ar hyn o bryd).

Ar ôl derbyn yr holl wybodaeth y gofynnwyd amdani fel rhan o'r ystyriaeth/ail ystyriaeth, bydd y cydlynnydd penodedig yn cyfarfod gyda'r rhieni/gofalwyr a'r plentyn neu'r person ifanc i gyd gynhyrchu dogfen sy'n adlewyrchu'r cyngor. Os gwneir penderfyniad bod angen ALP, bydd y ddogfen a gyd-gynhyrchwyd yn sail i CDU.

Os gwneir y penderfyniad nad yw CDU a baratoir gan awdurdod lleol yn angenrheidiol, bydd y cydlynnydd penodedig yn cwrdd gyda rhieni/gofalwyr a'r lleoliad addysg i drafod hyn a'r camau nesaf.

Anfonwch holl atgyfeiriadau ar gyfer ystyriaeth Awdurdod Lleol yn defnyddio'r ffurflen atgyfeirio briodol i'ch tîm ADY perthnasol (ALN@conwy.gov.uk / aln@flintshire.gov.uk).

Mae holl benderfyniadau sy'n ymwneud ag ystyriaeth/ailystyriaeth ADY yn cael eu gwneud gan baneli aml-asiantaethol sy'n cynnwys cynrychiolwyr Iechyd, Gofal Cymdeithasol, Timau Blynyddoedd Cynnar, Ysgolion Cynradd, Uwchradd ac Arbennig, Seicoleg Addysg, Timau Anghenion Dysgu Ychwanegol a SNAP Cymru.

## 12. Iechyd

### 12.1. Swyddog Arweiniol Clinigol Addysg Dynodedig (DECLO)

Mae rôl y Swyddog Arweiniol Clinigol Addysg Dynodedig (DECLO) yn rôl sy'n ffactor allweddol i gefnogi'r gwasanaeth iechyd i weithredu'r Ddeddf ALNET.

Mae yna ofynion newydd sylweddol ar Fyrddau Iechyd yng Nghymru yn dilyn Deddf ALNET.

Mae swyddogaethau'r bwrdd iechyd lleol mae DECLO yn gyfrifol am eu cydlynu yn cynnwys:

- (a) Atgyfeiriadau i'r Bwrdd Iechyd Lleol ystyried pa un a oes yna driniaeth neu wasanaeth perthnasol sy'n debyg o fod o fudd wrth fynd i'r afael ag ADY plentyn neu berson ifanc. Darpariaeth Ddysgu Ychwanegol GIG (DDdY)
- (b) sicrhau'r DDdY (sef y driniaeth neu'r gwasanaeth perthnasol a ddisgrifir mewn CDU fel darpariaeth i'w sicrhau gan y Bwrdd Iechyd Lleol (gan gynnwys cymryd camau rhesymol i sicrhau ei ddarpariaeth yn y Gymraeg ble mae'r angen).
- (c) Hwyluso cyfranogiad mewn adolygiadau o CDU ble mae triniaeth neu wasanaeth perthnasol wedi'i sefydlu fel DDdY i'w sicrhau gan y Bwrdd Iechyd Lleol.
- (d) Goruchwyllo ceisiadau gan awdurdodau lleol i'r Bwrdd Iechyd Lleol am wybodaeth neu gymorth arall, mae'r diwethaf ei angen at ddibenion ymarfer ei swyddogaethau ADY.
- (e) Hysbysu rhieni ac awdurdodau lleol am farn y Bwrdd Iechyd Lleol bod plentyn o dan oed ysgol gorfodol yn debyg o fod ag ADY.
- (f) Rhoi tystiolaeth i'r Tribiwnlys mewn apêl mewn perthynas â materion ADY
- (g) Delio gydag argymhellion a wnaed i'r Bwrdd Iechyd Lleol gan y Tribiwnlys am ymarfer swyddogaethau y Bwrdd Iechyd Lleol.

### 12.2. Rôl y DELCO

Mae rôl y DELCO yn un strategol sy'n cynnwys y cyfrifoldebau canlynol:

- (h) cydweithio gydag eraill
- (i) codi ymwybyddiaeth am y system ADY ar draws y Bwrdd Iechyd Lleol
- (j) rheoli systemau effeithiol a chyson o fewn y Bwrdd Iechyd Lleol i'w alluogi i ymarfer ei swyddogaethau o dan y Ddeddf.
- (k) rheoli rhan y Bwrdd Iechyd Lleol mewn cwynion, dadleuon ac apeliadau i'r Tribiwnlys sy'n ymwneud ag ymarfer ei swyddogaethau o dan y Ddeddf.
- (l) Mesur cydymffurfiaeth a sicrwydd ansawdd gweithgareddau Bwrdd Iechyd Lleol.
- (m) Cyngor sicrwydd ansawdd i leihau amrywiaeth mewn ymarfer a hybu disgwyliadau realistig.

### 12.3. Beth allwch chi ei ddisgwyl gan y DECLO

**Ar lefel unigol:** ymholiadau neu bryderon pan fydd gan y plentyn neu'r person ifanc anghenion iechyd cymhleth, sydd/efallai yn effeithio ar ddysgu

**Ar lefel gwasanaeth:** hyfforddiant ar agweddau iechyd o ADY; gwybodaeth bellach mewn perthynas ag agweddau iechyd o'r CDU; canllawiau os nad ydych yn siŵr pa weithwyr proffesiynol i gysylltu â nhw ar gyfer cwynion, cyfryngu a thribiwnlys; cysylltu â gwasanaethau iechyd mewn gwasanaethau troseddwr ifanc

**Ar lefel strategol:** gwybodaeth ar ddatblygu cydgomisiynu ar gyfer ADY ac ymestyn gwasanaethau iechyd hyd at 25 oed; llwybrau iechyd integredig a lleihau dyblygu; strwythur llywodraethu ar gyfer uwchgyfeirio pryderon/cwynion; integreiddio ac ymgorffori ADY ym mhob gwasanaeth ac adran perthnasol o'r bwrdd iechyd. Integreiddio ADY mewn rhaglenni fel "Let Me Flourish", "No Wrong Door". ac ati.

## 12.4. Cefnogi disgyblion yn yr ysgol gyda chyflyrau meddygol

Bydd y DECLO yn gweithio gyda gwasanaethau byrddau iechyd i sicrhau y rhoddir cefnogaeth i gydweithwyr addysgol i weithredu canllawiau Llywodraeth Cymru "Cefnogi Dysgwyr gydag Anghenion Gofal Iechyd" (2017). Mae'r ddogfen hon yn amlinellu canllawiau i'w dilyn ar gyfer plant a phobl ifanc gydag anghenion gofal iechyd nad yw'n effeithio ar ddysgu.

### a. Therapi Iaith a Lleferydd

Mae Therapyddion Iaith a Lleferydd yn weithwyr proffesiynol perthynol i iechyd ac wedi cofrestru gyda'r [Cyngor Proffesiynau Iechyd a Gofal](#) a'r [Coleg Brenhinol Therapyddion Iaith a Lleferydd](#). Mae'r tîm hefyd yn cynnwys hyfforddwy'r technegol Thil - gweithwyr cefnogi a hyfforddwyd yn arbennig i ddarparu cefnogaeth Thil dirprwyol ar draws ystod o leoliadau. Mae'r tîm Thil yn gweithio gyda phlant a phobl ifanc sydd ag ystod o anawsterau lleferydd, iaith a chyfathrebu neu anawsterau llyncu (dysffagia), darparu asesiad arbenigol ac ymyrraeth ar sail tystiolaeth. Maent yn gweithio gyda gofaluwr a theuluoedd a gweithwyr proffesiynol eraill, fel athrawon i ddarparu dull sy'n canolbwyntio ar yr unigolyn.

### b. Therapi Galwedigaethol

Mae Gwasanaeth Therapi Galwedigaethol (ThG) Peditrig yn darparu ymyrraeth i fabanod, plant a phobl ifanc o enedigaeth i 19 oed. Mae'r gwasanaeth yn anelu i gynorthwyo plant i gyflawni eu potensial mwyaf mewn sgiliau ymarferol bob dydd fel mynediad i chwarae, gwisgo, bwyta, llawysgrif, toiledu.

### c. Ffisiotherapi

Mae Gwasanaethau Ffisiotherapi Peditrig yn darparu ymyrraeth i blant a phobl ifanc. Mae'r gwasanaeth yn anelu i gynorthwyo plant i gyflawni eu llawn botensial corfforol ac ymarferol.

### d. Peditregwyr

Mae peditregwyr yn gweithio fel rhan o dîm i ddarparu gofal i holl blant a phobl ifanc gyda chyflyrau meddygol fel asthma, alergedd, diabetes, cardiaidd, coeliag, endocrin, epilepsi, anhwylderau datblygiadol a niwroanableddau. Bydd gan bobl ifanc â chyflyrau iechyd cymhleth parhaus drefniadau trosglwyddo i wasanaethau iechyd oedolion. Ar gyfer llawer, bydd hyn yn cael ei gwblhau o amgylch eu pen-blwydd yn 18 oed, fodd bynnag, mae'n bosibl bydd y sawl mewn sefydliadau addysgol yn parhau o dan ofal peditregydd cymunedol nes byddant yn gadael yr ysgol, fel arfer pan fyddant tua 19 oed.

Manylion Cyswllt

- [BCU.DECLO@wales.nhs.uk](mailto:BCU.DECLO@wales.nhs.uk)
- Ffôn: 03000 846993

## 13. Gwasanaethau Cymorth Buan a Gofal Cymdeithasol

Mae Sir y Fflint a Chonwy wedi ymrwymo i ddarparu'r cymorth cywir i deuluoedd ar yr amser cywir gan y gwasanaeth cywir. Mae hyn yn cael ei ddisgrifio fel "cymorth buan" ac mae'n cynnwys darparu cefnogaeth sydd ei hangen gan deuluoedd ar unrhyw bwynt ym mywyd eu plant.

Cyngor Sir y Fflint	Cyngor Bwrdeistref Sirol Conwy
<b>Darparu:</b>	
<p><b>Canolfan Cymorth Cynnar</b></p> <ul style="list-style-type: none"> <li>• Un pwynt cyswllt i weithwyr proffesiynol, teuluoedd a phobl ifanc gael gafael ar gymorth cynnar ledled Sir y Fflint.</li> <li>• Cefnogi teuluoedd Sir y Fflint i gael mynediad i ymyrraeth fuan i atal uwchgyfeirio anghenion.</li> <li>• Asiantaethau partner a gydleolir a 3ydd sector i rannu mwy o wybodaeth i ddarparu cyngor priodol.</li> </ul>	<p><b>Timau Cymorth i Deuluoedd</b></p> <p>Pum tîm a leolir yn y gymuned leol</p> <p>Lleolir mewn Canolfannau i Deuluoedd neu leoliad yn y gymuned</p> <ul style="list-style-type: none"> <li>• Grwpiau mynediad agored ar gael i unrhyw deuluoedd ymuno i mewn, gwneud ffrindiau a chefnogi'r naill a'r llall</li> <li>• Grwpiau a dargedwyd ar gael i unrhyw deuluoedd a fyddai'n cael budd ohonynt - er enghraifft, cyrsiau rhianta, a grwpiau â themâu</li> <li>• Cefnogaeth un i un gan Weithiwr Teulu - wedi'i deilwra i beth sydd o bwys i'r teulu a'u hanghenion penodol. Mae hyn yn seiliedig ar yr adnodd Proffil Lles Teulu, sy'n sgwrs gyda theuluoedd yn edrych ar holl feysydd bywyd teulu a chydweithio i gyrraedd amcanion y teulu. Mae ein <a href="#">Safonau</a> yn disgrifio'r hyn y gall teulu ei ddisgwyl ar eu siwrnai gyda ni.</li> <li>• Atgyfeiriadau a mynediad i gefnogaeth arbenigol - rydym yn gweithio gydag ystod o bartneriaid i gael cefnogaeth arbenigol i fodloni anghenion teuluoedd.</li> </ul>
<b>Meini Prawf:</b>	
<p>Teulu gyda 2 neu fwy o Brofiadau Niweidiol yn ystod Plentyndod (ACEs) yr ydych yn bryderus amdanynt. Maent yn gallu cynnwys:</p> <ul style="list-style-type: none"> <li>• Cam-drin emosiynol</li> <li>• Esgeulustod plentyndod</li> <li>• Cam-drin corfforol</li> <li>• Cam-drin rhywiol</li> <li>• Teulu yn chwalu/gwahanu</li> <li>• Cam-drin Domestig</li> <li>• Camddefnyddio alcohol a/neu sylweddau</li> <li>• Carchariad Rhiant</li> <li>• Iechyd Meddwl</li> </ul>	



Mae teuluoedd yn gallu gofyn am gymorth ar unrhyw adeg, neu croesewir atgyfeiriadau gan unrhyw un sy'n gweithio gyda theuluoedd. Mae hyn yn gallu cynnwys:

- Ysgolion, darparwyr addysg bellach a blynyddoedd cynnar
- Gwasanaethau Iechyd
- Yr Heddlu
- Gwasanaethau ieuencid
- Dechrau'n Deg
- Sector Gwirfoddol a Chymunedol

#### Sut i atgyfeirio:

Llenwch ffurflen atgyfeirio gyfunol a'i hanfon at [earlyhelpub.referral@flintshire.gov.uk](mailto:earlyhelpub.referral@flintshire.gov.uk)

1. Bydd yr atgyfeiriad yn cael ei adolygu gan y Ganolfan Cymorth Buan o fewn 5 diwrnod gwaith
2. Nodwyd cefnogaeth briodol
3. Asiantaeth briodol wedi cysylltu â'r teulu
4. Hysbyswyd atgyfeiriwr am y deilliant

Ewch i dudalennau gwe Bywyd Teulu Conwy

[www.conwy.gov.uk/familylife](http://www.conwy.gov.uk/familylife)

Os meddylir bod angen asesiad neu Gefnogaeth Gofal Cymdeithasol, yna bydd angen atgyfeirio i Dîm Dyletswydd Conwy <https://www.conwy.gov.uk/en/Resident/Social-Care-and-Wellbeing/Children-and-families/Children-and-Families.aspx>. Dyma'r 'drws ffrynt' ar gyfer mynediad i wasanaethau, cefnogaeth a chyngor i blant a'u teuluoedd, o gymorth a chefnogaeth fuan i ddiogelu ac amddiffyn plant.

#### Manylion cyswllt defnyddiol am wybodaeth, cyngor a chefnogaeth:

**fisf@flintshire.gov.uk** neu **01352 703500**

Mae Gwasanaeth Gwybodaeth i Deuluoedd Sir y Fflint yn darparu cyngor arbenigol am ddim a diduedd, gwybodaeth ac arweiniad ar unrhyw beth o ofal plant, iechyd, hamdden, cefnogaeth rhiant a chyllid yn eich ardal a llawer mwy ...

**www.dewis.wales**

Mae Dewis Cymru yn wefan sy'n gallu darparu gwybodaeth am les yng Nghymru. Mae Dewis yn cadw gwybodaeth am sefydliadau a gwasanaethau lleol sy'n gallu helpu gweithwyr proffesiynol a theuluoedd i nodi cefnogaeth.

**www.flvc.org.uk**

Mae Cyngor Gwirfoddol Lleol Sir y Fflint yn darparu cyfeirlyfr o wybodaeth mewn perthynas â gwasanaethau lles cymunedol sydd ar gael i deuluoedd.

**www.publichealthnetwork.cymru**

Mae rhwydwaith iechyd cyhoeddus yn darparu mynediad uniongyrchol i wybodaeth iechyd cyhoeddus cynhwysfawr.

**<https://www.conwy.gov.uk/en/Resident/Social-Care-and-Wellbeing/Im-worried-about-somebody/assets/documents/Referral-Form-Children-and-Families2018.docx>** neu **01492 575 111**

Gellir cysylltu â'r tîm ar ddyletswydd dros y ffôn neu drwy lenwi'r atgyfeiriad yn y ddolen uchod a'i dychwelyd i **[duty@conwy.gov.uk](mailto:duty@conwy.gov.uk)**.

Mae ystod o ddarpariaeth gwasanaeth ar gael gan wasanaethau a gomisiynir gan Gyngor Sir Conwy neu o fewn Cyngor Sir Conwy ei hun, yn dibynnu ar y math a chymhlethdod y mater a'i effaith ar y plentyn neu'r person ifanc. Am fwy o wybodaeth gweler **<https://www.conwy.gov.uk/en/Resident/Social-Care-and-Wellbeing/Social-Care-and-Wellbeing.aspx>** a dewis yr opsiwn Plant a Theuluoedd.



## 14. Geirfa

<b>A, B, C</b>	Blaenorol, Ymddygiad, Canlyniad
<b>ACES</b>	Profiadau Niweidiol yn ystod Plentyndod
<b>AD</b>	Anhwylderau ymlyniad
<b>ADD</b>	Anhwylder Diffyg Canolbwyntio
<b>ADHD</b>	Anhwylder Diffyg Canolbwyntio a Gorfywiogrwydd
<b>ADY</b>	Anghenion Dysgu Ychwanegol
<b>Cydlynnydd ADY</b>	Cydlynnydd Anghenion Dysgu Ychwanegol
<b>ALNET</b>	Deddf Anghenion Dysgu Ychwanegol a'r Tribiwnlysg Addysg (Cymru) 2018
<b>ALNLO</b>	Swyddog Arwain ADY
<b>DDY</b>	Darpariaeth Ddysgu Ychwanegol
<b>ASA</b>	Anhwylderau Sbectrwm Awtistiaeth
<b>DYEC</b>	Datblygiad Ymddygiad, Emosiynol a Chymdeithasol
<b>PGG</b>	Proffil Galluoedd Gwybyddol
<b>DPP</b>	Datblygiad Proffesiynol Parhaus
<b>SACAD</b>	Swyddog Arweiniol Clinigol Addysg Dynodedig
<b>ELSA</b>	Cymorthyddion Cefnogaeth Llythrennedd Emosiynol
<b>SA</b>	Seicolegydd Addysg
<b>CCU</b>	Cynllun Cyfathrebu Unigol
<b>CDU</b>	Cynllun Datblygu Unigol
<b>SBA</b>	Sgiliau Byw yn Annibynnol
<b>SAU</b>	Strategaeth Adweithiol Unigol
<b>LAC</b>	Plant sy'n Derbyn Gofal
<b>TALI</b>	Tîm Awdurdod Lleol
<b>LDD</b>	Anawsterau ac/neu Anabledau Dysgu
<b>ADC</b>	Anawsterau Dysgu Cymedrol
<b>ThG</b>	Therapi Galwedigaethol
<b>PASS</b>	Agwedd Disgyblion at eu Hunain a'r Ysgol
<b>CAP</b>	Cynllun Addysg Personol
<b>PMLD</b>	Anawsterau Dysgu Dwys a Lluosog
<b>QTVI</b>	Athrawes Gymwysedig unigolion â Nam ar y Golwg
<b>ThIaLI</b>	Therapi Iaith a Lleferydd.

### SEMH

### SEN

### SIS

### SLCN

### SLD

### ThIaLI

### ADP

### SPOA

### GCS

### STOD

### HT

### TOD

### VI

### HI

### MSI

### AC

Anawsterau Cymdeithasol, Emosiynol ac Iechyd Meddwl

Anghenion Addysgol Arbennig

Gwasanaeth Cynhwysiant Synhwyrdd

Anghenion Lleferydd, Iaith a Chyfathrebu

Anawsterau Dysgu Difrifol

Therapyddion Iaith a Lleferydd

Anawsterau Dysgu Penodol

Un Pwynt Mynediad

Gwasanaeth Cefnogi Synhwyrdd

Athro Arbenigol y Byddar

Hyfforddwyr Technegol

Athro y Byddar

Nam ar y golwg

Nam ar y clyw

Nam amlsynhwyrdd (cyfuniad o anawsterau'r golwg a'r clyw)

Anabled Corfforol

## Atodiad 1: Rolau a Chyfrifoldebau

### Swyddog Arweiniol Anghenion Dysgu Ychwanegol y Blynyddoedd Cynnar (Swyddog Arweiniol ADY y Blynyddoedd Cynnar)

Mae'r wybodaeth ganlynol wedi'i ddyfynnu o God Anghenion Dysgu Ychwanegol Cymru 2021:

"Mae Swyddog Arweiniol Anghenion Dysgu Ychwanegol y Blynyddoedd Cynnar" neu "Swyddog Arweiniol ADY y blynyddoedd cynnar" yn golygu swyddog sydd wedi'i ddynodi, yn unol ag adran 62 y Ddeddf, gan yr awdurdod lleol i fod yn gyfrifol am gydlynu swyddogaethau'r awdurdod lleol o dan Ran 2 y Ddeddf mewn perthynas â phlant o dan oedran ysgol gorfodol nad ydynt yn mynychu ysgolion a gynhelir.

Mae'n rhaid i bob awdurdod lleol ddynodi swyddog i fod yn gyfrifol am gydlynu swyddogaethau'r awdurdod lleol o dan y Ddeddf mewn perthynas â phlant o dan oedran ysgol gorfodol nad ydynt yn mynychu ysgolion a gynhelir. Bydd y swyddog dynodedig yn cael eu hadnabod fel 'Swyddog Arweiniol Anghenion Dysgu Ychwanegol y Blynyddoedd Cynnar' ('Swyddog Arweiniol ADY y Blynyddoedd Cynnar').

Y swyddogaethau awdurdod lleol y mae Swyddog Arweiniol ADY y Blynyddoedd Cynnar yn gyfrifol am eu cydlynu cyn belled ag y bônt yn ymwneud â charfan Swyddog Arweiniol ADY yw:

- penderfynu a oes gan blant ADY, paratoi a gofalu am Gynlluniau Datblygu Unigol (gan gynnwys sicrhau'r Darpariaethau Dysgu Ychwanegol a nodwyd yn y Cynllun Datblygu Unigol) a darparu gwybodaeth am Gynlluniau Datblygu Unigol.
- Adolygu a diwygio Cynlluniau Datblygu Unigol.
- Adolygu trefniadau Darpariaethau Dysgu Ychwanegol
- Gwneud trefniadau i ddarparu cyngor a gwybodaeth a chymryd camau rhesymol i wneud y trefniadau'n hysbys i rieni (ymysg eraill) a chyfeillion achos y plant yn yr ardal; gwneud trefniadau er mwyn osgoi a datrys anghytundeb a hyrwyddo'r defnydd ohonynt.
- Gwneud trefniadau i ddarparu gwasanaethau eirioli annibynnol.

Mae Swyddog Arweiniol ADY y Blynyddoedd Cynnar yn rôl strategol a dylai bod dwy agwedd i'r rôl: rôl fewnol a rôl allanol. Diben y rôl fewnol yw bod yn gyfrifol am drefniadau'r awdurdod lleol i arfer ei swyddogaethau mewn perthynas â charfan Swyddog Arweiniol ADY. Er mwyn cefnogi arfer effeithiol y swyddogaethau hynny, mae'r rôl allanol yn ymwneud â datblygu a chynnal perthnasau effeithiol gydag eraill sy'n gweithio yng nghanfan Swyddog Arweiniol ADY yr awdurdod lleol.

## Ysgolion – Cydlynnydd Anghenion Dysgu Ychwanegol (Cydlynnydd ADY)

Mae'r wybodaeth ganlynol wedi'i thynnu'n uniongyrchol o God Anghenion Dysgu Ychwanegol Cymru 2021:

Mae'n rhaid i bob ysgol brif ffrwd a gynhelir a Sefydliad Addysg Bellach yng Nghymru ddynodi unigolyn, neu fwy nag un unigolyn, fydd â chyfrifoldeb dros gydlynu darpariaeth i ddysgwyr ag ADY. Bydd yr unigolyn (neu'r unigolion) yn cael ei adnabod fel y Cydlynnydd Anghenion Dysgu Ychwanegol neu Gydlynnydd ADY.

O dan eu dyletswydd i ddynodi unigolyn i weithredu fel Cydlynnydd ADY, dylai ysgolion a gynhelir a Sefydliadau Addysg Bellach ystyried sgiliau a phrofiad yr unigolyn i sicrhau y gallant gyflawni'r swyddogaethau a nodwyd mewn cyfraith. Dylai bod Cydlynnydd ADY yn hynod gymwys a dylent feddu ar arbenigedd o ymarfer sy'n canolbwyntio ar unigolyn a delio gydag ystod eang o ADY. Dylai Cydlynwyr ADY gael hyfforddiant i gefnogi eu datblygiad proffesiynol parhaus. Gallent ddewis arbenigo mewn mathau penodol o ADY a rhannu'r arbenigedd hwn y tu hwnt i'w lleoliad addysg penodol.

Mae'n rhaid i Gydlynwyr ADY mewn ysgol fod yn athro/athrawes. Yn yr un modd, mae'n rhaid i Gydlynnydd ADY o mewn Sefydliad Addysg Bellach fod yn athro/athrawes addysg bellach.

Gellir dynodi unigolion yn Gydlynnydd ADY mewn ysgol a gynhelir heb fod yn athro/athrawes ysgol, ond dim ond os oeddent yn gweithredu fel cydlynnydd anghenion addysgol arbennig (Cydlynnydd AAA) yn yr ysgol cyn 4 Ionawr 2021.

Nid yw dynodi Cydlynnydd ADY yn diddymu cyfrifoldebau'r gweithlu ehangach; bydd gan yr holl staff sy'n gweithio gyda phlant a phobl ifanc gydag ADY gyfrifoldeb i sicrhau bod anghenion y dysgwyr yn cael eu nodi ac y darperir ar eu cyfer.

Mae'n hanfodol bod Cydlynnydd ADY yn cael digon o amser ac adnoddau i ymgymryd â'u dyletswyddau'n effeithiol, gan gynnwys amser penodol lle nad ydynt yn addysgu. Dylai pennaeth y lleoliad addysg sicrhau bod y Cydlynnydd ADY yn derbyn cefnogaeth o ran hyn. Bydd dynodi amser penodol a digonol yn sicrhau y gall y Cydlynnydd ADY ymgymryd â'u dyletswyddau'n effeithiol. Wrth benderfynu ar amser digonol, dylid ystyried y niferoedd ar y gofrestr yn y lleoliad addysg sydd ag ADY a difrifoldeb yr ADY sydd gan y garfan honno o ddysgwyr.

Os yw rôl Cydlynnydd ADY unigol wedi'i chyfuno gyda chyfrifoldebau eraill nad ydynt yn ymwneud ag addysgu, mae'n bwysig bod y cyfrifoldebau eraill hyn yn cyd-fynd â'r dyletswyddau y disgwylir i'r unigolyn eu cyflawni fel Cydlynnydd ADY, ac nad ydynt yn amharu ar eu gallu i gyflawni rôl Cydlynnydd ADY.

Er bod yr holl athrawon a staff addysg yn addysgwyr plant a phobl ifanc ag ADY, y Cydlynnydd ADY yw'r unigolyn sy'n sicrhau bod anghenion pob dysgwr ag ADY yn y lleoliad addysg yn cael eu bodloni ar lefel strategol. Mae'r rôl yn un strategol o fewn y lleoliad addysg ac felly, dylai, naill ai ffurfio rhan o'r uwch dîm arweinyddiaeth neu fod llinell gyfathrebu glir i'r uwch dîm arweinyddiaeth. Bydd hyn yn cefnogi'r lleoliad addysg i gynllunio, rheoli a chyflawni ei ddyletswyddau a'i gyfrifoldebau i nodi a diwallu anghenion plant a phobl ifanc sydd ag ADY.

I gefnogi'r Cydlynnydd ADY, dylai'r uwch dîm arweinyddiaeth gynghori, cefnogi a herio systemau a phrosesau'r lleoliad addysg i nodi a diwallu anghenion y dysgwyr. Gall yr awdurdod lleol gefnogi rôl y Cydlynnydd ADY, gan gynnwys darparu arweiniad lle bo'n briodol.

Bydd angen i'r Cydlynnydd ADY gyfrannu at gydlynu adnoddau ADY yn strategol, megis lleoli a chefnogi staff a gweithio gyda chydweithwyr ar yr Uwch Dîm Arweinyddiaeth i gynllunio a phenderfynu ar yr adnoddau priodol sydd eu hangen i gefnogi staff yn y lleoliad. Dylai Cydlynnydd ADY gyfrannu at benderfyniadau o ran y gyllideb ac adnoddau i gynorthwyo i gynllunio darpariaeth briodol.

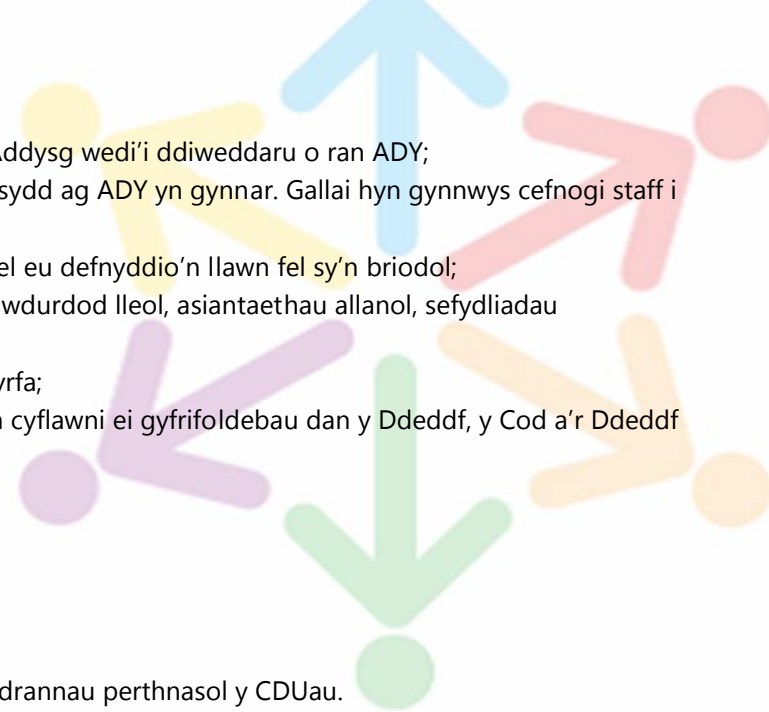
Ni ddisgwylir i Gydlynnydd ADY ymwneud yn uniongyrchol â'r broses ddyddiol o gefnogi pob dysgwr gydag ADY. Cyfrifoldeb athrawon dosbarth yw hyn, ond gall staff cefnogi dysgu gynorthwyo'r Cydlynnydd ADY i sicrhau bod athrawon yn derbyn cefnogaeth a bod anghenion yr holl ddysgwyr yn cael eu diwallu.

Yn ogystal â'u cyfrifoldeb trosfwaol ar gyfer cydlynu Darpariaethau Dysgu Ychwanegol ar gyfer myfyrwyr neu ddisgyblion gydag ADY, mae'r Cydlynnydd ADY yn gyfrifol am sicrhau bod y tasgau a nodwyd dan y pennawd hwn yn cael eu cyflawni. Gall Cydlynnydd ADY ddewis cyflawni'r tasgau hyn eu hunain neu drefnu bod eraill yn cyflawni'r tasgau hyn:

- Ni fydd gofyn i'r Cydlynnydd ADY ddatblygu pob CDU - ond mae ganddynt gyfrifoldeb cyffredinol am sicrhau bod gan bob dysgwr sydd ag ADY ar draws y lleoliad addysg CDU. Mae'n rhaid i Gydlynnydd ADY nodi ADY disgybl neu fyfyrwr a chydlynu llunio Darpariaeth Dysgu Ychwanegol sy'n diwallu'r anghenion hynny.
- Mae'n rhaid i Gydlynnydd ADY sicrhau gwasanaethau perthnasol a fydd yn cefnogi Darpariaeth Dysgu Ychwanegol disgybl neu fyfyrwr fel bo'r angen.
- Mae'n rhaid i Gydlynnydd ADY gadw cofnodion o benderfyniadau am ADY a CDUau
- Mae'n rhaid i Gydlynnydd ADY hyrwyddo cynhwysiad y disgybl neu fyfyrwr yng nghymuned yr ysgol/sefydliad addysg bellach a mynediad i'r cwricwlwm, cyfleusterau a gweithgareddau allgyrsiol.
- Mae'n rhaid i Gydlynnydd ADY fonitro effeithiolrwydd unrhyw Ddarpariaeth Dysgu Ychwanegol.
- Mae'n rhaid i Gydlynnydd ADY gynghori athrawon yn yr ysgol neu sefydliad addysg bellach am ddulliau dysgu gwahanol sy'n briodol ar gyfer disgyblion neu fyfyrwyr unigol gydag ADY.
- Mae'n rhaid i Gydlynnydd ADY oruchwylio a threfnu hyfforddiant ar gyfer gweithwyr cefnogi dysgu sy'n gweithio gyda disgyblion a myfyrwyr ag ADY.
- Mae'n rhaid i Gydlynnydd ADY gyfrannu at hyfforddiant mewn swydd ar gyfer athrawon.

Yn ogystal â thasgau gorfodol, dylai prif gyfrifoldebau Cydlynnydd ADY gynnwys:

- lle bo gofynion penodol yn nodi bod yn rhaid i ysgolion a gynhelir neu sefydliadau addysg bellach ddarparu dogfennau, hysbysiadau neu wybodaeth i blentyn, rhiant y plentyn neu berson ifanc, dylai'r Cydlynnydd ADY oruchwylio'r ddarpariaeth honno;
- goruchwylio gweithrediad dydd-i-ddydd trefniadau'r lleoliad addysg ar gyfer ADY.
- goruchwylio'r darpariaethau dysgu ychwanegol ar draws y lleoliad addysg i ddiwallu anghenion sy'n cael eu nodi mewn Cynlluniau Datblygu Unigol. Dylai'r Cydlynnydd ADY sicrhau y cynhelir adolygiadau rheolaidd o'r Darpariaethau Dysgu Ychwanegol a wneir ar gyfer dysgwyr yn eu lleoliadau a, lle bo'n briodol, dylid arwain y broses adolygu i sicrhau bod y ddarpariaeth yn parhau i ddiwallu'r anghenion a nodwyd;
- sicrhau bod Cynlluniau Datblygu Unigol yn cael eu datblygu a'u hadolygu'n briodol;
- cefnogi dysgwyr sydd â Chynllun Datblygu Unigol i bontio rhwng lleoliadau addysg neu i fod yn oedolion, i sefydliadau astudio pellach neu waith.
- goruchwylio trosglwyddiad priodol gwybodaeth rhwng lleoliadau addysg am ADY a DDU y dysgwr;
- cysylltu â swyddogion arholiadau ac athrawon arbenigol wrth geisio addasiadau rhesymol ar gyfer arholiadau;
- cyfrannu at ddatblygu a gweithredu'r gweithdrefnau a'r systemau ADY priodol o fewn yr ysgol, gan gynnwys cynllunio ariannol strategol, darparu adnoddau'n effeithiol a chasglu a dadansoddi data, gyda'r bwriad o gael gwell canlyniadau i ddysgwyr sydd ag ADY;
- dod yn ffynhonnell arbenigedd ar ADY drwy ddatblygu sgiliau a gwybodaeth arbenigol;
- derbyn y wybodaeth ddiweddaraf o ran canllawiau a chefnogaeth sydd ar gael ar gyfer ADY;
- gwella eu dysgu proffesiynol eu hunain drwy gysylltu â'r rhwydwaith lleol o Gydlynwyr ADY (y dylai awdurdodau lleol ystyried ei sefydlu a'i hwyluso) a, lle bo'n briodol, ysgolion arbennig i ddatblygu a rhannu profiadau ac arferion gorau;



- sicrhau bod y cofnod o'u rolau a'u dysgu proffesiynol sy'n rhan o'u cofrestrriad gyda Chyngor y Gweithlu Addysg wedi'i ddiweddarau o ran ADY;
- darparu cefnogaeth broffesiynol i'r holl staff er mwyn gallu adnabod, asesu a chynllunio ar gyfer dysgwyr sydd ag ADY yn gynnar. Gallai hyn gynnwys cefnogi staff i dracio ar lefel ysgol /sefydliad addysg bellach a chefnogi staff i osod targedau'n dda;
- sicrhau bod y trefniadau sy'n cael eu rhoi ar waith gan yr awdurdod lleol i osgoi a datrys anghydfod yn cael eu defnyddio'n llawn fel sy'n briodol;
- gweithredu fel y pwynt cyswllt allweddol gyda'r gwasanaethau ymgynnwys a chefnogi perthnasol gan yr awdurdod lleol, asiantaethau allanol, sefydliadau annibynnol/gwirfoddol, gweithwyr proffesiynol iechyd a gofal cymdeithasol, seicolegwyr addysg, ac ati;
- trafod gydag arbenigwyr gyrfaedd i sicrhau bod dysgwyr sydd ag ADY yn derbyn cyngor addas am eu gyrfa;
- gweithio'n strategol gyda'r uwch dîm arweinyddiaeth a'r llywodraethwyr i sicrhau bod y lleoliad addysg yn cyflawni ei gyfrifoldebau dan y Ddeddf, y Cod a'r Ddeddf Cydraddoldeb 2010.

## Cydlynnydd Dynodedig Awdurdod Lleol

Beth all eich Cydlynnydd Dynodedig ALI ei wneud:

- Bod yn gyswllt a enwyd
- Darparu gwybodaeth / cyngor ar weinyddu prosesau ystyried / ailystyried yr awdurdod lleol a chynnwys adrannau perthnasol y CDUau.
- Ymweld â Chydlynnydd ADY newydd os ceir gwahoddiad ac egluro prosesau ADY, Darpariaethau Dysgu Ychwanegol a CDUau.
- Darparu cyngor a gwybodaeth am y broses adolygu flynyddol
- Cyfeirio a darparu enghreifftiau o arferion da ar gyfer yr holl leoliadau ar gais
- Darparu gwybodaeth am gamau rhesymol, ymdrechion gorau, Cod Anghenion Dysgu Ychwanegol Cymru 2021 a Deddf ALNET 2018.
- Gweithio gyda rhieni / gofalwyr mewn amgylchiadau lle bo pryderon am unrhyw agwedd o'r CDUau, gan gynnwys y ddarpariaeth.

Beth na all eich Cydlynnydd Dynodedig ALI ei wneud:

- Darparu cyngor ar leoliadau a darpariaeth, heblaw i egluro canfyddiadau prosesau ystyried / ailystyried yr awdurdod lleol a pha fath o ddarpariaeth / lleoliad y mae'r cyfraniadau yn eu hawgrymu.
- Gwneud penderfyniadau o ran cludiant / cyllid / lleoliad.
- Mynychu cyfarfodydd fel eiriolwr
- Trafod neu fynychu cyfarfodydd ar gyfer plant / pobl ifanc cyn eu bod yn hysbys i'r Tîm ADY.
- Ychwanegu darpariaeth iechyd neu ofal cymdeithasol i'r CDUau.
- Diweddarau CDU ALI heb dderbyn gwybodaeth benodol fel rhan o'r broses adolygu flynyddol o ran y geiriad sydd ei angen a gwybodaeth ysgrifenedig atodol fel y bo'n briodol (e.e. diagnosis ac ati).

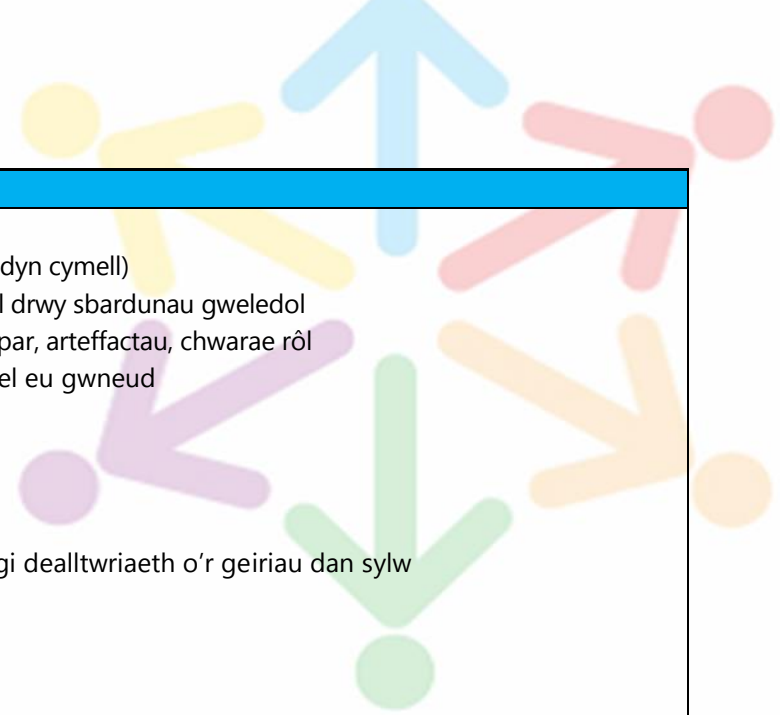
## Atodiad 2: Addysgu o Ansawdd Da i Bawb

Mae'r tablau a ganlyn yn rhoi gwybodaeth am sut beth yw Addysgu o Ansawdd Da i Bawb mewn ysgolion dan y pedwar maes ADY:

### Gwybyddiaeth a Dysgu

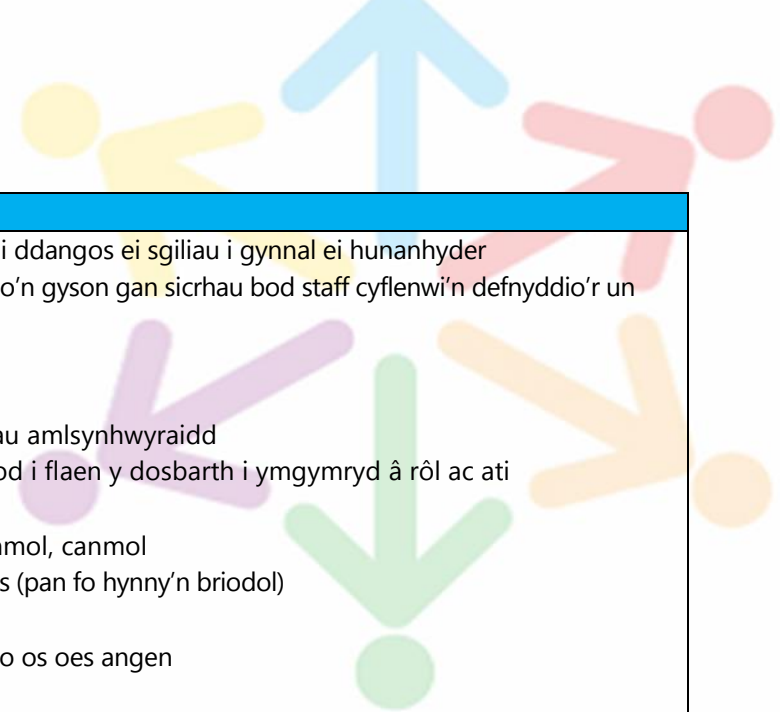
- Sicrhau eich bod chi'n gwybod pa mor anodd yw unrhyw destun yr ydych chi'n disgwyl i'r disgybl ei ddarllen
- Sicrhau y gellir gweld y testun a'r print i gyd yn eglur a'u bod nhw wedi'u harddangos yn glir yn ogystal â sicrhau y gellir eu gweld yn gyfforddus os ydyn nhw'n cael eu defnyddio'n gymorth wrth addysgu
- Addysgu geirfa pwnc cyn addysgu'r pwnc ei hun
- Pwysleisio geiriau/geirfa allweddol wrth siarad
- Rhannu cyfarwyddiadau'n ddarnau sy'n rhwydd eu deall a'u hegluro yn eu trefn
- Annog disgyblion i egluro'r hyn sy'n rhaid iddyn nhw ei wneud a sut maen nhw'n mynd i fynd ati er mwyn gwirio dealltwriaeth
- Addysgu'r sgil o roi pethau mewn trefn e.e. rhoi straeon mewn trefn, rhoi'r wyddor mewn trefn ac ati
- Sicrhau bod adnoddau, offer a dyddiaduron gwaith cartref yn gwneud defnydd o symbolau cyson a chodau lliw yn unol â pholisi'r ysgol
- Gwneud cysylltiadau clir â dysgu blaenorol
- Adolygu pwyntiau dysgu allweddol ar adegau priodol yn ystod ac ar ddiwedd y wers
- Defnyddio ffyrdd eraill o ddangos dealltwriaeth e.e. diagramau, mapiau meddwl, defnydd o recordydd llais
- Cyflwyno amrywiaeth o fframiau ysgrifennu i gynorthwyo â threfnu gwaith a dysgu sut i'w defnyddio
- Sicrhau bod geiriau allweddol, matiau ffonem a/neu sribedi'r wyddor ar gael
- Ystyried marcio'r gwaith o ran ei gynnwys - annog disgyblion i uwchleuo geiriau eu hunain sydd efallai'n anghywir er mwyn edrych arnyn nhw nes ymlaen
- Defnyddio rhaglenni TG ac apiau i atgyfnerthu ac adolygu'r hyn a ddysgwyd
- Er mwyn cefnogi cof tymor byr, sicrhau bod byrddau gwyn bach a beiros ar gael i wneud nodiadau, rhoi cynnig ar sillafu, cofnodi syniadau ac ati
- Sicrhau bod y testunau'n adlewyrchu diddordebau a'r ystod oedran - mae amrywiaeth dda o destunau o ddiddordeb ag oed darllen isel ar gael
- Sicrhau bod y testun wedi'i gyflwyno'n glir - defnyddio pwyntiau bwled a ffont clir sy'n addas o ran ei faint i oed/gallu'r disgyblion
- Diagramau a lluniau i ychwanegu ystyr ochr yn ochr â'r testun
- Ymarferion llenwi bylchau i amrywio tasgau ysgrifennu a dangos dealltwriaeth
- Peidio â gofyn i ddisgybl ddarllen ar goedd yn y dosbarth oni bai bod y disgybl wedi paratoi ymlaen llaw a'i fod yn gyfforddus â hyn
- Addysgu a modelu technegau cofio
- Defnyddio beiros gwahanol liwiau i gefnogi â dysgu sillafu, nodi gwahanol rannau o destun, un lliw i bob brawddeg a thanlinellu neu mae perygl na fydd modd gwahaniaethu
- Nodi man cychwyn ar gyfer pob llinell
- Lleihau copïo o'r bwrdd - rhoi copïau i ddisgyblion os bydd angen





## Cyfathrebu a Rhyngweithio

- Arddangos, addysgu, modelu ac atgyfnerthu 'rheolau' gwrando da yn rheolaidd
- Sicrhau bod disgyblion yn ymwybodol o sbardunau gwrando'n astud a nodwyd ymlaen llaw (e.e. symbol, cerdyn cymell)
- Sicrhau bod geirfa/geiriau allweddol yn cael eu pwysleisio wrth siarad a'u bod wedi'u harddangos yn weledol drwy sbardunau gweledol
- Amrywiaeth o dulliau amlsynhwyrdd yn cael eu defnyddio i gefnogi iaith lafar e.e. symbolau, lluniau, cyfarpar, arteffactau, chwarae rôl
- Rhannu cyfarwyddiadau'n ddarnau sy'n rhwydd eu deall a'u gosod yn y drefn y mae angen iddyn nhw gael eu gwneud
- Arafu wrth gyflwyno gwybodaeth a rhoi amser er mwyn i ddisgyblion allu ei phrosesu
- Disgyblion yn cael gweld yr hyn y mae disgwyl iddyn nhw ei wneud
- System adborth weledol ar waith i ddangos a yw disgyblion wedi deall
- Disgyblion yn cael gweld sut i ofyn am eglurhad ac yn cael eu hannog i wneud hyn
- Cardiau cymell yn defnyddio fframwaith naratif (pwy, ble, pryd, beth ddigwyddodd ac ati) er mwyn cefnogi dealltwriaeth o'r geiriau dan sylw
- Partneriaid trafod neu rywbeth tebyg yn cael ei ddefnyddio i annog ymatebion
- Egluro'n effeithiol a chefnogi disgyblion i ofyn ac ateb cwestiynau
- Defnyddio waliau geiriau neu rywbeth tebyg i ddatblygu dealltwriaeth disgyblion o eirfa newydd
- Rhieni'n cael gwybod am yr eirfa newydd er mwyn gallu ei hatgyfnerthu gartref
- Lleihau'r defnydd o iaith haniaethol
- Dweud enw'r plentyn yn gyntaf er mwyn mynnu ei sylw
- Dweud wrth y plentyn yr hyn sydd angen iddo wneud yn hytrach na'r hyn na ddylai ei wneud (e.e. "cerdda os gwelwch yn dda" yn hytrach na "paid â rhedeg")



## Ymddygiad, Datblygiad Emosiynol a Chymdeithasol

- Rhoi amser i ganfod beth yw cryfderau'r plentyn a chanmol y rhain - sicrhau bod y disgybl yn cael cyfleoedd i ddangos ei sgiliau i gynnal ei hunanhyder
- Atgoffa disgyblion yn rheolaidd o god ymddygiad yr ystafell ddosbarth, targedau'r dosbarth cyfan a'u defnyddio'n gyson gan sicrhau bod staff cyflenwi'n defnyddio'r un cysondeb
- Chwarae cerddoriaeth lonyddol pan fo hynny'n briodol
- Sicrhau bod man diogel i ddisgyblion fynd iddo pan fo angen
- Rhoi llawer o gyfleoedd ar gyfer dysgu gweledol e.e. gweithgareddau ymarferol, dysgu arbrofol, adnoddau amlsynhwyrdd
- Defnyddio strategaethau rhyngweithiol e.e. cardiau/byrddau gwyn gan ddisgyblion i ddangos atebion, dod i flaen y dosbarth i ymgymryd â rôl ac ati
- Sicrhau bod disgwyliadau o ran ymddygiad yn eglur drwy dargedau, esboniadau a modelu clir
- Defnyddio amser ydd gweledol i amseru tasgau ac ymestyn yr amser - dechrau â thasg fer a chanmol, canmol, canmol
- Dysgu disgyblion sut i ddefnyddio nodiadau post-it ar gyfer cwestiynau a syniadau yn hytrach na thorri ar draws (pan fo hynny'n briodol)
- Darparu manau eraill i eistedd os yw hyn yn broblem
- Cyfiawnhau'r weithred o symud drwy gael y disgybl i ddanfon neges, casglu eitem, defnyddio tegau synhwyro os oes angen
- Sicrhau bod cyfarpar a/neu offer ar gael i'w defnyddio a'i bod yn rhwydd cael gafael arnynt
- Gosod amser penodol ar gyfer gwaith ysgrifenedig a pheidio â pharhau yn ystod amser egwyl i 'ddal i fyny'
- Rhannu cyfarwyddiadau'n ddarnau a chefnogi'r rhain â sbardunau gweledol
- Defnyddio gwahanol drefniadau eistedd a grwpio ar gyfer gwahanol weithgareddau
- Personoli'r addysgu pan fo hynny'n bosibl er mwyn adlewyrchu diddordebau disgyblion
- Cyfathrebu mewn modd pwyllog a chlr
- Cadw cyfarwyddiadau, gweithdrefnau a rheolau'n fyr, manwl a chadarnhaol
- Gwrando ar y disgybl gan roi cyfle iddo egluro ei ymddygiad
- Cyfathrebu cyflawniadau cadarnhaol waeth pa mor fach ydyn nhw â chartref y disgybl ac annog y cartref i wneud yr un peth
- Caniatáu disgybl i gael man diogel i gadw ei eiddo
- Sicrhau bod grwpiau'n cyflwyno patrwm ymddwyn cadarnhaol
- Sicrhau bod symud o waith dosbarth cyfan i waith grŵp neu waith annibynnol yn cael ei ddysgu, yn cael ei egluro'n glir a'i reoli

## Synhwraidd a/neu Gorfforol

### Anawsterau ar y Golwg

- Rhoi cymaint â phosibl o brofiadau amlsynhwraidd 'real'
- Sicrhau bod lleoliad seddi'n addas o ran y bwrdd, bwrdd gwyn, SmartBoard
- Ystyried golau - naturiol ac artiffisial - pa un sy'n fwyaf cyfforddus?
- Osgoi unrhyw arwynebau sgleiniog a allai adlewyrchu golau a dallu'r disgybl
- Egluro ar lafar bob amser wrth gyflwyno i'r dosbarth cyfan
- Darllen ar goedd wrth i chi ysgrifennu ar y bwrdd
- Cyfeirio at y disgybl gan ddefnyddio ei enw er mwyn cael ei sylw

### Anawsterau Clyw

- Ceisio cael cyn lleied â phosibl o sŵn yn y cefndir
- Siarad yn glir, arafu ychydig ar gyflymder y siarad, gan gadw'r llif naturiol
- Peidio â chyfyngu ar ddefnydd o iaith gyfoethog ac amrywiol, gall geirfa gyfyngedig gyfyngu ar batrymau lleferydd naturiol ac ystyr llawn
- Modelu ac addysgu sut i wrando'n ofalus gydag arwyddion pan fo angen gwrando'n ofalus
- Gwiro'n rheolaidd bod y disgybl wedi deall y cyfarwyddiadau/gwybodaeth ar lafar
- Wynebu'r disgybl wrth siarad
- Rhannu'r amser gwrando'n gyfnodau byr
- Defnyddio ystumiau priodol i gefnogi dysgu

### Cydlynu

- Ystyried cynllun yr ystafell ddosbarth
- Ystyried trefniadau eistedd ar gyfer disgyblion sy'n ysgrifennu â'u llaw chwith a'r rhai sy'n ysgrifennu â'u llaw dde
- Dylai disgyblion fod yn gallu rhoi eu dwy droed ar y llawr wrth eistedd ar eu cadeiriau - gwirio uchder y cadeiriau
- Dylai'r desgiau fod uchder penelinoedd y disgyblion
- Annog ystum da
- Dylai'r ystafell fod wedi'i threfnu fel bod y disgybl yn gallu gweld yr athro o'i flaen heb orfod troi'r corff - yn ddigon agos i weld a chlywed cyfarwyddiadau
- Dylai disgyblion fod yn eistedd mewn man heb lawer o wrthdynciadau e.e. i ffwrdd o'r ffenestri a'r drysau
- Nodi man dechrau pob llinell
- Sicrhau bod cyfarpar wedi'i labelu'n glir ac wedi'i gadw yn yr un man yn y dosbarth
- Caniatáu amser ychwanegol i gwblhau tasgau

## Atodiad 3: Aseidiadau Awgrymedig

Nid yw'r aseidiadau isod wedi cael eu cymeradwyo gan yr Awdurdod Lleol, ond maent wedi cael eu hawgrymu gan Gydlynwyr AAA profiadol mewn ysgol leol yn Nwyrain Swydd Gaer a Chydlynwyr ADY yng Nghonwy a Sir y Fflint sydd wedi'u defnyddio. Dylid ystyried sylwadau gan athrawon dosbarth ac ati wrth ddefnyddio'r aseidiadau hyn.

Enw'r Aseiad	Pa angen mae'n ei asesu?	Beth mae'n ei fesur/asesu? (Disgrifiad cryno)	A yw'r aseiad yn cynnig sgôr safonol?	A oes angen hyfforddiant neu gymhwyster ffurfiol i ddefnyddio'r aseiad?	Ble mae ar gael? (e.e. enw cwmni a/neu ddolen i'r wefan lle bo modd)	Sylwadau Ychwanegol gan y Cydlynwyr AAA
Darlennydd Carlam	Gwybyddiaeth a Dysgu	Rhaglen ddarllen sy'n cynnwys aseidiadau	Ydi	Nag oes	Renaissance <a href="http://www.renlea.co.uk/accelerated-reader/">http://www.renlea.co.uk/accelerated-reader/</a>	
Prawf Darllen Mynediad (ART)	Dealltwriaeth wrth ddarllen	Edrych ar gryfderau a gwendidau mewn pedair agwedd o ddeall darllen: Dealltwriaeth lythrennol, geirfa, casgliadau a dadansoddiadau	Ydi	Nag oes	Hodder: <a href="https://www.hoddereducation.co.uk/AccessReadingTest">https://www.hoddereducation.co.uk/AccessReadingTest</a>	
Prawf Darllen Cymru Gyfan (AWRT)	Darllen	Ar gyfer plant a phobl ifanc rhwng 5 oed a 10 mis ac 16 oed a 5 mis	Ydi	Oes	<a href="https://awrt.online/">https://awrt.online/</a>	
Graddfa Geirfa	Rhesymu ar lafar	Deall geirfa -	Ydi, ac oedran	Nag oes	GL assessment	Argymhellir ei

Enw'r Asesiad	Pa angen mae'n ei asesu?	Beth mae'n ei fesur/asesu? (Disgrifiad cryno)	A yw'r asesiad yn cynnig sgôr safonol?	A oes angen hyfforddiant neu gymhwyster ffurfiol i ddefnyddio'r asesiad?	Ble mae ar gael? (e.e. enw cwmni a/neu ddolen i'r wefan lle bo modd)	Sylwadau Ychwanegol gan y Cydlynwyr AAA
Lluniau Prydeinig (BPVS)		mae pedwar llun yn cydfynd â gair, a dylid dewis pa lun sy'n cynrychioli ystyr y gair. Mae'n rhoi syniad o ddealltwriaeth gyffredinol o'r byd. Mae'n mesur sgiliau Rhesymu Cyffredinol Ar Lafar. I'w ddefnyddio ochr yn ochr â Rhesymu Dieiriau i gymharu. Ar gyfer plant a phobl ifanc 3-16 oed, Saesneg iaith gyntaf.	cyfatebol		<a href="https://www.gl-assessment.co.uk/product/s/british-picture-vocabulary-scale-bpvs3/">https://www.gl-assessment.co.uk/product/s/british-picture-vocabulary-scale-bpvs3/</a>	ddefnyddio gyda'r sgriniad portffolio dyslecsia
Prawf Gallu Gwybyddol (CAT4)	Prawf Gallu Gwybyddol	Rhesymu gyda geiriau, rhifau, siapiau a dyluniadau. Addas ar gyfer plant a phobl ifanc 6 - 17+ oed.	Ydi	Oes	GL Assessment <a href="https://www.gl-assessment.co.uk/product/s/cognitive-abilities-test-cat4/">https://www.gl-assessment.co.uk/product/s/cognitive-abilities-test-cat4/</a>	

Enw'r Asesiad	Pa angen mae'n ei asesu?	Beth mae'n ei fesur/asesu? (Disgrifiad cryno)	A yw'r asesiad yn cynnig sgôr safonol?	A oes angen hyfforddiant neu gymhwyster ffurfiol i ddefnyddio'r asesiad?	Ble mae ar gael? (e.e. enw cwmni a/neu ddolen i'r wefan lle bo modd)	Sylwadau Ychwanegol gan y Cydlynwyr AAA
Y Prawf Cynhwysfawr o Brosesu Ffonolegol - Ail Rifyn (CTOPP-2)	Prosesu ffonolegol	Ymwybyddiaeth ffonolegol, cof ffonolegol ac enwi cyflym. Ar gyfer plant a phobl ifanc rhwng 4 oed a 24 oed ac 11 mis.	Ydi	Oes	R Wagner ac eraill (Awduron) Ar gael ar: <a href="http://www.pearsonclinical.co.uk/AlliedHealth/PaediatricAssessments/PhonologicalAwareness/ctopp-2/comprehensive-test-of-phonological-processing-second-edition.aspx">http://www.pearsonclinical.co.uk/AlliedHealth/PaediatricAssessments/PhonologicalAwareness/ctopp-2/comprehensive-test-of-phonological-processing-second-edition.aspx</a>	
Asesiad Darllen Diagnostig	Gwybyddiaeth a Dysgu	Mae Dadansoddiad Darllen Diagnostig yn brawf safonol llafar un i un i asesu eich darllenwyr llai galluog.  <i>Pa ffactorau mae'r Dadansoddiad Darllen Diagnostig yn eu hasesu?</i>	Ydi	Nag oes	<a href="https://www.hoddereducation.co.uk/diagnosticreadinganalysis">https://www.hoddereducation.co.uk/diagnosticreadinganalysis</a>	



Enw'r Asesiad	Pa angen mae'n ei asesu?	Beth mae'n ei fesur/asesu? (Disgrifiad cryno)	A yw'r asesiad yn cynnig sgôr safonol?	A oes angen hyfforddiant neu gymhwyster ffurfiol i ddefnyddio'r asesiad?	Ble mae ar gael? (e.e. enw cwmni a/neu ddolen i'r wefan lle bo modd)	Sylwadau Ychwanegol gan y Cydlynwyr AAA
		<p>Cywirdeb darllen                      Cyflymder darllen                      Dealltwriaeth wrth ddarllen                      Cyflymder prosesu a deall                      Cywirdeb darllen geiriau unigol                      Oedran darllen                      Oedran deall                      Oedran darllen geiriau unigol</p> <p><i>Ar gyfer beth mae ysgolion yn defnyddio'r Asesiad Darllen Diagnostig?</i>                      I ddarparu mesuryddion safonol o allu darllen disgyblion.                      I fesur cynnydd drwy ail-brofi gyda ffurflen arall yn dilyn y rhaglen ymyrraeth.                      I helpu i greu ysgrif-bortread i ddisgyblion sydd o bosibl angen trefniadau arbennig, megis amser ychwanegol mewn Profion Cenedlaethol.</p>				

Enw'r Asesiad	Pa angen mae'n ei asesu?	Beth mae'n ei fesur/asesu? (Disgrifiad cryno)	A yw'r asesiad yn cynnig sgôr safonol?	A oes angen hyfforddiant neu gymhwyster ffurfiol i ddefnyddio'r asesiad?	Ble mae ar gael? (e.e. enw cwmni a/neu ddolen i'r wefan lle bo modd)	Sylwadau Ychwanegol gan y Cydlynwyr AAA
Sgriniad dyslecsia	Asesiad sgrinio cam cyntaf ar gyfer tueddiadau dyslecsig	Nodi tueddiadau dyslecsig mewn disgyblion 5-16+ oed ac argymhell strategaethau ymyrraeth.	Ydi	Oes	GL Assessment <a href="https://www.gl-assessment.co.uk/products/dyslexia-screener-portfolio-and-guidance/">https://www.gl-assessment.co.uk/products/dyslexia-screener-portfolio-and-guidance/</a>	
Portffolio Dyslecsia	Asesiad dilynol i'r Sgriniad Dyslecsia (gweler uchod) i'r disgyblion hynny lle nodwyd tueddiadau dyslecsig yn eu sgriniad, neu y mae eu perfformiad yn y maes llythrennedd yn peri pryder. Asesu arwyddion unigol o ddyslecsia.	Asesu'r canlynol: Cyflymder Enwi Cyflymder Darllen Dileu Ffonemau Darllen Dieiriau Sillafu Geiriau Unigol Adalw rhifau ymlaen Adalw rhifau yn ôl Darllen Geiriau Unigol Ysgrifennu - cyflymder ysgrifennu rhydd / copio	Ydi, ar gyfer bob maes	Nag oes	GL assessment <a href="https://www.gl-assessment.co.uk/products/dyslexia-screener-portfolio-and-guidance/">https://www.gl-assessment.co.uk/products/dyslexia-screener-portfolio-and-guidance/</a>	Mae angen mesur gallu cyffredinol er mwyn mesur lefel y dyslecsia, a gaiff ei fesur o A (dim) i E (difrifol). Mae offeryn cynhyrchu adroddiadau'n llunio adroddiad i athrawon a rhieni.

Enw'r Asesiad	Pa angen mae'n ei asesu?	Beth mae'n ei fesur/asesu? (Disgrifiad cryno)	A yw'r asesiad yn cynnig sgôr safonol?	A oes angen hyfforddiant neu gymhwyster ffurfiol i ddefnyddio'r asesiad?	Ble mae ar gael? (e.e. enw cwmni a/neu ddolen i'r wefan lle bo modd)	Sylwadau Ychwanegol gan y Cydlynwyr AAA
Glannau Menai	Darllen a sillafu yn y Gymraeg	Prawf darllen a sillafu safonol i fesur sgiliau. Gellir ei ddefnyddio i nodi'r ymyraethau sydd eu hangen.	Ydi	Oes	Cyhoeddwr: Cydbwyllgor Anghenion Addysgol Arbennig, Cyngor Sir Ynys Môn a Chyngor Gwynedd, 1998	
Prawf Sillafu Helen Arkell (HAST-2)	Sillafu	Prawf sillafu geiriau unigol.  Ar gyfer plant 5 oed - oedolion.  Gellir ei weinyddu mewn grŵp neu'n unigol	Ydi	Oes	<a href="https://www.helenarkell.org.uk/shop/helen-arkell-publications/helen-arkell-spelling-test-hast-2.php">https://www.helenarkell.org.uk/shop/helen-arkell-publications/helen-arkell-spelling-test-hast-2.php</a>	
Batri Asesu Amlieithog ar gyfer Llythrennedd Cynnar (MABEL)	Llythrennedd	Batri safonol â 14 prawf sy'n asesu llythrennedd cynnar a sgiliau perthnasol ar draws 5 iaith gan gynnwys Saesneg a Chymraeg.	Ydi	Oes	<a href="https://research.bangor.ac.uk/portal/en/researchoutputs/mabel(b30be62f-5989-44fa-af53-1536f700037a).html">https://research.bangor.ac.uk/portal/en/researchoutputs/mabel(b30be62f-5989-44fa-af53-1536f700037a).html</a>	

Enw'r Asesiad	Pa angen mae'n ei asesu?	Beth mae'n ei fesur/asesu? (Disgrifiad cryno)	A yw'r asesiad yn cynnig sgôr safonol?	A oes angen hyfforddiant neu gymhwyster ffurfiol i ddefnyddio'r asesiad?	Ble mae ar gael? (e.e. enw cwmni a/neu ddolen i'r wefan lle bo modd)	Sylwadau Ychwanegol gan y Cydlynwyr AAA
Prawf Darllen Grŵp Newydd (NGRT)	Darllen	Prawf darllen safonol grŵp i fesur sgiliau darllen. Gellir ei ddefnyddio i nodi'r ymyraethau sydd eu hangen.	Ydi	Oes	<a href="https://www.gl-assessment.co.uk/assessments/new-group-reading-test/">https://www.gl-assessment.co.uk/assessments/new-group-reading-test/</a>	
Lucid - Gallu	Asesiad cyfrifiadurol o sgiliau llafar ac fel arall	Bydd y prawf sgiliau llafar yn cynnwys cwestiynau i brofi geirfa, cyfatebiaethau llafar, rhesymu ymarferol, trin symbolau ac ati.  Mae'r prawf dieiriau'n cynnwys dychmygu patrymau dilyniant ac ati Mae fformatau papur a digidol ar gael ar gyfer gwahanol grwpiau oedran	Sgoriau safonol, oedranau cyfatebol a chanraddau. Mae'r canlyniadau'n annibynnol ar gyrhaeddiad darllen. Mae Lucid - Gallu hefyd yn rhoi syniad o wybodaeth gyffredinol. intelligence.	Nag oes	GL Assessment <a href="https://www.gl-assessment.co.uk/products/lucid-ability/">https://www.gl-assessment.co.uk/products/lucid-ability/</a>	Gellir defnyddio Lucid - Gallu gyda phlant a phobl ifanc rhwng 4 ac 16 oed, mae'r fformat yn cynnig profiad mwy dymunol a chaiff canlyniadau eu dehongli mewn graff. Goblygiadau o ran costau gan fod angen adnewyddu'r drwydded bob blwyddyn.

Enw'r Asesiad	Pa angen mae'n ei asesu?	Beth mae'n ei fesur/asesu? (Disgrifiad cryno)	A yw'r asesiad yn cynnig sgôr safonol?	A oes angen hyfforddiant neu gymhwyster ffurfiol i ddefnyddio'r asesiad?	Ble mae ar gael? (e.e. enw cwmni a/neu ddolen i'r wefan lle bo modd)	Sylwadau Ychwanegol gan y Cydlynwyr AAA
Lucid - Cyflym (rhan o gyfres 'Lucid' o asesiadau ar gyfer anawsterau dysgu arbennig)	Darparu syniad o ddyslecsia	Sgriniad grŵp/dosbarth cyflym ar gyfer dyslecsia mewn disgyblion rhwng 4 a 15 oed. Mae'n cynnwys 4 is-brawf yn ôl oed - Prosesu ffonolegol, Cof gweithredol, Cof integreiddio gweledol-llafar, Sgiliau datrys codau ffonig	Sgoriau safonol, oedrannau cyfatebol a chanraddau.	Mae llawlyfr y gweinyddwr yn egluro sut i ddehongli canlyniadau a'u goblygiadau ar gyfer dysgu.	GL Assessment <a href="https://www.gl-assessment.co.uk/products/lucid/">https://www.gl-assessment.co.uk/products/lucid/</a>	Profion cyfrifiadurol, fformat mwy dymunol, canlyniadau cyflym a dadansoddiadau graff. Goblygiadau o ran costau gan fod angen adnewyddu'r drwydded bob blwyddyn.
Lucid - LASS (rhan o gyfres 'Lucid' o asesiadau ar gyfer anawsterau dysgu arbenniga)	Gwybyddiaeth a Dysgu	Amlygu gwahaniaethau rhwng lefelau llythrennedd gwirioneddol a disgwylidig, mae dau fersiwn ar gael: 8-11 oed a 11-15 oed. Aseu meysydd megis: cof gweledol, cof clywedol-llafar, sillafu, rhesymu, a darllen am ystyr, darllen geiriau unigol a phrosesu ffonoleg.	Ydi, ym mhob maes	Nag oes, ond mae'n well gan rai ddarllen y siartiau canlyniadau.	GL Assessment <a href="https://www.gl-assessment.co.uk/products/lucid/">https://www.gl-assessment.co.uk/products/lucid/</a>	

Enw'r Asesiad	Pa angen mae'n ei asesu?	Beth mae'n ei fesur/asesu? (Disgrifiad cryno)	A yw'r asesiad yn cynnig sgôr safonol?	A oes angen hyfforddiant neu gymhwyster ffurfiol i ddefnyddio'r asesiad?	Ble mae ar gael? (e.e. enw cwmni a/neu ddolen i'r wefan lle bo modd)	Sylwadau Ychwanegol gan y Cydlynwyr AAA
Sgriniad Dyslexia Quest - Nessy	Gwybyddiaeth a Dysgu Darparu adroddiad o alluoedd dysgu sy'n gysylltiedig â dyslecsia.	Asesu 6 maes gallu gwybyddol, gan gynnwys: Cyflymder prosesu, ymwybyddiaeth ffonolegol, cof dilyniannol clywedol, cof geiriau gweledol, cof dilyniannol gweledol a chof gweithredol	Ydi, ym mhob maes	Nag oes, mae'n cynhyrchu adroddiad.	Nessy <a href="https://www.nessy.com/uk/product/dyslexia-screening/">https://www.nessy.com/uk/product/dyslexia-screening/</a>	
Prawf Darllen Brawddegau Newydd Salford	Darllen - cywirdeb a mesurydd dewisol ar gyfer gwirio dealltwriaeth	Mae'n darparu oedran darllen ac oedran dealltwriaeth. Mae'n cynnwys 3 cyfres gyfwerth o frawddegau wedi'u graddio. Mae'n addas ar gyfer darllenwyr llai galluog 6+ oed.	Ydi - Sgoriau safonol, oedrannau cyfatebol a chanraddau.	CYDLNYDD AAA: Nag oes, mae'r llawlyfr yn glir ac yn hawdd ei ddilyn.  Cydlynnydd AAA: byddwn yn cynghori i ddefnyddwyr ddarllen y llawlyfr yn ofalus a	Colin McCarty a Marie Lallaway (Awduron) <a href="https://www.hoddereducation.co.uk/New-Salford-Sentence-Reading-Test">https://www.hoddereducation.co.uk/New-Salford-Sentence-Reading-Test</a>	CYDLNYDD AAA: Mae'n hawdd i'w weinyddu a'i sgorio. Mae'n ddefnyddiol ar gyfer mesur cynnydd fesul tymor.  CYDLNYDD AAA: Rydym yn gwneud hyn gyda phob disgybl blwyddyn 3 ym



Enw'r Asesiad	Pa angen mae'n ei asesu?	Beth mae'n ei fesur/asesu? (Disgrifiad cryno)	A yw'r asesiad yn cynnig sgôr safonol?	A oes angen hyfforddiant neu gymhwyster ffurfiol i ddefnyddio'r asesiad?	Ble mae ar gael? (e.e. enw cwmni a/neu ddolen i'r wefan lle bo modd)	Sylwadau Ychwanegol gan y Cydlynwyr AAA
				chynnal ymarferion gyda phlant nad ydych yn bryderus amdanynt i ddechrau.		mis Medi a phob tymor yn dilyn hynny gydag unrhyw blant nad ydynt yn perfformio cystal ag y gallent.
Batri Asesu Ffonolegol (PHAB)	Ymwybyddiaeth a phrosesu ffonolegol	Lluniwyd yr offeryn hwn i asesu prosesu ffonolegol mewn plant unigol. Mae'n fesurydd ymarferol sy'n nodi plant rhwng 6 ac 14 oed sydd ag anawsterau ffonolegol sylweddol ac angen cymorth arbennig i brosesu synau mewn iaith lafar.	Ydi - Sgoriau safonol, oedrannau cyfatebol a chanraddau.	Nag oes, fodd bynnag argymhellir darllen y llawlyfr yn ofalus a gwylio rhywun profiadol yn ei ddefnyddio cyn rhoi cynnig arno eich hunan. Mae'n eithaf cymhleth.	GL Assessment <a href="https://www.gl-assessment.co.uk/product/s/phonological-assessment-battery-phab/">https://www.gl-assessment.co.uk/product/s/phonological-assessment-battery-phab/</a>	CYDLYNYDD AAA: Mae Seicolegwyr Addysg yn aml yn gofyn am hyn os oes ganddynt bryderon am sgiliau llythrennedd plentyn neu unigolyn ifanc.  CYDLYNYDD AAA: Cyflwynir sgoriau ar graff cyfrifiadurol er mwyn cynnig dehongliad gweledol.

Enw'r Asesiad	Pa angen mae'n ei asesu?	Beth mae'n ei fesur/asesu? (Disgrifiad cryno)	A yw'r asesiad yn cynnig sgôr safonol?	A oes angen hyfforddiant neu gymhwyster ffurfiol i ddefnyddio'r asesiad?	Ble mae ar gael? (e.e. enw cwmni a/neu ddolen i'r wefan lle bo modd)	Sylwadau Ychwanegol gan y Cydlynwyr AAA
Asesiad Meincnod Darllen PM	Darllen - asesu lefelau darllen cyfarwyddol ac annibynnol a dealltwriaeth o'r testunau	Mae'n cynnwys 46 o destunau ffuglen a ffeithiol gyda lefelau darllen amrywiol ar gyfer plant hyd at 12 oed.	Nac ydi	Nag oes	Ar gael ar: <a href="https://shop.scholastic.co.uk/series/1080">https://shop.scholastic.co.uk/series/1080</a>	Offeryn sgrinio defnyddiol at ddibenion monitro. Hawdd i'w weinyddu a gellir ei ddefnyddio mor aml ag sy'n ofynnol.
Geiriau cyffredin drwy ddull addysgu manwl	Darllen - mesurydd adalw geiriau	Mae'n cynnwys darllen geiriau targed yn awtomatig ac yn ddyddiol.	Nac ydi - Cywirdeb o 95% o ran lefel gallu	Nag oes	Tîm Cynhwysiant ADY Conwy	Cyflym a hawdd i'w fonitro.
Matricsau Cynyddol Lliw Raven	Rhesymu Dieiriau	Posau/patrymau â chymhlethdod cynyddol - mae'n rhaid i blant adnabod pa ddarn sydd ar goll o'r 4 dewis. Mesur sgiliau Rhesymu Cyffredinol Dieiriau.	Ydi a'r oedran cyfatebol	Oes	John C Raven ac eraill (Awdur) Ar gael ar: <a href="http://www.pearsonclinical.co.uk/Psychology/ChildCo">http://www.pearsonclinical.co.uk/Psychology/ChildCo</a>	

Enw'r Asesiad	Pa angen mae'n ei asesu?	Beth mae'n ei fesur/asesu? (Disgrifiad cryno)	A yw'r asesiad yn cynnig sgôr safonol?	A oes angen hyfforddiant neu gymhwyster ffurfiol i ddefnyddio'r asesiad?	Ble mae ar gael? (e.e. enw cwmni a/neu ddolen i'r wefan lle bo modd)	Sylwadau Ychwanegol gan y Cydlynwyr AAA
					<a href="#">gnitionNeuropsychology and Language/Child General Abilities/Raven's Educational/Raven's Educational.aspx</a>	
Prawf Rhifedd Cynnar Sandwell (SENT)	Gwybyddiaeth a Dysgu - Rhifedd	Asesu gallu disgybl gyda rhifau, drwy archwilio pum elfen o sgiliau rhifedd sylfaenol: adnabod, cyfri ar lafar, cyfrifo gwerth, cyfri gwrthrychau ac iaith.	Ydi		GL Assessment <a href="https://www.gl-assessment.co.uk/products/sandwell-early-numeracy-test-sent/">https://www.gl-assessment.co.uk/products/sandwell-early-numeracy-test-sent/</a>	
Prawf Darllen Geiriau Unigol (SWRT)	Gwybyddiaeth a Dysgu - darllen	Dull ar gyfer mesur sgiliau darllen geiriau plant. Mae'n cynnwys 2 brawf cyfatebol gyda 60 o eiriau. Addas ar gyfer plant a phobl ifanc rhwng 6 ac 16 oed.	Sgoriau safonol, oedrannau cyfatebol	Oes	GL Assessment <a href="https://www.gl-assessment.co.uk/products/single-word-reading-">https://www.gl-assessment.co.uk/products/single-word-reading-</a>	Offeryn sgrinio cyflym a defnyddiol at ddibenion monitro. Hawdd i'w weinyddu a'i sgorio.

Enw'r Asesiad	Pa angen mae'n ei asesu?	Beth mae'n ei fesur/asesu? (Disgrifiad cryno)	A yw'r asesiad yn cynnig sgôr safonol?	A oes angen hyfforddiant neu gymhwyster ffurfiol i ddefnyddio'r asesiad?	Ble mae ar gael? (e.e. enw cwmni a/neu ddolen i'r wefan lle bo modd)	Sylwadau Ychwanegol gan y Cydlynwyr AAA
Prawf Sillafu Geiriau Unigol (SWST)	Gwybyddiaeth a Dysgu - sillafu	Prawf grŵp i asesu cyrhaeddiad sillafu. Addas i blant rhwng 6 a 14 oed. Ar gael yn ddigidol neu ar bapur. Mae'n cynnwys rhestrau sillafu wedi'u graddio.	Ydi - Sgoriau safonol, oeddrannau cyfatebol a chanraddau.	Oes	GL Assessment <a href="https://www.gl-assessment.co.uk/product/single-word-spelling-test-swst/">https://www.gl-assessment.co.uk/product/single-word-spelling-test-swst/</a>	Mae'r profion yn gysylltiedig â rhestrau sillafu sy'n darparu banc geiriau â phatrymau gweledol a ffonolegol tebyg.
Prawf Darllen Cymraeg Safonol	Darllen Cymraeg	Prawf darllen Cymraeg safonol newydd i ddisgyblion ym mlynnyddoedd 1 i 11 mewn ysgolion cyfrwng Cymraeg. Datblygwyd y prawf gan academyddion Prifysgol Caerdydd.  Y nod oedd datblygu prawf darllen hawdd ei ddefnyddio ar gyfer monitro cysondeb darllen plant mewn ysgolion cyfrwng Cymraeg i'w	Ydi		<a href="https://cscjes-cronfa.co.uk">Repository - CSC (cscjes-cronfa.co.uk)</a>	

Enw'r Asesiad	Pa angen mae'n ei asesu?	Beth mae'n ei fesur/asesu? (Disgrifiad cryno)	A yw'r asesiad yn cynnig sgôr safonol?	A oes angen hyfforddiant neu gymhwyster ffurfiol i ddefnyddio'r asesiad?	Ble mae ar gael? (e.e. enw cwmni a/neu ddolen i'r wefan lle bo modd)	Sylwadau Ychwanegol gan y Cydlynwyr AAA
		<p>defnyddio gan athrawon, ymarferwyr ac ysgolion ar draws Cymru.</p> <p>Mae'r prawf yn cynnwys dwy ffurflen sy'n cynnwys 17 brawddeg yr un. Gall ymarferwyr ddefnyddio'r ddwy ffurflen ar adegau gwahanol i asesu cynnydd unigolion drwy gymharu eu sgoriau gyda sgoriau safonol. Mae'r sgoriau safonol yn seiliedig ar sgoriau 760 o blant mewn ysgolion cyfrwng Cymraeg yn Ne Ddwyrain Cymru.</p>				
Rhesymu Llafar a Rhesymu Dieiriau	Gwybyddiaeth a Dysgu	Mae Rhesymu Llafar yn datgelu sut mae disgybl yn dysgu gwybodaeth newydd drwy fesur eu gallu i ymgysylltu gydag iaith. Nid yw Rhesymu Dieiriau'n cynnwys darllen, ac felly mae'n darparu	Ydi	Nag oes	GL Assessment <a href="https://www.gl-assessment.co.uk/product/s/verbal-reasoning-vrt-and-non-verbal-reasoning-nvrt/">https://www.gl-assessment.co.uk/product/s/verbal-reasoning-vrt-and-non-verbal-reasoning-nvrt/</a>	Hawdd iawn i'w ddefnyddio. Mae Seicolegwyr Addysg yn aml yn gofyn am fesurydd ar gyfer rhesymu dieiriau,

Enw'r Asesiad	Pa angen mae'n ei asesu?	Beth mae'n ei fesur/asesu? (Disgrifiad cryno)	A yw'r asesiad yn cynnig sgôr safonol?	A oes angen hyfforddiant neu gymhwyster ffurfiol i ddefnyddio'r asesiad?	Ble mae ar gael? (e.e. enw cwmni a/neu ddolen i'r wefan lle bo modd)	Sylwadau Ychwanegol gan y Cydlynwyr AAA
		cipolwg o alluoedd disgyblion sy'n ei chael hi'n haws meddwl drwy luniau yn hytrach na geiriau. Mae hefyd yn mesur potensial disgyblion ag ychydig iawn o sgiliau darllen gan gynnwys y rheiny â dyslecsia, diffyg cymhelliant, a disgyblion Saesneg fel Iaith Ychwanegol.				felly mae hwn yn un da cyn cynnal ymgynghoriad.
Asesiadau Personol Llywodraeth Cymru	Gwybyddiaeth a Dysgu	Asesiadau llythrennedd a rhifedd (gweithrediadol) wedi'u teilwra i helpu disgyblion i ddatblygu eu sgiliau.	Ydi	Oes	<a href="https://hwb.gov.wales/curriculum-for-wales/reading-and-numeracy-assessments/personalised-assessments/">https://hwb.gov.wales/curriculum-for-wales/reading-and-numeracy-assessments/personalised-assessments/</a>	
Prawf Cyflawniad Ystod Eang (WRAT 4)	Mesur sgiliau academaidd sylfaenol	Darllen geiriau, deall brawddegau, sillafu a chyfrifiannu mathemategol	Ydi	Oes	GJ Robertson a GS Wilkinson (Awduron) Ar gael ar: <a href="http://www.pears">http://www.pears</a>	



Enw'r Asesiad	Pa angen mae'n ei asesu?	Beth mae'n ei fesur/asesu? (Disgrifiad cryno)	A yw'r asesiad yn cynnig sgôr safonol?	A oes angen hyfforddiant neu gymhwyster ffurfiol i ddefnyddio'r asesiad?	Ble mae ar gael? (e.e. enw cwmni a/neu ddolen i'r wefan lle bo modd)	Sylwadau Ychwanegol gan y Cydlynwyr AAA
					<a href="https://onclinical.co.uk/Psychology/ChildCognitionNeuropsychologyandLanguage/ChildAchieve">onclinical.co.uk/Psychology/ChildCognitionNeuropsychologyandLanguage/ChildAchieve</a>	
Asesiad York o Amgyffred Darllen (YARC)	Gwybyddiaeth a Dysgu - darllen	Asesiad darllen manwl a ddefnyddir i nodi anawsterau gydag adnabod geiriau, rhuglder darllen neu ddealltwriaeth wrth ddarllen	Ydi - Sgoriau safonol, oedrannau cyfatebol a chanraddau.	Oes	GL Assessment <a href="https://www.gl-assessment.co.uk/product/s/york-assessment-of-reading-for-comprehension-yarc/">https://www.gl-assessment.co.uk/product/s/york-assessment-of-reading-for-comprehension-yarc/</a>	Cyflwynir sgoriau ar graff cyfrifiadurol er mwyn cynnig dehongliad gweledol.
<b>Cyathrebu a Rhyngweithio</b>						
Offeryn Asesu Iaith Fynegiannol (ELAT)	Lleferydd ac Iaith	Asesu sgiliau iaith fynegiannol plant. Mae'n crynhoi meysydd anghenion er mwyn i chi fedru gweld beth i dargedu gyntaf.	Nac ydi, ond mae'n cynnig grŵp oedran.	Oes - mae Robert Robinson yn darparu hyfforddiant drwy Ysgol Gynradd Ash Grove	Drwy'r hyfforddiant	Cwrs ac asesiad defnyddiol iawn Mae'n gallu canfod materion i benderfynu a oes angen atgyfeiriad, mae hefyd yn gallu llywio addysgu.

Enw'r Asesiad	Pa angen mae'n ei asesu?	Beth mae'n ei fesur/asesu? (Disgrifiad cryno)	A yw'r asesiad yn cynnig sgôr safonol?	A oes angen hyfforddiant neu gymhwyster ffurfiol i ddefnyddio'r asesiad?	Ble mae ar gael? (e.e. enw cwmni a/neu ddolen i'r wefan lle bo modd)	Sylwadau Ychwanegol gan y Cydlynwyr AAA
Rhaglenni Talkboost	Lleferydd ac Iaith	<p>Blynyddoedd Cynnar - Sylw a gwrando, deall iaith, siarad a sgiliau personol, cymdeithasol ac emosïynol.</p> <p>CA1 - Sylw a gwrando, geirfa, ffurfio brawddegau, dweud straeon a sgysiau.</p> <p>CA2 - Sylw a gwrando, geirfa, dweud straeon, gweithio gydag eraill, gwneud ffrindiau a chynnal sgysiau.</p>	Nac ydi	Oes - hyfforddiant gan diwtoriaid achrededig yr elusen iCan. Cysylltwch â'r Gwasanaeth Cynhwysiant.	iCan <a href="#">Rhaglenni I CAN</a>	
Universally Speaking - The Communication Trust	Lleferydd, Iaith a Chyfathrebu	Rhestr o ddatganiadau i'w sgorio gyda'r dull COG o beth ddylai plant ei gyflawni ym mhob cam o'u datblygiad, o 5 i 11 oed.	Nac ydi	Nag oes	<a href="https://www.thecommunicationtrust.org.uk/resource/resources/resources-for-practitioners/universally-speaking.aspx">https://www.thecommunicationtrust.org.uk/resource/resources/resources-for-practitioners/universally-speaking.aspx</a>	Canllawiau datblygiadol defnyddiol gyda chyngor ac awgrymiadau defnyddiol.

Enw'r Asesiad	Pa angen mae'n ei asesu?	Beth mae'n ei fesur/asesu? (Disgrifiad cryno)	A yw'r asesiad yn cynnig sgôr safonol?	A oes angen hyfforddiant neu gymhwyster ffurfiol i ddefnyddio'r asesiad?	Ble mae ar gael? (e.e. enw cwmni a/neu ddolen i'r wefan lle bo modd)	Sylwadau Ychwanegol gan y Cydlynwyr AAA
Sgriniad Wellcomm	Cyfathrebu a Rhyngweithio	Asesu lefel lleferydd ac iaith bresennol y plentyn Ar gyfer y blynyddoedd cynnar (6 mis - 6 oed)	Nac ydi, ond mae'n adroddiad manwl iawn.	Oes	GL Assessment <a href="https://www.gl-assessment.co.uk/products/wellcomm/">https://www.gl-assessment.co.uk/products/wellcomm/</a>	
Agweddau Disgyblion atynt eu Hunain a'r Ysgol (PASS)	Anawsterau cymdeithasol, emosiynol ac iechyd meddwl	<p>Mae PASS yn helpu i ddeall pam fod plant yn ddysgwyr cyndyn, wedi ymddieithrio neu'n aflonyddgar. Mae'n darparu ymyraethau ac arweiniad.</p> <p>Mae'n darparu adroddiadau goleuadau traffig gan nodi disgyblion sy'n ymofyn ymyrraeth.</p> <p>Ar gael yn Gymraeg a Saesneg</p> <p>Ar gyfer plant a phobl ifanc 4-18+ oed.</p>	Nac ydi	Nag oes	<a href="https://www.gl-assessment.co.uk/assessments/pass/">https://www.gl-assessment.co.uk/assessments/pass/</a>	
<b>Ymddygiad, Datblygiad Emosiynol a Chymdeithasol</b>						
Proffiliau Boxall	Anawsterau cymdeithasol, emosiynol ac	Mae'n cefnogi systemau adnabyddiaeth gynnar, gosod targedau,	Nag oes	Nac ydi. Mae llawlyfr y gweinyddwr yn	<a href="https://nurturegroops.org/introducing-">https://nurturegroops.org/introducing-</a>	CYDLNYDD AAA: Mae'n darparu

Enw'r Asesiad	Pa angen mae'n ei asesu?	Beth mae'n ei fesur/asesu? (Disgrifiad cryno)	A yw'r asesiad yn cynnig sgôr safonol?	A oes angen hyfforddiant neu gymhwyster ffurfiol i ddefnyddio'r asesiad?	Ble mae ar gael? (e.e. enw cwmni a/neu ddolen i'r wefan lle bo modd)	Sylwadau Ychwanegol gan y Cydlynwyr AAA
	iechyd meddwl	ymyraethau a monitro cynnydd.		<p>eguro sut i ddehongli canlyniadau, ac yn rhoi astudiaethau achos a chynghor ar y camau nesaf.</p> <p>Argymhellir eich bod yn darllen y llawlyfr yn ofalus.</p>	<a href="#">nurture/boxall-profile</a>	<p>canllawiau ar gyfer dewis ymyraethau a monitro ymddygiad targed.</p> <p>Cydlynnydd AAA: mae angen eglurhad gofalus</p>
Graddfa Gorbryder Plant SPENCE	Anawsterau cymdeithasol, emosiynol ac iechyd meddwl	Mesurir 6 o israddau gorbryder. Nid yw'r Raddfa Gorbryder Plant yn offeryn diagnostig ac ni ddylid ei ddefnyddio fel diagnosis clinigol. Gellir ei ddefnyddio i sefydlu p'un a yw lefel gorbryder plentyn yn sylweddol uwch na phobl eraill o'u grŵp oedran/rhyw.	Nac ydi. Dylid dehongli sgoriau drwy eu cymharu â normau'r boblogaeth ar gyfer grwpiau oedran a rhyw. Mae'r sgoriau cymedrig yn tueddu i fod yn wahanol rhwng	Nag oes	<a href="#">Hafan SCAS - Graddfa Gorbryder Plant SPENCE (scaswebsite.com)</a>	

Enw'r Asesiad	Pa angen mae'n ei asesu?	Beth mae'n ei fesur/asesu? (Disgrifiad cryno)	A yw'r asesiad yn cynnig sgôr safonol?	A oes angen hyfforddiant neu gymhwyster ffurfiol i ddefnyddio'r asesiad?	Ble mae ar gael? (e.e. enw cwmni a/neu ddolen i'r wefan lle bo modd)	Sylwadau Ychwanegol gan y Cydlynwyr AAA
			bechgyn a merched a hefyd yn tueddu i newid gydag oedran.			
Holiadur cryfderau ac anawsterau (SDQ)	Cryfderau ac anawsterau cymdeithasol, emosiynol ac iechyd meddwl	Rhestr wirio o ddatganiadau ar gyfer unrhyw grŵp oedran. Mae'n crynhoi cryfderau a gwendidau'r plentyn neu'r unigolyn ifanc ac yn amlygu meysydd i'w datblygu mewn grwpiau sgiliau cymdeithasol ac ati. Gellir hefyd ei ddefnyddio fel rhan o'r broses atgyfeirio at CAMHS.	Nac ydi	Nag oes	Ffynonellau ar-lein amrywiol a CAMHS. Er enghraifft, mae rhai ffynonellau ar gael ar <a href="http://www.sdqi.nfo.com/">http://www.sdqi.nfo.com/</a>	Mae CAMHS angen y rhain ar gyfer atgyfeiriad; rydym yn defnyddio'r fersiwn wedi'i rifo yn yr ysgol yn hytrach na'r blychau gan ei fod yn haws i'w sgorio. Rydym bob amser yn darparu'r un gyda blychau i rieni.
Asesiad Manwl o Gyflymder Ysgrifennu (DASH)	Cyflymder ysgrifennu ac anawsterau ysgrifennu -	Cyflymder ysgrifennu, cyflymder ysgrifennu rhydd a chopio, adnabod arwyddion o ddyspracsia	Ydi	Oes	A Barnett ac eraill. (Awduron) Ar gael ar: <a href="http://www.pearso">http://www.pearso</a>	

Enw'r Asesiad	Pa angen mae'n ei asesu?	Beth mae'n ei fesur/asesu? (Disgrifiad cryno)	A yw'r asesiad yn cynnig sgôr safonol?	A oes angen hyfforddiant neu gymhwyster ffurfiol i ddefnyddio'r asesiad?	Ble mae ar gael? (e.e. enw cwmni a/neu ddolen i'r wefan lle bo modd)	Sylwadau Ychwanegol gan y Cydlynwyr AAA
	cam-ysgrifennu	neu gam-ysgrifennu			<a href="http://nclinical.co.uk/AlliedHealth/PaediatricAssessments/PerceptuaIFineMotorDevelopment/DetailedAssessmentofSpeedofHandwriting(DASH)/DetailedAssessmentofSpeedofHandwriting(DASH).aspx">nclinical.co.uk/AlliedHealth/PaediatricAssessments/PerceptuaIFineMotorDevelopment/DetailedAssessmentofSpeedofHandwriting(DASH)/DetailedAssessmentofSpeedofHandwriting(DASH).aspx</a>	
<b>Amrywiol</b>						
Prawf Deallusrwydd Ystod Eang (WRIT)	Prawf deallusrwydd	Asesiad o alluoedd gwybyddol y gellir eu defnyddio gydag unigolion rhwng 4 ac 85 oed. Mae'n asesu gallu llafar a dieiriau, gan gynnig IQ Llafar ac IQ Gweledol, sy'n cynhyrchu IQ	Ydi	Oes	J Glutting ac eraill. (Awduron) Ar gael ar: <a href="http://www.pearsnclinical.co.uk/Education/Assessments/GeneralAbil">http://www.pearsnclinical.co.uk/Education/Assessments/GeneralAbil</a>	



Enw'r Asesiad	Pa angen mae'n ei asesu?	Beth mae'n ei fesur/asesu? (Disgrifiad cryno)	A yw'r asesiad yn cynnig sgôr safonol?	A oes angen hyfforddiant neu gymhwyster ffurfiol i ddefnyddio'r asesiad?	Ble mae ar gael? (e.e. enw cwmni a/neu ddolen i'r wefan lle bo modd)	Sylwadau Ychwanegol gan y Cydlynwyr AAA
		cyffredinol cyfun. IQ.			<a href="http://www.range-intelligence-test-writ.aspx">ity/writ/w ide-range-intelligence-test-writ.aspx</a>	
Lucid - Adalw	Cof Gweithredol - cyflymder prosesu	Mae'n addas ar gyfer plant 7-16 oed. Mae'n cynnwys 3 is-brawf, cylch ffonolegol, pad lluniau gweledol - gofodol a swyddogaeth weithredol ganolog.	Sgoriau safonol, oedrannau cyfatebol a chanraddau.	Mae llawlyfr y gweinyddwr yn egluro sut i ddehongli canlyniadau ac yn cynnig cyngor ar strategaethau i'w defnyddio.	GL Assessment <a href="https://www.gl-assessment.co.uk/product/s/lucid/">https://www.gl-assessment.co.uk/product/s/lucid/</a>	Profion cyfrifiadurol, fformat mwy pleserus, a chanlyniadau ar ffurf graff. Goblygiadau o ran costau gan fod angen adnewyddu'r drwydded bob blwyddyn.
Prawf Cof Digidol	Cof Gweithredol	Adalw dilyniannau rhifau wedi'u graddio ymlaen ac yna'n ôl.	Sgoriau a chanraddau safonol.	Nac ydi	<a href="http://www.dyslexia-international.org/content/Informal%20tests/Digitspan.pdf">www.dyslexia-international.org/content/Informal%20tests/Digitspan.pdf</a>	Cyflym iawn a hawdd i'w weinyddu a'i sgorio.
Dangosyddion Perfformiad ar gyfer Asesiadau	System i asesu dysgu a gosod targedau ar gyfer disgyblion y mae	Mesur camau bychain o ran cyrhaeddiad, o fewn y strwythur PIVATS. Mae'n crynhoi graddfeydd P i	Nac ydi	Nag oes	<a href="http://www.lancashire.gov.uk/pivats">www.lancashire.gov.uk/pivats</a>	

Enw'r Asesiad	Pa angen mae'n ei asesu?	Beth mae'n ei fesur/asesu? (Disgrifiad cryno)	A yw'r asesiad yn cynnig sgôr safonol?	A oes angen hyfforddiant neu gymhwyster ffurfiol i ddefnyddio'r asesiad?	Ble mae ar gael? (e.e. enw cwmni a/neu ddolen i'r wefan lle bo modd)	Sylwadau Ychwanegol gan y Cydlynwyr AAA
Gwerthfawr a Dysgu Wedi'i Dargedu (PIVATS)	lefel eu perfformiad yn llawer is na'r disgwyl ar gyfer eu hoedran.	gamau bychain hyd at ddisgwyliadau perthnasol oedran B4 y cwricwlwm cenedlaethol diwygiedig.				

## Atodiad 4: Adnoddau a awgrymir

Nid yw'r asesiadau isod wedi cael eu cymeradwyo gan yr Awdurdod Lleol, ond fe'u hawgrymwyd gan Gydlynwyr AAA profiadol mewn ysgol leol yn Nwyrain Swydd Gaer a Chydlynwyr ADY yng Nghonwy a Sir y Fflint yn dilyn defnyddio nhw eu hunain a/neu gan weithwyr proffesiynol lleol eraill. Nid yw'r tabl yn cynnwys gwasanaethau cefnogi arbenigol ayyb. Mae'r rhain yn cael eu cyfeirio yn y tablau Ymateb Graddedig.

Enw'r Adnodd	Pa angen mae'n bodloni?	Beth mae'n ei wneud? (Disgrifiad cryno)	A oes angen hyfforddiant neu gymhwyster ffurfiol i ddefnyddio'r adnodd?	O ble mae ar gael? (e.e. Enw'r cwmni A/ neu ddolen gwe os yw'n bosib)	Unrhyw sylwadau eraill?
<b>Gwybyddiaeth ac addysgu (yn cynnwys adnoddau ar gyfer darllen, sillafu ac ysgrifennu)</b>					
Darllenydd Carlam	Gwybyddiaeth a Dysgu	Rhaglen ddarllen sy'n cynnwys asesiadau	Nag oes	Renaissance <a href="http://www.renlearn.co.uk/accelerated-reader/">http://www.renlearn.co.uk/accelerated-reader/</a>	
Aur am Air ac apiau eraill	Darllen a Sillafu	Apiau ar gyfer darllen ac ysgrifennu.	Nag oes	<a href="https://apps.apple.com/us/developer/university-of-wales-trinity-saint-david/id849747329">https://apps.apple.com/us/developer/university-of-wales-trinity-saint-david/id849747329</a>	
Beat Dyslexia	Darllen, sillafu ac ysgrifennu/ llawysgrifen	Rhaglen gam wrth gam, amlsynhwyrdd yn cynnwys 6 llyfr o'r camau cynharaf o'r llythyr cydnabyddiaeth	Nag oes	E Franks et al (Awduron) ar gael ar-lein, e.e: <a href="https://www.ldlearning.co.uk/products/cognition-and-learning/dyslexia-and-literacy/beat-dyslexia">https://www.ldlearning.co.uk/products/cognition-and-learning/dyslexia-and-literacy/beat-dyslexia</a>	Asesiadau, taflenni gwaith y gellir eu llungopio, rhaglenni gwrs/ nodiadau Athro  Hawdd i'w defnyddio, yn gallu ei ddarparu i

Enw'r Adnodd	Pa angen mae'n bodloni?	Beth mae'n ei wneud? (Disgrifiad cryno)	A oes angen hyfforddiant neu gymhwyster ffurfiol i ddefnyddio'r adnodd?	O ble mae ar gael? (e.e. Enw'r cwmni A/ neu ddolen gwe os yw'n bosib)	Unrhyw sylwadau eraill?
		trwy at lythrennedd llawn.			unrhyw un, gan gynnwys rhieni
Boostingreading@p primary (BR@P) a boostingreading@s econdary (BR@S)	Gwybyddiaeth a Dysgu	Bwriad i wella sgiliau darllen	Oes	Gwaith Addysg <a href="http://www.educationworks.org.uk/what-we-do/reading-support/boosting-reading">http://www.educationworks.org.uk/what-we-do/reading-support/boosting-reading</a>	
Cychwyn Eto	Darllen a Sillafu	Ymyrraeth llythrennedd gyda chyfres o lyfrau i ddisgyblion yn cael anawsterau wrth ddatblygu llythrennedd. Rhaglen sydd yn atgyfnerthu sŵn y llythyr a datblygu ymwybyddiaeth seinegol.	Nag oes	CONWY - Trafod gyda'ch athro cynhwysiad.  <a href="http://adnoddau.canolfanpeniarth.org/cychwyn-eto/">http://adnoddau.canolfanpeniarth.org/cychwyn-eto/</a>  <a href="#">Cyfres Cychwyn Eto ar yr App Store (apple.com)</a>	
Dyddiadur Dyddiol	Darllen a Sillafu	Mae gan y Daily Diary lwyddiant blaenorol mewn cyflymu datblygu sgiliau llythrennedd sylfaenol ar gyfer ADY a disgyblion	Nag oes	<a href="#">Daily Diary ar gyfer Darllen a Sillafu - Deunyddiau Dysgu Ltd.</a>	

Enw'r Adnodd	Pa angen mae'n bodloni?	Beth mae'n ei wneud? (Disgrifiad cryno)	A oes angen hyfforddiant neu gymhwyster ffurfiol i ddefnyddio'r adnodd?	O ble mae ar gael? (e.e. Enw'r cwmni A/ neu ddolen gwe os yw'n bosib)	Unrhyw sylwadau eraill?
		prif ffrwd o Gyfnod Allweddol 1 i Gyfnod Allweddol 3.			
Hickey Programme	Mathau o dueddiadau Dyslecsia	Cwrs Dysgu clasur, gyda strwythur amlsynhwyraidd ar gyfer dysgwyr dyslecsig i bob oedran	Oes - angen cymhwyster athro arbenigol i weithredu'r rhaglen	M Combley (Golygydd) ar gael i archebu ar-lein, e.e: <a href="https://www.amazon.co.uk/Hickey-Multisensory-Language-Course-Third/dp/1861561784">https://www.amazon.co.uk/Hickey-Multisensory-Language-Course-Third/dp/1861561784</a>	Rhaglen unigol - angen gwneud adnoddau
Ddysgu Dyslecsia Anuniongyrchol (IDL)	Darllen a Sillafu	Meddalwedd ymyrraeth ar gwmwl wedi'i ddylunio ar gyfer disgyblion gyda mathau o dueddiadau dyslecsia.	Na, ond darperir hyfforddiant os ydych eisiau prynu'r rhaglen.	Acentis <a href="https://www.idlcloud.co.uk">https://www.idlcloud.co.uk</a>	Mae disgyblion yn gweithio'n unigol, ar eu cyflymder eu hunain ac yn gallu ailymweld cydsyniadau fel bo'r angen. Yn ogystal mae ymyrraeth Mathemateg debyg.
Ymyraethau ar gyfer Llythrennedd	Llythrennedd	Adnoddau sydd wedi'u dylunio'n bennaf i ddarparu gwybodaeth ac	Nag oes	<a href="http://www.interventionsforliteracy.org.uk/home/interventions/">http://www.interventionsforliteracy.org.uk/home/interventions/</a>	

Enw'r Adnodd	Pa angen mae'n bodloni?	Beth mae'n ei wneud? (Disgrifiad cryno)	A oes angen hyfforddiant neu gymhwyster ffurfiol i ddefnyddio'r adnodd?	O ble mae ar gael? (e.e. Enw'r cwmni A/ neu ddolen gwe os yw'n bosib)	Unrhyw sylwadau eraill?
		<p>arweiniad i gefnogi ysgolion i adnabod ymyraethau addas i blant gydag anawsterau llythrennedd.</p> <p>Mae'r holl ymyraethau sydd wedi'u nodi:</p> <ul style="list-style-type: none"> <li>• wedi'u targedu'n uniongyrchol i lythrennedd</li> <li>• ar gael yn rhwydd ac wedi'i werthuso yn ôl maint yn y DU</li> </ul>			
Launch the Lightboat	Mathau o dueddiadau Dyslecsia	Dull strwythuredig ac amlsynhwyrdd iawn ar sail rheolau a seiniau sillafu Cynnwys deg llyfr gyda fformat gwers benodol.	Nag oes	<a href="https://www.robinswood.co.uk/resources">https://www.robinswood.co.uk/resources</a>	Asesiad a thafenni gwaith disgyblion y gellir eu llungopio, rhaglenni gwersi/ nodiadau athro, tafenni gwaith ac asesiadau y gellir eu llungopio.
Lexia Reading Core5	Gwella darllen a sillafu	Rhaglen ryngweithiol	Nag oes	Lexia <a href="http://www.lexiauk.co.uk/th_e-product/">http://www.lexiauk.co.uk/th_e-product/</a>	



Enw'r Adnodd	Pa angen mae'n bodloni?	Beth mae'n ei wneud? (Disgrifiad cryno)	A oes angen hyfforddiant neu gymhwyster ffurfiol i ddefnyddio'r adnodd?	O ble mae ar gael? (e.e. Enw'r cwmni A/ neu ddolen gwe os yw'n bosib)	Unrhyw sylwadau eraill?
Nessy - Hairy letters and Hairy phonics 1, 2, and 3	Gwybyddiaeth a Dysgu	Dysgu cywirdeb llythrennau a seiniau	Nag oes	Nessy <a href="https://www.nessy.com/uk/apps/hairy-letters/">https://www.nessy.com/uk/apps/hairy-letters/</a>	
Nessy - Rhifau	Gwybyddol a Dysgu - Galw nifer o gydsyniadau a dilyniant yn ôl	Cydsyniadau a sgiliau Mathemateg graidd yn cael ei atgyfnerthu drwy gemau, gan gynnwys tablau llusoi a dweud faint o'r gloch ydi hi.	Nag oes	Nessy <a href="https://www.nessy.com/uk/product/nessy-numbers/">https://www.nessy.com/uk/product/nessy-numbers/</a>	Rhaglenni Ar-lein Gellir argraffu'r adnoddau
Nessy - Rhaglen Darllen a Sillafu	Darllen a Sillafu	Rhaglen ar y rhyngwyd ar gyfer plant 5-11 oed, gan ddefnyddio gemau i wella darllen a sillafu Saesneg fel iaith ychwanegol, dyslecsia a darllenwyr sy'n cael trafferthion.	Nag oes	Nessy <a href="https://www.nessy.com/uk/product/nessy-reading-spelling/">https://www.nessy.com/uk/product/nessy-reading-spelling/</a>	Gellir argraffu taflenni gwaith disgyblion y gellir eu llungopio, rhaglenni gwerau/ nodiadau Athro fel banc adnodd.
Numicon	Gwybyddiaeth a dysgu	Ymyrraeth Mathemateg	Na, ond ar gael ac yn cael ei ffafrio	Oxford University Press ar gael ar-lein, e.e.: <a href="https://global.oup.com/education/content/primary/series/numicon/?region=uk">https://global.oup.com/education/content/primary/series/numicon/?region=uk</a>	

Enw'r Adnodd	Pa angen mae'n bodloni?	Beth mae'n ei wneud? (Disgrifiad cryno)	A oes angen hyfforddiant neu gymhwyster ffurfiol i ddefnyddio'r adnodd?	O ble mae ar gael? (e.e. Enw'r cwmni A/ neu ddolen gwe os yw'n bosib)	Unrhyw sylwadau eraill?
		ymarferol Cinestheti g			
O Gam i Gam	Darllen a Sillafu	Llyfr i'w ddefnyddio fel rhan o raglen dysgu.	Nag oes	<a href="http://www.gwales.com/goto/biblio/en/9781845213169/">http://www.gwales.com/goto/biblio/en/9781845213169/</a>	
Plus 1, Power of 2, Times Tables, Perform with Time	Galw ar nifer o gydsyniadau rhif	Mae'r llyfrau yn llawlyfrau hyfforddi sy'n galluogi rhieni yn ogystal â staff i ddarparu'r rhaglen. Mae'n atgyfnerthu'r blociau adeiladu rhifau ac yn datblygu sgiliau gyda chyfrifiadau meddyliol.	Nag oes	<a href="http://www.123learning.co.uk">www.123learning.co.uk</a>	Rhaglenni unigol gyda chyfarwyddiadau cam wrth gam.
Addysgu Manwl	Darllen a Sillafu	Addysgu manwl yw dull addysgu strwythuredig sydd wedi'i ddylunio i wella cywirdeb a rhuglder darllen, sillafu a mathemateg.	Nag oes	Y Tîm Cynhwysiant yr Awdurdod Lleol	

Enw'r Adnodd	Pa angen mae'n bodloni?	Beth mae'n ei wneud? (Disgrifiad cryno)	A oes angen hyfforddiant neu gymhwyster ffurfiol i ddefnyddio'r adnodd?	O ble mae ar gael? (e.e. Enw'r cwmni A/ neu ddolen gwe os yw'n bosib)	Unrhyw sylwadau eraill?
'Read Write Inc' (RWI)	Datblygu darllen a sillafu	Rhannu a chymysgu ar sail ffoneg. Rhaglen atgyfnerthu ddwys ac ailadroddus sydd yn dilyn strwythur. Ffocws sylweddol ar ddarllen ac ysgrifennu. Cymorth Cofio	Oes	R Miskin (Awdur) ar gael yn: <a href="https://global.oup.com/education/content/primary/series/rwi/?region=uk">https://global.oup.com/education/content/primary/series/rwi/?region=uk</a>	
Simultaneous Oral Spelling	Sillafu	Ffordd gyflym a hwyliog o dargedu dysgu sillafu yn amlsynhwyrdd	Nag oes	Y Tîm Cynhwysiant yr Awdurdod Lleol	
Toe by Toe	Darllen	Rhaglen ddarllen unigol trefnus i wella cywirdeb a rhuglder.	Nag oes	<a href="http://www.toe-by-toe.co.uk">www.toe-by-toe.co.uk</a>	Rhaglen unigol
Units of sound	Darllen, ysgrifennu a sillafu	Rhaglen datblygu llythrennedd ar-lein i blant 8 oed i oedolion	Oes - cwrs ymarferwyr ar-lein ar gael.	Dyslexia Action <a href="http://www.dyslexiaaction.org.uk/page/units-sound">http://www.dyslexiaaction.org.uk/page/units-sound</a>	
Word Shark	Darllen a Sillafu	Rhaglen gyfrifiadurol ar gyfer darllen a sillafu. Geiriau	Nag oes	White Space <a href="http://www.wordshark.co.uk/index.aspx">http://www.wordshark.co.uk/index.aspx</a>	

Enw'r Adnodd	Pa angen mae'n bodloni?	Beth mae'n ei wneud? (Disgrifiad cryno)	A oes angen hyfforddiant neu gymhwyster ffurfiol i ddefnyddio'r adnodd?	O ble mae ar gael? (e.e. Enw'r cwmni A/ neu ddolen gwe os yw'n bosib)	Unrhyw sylwadau eraill?
		wedi'u recordio ymlaen llaw i dargedu a hyrwyddo ysgogiad uchel a i gynorthwyo'r rheiny sydd â Dyslecsia.			
<b>Cyfathrebu a Rhyngweithio</b>					
Awtistiaeth Cymru	Awtistiaeth, anawsterau llafar, iaith a chyfathrebu	Cyflenwi pob cam mewn addysg hyd at ôl 16 oed. Darparu cipolwg, cyngor a chanllaw drwy ddeunydd/ adnoddau y gellir eu lawrlwytho sydd yn cynnwys llawlyfr, cardiau ciw/ lluniau, cymorthyddion gweledol, proffil disgyblion ayyb. Yn galluogi staff a llywodraethwyr lleoliad i gyflawni achrediad mewn 'Ymwybyddiaeth Awtistiaeth'.	Nag oes	<a href="http://www.Autismwales.org">www.Autismwales.org</a>	

Enw'r Adnodd	Pa angen mae'n bodloni?	Beth mae'n ei wneud? (Disgrifiad cryno)	A oes angen hyfforddiant neu gymhwyster ffurfiol i ddefnyddio'r adnodd?	O ble mae ar gael? (e.e. Enw'r cwmni A/ neu ddolen gwe os yw'n bosib)	Unrhyw sylwadau eraill?
Black Sheep Resources - Cydsyniad mewn Llundain, Iaith mewn Llundain ayyb.	Sgiliau Lleferydd, Iaith a Chyfathrebu cyfyngedig	Adnoddau ar gyfer amrywiaeth o grwpiau oedran ac agweddau o ddatblygu iaith - gramadeg, geirfa, llunio brawddegau ayyb.	Nag oes	Black Sheep Press: <a href="http://www.blacksheepress.co.uk">www.blacksheepress.co.uk</a>	Taflenni gwaith disgyblion y gellir eu llungopio a nodiadau Athro
Friendship Terrace	Cyfathrebu a rhyngweithio/ Cymdeithasol, Emosiynol ac Iechyd Meddwl	Adnodd sy'n gyfeillgar i Awtistiaeth, yn defnyddio iaith syml a storïau i helpu datblygu cyfeillgarwch.	Dim hyfforddiant ffurfiol	Black Sheep Press: <a href="https://www.blacksheepress.co.uk/product/friendship-terrace-friendship-skills/">https://www.blacksheepress.co.uk/product/friendship-terrace-friendship-skills/</a>	
I am special - Asperger's and me	Cyflwr ar y Sbectrwm Awtistig.	Cefnogi plant i ddeall Cyflwr ar y Sbectrwm Awtistig eu hunain neu eu brodyr a chwiorydd Hefyd mae adran i rieni	Na, er byddai gwybodaeth o gyflwr ar y Sbectrwm Awtistig fod yn well gan y gallai greu cwestiynau gan y plant, sydd ddim yn cael eu hateb yn y llyfr.	Tîm Awtistiaeth Ddwyrain Swydd Caer	

Enw'r Adnodd	Pa angen mae'n bodloni?	Beth mae'n ei wneud? (Disgrifiad cryno)	A oes angen hyfforddiant neu gymhwyster ffurfiol i ddefnyddio'r adnodd?	O ble mae ar gael? (e.e. Enw'r cwmni A/ neu ddolen gwe os yw'n bosib)	Unrhyw sylwadau eraill?
Adeiladwyr ieithyddol	Cyfathrebu a Rhyngweithio	Cyfres o lyfrau sydd yn darparu cyngor manwl a gweithgareddau ymarferol i i gefnogi sgiliau cyfathrebu plant a phobl ifanc (nifer o fersiynau ar gael, e.e. ysgolion uwchradd, anawsterau clywed, ôl-16 ayyb)	Nag oes	Elklan <a href="https://www.elklan.co.uk/resources/language-builders-series">https://www.elklan.co.uk/resources/language-builders-series</a>	
Mr. Goodguess	Casgliad	Lluniau a naratif yn darparu ffocws ar gyfer cwestiynau sydd yn gofyn am sgiliau dealltwriaeth lefel uwch Hyrwyddo'r defnydd o gliwiau gweledol a lluniad o gasgliadau.	Nag oes	Black Sheep Press <a href="https://www.blacksheeppress.co.uk/product/inferencing-skillsr-mr-goodguess/">https://www.blacksheeppress.co.uk/product/inferencing-skillsr-mr-goodguess/</a>	Taflenni gwaith disgyblion y gellir llungopio
Llyfrau 'Socially	Hunan-barch, sgiliau gwranddo a sgiliau	Gweithgareddau grŵp i roi hwb i allu		A Schroeder (Awdur) ar gael ar-lein e.e.: <a href="https://www.amazon.co.uk/s/ref=dp_byline_sr_book_1?ie=UTF8&amp;text=Alison+Schröder&amp;search-alias=books-">https://www.amazon.co.uk/s/ref=dp_byline_sr_book_1?ie=UTF8&amp;text=Alison+Schröder&amp;search-alias=books-</a>	Asesiad a thafenni gwaith disgyblion y gellir eu llungopio, rhaglenni gwersi/ nodiadau



Enw'r Adnodd	Pa angen mae'n bodloni?	Beth mae'n ei wneud? (Disgrifiad cryno)	A oes angen hyfforddiant neu gymhwyster ffurfiol i ddefnyddio'r adnodd?	O ble mae ar gael? (e.e. Enw'r cwmni A/ neu ddolen gwe os yw'n bosib)	Unrhyw sylwadau eraill?
Speaking' a 'Time to Talk'	iaith fynegiannol.	cymdeithasol, dealltwriaeth a sgiliau pragmatig. Yn cynnwys 3 uned: gadewch i ni gyfathrebu, gadewch i ni fod yn ffrindiau a gadewch i ni ymarfer	Nag oes	<a href="#">uk&amp;field- author=Alison+Schroeder&amp;sort=relevancerank</a>	athro, taflenni gwaith ac asesiadau y gellir eu llungopio.  Mae 'Time to Talk' yn ddefnyddiol i blant oed Derbyn. Mae 'Socially Speaking' yn ddefnyddiol i blant hŷn.
Talkabout Activities: Datblygu sgiliau cyfathrebu cymdeithasol	Dealltwriaeth gymdeithasol a sgiliau cymdeithasol cyfyngedig	Cynnwys 225 o weithgareddau ymarferol ar gyfer hyfforddiant sgiliau cymdeithasol Mae'n cynnwys gweithgareddau cydlynol grŵp cyffredinol y gellir ei ddefnyddio fel gweithgareddau dechrau neu orffen yn ystod y dydd (fersiynau wedi'u diweddarau a	Nag oes	A Kelly (Awdur) ar gael ar-lein e.e. <a href="https://www.amazon.co.uk/Talkabout-Activities-Developing-Social-Communication/dp/0863884040/ref=pd_sim_14_23?encoding=UTF8&amp;psc=1&amp;refRID=XVASNGB2VG5YGD53_0KG6">https://www.amazon.co.uk/Talkabout-Activities-Developing-Social-Communication/dp/0863884040/ref=pd_sim_14_23?encoding=UTF8&amp;psc=1&amp;refRID=XVASNGB2VG5YGD53_0KG6</a>	Taflenni gwaith disgyblion y gellir eu llungopio a rhaglenni gwerau/ nodiadau Athro

Enw'r Adnodd	Pa angen mae'n bodloni?	Beth mae'n ei wneud? (Disgrifiad cryno)	A oes angen hyfforddiant neu gymhwyster ffurfiol i ddefnyddio'r adnodd?	O ble mae ar gael? (e.e. Enw'r cwmni A/ neu ddolen gwe os yw'n bosib)	Unrhyw sylwadau eraill?
		pherthnasol ar gael hefyd)			
Talk Boost (KS1 and KS2) and Early Talk Boost	Cyfathrebu a Rhyngweithio	Rhoi hwb i sgiliau iaith i leihau'r bwlch gyda chyfoedion. Ymyrraeth wedi'i dargedu ac ar sail tystiolaeth sydd yn cefnogi plant i wneud cynnydd gyda'u sgiliau ieithyddol a chyfathrebu	Oes	I CAN: <a href="http://www.ican.org.uk/talk_boost">http://www.ican.org.uk/talk_boost</a>	
Talkingpartners@primary a talkingpartners@sec ondary	Sgiliau Lleferydd, Iaith a Chyfathrebu cyfyngedig	Rhaglen iaith yn darparu ystod o weithgareddau i ddatblygu sgiliau siarad a gwrando	Nag oes - Roedd hyfforddiant yn arfer cael ei ddarparu	Education Works: <a href="http://www.educationworks.org.uk/what-we-do/speaking-and-listening/speaking-and-listening">http://www.educationworks.org.uk/what-we-do/speaking-and-listening/speaking-and-listening</a>	Tafenni gwaith disgyblion y gellir eu llungopio a nodiadau Athro
The Girl with the Curly Hair books	Merched gyda Chyflwr ar y Sbectrwm Awtistig.	Egluro Cyflwr ar y Sbectrwm Awtistig i'r rhai sydd gydag ef ac unrhyw un sy'n ei ddarllen.	Nag oes	Alis Rowe (Awdur) Ar gael ar-lein e.e.: <a href="https://www.amazon.co.uk/Girl-Curly-Hair-Aspergers-Me-ebook/dp/B00GKQPOPO#reader_B00GKQPOPO">https://www.amazon.co.uk/Girl-Curly-Hair-Aspergers-Me-ebook/dp/B00GKQPOPO#reader_B00GKQPOPO</a>	Adnodd gwych!

Enw'r Adnodd	Pa angen mae'n bodloni?	Beth mae'n ei wneud? (Disgrifiad cryno)	A oes angen hyfforddiant neu gymhwyster ffurfiol i ddefnyddio'r adnodd?	O ble mae ar gael? (e.e. Enw'r cwmni A/ neu ddolen gwe os yw'n bosib)	Unrhyw sylwadau eraill?
Deunyddiau pontio (ysgol cynradd i uwchradd)	Cyflwr ar y Sbectrwm Awtistig neu unrhyw blant sy'n orbryderus am y pontio.	Cefnogi pontio mewn ffordd strwythuredig.	Nag oes	Tîm Awtistiaeth Dwyrain Swydd Caer: <a href="http://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/education/suppor-ting-send-in-education/pupils-with-asc/resources-for-professionals.aspx">http://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/education/suppor-ting-send-in-education/pupils-with-asc/resources-for-professionals.aspx</a>	Rydym yn defnyddio hwn bob blwyddyn ac nid ar gyfer plant sydd gyda Chyflwr ar y Sbectrwm Awtistig yn unig.
<b>Cymdeithasol, Emosiynol ac Iechyd Meddwl</b>					
101 o gemau ar gyfer sgiliau cymdeithasol.	Sgiliau cymdeithasol	Gweithgareddau grŵp i roi hwb i allu cymdeithasol a dealltwriaeth.	Nag oes	J Mosley a H Sonnet (Awduron) ar gael ar-lein: <a href="https://www.amazon.co.uk/Games-Social-Skills-Jenny-Mosley/dp/1855033704/ref=pepd_sim_14_2?encoding=UTF8&amp;psc=1&amp;refRID=A5SR_CHX1X3FKNPAP3044">https://www.amazon.co.uk/Games-Social-Skills-Jenny-Mosley/dp/1855033704/ref=pepd_sim_14_2?encoding=UTF8&amp;psc=1&amp;refRID=A5SR_CHX1X3FKNPAP3044</a>	Mae gwahanol fersiynau, ac maent i gyd yn dda.
Llyfrau ynghylch rheoli emosiynau - 'The Huge Bag of Worries' (Virginia Ironside); 'A Volcano in My Tummy' (E Whitehouse and	Gorbryder, dicter, adnabod a deall emosiynau	Taflenni gwaith a llyfrau stori yn	Nag oes	I gyd ar gael i'w harchebu ar-lein, e.e. drwy <a href="http://www.amazon.co.uk">www.amazon.co.uk</a>	

Enw'r Adnodd	Pa angen mae'n bodloni?	Beth mae'n ei wneud? (Disgrifiad cryno)	A oes angen hyfforddiant neu gymhwyster ffurfiol i ddefnyddio'r adnodd?	O ble mae ar gael? (e.e. Enw'r cwmni A/ neu ddolen gwe os yw'n bosib)	Unrhyw sylwadau eraill?
W Pudney); 'The Red Beast' (K Al-Ghani) and 'How are you feeling today?' (Molly Potter)		edrych ar gorbryder, dicter ayyb			
Black Sheep Resources - Pragmateg a semanteg, emosiynau, mynegiant gwyneb, siarad am ffrindiau, ysgol, trosglwyddo i ysgol uwchradd ayyb.	Llythrennedd emosiynol cyfyngedig - deall emosiynau a rheoli teimladau.	Adnoddau y gellir eu llungopio i ddefnyddio fel sail i waith grŵp ar lythrennedd emosiynol, sgiliau cymdeithasol, sgiliau sgwrsio, dealltwriaeth gymdeithasol ayyb.	Nag oes	Black Sheep Press: <a href="http://www.blacksheepress.co.uk">www.blacksheepress.co.uk</a>	Taflenni gwaith disgybl y gellir eu llungopio, nodiadau athro
Iechyd meddwl ac ymddygiad mewn ysgolion	Anawsterau Cymdeithasol, Emosiynol ac Iechyd Meddwl	Cyngor yr Adran Addysg i staff ysgol i gefnogi plant gydag anawsterau emosiynol ac ymddygiad.	Nag oes	Adran Addysg <a href="https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2">https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2</a>	

Enw'r Adnodd	Pa angen mae'n bodloni?	Beth mae'n ei wneud? (Disgrifiad cryno)	A oes angen hyfforddiant neu gymhwyster ffurfiol i ddefnyddio'r adnodd?	O ble mae ar gael? (e.e. Enw'r cwmni A/ neu ddolen gwe os yw'n bosib)	Unrhyw sylwadau eraill?
Grwpiau Meithrin - 'Beyond the Boxall Profile: Strategies and Resources (Revised)'	Sgiliau cymdeithasol, cydweithredu gydag eraill, rheoli teimladau ac ymddygiad.	Ymyrraeth cymdeithasol buan, gyda meini prawf mynediad a gadael, yn darparu cefnogaeth a gweithgareddau i ddatblygu sgiliau cymdeithasol ac emosiynol. Defnyddio'r wybodaeth o'r Boxall Profile, 'Strategies and Resources (Revised)' yn darparu syniadau ynghylch sut i ymgysylltu gyda phlant diamddiffyn ac i fynd i'r afael â'u hanghenion a nodwyd.	Nag oes	Rhwydwaith grŵp meithrin: <a href="https://nurturegroups.org/publications/essential-boxall/beyond-boxall-profile-strategies-and-resources-revised">https://nurturegroups.org/publications/essential-boxall/beyond-boxall-profile-strategies-and-resources-revised</a>	Awgrymiadau ymarferol o weithgareddau. Mae angen casglu adnoddau ymlaen llaw
Llyfrau 'Recognise Emotions' gan	Adnabod a deall emosiynau	Recognising Emotions' - 4 llyfr o sefyllfaoedd graddedig, yn	Nag oes	Deunyddiau Dysgu Ar gael ar-lein e.e: <a href="http://www.learningmaterials.co.uk/epages/BT4626.sf/en_GB/?ObjectID=17044943">http://www.learningmaterials.co.uk/epages/BT4626.sf/en_GB/?ObjectID=17044943</a>	

Enw'r Adnodd	Pa angen mae'n bodloni?	Beth mae'n ei wneud? (Disgrifiad cryno)	A oes angen hyfforddiant neu gymhwyster ffurfiol i ddefnyddio'r adnodd?	O ble mae ar gael? (e.e. Enw'r cwmni A/ neu ddolen gwe os yw'n bosib)	Unrhyw sylwadau eraill?
Peter Rigg		disgrifio emosiynau a dewis wynebau sydd yn gweddu'r senario			
Starving the Anger Gremlin a Starving the Anxiety Gremlin	Dicter/ gorbryder, ac adnabod a deall emosiynau	Llyfrau Gwaith Therapi Gwybyddol Ymddygiadol ar Reoli Dicter/ Gorbryder i Bobl Ifanc.	Nag oes	K Collins-Donnelly (Awdur). Ar gael ar-lein e.e: <a href="http://www.jkp.com/uk/series/gremlin-and-thief-cbt-workbooks.html">http://www.jkp.com/uk/series/gremlin-and-thief-cbt-workbooks.html</a>	
<b>Synhwyraidd a Chorfforol</b>					
Clearvision	Nam ar y Golwg	Llyfrgell benthyca drwy'r post o lyfrau braille a chyffyrddol	Nag oes	<a href="http://www.clearvisionproject.org/">http://www.clearvisionproject.org/</a>	Angen dod yn aelod (am ddim i rieni)
Creu amodau gwrando da ar gyfer dysgu mewn addysg	Nam ar y Clyw	Cyfres o adnoddau yn nodi'r camau i'w cymryd i wella amgylchedd wrando mewn ysgolion, meithrinfeydd a lleoliadau addysg eraill	Nag oes	<a href="http://www.ndcs.org.uk/professional_support/our_resources/acoustics.html">http://www.ndcs.org.uk/professional_support/our_resources/acoustics.html</a>	



Enw'r Adnodd	Pa angen mae'n bodloni?	Beth mae'n ei wneud? (Disgrifiad cryno)	A oes angen hyfforddiant neu gymhwyster ffurfiol i ddefnyddio'r adnodd?	O ble mae ar gael? (e.e. Enw'r cwmni A/ neu ddolen gwe os yw'n bosib)	Unrhyw sylwadau eraill?
CustomEyes	Nam ar y Golwg	Llyfrau print mawr wedi'i gwneud yn bwrpasol.	Nag oes	<a href="https://www.guidedogs.org.uk/services/children-and-young-peoples-services/customeyes">https://www.guidedogs.org.uk/services/children-and-young-peoples-services/customeyes</a>	Angen bod yn aelod (aelodaeth am ddim)
Cefnogaeth fuan Monitoring Protocol for Deaf Babies and Children	Nam ar y Clyw	Dogfennu cynnydd plant yn y tair blynedd gyntaf ar ôl diagnosis o fyddardod.	Nac ydw	<a href="http://www.ndcs.org.uk/document.rm?id=10765">www.ndcs.org.uk/document.rm?id=10765</a>	
Motor skills United	Sgiliau motor bras a manwl cyfyngedig	Rhaglen Therapi Galwedigaethol yn cynnwys gweithgareddau codau lliw i ddatblygu sgiliau motor ac echddygol. Ar gyfer disgyblion gydag anawsterau cydlynu datblygol, dwylo/ llygaid, ymwybyddiaeth corff, sefydlogrwydd craidd, ymwybyddiaeth ofodol	Na, ond mae hyfforddiant ar gael	S Holmes a W Barry (Awduron) Ar gael o: <a href="http://www.specialdirect.co.uk/shops/sd/Products/PD17_80271/Motor-Skills-United/">http://www.specialdirect.co.uk/shops/sd/Products/PD17_80271/Motor-Skills-United/</a>	Rhaglenni gwersi/nodiadau Athro, adnoddau eu hangen i'w casglu ymlaen llaw.

Enw'r Adnodd	Pa angen mae'n bodloni?	Beth mae'n ei wneud? (Disgrifiad cryno)	A oes angen hyfforddiant neu gymhwyster ffurfiol i ddefnyddio'r adnodd?	O ble mae ar gael? (e.e. Enw'r cwmni A/ neu ddolen gwe os yw'n bosib)	Unrhyw sylwadau eraill?
NDCS Cefnogi Cyflawniad Plant gyda Nam ar y Clyw mewn lleoliadau blynyddoedd cynnar	Nam ar y Clyw	Adnodd i gefnogi cynnwys plant gyda Nam ar y Clyw.	Nag oes	<a href="http://www.ndcs.org.uk/document.rm?id=9422">www.ndcs.org.uk/document.rm?id=9422</a>	
NDCS Cefnogi Cyflawniad Plant Byddar yn yr Ysgol Gynradd	Nam ar y Clyw	Adnodd i gefnogi cynnwys plant gyda Nam ar y Clyw.	Nag oes	<a href="http://www.ndcs.org.uk/document.rm?id=9423">www.ndcs.org.uk/document.rm?id=9423</a>	
NDCS Cefnogi Cyflawniad Plant Byddar mewn Ysgolion Uwchradd	Nam ar y Clyw	Adnodd i gefnogi cynnwys plant gyda Nam ar y Clyw.	Nag oes	<a href="http://www.ndcs.org.uk/document.rm?id=9424">www.ndcs.org.uk/document.rm?id=9424</a>	
Positive Eye – Adnoddau	Nam ar y Golwg	Adnoddau yn cynnig awgrymiadau ymarferol defnyddiol i leoliadau i gefnogi mynediad plant a phobl ifanc sydd â nam ar eu golwg a SEND i gael mynediad at y cwricwlwm. Mae'r adnoddau yn	Nag oes	<a href="https://www.positiveeye.co.uk/resources-2/">https://www.positiveeye.co.uk/resources-2/</a>	

Enw'r Adnodd	Pa angen mae'n bodloni?	Beth mae'n ei wneud? (Disgrifiad cryno)	A oes angen hyfforddiant neu gymhwyster ffurfiol i ddefnyddio'r adnodd?	O ble mae ar gael? (e.e. Enw'r cwmni A/ neu ddolen gwe os yw'n bosib)	Unrhyw sylwadau eraill?
		cynnwys:			
RNIB Bookshare	Nam ar y Golwg	Ffynhonnell ar gyfer adnoddau argraffedig y gellir eu lawrlwytho, gan gynnwys adnoddau addysgiadol.	Nag oes	<a href="https://www.rnibbookshare.org/cms/">https://www.rnibbookshare.org/cms/</a>	Angen bod yn aelod (aelodaeth am ddim)
SeeingEar	Nam ar y Golwg	Llyfrgell ar-lein a ffynhonnell ar gyfer adnoddau argraffedig y gellir eu lawrlwytho, gan gynnwys adnoddau addysgiadol.	Nag oes	<a href="http://www.accessiblelibrary.org.uk/">http://www.accessiblelibrary.org.uk/</a>	Angen bod yn aelod (aelodaeth am ddim)
Project Gutenberg	Nam ar y Golwg	Llyfrgell ar-lein o lenyddiaeth	Nag oes	<a href="https://www.gutenberg.org/">https://www.gutenberg.org/</a>	
Nystagmus Network	Nam ar y Golwg	Mae'r Nystagmus Network yn elusen gofrestredig yng Nghymru a Lloegr. Mae'r elusen yn darparu cyngor,	Nag oes	<a href="https://nystagmusnetwork.org/">https://nystagmusnetwork.org/</a>	

Enw'r Adnodd	Pa angen mae'n bodloni?	Beth mae'n ei wneud? (Disgrifiad cryno)	A oes angen hyfforddiant neu gymhwyster ffurfiol i ddefnyddio'r adnodd?	O ble mae ar gael? (e.e. Enw'r cwmni A/ neu ddolen gwe os yw'n bosib)	Unrhyw sylwadau eraill?
		cefnogaeth a gwybodaeth i bawb sy'n byw gyda nystagmus a'u teuluoedd, gwasanaeth eiriolaeth addysgiadol a chynghor buddiannau, hyfforddiant i staff addysgu a gweithwyr proffesiynol gofal llygaid.			
Speed up! Llyfr	Corfforol - llawysgrifen	Rhaglen ginesthetig i ddatblygu llawysgrifen rhwydd	Nag oes	A Kelly (Awdur) ar gael ar-lein e.e. <a href="https://www.amazon.co.uk/Speed-Up-Kinaesthetic-Programme-Handwriting/dp/1855033860">https://www.amazon.co.uk/Speed-Up-Kinaesthetic-Programme-Handwriting/dp/1855033860</a>	Argymhellwyd gan OT
Write Dance	Corfforol - llawysgrifen	Rhaglen sydd yn defnyddio cerddoriaeth a symudiad i gyflwyno llawysgrifen i blant	Dim hyfforddiant ffurfiol	R Oussoren (Awdur) ar gael ar-lein e.e.: <a href="https://uk.sagepub.com/en-gb/eur/author/ragnhild-oussoren">https://uk.sagepub.com/en-gb/eur/author/ragnhild-oussoren</a>	

Enw'r Adnodd	Pa angen mae'n bodloni?	Beth mae'n ei wneud? (Disgrifiad cryno)	A oes angen hyfforddiant neu gymhwyster ffurfiol i ddefnyddio'r adnodd?	O ble mae ar gael? (e.e. Enw'r cwmni A/ neu ddolen gwe os yw'n bosib)	Unrhyw sylwadau eraill?
Write from the Start	Cydlyniad llaw-llygad a rheolaeth pensil cyfyngedig	Yn cynnwys dau lyfr gwaith disgybl gyda gweithgareddau graddedig i ddatblygu cydlyniad llaw-llygad, ffurfio cysondeb, trefniant gofodol, gwahaniaethu sail ffigur, cyfeiriad ac ochred.	Nag oes	I Teodorescu et al (Awduron) ar gael ar-lein e.e.: <a href="https://www.amazon.co.uk/Write-start-Programme-Perceptual-Handwriting/dp/1855032457">https://www.amazon.co.uk/Write-start-Programme-Perceptual-Handwriting/dp/1855032457</a>	Taflenni gwaith disgybl y gellir eu llungopio a llawlyfr athro
<b>Arall (gan gynnwys adnoddau sy'n benodol i bwnc)</b>					
Doorway Online	Llythrennedd, rhifau < amser, a theipio Cyffwrdd ac Arian	yn gasgliad o gemau addysgiadol hygrych ac am ddim y gall dysgwyr eu gweld yn hawdd a defnyddio'n annibynnol. Mae pob gweithgaredd gydag ystod o opsiynau hygrychedd a gwahanol lefelau o	Nag oes	<a href="https://www.doorwayonline.org.uk/">https://www.doorwayonline.org.uk/</a>	Mae rhaglen teipio cyffwrdd wedi'i argymhell gan QTVI

Enw'r Adnodd	Pa angen mae'n bodloni?	Beth mae'n ei wneud? (Disgrifiad cryno)	A oes angen hyfforddiant neu gymhwyster ffurfiol i ddefnyddio'r adnodd?	O ble mae ar gael? (e.e. Enw'r cwmni A/ neu ddolen gwe os yw'n bosib)	Unrhyw sylwadau eraill?
		anhawster			
Kerboodle	Gwyddoniaeth (a phynciau eraill)	Mae hyn wedi'i gysylltu i AQA Gwasanaeth addysgu, dysgu ac asesu ar-lein Mae'n darparu taflenni gwaith, adolygu a thasgau allanol.	Nag oes	Kerboodle <a href="https://global.oup.com/education/secondary/kerboodle/?region=uk">https://global.oup.com/education/secondary/kerboodle/?region=uk</a>	
Linguascope	Ieithoedd Dramor Modern	Adolygu i atgyfnerthu sgiliau dysgu a gemau geirfa	Nag oes	Linguascope <a href="http://www.linguascope.com/">http://www.linguascope.com/</a>	
Lucid - Memory Booster	Strategaethau i wella'r cof	Addas i blant rhwng 4 - 11 oed neu'n hŷn. Cynnwys gemau a strategaethau i ddatblygu ac ymarfer sgiliau cof gweledol a llafar	Nag oes	Asesiad GL <a href="https://www.gl-assessment.co.uk/products/lucid-memory-booster/">https://www.gl-assessment.co.uk/products/lucid-memory-booster/</a>	Rhaglen ddigidol ar ben ei hun
Adnoddau NASEN Early Years SEND	Pob maes SEND	Gwe-ddarllediadau, canllawiau bach a deunyddiau hyfforddi sy'n berthnasol i SEND	Nag oes	<a href="http://www.nasen.org.uk/early-years-send-resources/">http://www.nasen.org.uk/early-years-send-resources/</a>	



Enw'r Adnodd	Pa angen mae'n bodloni?	Beth mae'n ei wneud? (Disgrifiad cryno)	A oes angen hyfforddiant neu gymhwyster ffurfiol i ddefnyddio'r adnodd?	O ble mae ar gael? (e.e. Enw'r cwmni A/ neu ddolen gwe os yw'n bosib)	Unrhyw sylwadau eraill?
		a'r Blynyddoedd Cynnar			
Maths Watch	Datblygu sgiliau mathemateg	Atgyfnerthu gwybodaeth a ddysgwyd. Sgiliau allweddol yn cael eu harddangos a'u trafod sydd wedyn yn caniatáu'r myfyriwr i ymarfer a defnyddio eu sgiliau Ar gael i blant cynradd, Cyfnod Allweddol 3 a TGAU	Nag oes	Maths Watch Ltd <a href="http://mathswatch.co.uk/">http://mathswatch.co.uk/</a>	
Method Maths	Mathemateg	Darparu technegau arholiad i fyfyrwyr drwy bapurau rhyngweithiol. Ar gael ar Excel, OCR a Chyfnod Allweddol 2.	Nag oes	Method Maths <a href="https://www.methodmaths.info/">https://www.methodmaths.info/</a>	
My Maths	Datblygu eu sgiliau mathemateg	Llwyfan dysgu ar-lein sydd yn atgyfnerthu gwybodaeth a ddysgwyd	Nag oes	<a href="https://www.mymaths.co.uk/index.html">https://www.mymaths.co.uk/index.html</a>	

Enw'r Adnodd	Pa angen mae'n bodloni?	Beth mae'n ei wneud? (Disgrifiad cryno)	A oes angen hyfforddiant neu gymhwyster ffurfiol i ddefnyddio'r adnodd?	O ble mae ar gael? (e.e. Enw'r cwmni A/ neu ddolen gwe os yw'n bosib)	Unrhyw sylwadau eraill?
Nessy Fingers - rhaglen teipio cyffwrdd	Prosesu Geiriau	Addas i blant 8 oed neu'n hŷn. Cynnwys gemau a strategaethau i ddatblygu ac ymarfer sgiliau teipio cyffwrdd sylfaenol	Nag oes	Nessy <a href="https://www.nessy.com/uk/product/nessy-fingers/">https://www.nessy.com/uk/product/nessy-fingers/</a>	Rhoglen ar-lein yn cynnwys gemau i ddatblygu sgiliau sillafu
Number Shark	Gemau i ddatblygu mathemateg	Rhoglen gyfrifiadur i wella dealltwriaeth a defnyddio rhifau	Nag oes	White Space <a href="http://www.wordshark.co.uk/index.aspx">http://www.wordshark.co.uk/index.aspx</a>	
Dysgu manwl gywir o GPC, geiriau cyffredin, rhifau ayyb	Cofio geiriau, rhifau, graffem ayyb yn awtomatig	Cynnwys geiriau darllen targed, rhifau ayyb yn awtomatig bob dydd tan fydd y lefel medruswydd wedi'i gyrraedd a'i gynnal. Bwriad i ddisgyblion ddarllen testun ar lefel cywirdeb o 95%	Nag oes	Kent Educational Psychology Service <a href="http://www.sendgateway.org.uk/download.a-basic-guide-to-precision-teaching.html">www.sendgateway.org.uk/download.a-basic-guide-to-precision-teaching.html</a>	Paratoi Cardiau Fflach, gridiau monitro ayyb

Enw'r Adnodd	Pa angen mae'n bodloni?	Beth mae'n ei wneud? (Disgrifiad cryno)	A oes angen hyfforddiant neu gymhwyster ffurfiol i ddefnyddio'r adnodd?	O ble mae ar gael? (e.e. Enw'r cwmni A/ neu ddolen gwe os yw'n bosib)	Unrhyw sylwadau eraill?
The Key	Holl broblemau AAA	Ateb cwestiynau ar gyfer Cydlynwyr AAA a darparu templedi i bolisiau, cynlluniau gweithredu ayyb Rhoi syniadau ar gwestiynau cyfweliad ayyb	Nag oes	<a href="https://schoolleaders.thekey_support.com/">https://schoolleaders.thekey_support.com/</a>	Angen tanysgrifio ac mae cost
Twinkl	AAA cyfan	Llawer o adnoddau ar gael ar Twinkl - rhai am ddim, ac angen talu am rai	Nag oes	<a href="http://www.twinkl.co.uk/resources/specialeducationalneeds-sen">http://www.twinkl.co.uk/resources/specialeducationalneeds-sen</a>	
Well at school	Problem gyda'u hiechyd	Gwefan yn cynnig cyngor i gefnogi plant a phobl ifanc gyda chyflyrau meddygol	Nag oes	<a href="https://www.wellatschool.org/">https://www.wellatschool.org/</a>	
Words First	Adnabod geiriau - lle mae disgybl yn cael trafferthion gyda ffoneg	Dull strwythuredig i ddarllen ac ysgrifennu geiriau cyffredin,	Nag oes	Sound Learning <a href="http://www.shop-soundlearning.co.uk/">http://www.shop-soundlearning.co.uk/</a>	Rhaglenni gwersi/ nodiadau athro, taflenni gwaith ac asesiadau y gellir eu llungopio. Gellir

Enw'r Adnodd	Pa angen mae'n bodloni?	Beth mae'n ei wneud? (Disgrifiad cryno)	A oes angen hyfforddiant neu gymhwyster ffurfiol i ddefnyddio'r adnodd?	O ble mae ar gael? (e.e. Enw'r cwmni A/ neu ddolen gwe os yw'n bosib)	Unrhyw sylwadau eraill?
		ar ben eu hunain ac mewn cyd-destun, drwy gysylltu sgiliau adnabod geiriau a dealltwriaeth mewn cyfres o gamau graddedig.			ychwanegu adnoddau ychwanegol.

# Conwy and Flintshire Toolkit for Additional Learning Needs (ALN) 0 – 25 Years



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## 1. Foreword

Conwy and Flintshire County Councils are committed to a policy of inclusion for all. This principle is firmly held by us as authorities and our schools. Our aim is to create inclusive cultures and communities in and around our schools and want all children, parents and staff to feel equally valued. We also wish to break down barriers to learning and foster full participation for all in school life.

We are ambitious for all of our children and young people and recognise the importance of securing high quality provision and intervention for all, particularly those with the most complex educational needs who require additional support to ensure they achieve well.

Conwy and Flintshire are also committed to delivering against the principles for children and young people with additional learning needs as outlined in the Additional Learning Needs Code for Wales 2021, namely:

- A rights-based approach
- Early identification, intervention and prevention
- Collaboration and integration
- Inclusive education
- A bilingual system

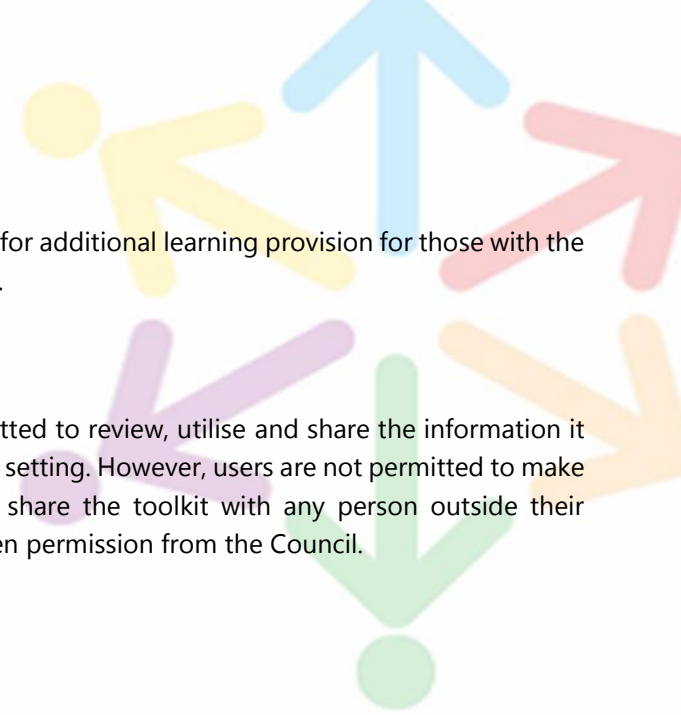
In addition, the Code outlines a duty to favour education for children at mainstream maintained schools and this toolkit will support us and our schools to deliver against these duties and principles.

This toolkit provides a common language and approach to support all stakeholders to have a shared understanding of the needs of children and young people and the range of suitable interventions to ensure these needs are met in a timely manner. It follows a graduated response recognising that there is a continuum of need for which early identification and intervention are essential and builds from a baseline of high quality differentiated teaching and universal

provision, to the requirement for additional learning provision for those with the most significant level of need.

### Authorised Use

Users of this toolkit are permitted to review, utilise and share the information it contains with staff within their setting. However, users are not permitted to make any amendments, licence or share the toolkit with any person outside their setting, without express written permission from the Council.





## 2. Acknowledgements

This toolkit is the result of a collaboration between Conwy, Flintshire and Cheshire East authorities and has involved a wide range of professional and stakeholders in its development. We would wish to thank all of those involved in its production and know that it will serve to support our shared drive to enable children and young people to be the best they can possibly be.

The compilation of this guidance would not have been possible without the commitment of the following individuals and teams in Cheshire East Borough Council:

### Professionals in educational settings:

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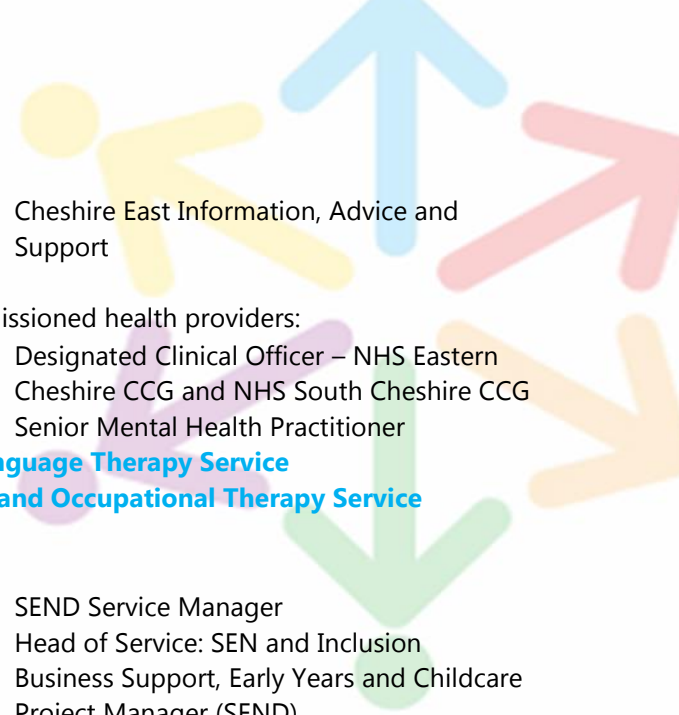
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✚ <b>Alison Wallace</b>	Cheshire East Autism Team
✚ <b>Nicola West</b>	Principal Educational Psychologist

### Cheshire East Council Services:

✚ <b>Early Years and Childcare Team</b>
✚ <b>SEND Team</b>
✚ <b>Cheshire East Autism Team</b>
✚ <b>Sensory Inclusion Service</b>
✚ <b>Educational Psychology Service</b>
✚ <b>Cheshire East Schools Finance Team</b>



## 3. Introduction

### 3.1. What are Additional Learning Needs (ALN)?

A child or young person has ALN if he or she has a **learning difficulty or disability (whether the learning difficulty or disability arises from a medical condition or otherwise) which calls for additional learning provision.**

A child of compulsory school age or person over that age has a learning difficulty or disability if he or she—

- (a) has a significantly greater difficulty in learning than the majority of others of the same age, or
- (b) has a disability for the purposes of the Equality Act 2010 which prevents or hinders him or her from making use of facilities for education or training of a kind generally provided for others of the same age in mainstream maintained schools or mainstream institutions in the further education sector.

A child under compulsory school age has a learning difficulty or disability if he or she is, or would be if no additional learning provision were made, likely to be within the above subsection when of compulsory school age.

**“Additional learning provision”** for a person aged three or over means educational or training provision that is additional to, or different from, that made generally for others of the same age in -

- (a) mainstream maintained schools in Wales,
- (b) mainstream institutions in the further education sector in Wales, or
- (c) places in Wales at which nursery education is provided.

“Additional learning provision” for a child aged under three means educational provision of any kind.

### 3.2. Purpose of this document

The Additional Learning Needs Toolkit is aimed at **all educational providers and settings** supporting Flintshire and Conwy children and young people aged 0-25 years.

It outlines the provision and support that Flintshire and Conwy Councils expect to be in place in all educational settings which support Flintshire and Conwy children and young people aged 0-25 years.

Its purpose is to provide detailed guidance on how educational settings can identify children and young people with different **types and levels** of need, along with information on appropriate steps and strategies to support them. It also provides clear information about identifying ALN, Additional Learning Provision (ALP) and creating an Individual Development Plan (IDP) or when specialist services, may be required.

## 4. The Continuum of Need for ALN

### 4.1. Types of Need

The term “Additional Learning Needs” covers a broad range of different **types and levels** of need, and the additional learning provision (ALP) that is provided for a child or young person should match their particular additional learning need. *The Additional Learning Needs Code for Wales 2021* describes **four broad areas of need**; these are outlined on the following page. These areas give an overview of the range of needs that educational providers and settings should plan for.

## Types of Need

### Cognition and Learning



Support for learning difficulties may be required when children and young people learn at a slower pace than their peers. Learning difficulties cover a wide range of needs, including:

- **Moderate learning difficulties (MLD)**
- **Severe learning difficulties (SLD)**- where children and young people are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication
- **Profound and multiple learning difficulties (PMLD)** - where children and young people are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
- **Specific learning difficulties (SpLD)** - affect one or more specific aspects of learning. This includes a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### Communication and Interaction



This includes:

#### **Speech, language and communication needs (SLCN).**

Children and young people with SLCN have difficulty communicating with others;

- this may be because they have difficulty saying what they want to and being understood by others,
- difficulty understanding what is being said to them or
- they do not understand or use social rules of communication (including those with diagnosis of **Autism Spectrum Disorder (ASD)**).

It includes those for whom the language and communication difficulties are the result of

- permanent sensory or
- physical impairment.

### Behaviour, emotional and social development



Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways.

These may include

- becoming **withdrawn** or **isolated**,
- as well as **displaying challenging, disruptive, or disturbing behaviour**.

These behaviours may reflect underlying mental health difficulties such as

- anxiety or depression,
- self-harming,
- substance misuse,
- eating disorders or
- physical symptoms that are medically unexplained.

Other children and young people may have disorders such as

- **attention deficit disorder (ADD)**,
- **attention deficit hyperactive disorder (ADHD)** or
- **attachment disorder (AD)**.

### Sensory and/or Physical Needs



Some children and young people require ALP because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. This includes children and young people with:

- **Visual impairment (VI)**
- **Hearing impairment (HI)**
- **Multi-sensory impairment (MSI)** (a combination of vision and hearing difficulties)
- **Physical disability (PD)**

*"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” (ALN Code for Wales 2021)*

The purpose of identification is to work out what action the educational setting needs to take, not to fit a child or young person into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time, in terms of both type and level. The support provided to an individual child or young person should always be based on a full understanding of their particular strengths and needs.

## 4.2. Levels of Need

In addition to being described via different broad areas of needs, Additional Learning Needs (ALN) can also exist at different levels of severity. The different levels exist as a continuum and needs may go up and down the continuum over time. This is visualised in the **Continuum of Need for ALN diagram** on the following page. The Graduated Response (described in the following section) provides advice for educational settings on identifying the appropriate level of need for individual children and young people on this continuum through observing the impact of the child or young person’s need(s) on their learning.

## 5. Introducing the Graduated Response

### 5.1. What is the Graduated Response?

In Flintshire and Conwy we are meeting the different types and levels of needs of children and young people with ALN through the use of a **‘Graduated Response’**.

*The Additional Learning Needs Code for Wales 2021*

The graduated response for children and young people with ALN

20.23 Maintained schools, FEIs and local authorities should adopt a graduated response in relation to children and young people with ALN, making use of a wide range of strategies. This means that the ALP made should be at the lowest level

necessary to meet the child or young person’s identified needs. In particular, schools and FEIs should make full use of their available resources before, where necessary, bringing specialist expertise to bear on the difficulties that a child or young person may be experiencing.

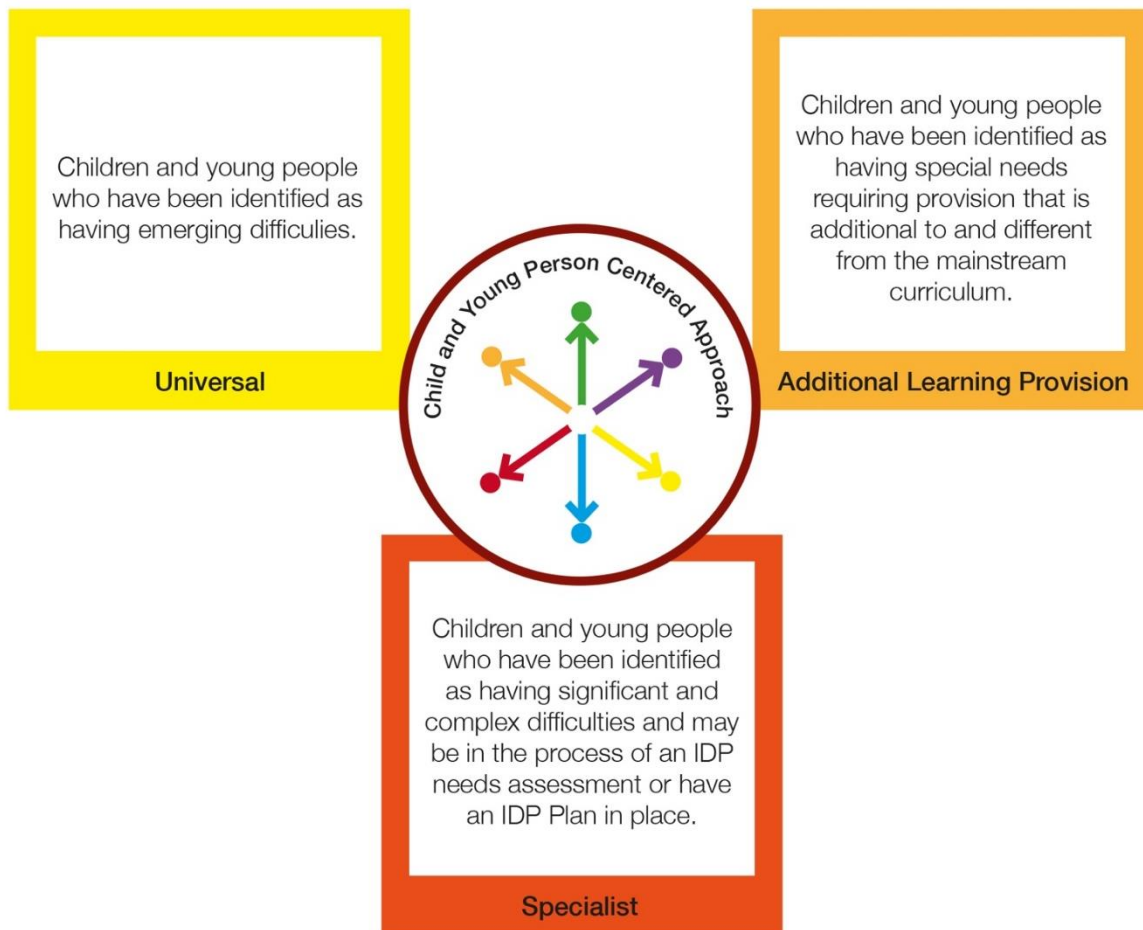
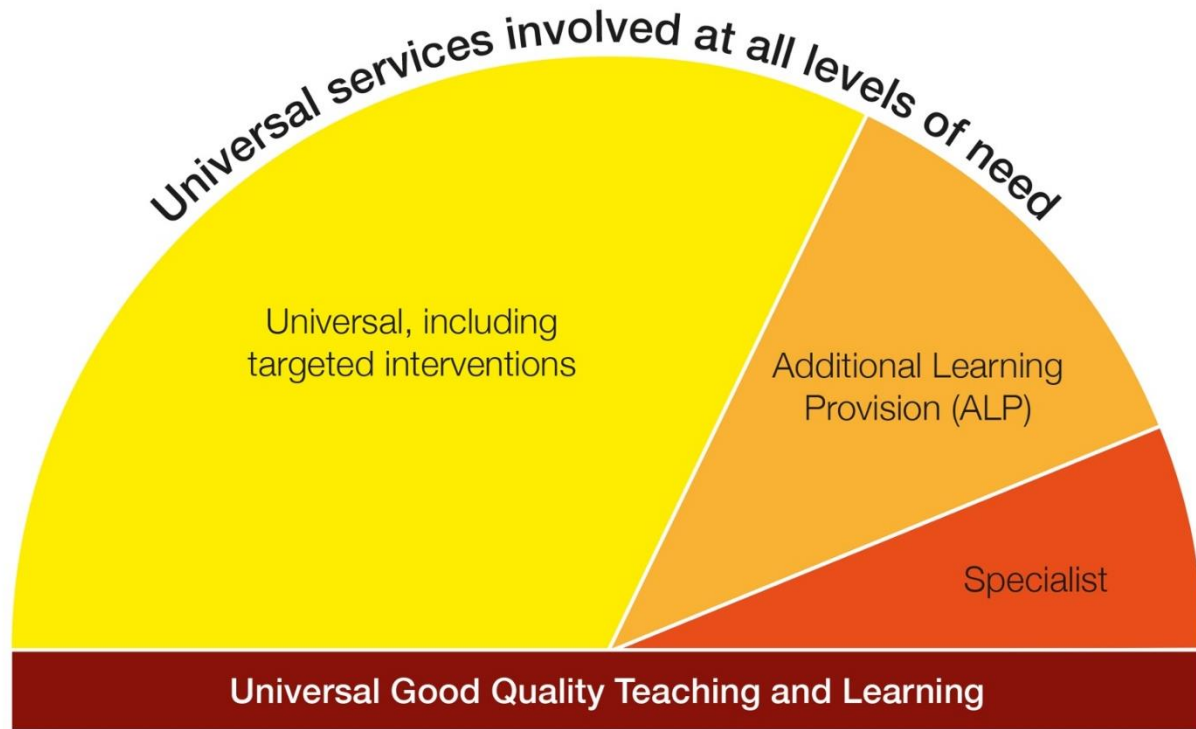
20.24. In many cases the ALP initially made will mean that the child or young person’s needs are fully met or resolved. Only for those children or young people whose progress continues to cause concern is increased or different ALP likely to be needed. Some children or young people may gradually require less rather than more ALP if the interventions are a success.

Where a child or young person is identified as having ALN, educational settings should take action to remove barriers to learning and put effective additional learning provision in place through the use of a Graduated Response.

The **Universal (including targeted interventions)** level describes the support that is available to all children and young people, including those with and without ALN. Within the Graduated Response, at the Universal Level, needs are met through good quality Teaching and Learning, along with universal health care services that are available to all children and young people (e.g. GPs, dentists etc.)

Universal services, including good quality teaching are provided to all children and young people, and continue to be provided to children and young people with ALN who are also receiving additional support through other levels of the Graduated Response. This means that all teachers are teachers of children and young people with additional learning needs.

Support for children and young people at **Universal, including targeted intervention and Additional Learning Provision**, is tailored to the needs of the individual child or young person, and provided through a variety of means, for example: assistive technology, individual or small group teaching, or in-class support.



North Wales Continuum of Need for ALN



Some children and young people's needs will be more **complex** in some contexts, and the Graduated Response describes additional support to meet these needs.

In Flintshire and Conwy, schools have been provided with funding to provide additional support to enable them to implement additional learning provision for children in mainstream school. The local authorities will usually therefore consider, prepare and or maintain LA IDPs where a child or young person requires specialist placement and provision.

The majority of children and young people with ALN will have their needs met though additional support within mainstream provision. A very small proportion will require **specialist** provision. This would only be agreed as part of a multi-agency decision-making process which assesses evidence (including specialist external agency advice) of the child or young person's need and agrees that the child or young person requires specialist educational provision to be made in accordance with an IDP and such provision is only deliverable in a specialist setting.

## 5.2. Using the Graduated Response

The Graduated Response is provided in this document as a **series of** tables which:

- provide advice on **identifying** different types and levels of need within the Continuum of Need for ALN through the use of 'impact on learning' indicators that would be observed by staff within the educational setting. Children and young people are not expected to have every indicator at a certain level, but must have more than one.
- describe the **actions** that professionals within educational settings are expected to take to **meet the needs** of children and young people with ALN. This includes information relating to communicating with families and next steps, strategies to be implemented and the evidence that should be recorded.

The tables are organised via the broad areas of need outlined by *The Additional Learning Needs Code for Wales 2021*, with some broad areas further split to provide more detailed information on specialist strategies. For each

area of need, there are individual tables for the different levels of provision - Universal (including targeted interventions, Additional Learning Provision, Additional Learning Provision (specialist)).

By using the Graduated Response, we expect reasonable adjustments to be made to ensure that the majority of children and young people with ALN are able to access and have their needs met within mainstream provision, so that they enjoy the same opportunities as their peers wherever possible and are fully included within their communities.

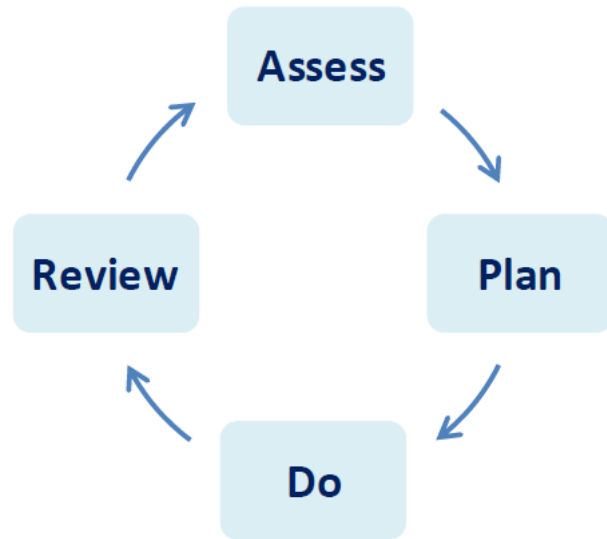
This document is intended to provide assistance for educational settings in supporting children and young people with ALN, and recognises that children and young people's needs must be considered individually. It is not to be viewed as a blanket policy.

## 6. Principles of the Graduated Response

The below principles should be adopted at all stages of the Graduated Response, not just for children and young people that are undergoing consideration of ALN and ALP or have an IDP in place.

### 6.1. Assess, Plan, Do and Review

According to *The Additional Learning Needs Code for Wales 2021*, it is important to remember that children and young people learn in different ways, and their needs may change over time. Through a continuous cycle of planning, action and review, different support or expertise can be identified and provided as necessary. The range and style of support ought, therefore, over time be increased, reduced or changed according to the child or young person's individual needs and progress. Supporting children and young people with ALN via the Graduated Response includes the use of a four-part cycle of 'Assess, Plan, Do and Review'. Through this cycle, earlier decisions and actions are revisited, refined and revised with a growing understanding of the child or young person's needs and of what supports the child or young person in making good progress and securing good outcomes



The following paragraphs provide a brief overview of the general principles for each stage of this cycle and determining whether a child or young person has ALN and deciding on the ALP required. Chapter 20 of The Additional Learning Needs Code for Wales 2021, provides guidance on determining whether a child or young person has ALN and deciding on the ALP required.

### **ASSESS – Gathering and considering evidence**

Evidence is required to determine whether a child or young person has ALN. Information and evidence may come from the child, their parent, or the young person. It may come from staff in the education setting or from other services. If the child or young person has an identified disability (for the purposes of the Equality Act 2012), it is likely that there will be evidence provided by specialist services, for example, sensory support service.

Evidence to inform decision making will also come from observations and assessment of the child or young person. Assessment through intervention is key to providing information and evidence about a child or young person's progress. Quality, formative assessment using a range of tools and materials will provide detailed information on progress. There are a range of

standardised screening or assessment tools and frameworks available for setting to use. Analysis of observations and scrutiny of work can provide valuable data. Developmental checklists and learner questionnaires are also another source of evidence. In some circumstances, other agencies such as health bodies may be involved with a child or young person. Their information, assessments and contributions will help to enable a setting in their duties to determine the additional learning needs. Where relevant professionals are not already working with the educational setting, staff from the educational setting should contact them, with consent from the parents of children or the young person.

The ALNCO can provide professional support to all staff to enable the early identification and assessment of ALN and enable a holistic understanding of the needs.

### **PLAN – Determining the ALN and ALP required**

If a child or young person is not making adequate progress, then staff within the educational setting will need to put in place differentiated teaching or targeted interventions. Where a child or young person requires provision which is additional to or different from what is generally available to all learners, this would constitute additional learning provision (ALP). Chapter 4 of the Additional Learning Needs Code for Wales 2021 explains the duty to involve and support children, their parents and young people in decision making and planning. Professionals within the educational setting, in conjunction with the ALNCO, should work with the child, their parents or young person to agree the outcomes, the interventions and support to be put in place. The support and intervention provided should be evidence-based and designed to support the child or young person to achieve desired outcomes. Any related staff development needs should also be identified and addressed. The ALP should be at the lowest level necessary to meet the identified ALN and setting should make full use of their resources. An IDP will be prepared, outlining the ALN and ALP required.

**DO** - The key person, class or subject teacher remains responsible for working with the child or young person on a daily basis (even where interventions involve group or one-to-one teaching). The ALNCO should support staff where



necessary in further assessment and/or advising on the effective implementation of ALP.

**REVIEW** - The effectiveness of the support and interventions, and their impact on the child or young person's progress, should be reviewed regularly and in line with any agreed dates. Chapter 25 of the Additional Learning Needs Code for Wales provides information and guidance about review and revision of Individual Development Plans (IDPs).

The review will need to consider whether the child or young person is making progress towards the intended outcomes, whether they still have ALN, whether the identified needs have changed and whether the ALP is still appropriate or additional or different ALP is required.

## 6.2. A person-centred approach

An individual child or young person with ALN should always be at the centre of any assessment or planning process that focuses on them and a person-centred approach should be used. Person-centred approaches are about discovering and acting on what is important to the child or young person, what is important for them and finding the balance between these. A person-centred approach reflects what a child or young person is able to do, what is important to them (now and in the future) and thinks about what support they might need in order to reach their potential. It is therefore a process of continual listening and learning. Being person-centred includes problem solving and thinking about how we can allocate the most appropriate support and resources in order to enable children and young people with ALN to work towards their aspirations. These resources may come from the child or young person's own network and/or available support within the local community; not just from specialist services.

Chapter 4 of *The Additional Learning Needs Code for Wales 2021* explains the duty on bodies exercising functions under the ALNET Act 2018 to involve and support children, their parents and young people.

4.4. 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 the child's parent or young person being provided with the information and support necessary to enable participation in those decisions.

Chapter 22 of The Additional Learning Needs Code for Wales sets out guidance and good practice principles for meetings about ALN and IDPs.

22.6. A maintained school, FEI or local authority holding a meeting with a child, their parent or a young person **should**:

- (a) run the meeting(s) following person-centred practice approaches, and
- (b) take a person-centred practice approach to the gathering and presentation of information (where relevant).

The Welsh Government has published a number of guidance documents on person-centred practice, which are available online:

Person-centred practice in education: a guide for early years, schools and colleges in Wales

<https://gov.wales/sites/default/files/publications/2019-01/person-centred-practice-in-education-a-guide-for-early-years-schools-and-colleges-in-wales.pdf>

<https://llyw.cymru/sites/default/files/publications/2019-01/ymarfer-sy-n-canolbwyntio-ar-unigolion-mewn-addysg-canllaw-ar-gyfer-blynyddoedd-cynnar-ysgolion-a-cholegau-yng-nghymru.pdf>

Person-centred Reviews toolkit: a guide for early years, schools and colleges in Wales,

<https://gov.wales/sites/default/files/publications/2018-12/person-centred-reviews-toolkit.pdf>

<https://llyw.cymru/sites/default/files/publications/2018-12/pecyn-cymorth-adolygiadau-sy-n-canolbwyntio-ar-unigolion.pdf>

## 6.3. Collaboration

21.1. A key principle underpinning the ALN system is the need for collaboration between all those involved in identifying needs and planning and providing support to children and young people with ALN.

In line with the *Additional Learning Needs Code for Wales 2021*, a person-centred approach should be applied.

### Parents

The ethos of person-centred practice is that the views, wishes and feelings of the child and the child's parents or young person **must** be regarded and the importance of their participation as fully as possible in decisions relating to the design, plan, deliver and review of support and services to achieve shared outcomes. The child and child's parent or young person **must** be provided with the information and support necessary to enable participation in these decisions. These **should** be done at an early stage in the process to ensure the child, their parent or the young person can be fully involved in the process. This reflects the ethos of person-centred practice.

Person-centred practice puts the child, child's parent or young person at the centre of decisions, recognising that all have important contributions to make due to their differing knowledge, skills and experience. Parents hold key

information, play a critical role in their child's development and education and have a fundamental role in helping their child to achieve their potential.

### Other Agencies

Consideration should also be given to whether the child or young person already has any engagement with or support from other agencies or third sector organisations. These should also be involved within this process as appropriate

As a result of this collaboration, a child or young person's needs are more likely to be accurately identified and the ALP decided upon to meet them is more likely to be effective, which in turn should lead to better outcomes for the child or young person.

## 6.4. Improved outcomes for children and young people

In line with Welsh Government ALN transformation programme, we are determined to deliver a system where learner's needs are identified early and supported to reach their potential. *The Additional Learning Needs Code for Wales 2021*, chapter 3, provides five key principles underpinning the ALN system.

3.2. The principles underpinning the ALN system are:

(a) **A rights-based approach** where the views, wishes and feelings of the child, child's parent or young person are central to the planning and provision of support; and the child, child's parent or young person is enabled to participate as fully as possible in the decision making processes and has effective rights to challenge decisions about ALN, ALP and related matters.

(b) **Early identification, intervention and prevention** where needs are identified and provision put in place at the earliest opportunity and where possible interventions are put in place to prevent the development or escalation of ALN.

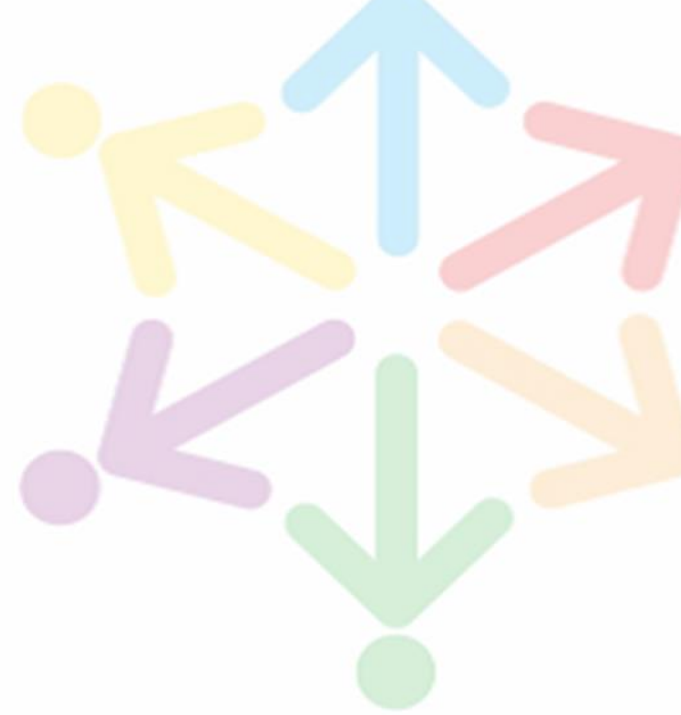
(c) **Collaboration and integration** where services work together to ensure ALN are identified early and appropriate co-ordinated support is put in place to enable children and young people to achieve positive expectations, experiences and outcomes.

(d) **Inclusive education** where the majority of children and young people with ALN are supported to participate fully in mainstream education and a whole setting approach is taken to meeting the needs of learners with ALN.

(e) A **bilingual system** where all reasonable steps are taken to deliver ALP in Welsh for children and young people who require support through the medium of Welsh, with scope for increasing the delivery of ALP in Welsh over time.

We believe that there should be a strong focus on high aspirations and on improving outcomes for all children and young people with ALN. Outcomes are not a description of the support or provision that is in place for a child or young person. Instead, outcomes describe the benefit or difference made to an individual child or young person as a result of an intervention, and as such, there should be a focus on outcomes from the earliest stages of identifying and supporting children and young people with ALN. Any planning and delivery of support should always be focused on the outcomes that have been identified for the individual child or young person (i.e. how such support will contribute to achieving the agreed outcomes) and should be based on reliable evidence of effectiveness. Support should be reviewed regularly as part of the 'Assess, Plan, Do, Review' cycle and be adapted or replaced depending on how effective it has been in achieving the agreed outcomes.

With high aspirations, and the right support, the vast majority of children and young people can go on to achieve successful long-term outcomes in adult life. The local authority, educational settings and other services and partners should work together to prepare children and young people with ALN for adulthood and help them to realise their ambitions.



## 7. The Graduated Response for Early Years

Relevant Early Years documents, including documents offering good practice guidance, can be found on <http://cefnogaeth.gwegogledd.cymru/cyfnod-sylfaen-arsylwi-yn-erbyn-y-proffil-cryno/?lang=en>

### 7.1. Introduction

Every child deserves the best possible start in life and the support that enables them to meet their potential. Children develop quickly in the early years and a child's experiences between birth and five have a major impact on their future life chances. Settings should ensure that all children are included and supported.

High quality learning opportunities are key to children's learning and development and forms the basis for any additional variations to provision for children with Additional Learning Needs (ALN). Staff must have the highest expectations for all children, drawing on what they know about children's learning and development, ensuring that their provision is differentiated for individual children when appropriate and inclusive of everyone's needs.

High quality learning is grounded in the wide range of Early Years provision (such as Flying Start services, Childcare providers, Early Years Foundation Phase etc.) and based on 4 important principles:

- Every child is a unique child
- Children learn to be strong and independent through positive relationships
- Children learn and develop well in enabling environments
- Children develop and learn in different ways and at different rates



In planning and providing opportunities and experiences, it is essential that practitioners consider the different ways children learn, and that they reflect the **characteristics of effective learning** in their practice: playing and exploring; active learning; creating and thinking critically.

The Foundation Phase is a developmental curriculum for three- to seven-year-olds in Wales. It encourages children to be creative, imaginative and to have fun while making learning more effective.

There are 7 areas of learning in the Foundation Phase in Wales:

- Personal and Social Development,
- Wellbeing and Cultural Diversity,
- Language, Literacy and Communication Skills,
- Mathematical Development,
- Welsh Language Development,
- Knowledge and understanding of the world and
- Physical Development.

The Foundation Phase outcomes and other monitoring tools can be used as a guide to making best-fit judgments as to whether a child is showing typical development for their age or may be at risk of delay or ahead for their age. The child's progress is monitored and tracked on a regular basis within prime and specific areas of learning.

A practitioner's ability to really connect with a child and understand how they learn stems from their relationship as a key person. Each child should be assigned a **key person** who will work closely with the child and their family. Observation, assessment and planning are key to meeting every child's individual needs.

Monitoring and tracking children's progress in this way allows needs to be identified promptly, thereby leading to early intervention. This early intervention is essential in providing appropriate support; not just for the child but for their families too. Effective intervention strengthens the ability of families to support their children and improves outcomes for the family as a whole.

Parents know their children best and it is important that all practitioners listen to and work with parents. It is this close partnership working which is essential. Working together enables us to build a picture of the holistic child. It is essential to share information about the child with professionals and agencies if they are involved. This will enable information to be shared through the graduated approach and will be captured at the **Person-Centred Planning Meeting**.

Throughout the early years, the role of the **Health Visiting Service** is key. Both Conwy and Flintshire County Councils works closely with the Health Visiting Service. Health Visitors monitor the Developmental progress of children in the early years. If any concerns are identified, they are discussed with the parents and the child is referred for appropriate support by the Health Visitor.

*Please note that once a child is attending a maintained school nursery and has been recognised as having an ALN, support and guidance will be provided by the school ALNCo.*

## 7.2. Person-Centred Planning Meeting

Person-centred planning supports everyone in getting to know the child better and enables them to plan and provide effective practice and provision for the child. The meeting is a supportive meeting in which everyone, including the child if appropriate, has the opportunity to share their wishes, views and plans for moving forward. The strategies and interventions are agreed by everyone at the meeting, enabling all who support the child to work together to meet their needs and to achieve identified outcomes.

These meetings will include the child's parents, the child if appropriate, and appropriate staff from the setting, may also include: a member of the Early Years and/or Flying Start Childcare Team along with partner agencies who support the child, e.g., the Health Visitor, a Speech and Language Therapist, a Physiotherapist or an Occupational Therapist. Sensory Support Team (SSS).

In the Early Years, the voice of the child is captured in many ways by the professionals working closely with them. Key to this process is the inclusion of the parent's voice too, ensuring that their knowledge and personal understanding of their child is recognised and included in all discussions and decisions. The parents know and understand their child best and their participation is vital in ensuring that all those involved are working towards shared and agreed outcomes. The person-centred planning meeting ensures that parents feel that they are being listened to and that their views and contributions are valued.



Working in partnership with parents is vital to person-centred planning. They should be engaged throughout the whole Assess, Plan and Review process and their views should inform decisions about how their child should be supported in the setting. With this in mind, the practitioner and the ALNCo should agree in consultation with the parents:

- The outcomes they are seeking for the child
- The interventions and support to be put in place
- The expected impact on progress, development and behaviour
- A date for review of the above

To support this process, the local authority has provided guidance materials for early years settings to use. These are available:

**For Conwy**

Conwy ALN Website.

**For Flintshire**

the Early Years provision Map







**Early Years**

**Universal Provision**

**Cognition and Learning  
(Area of Need)**

<b>Impact on Learning</b> <i>What are we seeing?</i>	<b>Response</b> <i>What should we do next?</i>	<b>Strategies</b> <i>What can we put in place?</i>
<p>May be evidence of some delay in meeting expected milestones and evidence of one or more of the following:</p> <ul style="list-style-type: none"> <li>• Some concerns regarding developmental skills.</li> <li>• Some evidence of repetitive play, restricted interests and limited imaginative play.</li> <li>• May move quickly from one activity to another and may need an adult to ensure learning through play occurs.</li> </ul>	<ul style="list-style-type: none"> <li>• Record the date of first concerns and what the concerns are</li> <li>• Keep a record of all key events such as date of registration at the setting, referrals to outside agencies, etc</li> <li>• Setting staff to ensure appropriately differentiated activities for the child</li> <li>• Work in partnership with the parents in planning for the child in the setting and at home.</li> <li>• Continue to track and monitor the child's progress within the child's development profile highlighting any areas of concern.</li> <li>• Ensure any advice support and guidance given by outside agencies is incorporated into your planning for the child</li> <li>• Discuss the child's development recorded in the Red Book and/or through the screening at 15 months and 27 months (Healthy Child Wales Programme)</li> <li>• Setting to liaise closely with the linked Health Visitor with parental consent.</li> <li>• Consider training opportunities for staff members</li> </ul>	<ul style="list-style-type: none"> <li>• Use Characteristics of Effective Learning to assess how children are choosing to learn and where they like to go both indoors and outdoors.</li> <li>• Consider how the child plays and explores, is motivated to learn, thinks critically etc.</li> <li>• Consider how the child plays and explores, is motivated to learn, thinks critically etc.</li> <li>• Find out what gains the child's interests and attention and use this information to plan next steps for learning.</li> <li>• Provide opportunities to explore and manipulate play equipment and materials</li> <li>• Consolidate learning by ensuring that the activities that the child enjoys remain available and are easily accessible.</li> <li>• Extend and adapt activities as children's interests and thinking develop and change</li> <li>• Consider the environment. Help the child to focus by keeping distractions to a minimum e.g., support play in a quiet area within the setting</li> <li>• Provide developmentally appropriate activities and ensure that the child is able to access them at his/her own pace, thereby enabling the child to achieve success</li> </ul>

<b>Impact on Learning</b> <i>What are we seeing?</i>	<b>Response</b> <i>What should we do next?</i>	<b>Strategies</b> <i>What can we put in place?</i>
	<ul style="list-style-type: none"> <li>• Support children and their families to access universal service as appropriate :</li> </ul> <p><b>For Conwy</b> through their local Family Centres/ Family Information Service (<a href="http://plantconwy.gov.uk">plantconwy.gov.uk</a>) and/or health visitor</p> <p><b>For Flintshire</b> through Family Information Service Flintshire (<a href="mailto:fisf@flintshire.gov.uk">fisf@flintshire.gov.uk</a>) and/or health visitor</p> <ul style="list-style-type: none"> <li>• If a child is new to the setting, give consideration to the child's transition from the home/previous setting</li> <li>• Give consideration if a child's home language is different to that of the setting</li> <li>• If concerns continue, the setting ALN designated lead person to discuss whether the child needs more targeted interventions with the professionals involved and to share this with the parents/carers.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide activities which are stimulating and encourage children to use all their senses.</li> <li>• Stimulate the child's curiosity by introducing new activities or changing familiar activities, e.g., Lego in the sand tray, cars in the play dough etc.</li> <li>• Provide treasure baskets with contents regularly changed for the children to explore</li> <li>• Encourage the child to explore both indoors and outdoors and develop a sense of curiosity, e.g., muddy puddles etc.</li> <li>• Encourage problem solving by asking questions, e.g., 'what will happen if...?' Allow the child time to respond</li> <li>• Use simple language at a level that the individual child is able to understand and respond to.</li> <li>• Support language with visual props e.g., story sacks, puppets etc.</li> <li>• Developing current skills through repetition, generalisation and small steps approach to learning.</li> <li>• Plan relevant, structured learning and play opportunities to meet the developing needs of the children.</li> </ul>

## Evidence of Graduated Response

### *How do we track and record progress and outcomes?*



- Records showing:
  - the date of first concerns and what the concerns are
  - all key events i.e. date of registration at the setting, referrals to outside agencies, etc.
- Evidence (minutes from meetings, planning) showing partnership with parents and child in the setting and at home.
- Tracking and monitoring to show the child's progress
- Child's developmental profile (Foundation Phase Profile)
- Evidence showing meetings and observations along with support and guidance given by outside agencies
- Planning showing implementation of strategies

*If concerns remain and/or progress has not been made*

**→ Continue to Universal (targeted interventions)**



## Early Years

### Universal (targeted interventions)

## Cognition and Learning (Area of Need)

<b>Impact on Learning</b> <i>What are we seeing?</i>	<b>Response</b> <i>What should we do next?</i>	<b>Strategies</b> <i>What can we put in place?</i>
<p><b>Significant delay in reaching milestones and evidence of one or more of the following:</b></p> <ul style="list-style-type: none"> <li>Evidence of frequent repetitive play, restricted interests and significant difficulties with imaginative play.</li> <li>Evidence that the child has difficulties in retaining concepts over time</li> <li>Prefers to play alone or at the outskirts of others' play.</li> <li>New learning needs to be broken down into small steps, and repetition and over learning is required for progress to occur and outcomes to be met</li> <li>Child beginning to lose skills in certain areas of development.</li> <li>Significant difficulties with attention. Requires a high level of support to maintain focus and promote learning through play. Limited play interests</li> </ul>	<ul style="list-style-type: none"> <li>Continue to keep a record of key events eg referrals to outside agencies, etc</li> <li>The ALNCo/ALN designated link person in the setting to share concerns with parents and develop a One Page Profile with the parents/ carers and child.</li> <li>Continue to liaise with involved outside agencies as appropriate.</li> <li>ALNCo/ALN designated link person to support the key person in planning differentiated activities, interventions and strategies to support the child.</li> <li>Monitor and review strategies and interventions used, through the One Page Profile focussing on the child's progress and the impact of strategies and interventions used.</li> <li>Ensure that any suggested specialist advice is incorporated into the child's <b>One Page Profile</b>.</li> <li>Ensure any advice, support and guidance given by involved outside agencies is incorporated into your planning for the child.</li> <li>Ensure close partnership working with parents. This includes sharing One Page Profiles and strategies and interventions to use in the setting and at home</li> <li>Hold regular Person Centred Planning Meetings</li> </ul>	<p>Continue with any relevant strategies from <b>Universal</b> level plus:</p> <ul style="list-style-type: none"> <li>Consider what gains the child's interests and promotes high levels of engagement.</li> <li>Simplify the activities/tasks into smaller achievable steps</li> <li>Ensure that at each session attended, the child accesses an individually supported learning opportunity, small group time and support during child initiated play.</li> <li>Ensure there are plenty of opportunities to repeat activities</li> <li>Encourage children to use a range of stimulating open ended resources that encourages children to use all their senses.</li> <li>Continue to create interesting experiences that develops a child's curiosity and motivation to explore</li> <li>Develop 'joint attention' by following the child's interests, joining them in their play, and modelling language appropriate to the child's level of development</li> <li>Provide opportunities to explore and manipulate play equipment and materials</li> <li>Scaffold the child's learning by modelling the new skill. This may be done individually, in pairs, or in small groups with a supporting adult</li> </ul>

<b>Impact on Learning</b> <i>What are we seeing?</i>	<b>Response</b> <i>What should we do next?</i>	<b>Strategies</b> <i>What can we put in place?</i>
	<ul style="list-style-type: none"> <li>• Consider ALN training opportunities for staff members</li> <li>• Support children and their families to access universal and targeted services as appropriate:</li> </ul> <p><b>For Conwy</b> through the local Family Centres/ Conwy Family Information Service (plantconwy@conwy.gov.uk) and Health Visitor</p> <p><b>For Flintshire</b> through the Family Information Service Flintshire (<a href="mailto:fisf@flintshire.gov.uk">fisf@flintshire.gov.uk</a>) and the Health Visitor.</p> <ul style="list-style-type: none"> <li>• <b>All</b> requests are to be supported by evidence collated since the time that concerns were raised, reflecting everything that the setting has done to meet the needs of the child. Each request will be considered by a moderation panel.</li> <li>• If, following a reasonable period of time, the child’s development continues to cause concerns and progress continues to be minimal, the setting ALNCo / ALN designated key person to discuss with the parents, the involved outside agencies and, in the case of <b>non-maintained settings</b>, the Early Years Additional Learning Needs Lead Officer (EY ALNLO), as to whether the child requires Additional Learning Provision (ALP) as the child may have Additional Learning Needs (ALN).</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a bank of multi-sensory resources that can be used at different times to develop the child’s awareness and exploration of the senses</li> <li>• Introduce unexpected objects, place toys in unusual places, and/or introduce treasure boxes of interesting objects for children to explore</li> </ul>

## Evidence of Graduated Response

### *How do we track and record progress and outcomes?*



- Previous evidence and include:
  - Evidence showing difficulties, include observations of when, what, where and how support is provided and adapted to meet this
  - One Page Profile, including advice from specialist advice, support and guidance
  - Person-centred planning meeting records with child, parent and outside agencies

*If concerns remain and/or progress has not been made*

**→ Continue to Additional Learning Provision (LA IDP)**





## Early Years

### Additional Learning Provision (LA IDP)

## Cognition and Learning (Area of Need)

<b>Impact on Learning</b> <i>What are we seeing?</i>	<b>Response</b> <i>What should we do next?</i>	<b>Strategies</b> <i>What can we put in place?</i>
<p><b>Persistent and significant difficulties in reaching milestones and evidence of one or more of the following:</b></p> <ul style="list-style-type: none"> <li>• Development age below chronological age in 2 or more areas of development.</li> <li>• Evidence of persistent repetitive play, restricted interests and severe difficulties in imaginative play</li> <li>• Avoids play with others.</li> <li>• Tends not to engage with adults or peers.</li> <li>• Inability to transfer previously learned skills to a wider context.</li> <li>• Evidence that the child has significant difficulties in retaining concepts over time</li> <li>• Child consistently losing skills in certain areas of development.</li> <li>• Child requires a very high level of individual support to access an individually tailored curriculum</li> </ul>	<p>ALNCo/designated ALN link person to support in identifying appropriate activities, interventions and strategies to support the child.</p> <ul style="list-style-type: none"> <li>• Monitor and review focussing on the child's progress and the impact of strategies and interventions used.</li> <li>• Ensure any suggested specialist advice (e.g. from the Speech and Language Therapist, Educational Psychologist, etc.) is incorporated into the child's IDP.</li> <li>• Ensure any advice support and guidance given by outside agencies is incorporated into your planning for the child.</li> <li>• Ensure close partnership working with parents. This includes sharing the IDP and strategies and interventions to use in the setting and at home.</li> <li>• Ensure that all staff have training specific to the child's needs and to support the implementation of the IDP outcomes and provision within the setting.</li> <li>• Ensure a Local Authority IDP is in place and the outcomes and Additional Learning Provision (ALP) are implemented in the setting.</li> </ul>	<p>Continue with any relevant strategies from Universal and/or Targeted universal levels plus:</p> <ul style="list-style-type: none"> <li>• Strategies used when supporting children with high level needs are individualised and it is expected that they would come from the advice given by the specialist services that support the child and the family</li> <li>• Ensure that planning and interventions relate to the outcomes set out within the IDP. Progress should be monitored in relation to the outcomes specified in the IDP.</li> <li>• Incorporate moving and handling plans and care plans into planning, as advised by professionals</li> </ul>

<b>Impact on Learning</b> <i>What are we seeing?</i>	<b>Response</b> <i>What should we do next?</i>	<b>Strategies</b> <i>What can we put in place?</i>
	<ul style="list-style-type: none"> <li>• Maintain regular communication and contact with agencies involved with the child</li> <li>• The IDP is reviewed annually</li> <li>• An IDP review meeting should be held at the point of transition into a new setting or school to ensure the outcomes and provision outlined in the IDP are appropriate to the new setting.</li> </ul>	

### Evidence of Graduated Response

#### *How do we track and record progress and outcomes?*

<http://cefnogaeth.gwegogledd.cymru/cyfnod-sylfaen-arsylwi-yn-erbyn-y-proffil-cryno/?lang=en>



- Previous evidence:
  - the date of first concerns and what the concerns are
  - all key events I.e. date of registration at the setting, referrals to outside agencies, etc
- Evidence (minutes from meetings, planning) showing partnership with parents and child in the setting and at home.
- Tracking and monitoring to show the child’s progress
- Child’s developmental profile (Foundation Phase Profile)
- Evidence showing meetings and observations along with support and guidance given by outside agencies
- Planning showing implementation of strategies
- Evidence showing difficulties, include observations of when, what, where and how support is provided and adapted to meet this
- One Page Profile, including advice from specialist advice, support and guidance
- Person-centred planning meeting records with child, parent and outside agencies
  
- Also ensure:
  - Regular person-centred planning meetings showing working with child, parents and outside agencies
  - One Page Profiles including reviewed OPPs
  - Comprehensive monitoring evidence showing the impact of strategies and interventions
  - Evidence showing the advice, support and guidance from outside agencies in the form of minutes, action planes, planning
  - A LA IDP identifying outcomes and the Additional Learning Provision (ALP) implemented



## Early Years

## Universal Provision

## Communication and Interaction

<b>Impact on Learning</b> <i>What are we seeing?</i>	<b>Response</b> <i>What should we do next?</i>	<b>Strategies</b> <i>What can we put in place?</i>
<p>1 development band below chronological age.</p> <p>In addition, please refer to the following tools for additional guidance:</p> <ul style="list-style-type: none"> <li>WellComm toolkit</li> <li>ELKLAN development checklist</li> <li>ICAN checklist</li> <li>Foundation Phase Profile</li> </ul> <p><b>Social Interaction</b></p> <ul style="list-style-type: none"> <li>Some difficulties following social norms, for example, eye contact, conversation, sharing and turn taking</li> <li>Some difficulties speaking with adults outside of the family</li> <li>Some withdrawal from the company of others</li> <li>Some difficulties following adult directed activities</li> <li>Some restricted play interests and/or child sticks to preferred activities e.g., vehicles, computer etc.</li> <li>Child may engage in solitary play</li> </ul>	<ul style="list-style-type: none"> <li>Setting <b>Staff</b> to support in identifying differentiated activities and strategies for the child</li> <li>Work in partnership with the parents in planning for the child in the setting and at Home and review this regularly</li> <li>Continue to track and monitor the child's progress</li> <li>Discuss the child's development recorded in the Red Book and/or through the screening at 15 months and 27 months (Healthy Child Wales Programme).</li> <li>Setting to liaise closely with the linked Health Visitor</li> <li>Practitioners could screen with the Foundation Phase Profile, WellComm Toolkit, ELKLAN development checklist, (add link to more info on Conwy website). The screening outcome should be shared with parents.</li> <li>Ring Speech and Language Therapy (SALT). Triage helpline to discuss concerns.</li> </ul> <p>Helpline is available on                      Monday 3pm – 4pm 03000 850095                      Thursday 12.30pm – 13.30pm 03000 850095  <a href="mailto:BCU.SALThelplineCentral@wales.nhs.uk">BCU.SALThelplineCentral@wales.nhs.uk</a></p>	<ul style="list-style-type: none"> <li>Place yourself where children can see your face clearly and you can see them</li> <li>Keep all distractions to a minimum</li> <li>Allow extra time for processing information, answering and completing tasks</li> <li>Allow for frequent practice through recall and repetition</li> <li>Give a warning when an activity is coming to an end and to support the transition (this may need to be a visual warning).</li> <li>Introduce new activities and experiences sensitively and in smaller amounts, e.g., small tray of sand presented individually.</li> <li>Support development of sharing and turn taking in small groups and on individual basis if required. Ensuring there are lots of opportunities in place to develop social interaction play skills)</li> <li>Offer child choices, e.g. from two songs, stories, drinks - support choice making visually with objects/pictures/symbols</li> <li>Use specific praise (labelled praise), e.g., "good sitting" or "good drinking" etc.</li> <li>Create a predictable and consistent environment, ensuring routines are followed</li> <li>Have visual prompts on display</li> </ul>

<b>Impact on Learning</b> <i>What are we seeing?</i>	<b>Response</b> <i>What should we do next?</i>	<b>Strategies</b> <i>What can we put in place?</i>
<ul style="list-style-type: none"> <li>Child enjoys and responds better to visual information rather than auditory/language based</li> <li>Child may have some preferences in foods, clothing and become anxious when encouraged to try new experiences</li> <li>If upset, child may take longer to settle and reassure than peers</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>Child's expressive and/or receptive language is showing some delay (age and first language to be taken into consideration) and child requires some additional input to facilitate progress</li> <li>Requires repetition, slow pace of language and use of key words</li> </ul> <p><b>Speech</b></p> <ul style="list-style-type: none"> <li>Immature speech sounds</li> <li>Speech is intelligible to familiar adult</li> </ul>	<p>Information and resources can also be accessed on our website <a href="https://bcuhb.nhs.wales/services/a-z-of-services/services/speech-and-language-therapy/childrens-service/">https://bcuhb.nhs.wales/services/a-z-of-services/services/speech-and-language-therapy/childrens-service/</a></p> <p>Further information can also be found on the SLT website:  <a href="http://www.wales.nhs.uk/sitesplus/861/page/slt">http://www.wales.nhs.uk/sitesplus/861/page/slt</a></p> <ul style="list-style-type: none"> <li>If emailing please include child's first name, age, relationship to the child and a contact telephone number. Consent must be obtained from the person with parental responsibility before contacting the helpline via phone or email.</li> <li>Consider Training opportunities for staff members, including any appropriate training e.g., Makaton, Communication friendly environment.</li> <li>Support children and their families to access universal services as appropriate in their local Family Centres.</li> <li>Support children and their families to access Talking Walk-in Sessions in the local area.</li> <li>If a child is new to the setting, give consideration to the child's transition from the home/previous setting - (Check if child has moved from another Local Authority on IDP level)</li> <li>Give consideration if a child's home language is different to that of the setting.</li> </ul>	<ul style="list-style-type: none"> <li>Support child-initiated activities focussing on communication and language by joining in with child's chosen activities, following their lead and playing alongside.</li> <li>Simplifying the language if needed - emphasising key words and short sentences.</li> <li>Child's comprehension is checked and reinforced by repeating, re-wording, explaining and modelling.</li> <li>Plan differentiated small group activities,</li> <li>Resources and play opportunities according to age and development stage e.g. ICAN: Babbling Babies (£12.00), Toddler Talk (£12.00), Chatting with Children (£12.00)</li> </ul> <p>Free resources for practitioners – <a href="https://ican.org.uk/i-cans-talking-point/professionals/resources/">https://ican.org.uk/i-cans-talking-point/professionals/resources/</a></p> <p>Free resources for parents – <a href="https://ican.org.uk/i-cans-talking-point/parents/resources/">https://ican.org.uk/i-cans-talking-point/parents/resources/</a></p> <ul style="list-style-type: none"> <li>Give time to children who have difficulty speaking or who need time to process thinking.</li> <li>Use strategies from the Early Language Development Programme (ELDP) Training and Adult Interactions and use of Language. Rhowch Amser <a href="https://gov.wales/parenting-give-it-time/your-childs-development">https://gov.wales/parenting-give-it-time/your-childs-development</a>  <a href="https://llyw.cymru/magu-plant-rhowch-amser-iddo">https://llyw.cymru/magu-plant-rhowch-amser-iddo</a>                      Tiny Happy People <a href="https://www.bbc.co.uk/tiny-happy-people">https://www.bbc.co.uk/tiny-happy-people</a>                      I Can <a href="https://ican.org.uk/i-cans-talking-point/professionals/professionals-faqs/">https://ican.org.uk/i-cans-talking-point/professionals/professionals-faqs/</a></li> </ul>

<b>Impact on Learning</b> <i>What are we seeing?</i>	<b>Response</b> <i>What should we do next?</i>	<b>Strategies</b> <i>What can we put in place?</i>
		<ul style="list-style-type: none"> <li>• Use activities to develop listening and concentration skills (within a group) e.g., plan story times that encourage the children to join, e.g., use short, well-illustrated stories and props, story sacks etc.</li> <li>• Activities to develop short-term auditory memory</li> <li>• Provide resources that are clearly labelled with pictures or objects of reference and display visual timetables. "Talk with Me" delivery plan is carried out. <a href="https://gov.wales/talk-me-speech-language-and-communication-slc-delivery-plan">https://gov.wales/talk-me-speech-language-and-communication-slc-delivery-plan</a></li> <li>• Routine periods are carried out consistently by staff leading to children feeling safe and understanding what is happening.</li> <li>• Environment arranged with defined areas that have been labelled with images, symbols and words</li> <li>• Non-verbal language is used to support the communication process. For example, Makaton and gestures are used to support spoken language</li> <li>• WellComm group programme activities are carried out.</li> <li>• Self-register feelings in every session. This is a visual register that encourages a child to develop independence and the ability to name and label.</li> <li>• Each child is greeted personally in every session.</li> <li>• Reduce background noise where possible.</li> <li>• Quiet corner (which contains multi-sensory resources to support the process of self-managing emotions).</li> </ul>

<b>Impact on Learning</b> <i>What are we seeing?</i>	<b>Response</b> <i>What should we do next?</i>	<b>Strategies</b> <i>What can we put in place?</i>
		<ul style="list-style-type: none"> <li>• Support child-initiated activities focussing on communication and language by joining in with child's chosen activities, following their lead and playing alongside.</li> <li>• Simplifying the language if needed - emphasising key words and short sentences.</li> <li>• Child's comprehension is checked and reinforced by repeating, re-wording, explaining and modelling.</li> <li>• Plan differentiated small group activities,</li> <li>• Resources and play opportunities according to age and development stage e.g. ICAN: Babbling Babies (£12.00), Toddler Talk (£12.00), Chatting with Children (£12.00)</li> </ul> <p>Free resources for practitioners – <a href="https://ican.org.uk/i-cans-talking-point/professionals/resources/">https://ican.org.uk/i-cans-talking-point/professionals/resources/</a></p> <p>Free resources for parents – <a href="https://ican.org.uk/i-cans-talking-point/parents/resources/">https://ican.org.uk/i-cans-talking-point/parents/resources/</a></p> <ul style="list-style-type: none"> <li>• Give time to children who have difficulty speaking or who need time to process thinking.</li> <li>• Use strategies from the Early Language Development Programme (ELDP) Training and Adult Interactions and use of Language. Rhowch Amser <a href="https://gov.wales/parenting-give-it-time/your-childs-development">https://gov.wales/parenting-give-it-time/your-childs-development</a> <a href="https://llyw.cymru/magu-plant-rhowch-amser-iddo">https://llyw.cymru/magu-plant-rhowch-amser-iddo</a> Tiny Happy People <a href="https://www.bbc.co.uk/tiny-happy-people">https://www.bbc.co.uk/tiny-happy-people</a> I Can <a href="https://ican.org.uk/i-cans-talking-point/professionals/professionals-faqs/">https://ican.org.uk/i-cans-talking-point/professionals/professionals-faqs/</a></li> </ul>



<b>Impact on Learning</b> <i>What are we seeing?</i>	<b>Response</b> <i>What should we do next?</i>	<b>Strategies</b> <i>What can we put in place?</i>
		<p>Further Information</p> <ul style="list-style-type: none"><li>• <a href="https://ican.org.uk/">https://ican.org.uk/</a></li></ul> <p>Further Information to share with parents</p> <ul style="list-style-type: none"><li>• ICAN - Talking Point</li><li>• Talk to Your Baby</li><li>• WellComm</li><li>• Rhowch Amser <a href="https://gov.wales/parenting-give-it-time/your-childs-development">https://gov.wales/parenting-give-it-time/your-childs-development</a></li><li>• <a href="https://llyw.cymru/magu-plant-rhowch-amser-iddo">https://llyw.cymru/magu-plant-rhowch-amser-iddo</a> &amp; Tiny Happy People</li><li>• <a href="https://www.bbc.co.uk/tiny-happy-people">https://www.bbc.co.uk/tiny-happy-people</a></li></ul>

## Evidence of Graduated Response

### *How do we track and record progress and outcomes?*

<http://cefnogaeth.gwegogledd.cymru/cyfnod-sylfaen-arsylwi-yn-erbyn-y-proffil-cryno/?lang=en>



- Dates of first concerns and significant events such as referrals to outside agencies/assessment outcomes, etc
- Records showing additional guidance from referring to:
  - WellComm toolkit
  - ELKLAN development checklist
  - ICAN checklist
  - Foundation Phase Profile
- Evidence showing identification of area (social interaction, language and speech) with examples showing observations and outcomes
- Audit environment and routine to provide consistency
- Planning showing differentiation and grouping
- Examples of verbal and non-verbal language used to support the communication process i.e. use of Makaton and gestures used to support spoken language
- If used, examples of WellComm group programme activities and outcomes

*If developmental concerns remain and/or progress has not been made*

**→ Continue to Universal (targeted interventions)**



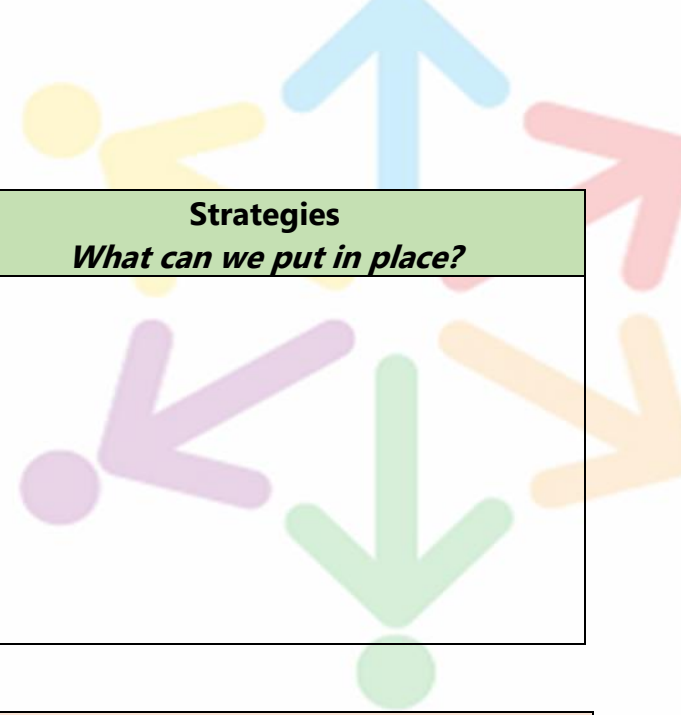
## Early Years

### Universal (targeted interventions)


## Communication and Interaction

<b>Impact on Learning</b> <i>What are we seeing?</i>	<b>Response</b> <i>What should we do next?</i>	<b>Strategies</b> <i>What can we put in place?</i>
<ul style="list-style-type: none"> <li>• Significant delay in reaching milestones</li> <li>• 2 developmental bands below chronological age in 2 or more aspects within the prime areas.</li> </ul> <p>In addition, please refer to the following tools for additional guidance:</p> <ul style="list-style-type: none"> <li>• WellComm toolkit</li> <li>• ELKLAN development checklist</li> <li>• ICAN checklist</li> <li>• Foundation Phase Profile</li> </ul> <p><b>Social Interaction</b></p> <ul style="list-style-type: none"> <li>• Frequent and significant difficulties following social norms and expectations, for example: reduced eye contact, turn taking/sharing difficulties etc.</li> <li>• Distress evident if encouraged to share</li> <li>• Frequent and significant difficulties understanding social boundaries and expectations in play and other activities</li> <li>• Frequent and significant difficulties in tolerating social interaction.</li> <li>• Frequent and significant difficulties with inappropriate attempts at interaction</li> <li>• Actively withdraws over a period of time</li> <li>• Significant, frequent high levels of anxiety at times of change and transition (routine/environment/people)</li> </ul>	<ul style="list-style-type: none"> <li>• Key Person to liaise with the setting ALNCo and parents, to share concerns.</li> <li>• One Page Profile – including how work will be tailored to meet child’s needs</li> <li>• Continue to liaise with the setting’s linked Health Visitor as appropriate</li> <li>• Setting ALNCo to support the key person in planning differentiated activities and strategies to support the child</li> <li>• Monitor and review focussing on the child’s progress and the impact of strategies and interventions used.</li> </ul> <p>Helpline is available on                      Monday 3pm – 4pm 03000 850095                      Thursday 12.30pm – 13.30pm 03000 850095  <a href="mailto:BCU.SALHelplineCentral@wales.nhs.uk">BCU.SALHelplineCentral@wales.nhs.uk</a></p> <p>Information and resources can also be accessed on our website <a href="https://bcuhb.nhs.wales/services/a-z-of-services/services/speech-and-language-therapy/childrens-service/">https://bcuhb.nhs.wales/services/a-z-of-services/services/speech-and-language-therapy/childrens-service/</a></p> <p>Further information can also be found on the SLT website:  <a href="http://www.wales.nhs.uk/sitesplus/861/page/slt">http://www.wales.nhs.uk/sitesplus/861/page/slt</a></p> <p>If emailing please include child’s first name, age, relationship to the child and a contact telephone</p>	<p>Continue with any relevant strategies from Universal level plus:</p> <ul style="list-style-type: none"> <li>• Put in place the interventions and strategies from any Speech and Language Therapy e.g., Language steps (resource to develop language skills - comprehension and expression)</li> <li>• Identify times and areas of targeted individual support</li> <li>• Strong emphasis on, and consistent use of, visual support which is appropriate to the child’s level of language abilities and cognitive development e.g., objects of reference/photographs/symbols</li> <li>• Daily small group session to focus on development of social skills.</li> <li>• Simple Social Stories™ are created when needed <a href="https://www.autism.org.uk/advice-and-guidance/topics/communication/communication-tools/social-stories-and-comic-strip-conversations">https://www.autism.org.uk/advice-and-guidance/topics/communication/communication-tools/social-stories-and-comic-strip-conversations</a></li> <li>• Individualised visual timetables are used to introduce the activities</li> <li>• Social stories and comic strip conversations</li> <li>• Find out more about social stories and comic strip conversations, and how they can help autistic people communicate.</li> <li>• Individual child’s communication skills are developed by consistent use of Adult Child interaction strategies;                             <ul style="list-style-type: none"> <li>○ Face to Face</li> <li>○ Watching and Waiting</li> </ul> </li> </ul>

<b>Impact on Learning</b> <i>What are we seeing?</i>	<b>Response</b> <i>What should we do next?</i>	<b>Strategies</b> <i>What can we put in place?</i>
<ul style="list-style-type: none"> <li>• Frequent and significant difficulties in following adult directed activities</li> <li>• Child spends a considerable amount of time on self-directed activity and finds it difficult to cease or move on (may result in anxiety and/or challenging behaviours)</li> <li>• Child may show more interest in objects than people</li> <li>• Child may lead adult by hand/arm to get whatever he/she wants or use adult's hand as a tool to make toys or equipment work</li> <li>• Frequent and significant difficulties with attention and may move quickly from area to area and from activity to activity with limited engagement and learning taking place</li> <li>• Child may handle play equipment inappropriately or use equipment differently to their peers</li> <li>• Child seeks or avoids sensory experiences to the extent that learning is limited or compromised</li> <li>• Child is reluctant to communicate verbally within the setting to either children or staff</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Child's expressive and/or receptive language is showing significant delay and/or disorder requiring support from Speech and Language Therapy (SALT) - (age and first language to be taken into consideration)</li> <li>• Additional support required to teach and manage alternative communication systems which may involve support from outside agencies</li> <li>• Speech and Language Therapy (SALT) may be involved and a SALT Individual Communication Plan (ICP) is in place</li> </ul>	<p>number. Consent must be obtained from the person with parental responsibility before contacting the helpline via phone or email.</p> <ul style="list-style-type: none"> <li>• Following parental consent, refer to Speech and Language Therapy (SALT) and implement advice, strategies and Individual Communication Plan (ICP) from SALT (as appropriate for individual child.)</li> <li>• Visit ASD Wales information if appropriate (<a href="https://gov.wales/asdinfo-wales-website">https://gov.wales/asdinfo-wales-website</a>)</li> <li>• Ensure any advice, support and guidance given by the Early Years Team/ Link Teachers is incorporated into your planning for the child</li> <li>• Ensure close partnership working with parents. This includes sharing strategies and interventions to use in the setting and at home.</li> <li>• Hold regular Person-Centred Planning meetings</li> <li>• Consider ALN training opportunities for staff members, including any appropriate training from SALT e.g. ELKLAN, Learning Language and Loving it HANEN, May I Join You video link <a href="https://www.youtube.com/watch?v=_Lz4xoIW5TM">https://www.youtube.com/watch?v=_Lz4xoIW5TM</a></li> <li>• May I Join You Play strategies booklets – from <a href="mailto:derwen@gwynedd.gov.uk">derwen@gwynedd.gov.uk</a> - Dr Helen Delargy, Derwen Integrated Team for Disabled Children, South Road, Caernarfon, Gwynedd, LL55 2HP</li> <li>• In Conwy, support children and their families to access universal and targeted services as appropriate in their local Family Centres <a href="mailto:plant.children@conwy.gov.uk">plant.children@conwy.gov.uk</a> 01492 577850 / 577788.</li> <li>• In Flintshire, support children and their families to access universal and targeted services as appropriate by directing them to the Family Information Service Flintshire <a href="mailto:FISF@flintshire.gov.uk">FISF@flintshire.gov.uk</a></li> </ul>	<ul style="list-style-type: none"> <li>○ Following their lead</li> <li>○ Imitating</li> <li>○ Commenting</li> <li>○ Interpreting</li> <li>○ Adding more words</li> <li>○ Reducing the pressure (less questions more comments)</li> <li>○ Turn-taking</li> </ul> <p><b>Strategies</b></p> <p><a href="https://bcuhb.nhs.wales/services/a-z-of-services/services/speech-and-language-therapy/childrens-service/">https://bcuhb.nhs.wales/services/a-z-of-services/services/speech-and-language-therapy/childrens-service/</a></p>



<b>Impact on Learning</b> <i>What are we seeing?</i>	<b>Response</b> <i>What should we do next?</i>	<b>Strategies</b> <i>What can we put in place?</i>
<ul style="list-style-type: none"> <li>Loss of previously demonstrated communication skills, specifically spoken or signed</li> </ul> <p><b>Speech</b></p> <ul style="list-style-type: none"> <li>Consistent speech errors that a familiar adult can "tune in" to.</li> <li>Child is fully intelligible to parents, however may be unintelligible to unfamiliar listeners including staff and children.</li> </ul>	<ul style="list-style-type: none"> <li>If child's development continues to cause concerns and progress is slow, setting ALNCo / Designated ALN link person to discuss with the Early Years Team whether the setting requires support from the Early Years Additional Learning Needs Lead Officer (EY ALNLO)</li> </ul>	

<b>Evidence of Graduated Response</b> <i>How do we track and record progress and outcomes?</i>	
	<p><a href="http://cefnogaeth.gwegogledd.cymru/cyfnod-sylfaen-arsylwi-yn-erbyn-y-proffil-cryno/?lang=en">http://cefnogaeth.gwegogledd.cymru/cyfnod-sylfaen-arsylwi-yn-erbyn-y-proffil-cryno/?lang=en</a></p> <ul style="list-style-type: none"> <li>Previous Evidence and include:                             <ul style="list-style-type: none"> <li>- Regular person-centred planning meeting records, including minutes and child and parents views</li> <li>- One Page Profile</li> <li>- Evidence of involvement from outside agencies, ie. SALT including referrals and implementation of advice, strategies and Individual Communication Plan (ICP)</li> <li>- Records showing monitoring and reviews of progress and impact of strategies and interventions</li> </ul> </li> </ul>

***If significant concerns remain and progress has not been made***

**→ Continue to Additional Learning Provision (LA IDP)**



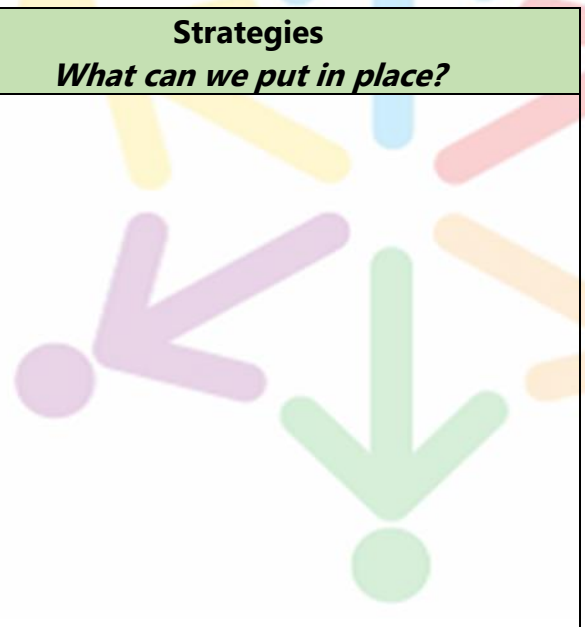
## Early Years

### Additional Learning Provision (LA IDP)

## Communication and Interaction

<b>Impact on Learning</b> <i>What are we seeing?</i>	<b>Response</b> <i>What should we do next?</i>	<b>Strategies</b> <i>What can we put in place?</i>
<ul style="list-style-type: none"> <li>Persistent and significant difficulties in reaching milestones</li> <li>2 or more development bands below chronological age in 2 or more aspects within the prime areas.</li> </ul> <p><b>Social Interaction</b></p> <ul style="list-style-type: none"> <li>Persistent and severe difficulties following social norms and expectations</li> <li>Severe communication difficulties which require intensive support and clear identified strategies for the child to communicate (diagnosis of Autistic Spectrum Condition or Social Communication difficulties which are pervasive in nature). Child will have significant difficulties in social communication which impact on all aspects of the child's development and ability to access the Foundation Phase curriculum.</li> <li>No understanding of social boundaries in play or other activities, including social interaction</li> <li>Unable to tolerate any social interaction other than in meeting own basic needs</li> <li>Child may be frequently overwhelmed by sensory stimuli to the extent that learning is significantly compromised. A high proportion of time may be spent seeking/avoiding sensory experiences</li> </ul>	<ul style="list-style-type: none"> <li>Key Person to liaise with the setting ALNCo</li> <li>Setting ALNCo to support in identifying differentiated activities and strategies to support the child</li> <li>Monitor and review focussing on the child's progress and the impact of strategies and interventions used.</li> <li>Ensure any suggested specialist advice (e.g. from the Speech and Language Therapist) is incorporated into the child's Individual Development Plan (IDP)</li> <li>Ensure any advice support and guidance given by the Early Years Team/ link Teachers is incorporated into your planning for the child.</li> <li>Ensure close partnership working with parents. This includes sharing IDP, and strategies and interventions to use in the setting and at home</li> <li>Hold regular person-centred review meetings and include the child and all those involved with the child.</li> <li>Ensure that all staff have training to support the child within the setting.</li> <li>In Conwy, support children and their families to access universal and targeted services as appropriate in their local Family Centres.</li> <li>In Flintshire, support children and their families to access universal and targeted services as appropriate by directing them to the Family</li> </ul>	<p>Continue with any relevant strategies from <b>Universal and/or Targeted universal</b> levels plus:</p> <ul style="list-style-type: none"> <li>Strategies used when supporting children with high level needs are individualised and it is expected that they would come from the advice given by the specialist services that support the child and the family and from the Early Years Team.</li> <li>If the child has an IDP the setting should ensure that planning and interventions relate to the outcomes set out within the plan. Progress should be monitored in relation to the outcomes specified.</li> <li>All support and strategies must be used consistently. All staff should know, understand and agree on strategies to be used</li> </ul> <p><b>Further Information</b></p> <ul style="list-style-type: none"> <li>ASD Wales <a href="https://gov.wales/asdinfo-wales-website">https://gov.wales/asdinfo-wales-website</a></li> <li>National Autistic Society <a href="https://www.autism.org.uk/">https://www.autism.org.uk/</a></li> <li>SPACE4AUTISM (parent support) <a href="https://space4autism.com/">https://space4autism.com/</a></li> </ul>



<b>Impact on Learning</b> <i>What are we seeing?</i>	<b>Response</b> <i>What should we do next?</i>	<b>Strategies</b> <i>What can we put in place?</i>
<ul style="list-style-type: none"> <li>• Significant and persistent difficulties in following adult directed activities</li> <li>• Child will have significant delay in communication and understanding</li> <li>• Significantly restricted interests and strong evidence of repetitive interests and stereotypical play</li> <li>• Child’s level of anxiety impedes significantly upon behaviour and ability to access Foundation Phase curriculum</li> <li>• Attention on any activity is very short – although child may persist with some sensory seeking behaviours e.g., spinning wheels</li> <li>• Child may show little or no sense of danger and require close supervision to ensure their safety, e.g., climbing, mouthing objects, running, throwing etc.</li> <li>• Child is unable to communicate verbally within the setting to either children or staff</li> </ul> <p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Child’s expressive and/or receptive language is showing persistent and significant delay requiring support from Speech and Language Therapy (SALT) and progress is slow (despite interventions)</li> <li>• Limited functional communication skills that require individual alternative and/or augmentative communication strategies to allow access to learning opportunities</li> <li>• Child has limited understanding of what is said or signed (age and first language to be considered)</li> <li>• Intensive support required to teach and manage alternative communication systems involving outside agencies</li> </ul>	<p>Information Service Flintshire  <a href="mailto:FISF@flintshire.gov.uk">FISF@flintshire.gov.uk</a></p>	

<b>Impact on Learning</b> <i>What are we seeing?</i>	<b>Response</b> <i>What should we do next?</i>	<b>Strategies</b> <i>What can we put in place?</i>
<ul style="list-style-type: none"> <li>Sustained loss of previously demonstrated communication skills, specifically spoken, or signed</li> </ul> <p><b>Speech</b></p> <ul style="list-style-type: none"> <li>Intensive support required to teach and manage alternative communication systems involving outside agencies</li> <li>Sustained loss of previously demonstrated communication skills, specifically spoken or signed</li> <li>Unintelligible to familiar listeners. Even in context speech may sound different to target words.</li> </ul>		

## Evidence of Graduated Response

### How do we track and record progress and outcomes?



<http://cefnogaeth.gwegogledd.cymru/cyfnod-sylfaen-arsylwi-yn-erbyn-y-proffil-cryno/?lang=en>

- Previous Evidence:
  - Dates of first concerns and significant events such as referrals to outside agencies/assessment outcomes, etc.
  - Records showing additional guidance from referring to:
    - WellComm toolkit
    - ELKLAN development checklist
    - ICAN checklist
    - Foundation Phase Profile
- Evidence showing identification of area (social interaction, language and speech) with examples showing observations and outcomes
- Audit environment and routine to provide consistency
- Planning showing differentiation and grouping
- Examples of verbal and non-verbal language used to support the communication process i.e. use of Makaton and gestures used to support spoken language
- If used, examples of WellComm group programme activities and outcomes
- Regular person-centred planning meeting records, including minutes and child and parents views
- One Page Profile
- Evidence of involvement from outside agencies, i.e. SALT including referrals and implementation of advice, strategies and Individual Communication Plan (ICP)
- Records showing monitoring and reviews of progress and impact of strategies and interventions
- Also ensure:
  - Health reports and targets set and reviewed, etc.
  - One Page Profiles including reviewed OPPs
  - Consider whether an Individual Development Plan is required from the Early Years Team to identify individualised strategies to support the child with high level needs, using specialist advice that support the child and the family.
  - If the child has an IDP, provide evidence of planning and interventions relating to the outcomes set out within the plan along with monitored progress.
  - Comprehensive monitoring evidence of what the setting has done to meet the child's needs and the outcomes of the same
  - The use of PCP tools




## Early Years

### Universal Provision

# Behaviour, Emotional and Social Development

<b>Impact on Learning</b> <i>What are we seeing?</i>	<b>Response</b> <i>What should we do next?</i>	<b>Strategies</b> <i>What can we put in place?</i>
<ul style="list-style-type: none"> <li>Evidence of some delay in meeting expected milestones</li> <li>Difficulties with separation from parent or carer which are greater in comparison than peers</li> <li>Some short- term unexpected behaviours that require adult intervention.</li> <li>Impulsive behaviours that demonstrate lack of inhibition</li> <li>Some behaviours cause concern</li> <li>Struggles to respond to appropriate boundaries when encouraged and supported</li> <li>Needs adult encouragement/support to participate in group activities</li> <li>Some difficulties regulating own emotions and recognising those of others which may be evidenced by some difficulties in taking turns, sharing and social interaction (age to be taken into consideration)</li> <li>Short term withdrawal from activities and/or changes in behaviour and play and/or increase in anxiety levels</li> <li>Seeks frequent reassurance from adults</li> <li>Reluctant to explore activities or try new ideas</li> </ul>	<ul style="list-style-type: none"> <li>Record the date of first concerns and what the concerns are</li> <li>Keep a record of all key events such as date of registration at the setting, referrals to outside agencies, etc.</li> <li>Key Person to liaise with the setting ALNCo/ALN designated lead person if concerned.</li> <li>Setting ALNCo/ALN designated lead person to support in identifying differentiated activities, interventions and strategies for the child</li> <li>If concerns continue, the ALNCo/ALN designated lead person to discuss whether the child needs specific support and to share this with the parents/carers. Work in partnership with the parents in planning for the child in the setting and at home</li> <li>Continue to track and monitor the child's progress</li> <li>Discuss the child's development with parents</li> <li>Setting to liaise closely with the linked Health Professionals</li> <li>Consider training opportunities for staff members</li> <li>Support children and their families to access universal and targeted services as appropriate:</li> </ul>	<ul style="list-style-type: none"> <li>Consider how the child plays and explores, is child motivated to learn, thinks critically etc.</li> <li>Consider the environment and provide an environment in which the child feels safe and secure; Carry out an Environment Audit.</li> <li>Consider the layout, noise levels etc. within the setting</li> <li>Ensure there is a quiet, calm space available at all times for the child to access, e.g., large cushions, cosy area</li> <li>Consider your daily routine and whether there are any times in which the child may need additional support, e.g., at greeting time</li> <li>Observe you and your staff's interactions with the child. Would you consider these to be of high quality?</li> <li>Encourage the child to bring something from home as part of the settling in process, e.g., favourite toy.</li> <li>Consider using visual support to help the child understand the daily routine, e.g., objects of reference to show the child what is going to happen next, such as nappy for changing.</li> <li>Provide resources, materials and activities which the child enjoys and engages with. Use these to inform future planning for the child</li> <li>Support play with other children by modelling simple play scenarios and language that can be used through play</li> </ul>

<b>Impact on Learning</b> <i>What are we seeing?</i>	<b>Response</b> <i>What should we do next?</i>	<b>Strategies</b> <i>What can we put in place?</i>
	<p><b>For Conwy</b> their local Family Centres/ Family Information Service Conwy contact information: <a href="mailto:Plantconwy@conwy.gov.uk">Plantconwy@conwy.gov.uk</a></p> <p><b>For Flintshire</b> through the Family Information Service Flintshire contact information: <a href="mailto:fisf@flintshire.gov.uk">fisf@flintshire.gov.uk</a></p>	<ul style="list-style-type: none"> <li>• Gradually introduce small group time, initially with 2 children and gradually introducing more</li> <li>• Promote positive behaviour. Stand back and observe the child to gain a good understanding of what is happening and why.</li> <li>• Give clear guidance and ensure that you give consistent messages.</li> </ul>

<b>Evidence of Graduated Response</b> <i>How do we track and record progress and outcomes?</i>	
	<ul style="list-style-type: none"> <li>• Records of first concerns, key events and observations</li> <li>• Person-centred planning meeting records</li> <li>• Environment Audit</li> <li>• Visual supports for daily routine</li> </ul>

*If concerns remain and/or progress has not been made*

**→ Continue to Universal (targeted interventions)**



## Early Years

### Universal (targeted interventions)

## Behaviour, Emotional and Social Development

<b>Impact on Learning</b> <i>What are we seeing?</i>	<b>Response</b> <i>What should we do next?</i>	<b>Strategies</b> <i>What can we put in place?</i>
<ul style="list-style-type: none"> <li>• Significant delay in reaching milestones</li> <li>• Significant separation difficulties that persist</li> <li>• Reluctance to engage with activities, shown by withdrawing or through challenging behaviour</li> <li>• Significant and frequent unusual behaviours requiring adult intervention</li> <li>• Significant difficulties regulating own emotions and recognising those of others which may be evidenced by persistent significant difficulties in turn taking, sharing and social interaction</li> <li>• Frequently withdraws and does not participate in activities. Significant changes in behaviour and/or play, and frequent increase in anxiety level</li> <li>• Attachment to key carers not securely established</li> <li>• Significant concerns raised regarding poor growth, weight gain/loss, and/or social, emotional and mental health that require advice from outside agencies, such as Health Professional and are impacting on the child's development</li> </ul>	<ul style="list-style-type: none"> <li>• Key Person to liaise with the setting ALNCo/ALN designated lead person and parents to share concerns</li> <li>• Continue to liaise with the setting's linked Health professionals as appropriate</li> <li>• Develop a One Page Profile with the parents, child and involved professionals.(This should include the strategies to be used.)</li> <li>• Setting ALNCo/ALN designated lead person to support in identifying differentiated activities, interventions and strategies for the child</li> <li>• Ensure that any suggested specialist advice is incorporated into the child's Plan.</li> <li>• Ensure any advice, support and guidance given by the involved professionals is incorporated into your planning for the child</li> <li>• Ensure close partnership working with parents. This includes sharing the One Page Profile, strategies and interventions to use in the setting and at home.</li> <li>• Hold regular Person-Centred Planning Meetings</li> <li>• Consider ALN training opportunities for staff members</li> <li>• Support children and their families to access universal and targeted services as appropriate:</li> </ul>	<p>Continue with any relevant strategies from Universal Provision level, plus:</p> <ul style="list-style-type: none"> <li>• Develop 'joint attention' by following the child's interests, joining them in their play, and modelling language appropriate to the child's level of development</li> <li>• Encourage the children to make choices and to play independently</li> <li>• Model friendly, caring behaviour in play that support successful interaction, e.g. 'Can I have a go?', 'Do you want some playdough?' etc.</li> <li>• Give clear concise language, giving the child time to process</li> <li>• Ensure the setting has a quiet low stimuli area for the child to access adult led activities</li> <li>• Support sharing and taking turns. Initiate turn taking with an adult and when the child is ready, gradually introduce play with one other child</li> <li>• Ensure that there are plenty of opportunities to repeat activities</li> <li>• Ensure there is adequate uninterrupted time for the child to explore at their own pace and in a space, they feel comfortable</li> <li>• Provide opportunities for children to talk about their feelings and needs often, using the children's own experiences</li> </ul>



<b>Impact on Learning</b> <i>What are we seeing?</i>	<b>Response</b> <i>What should we do next?</i>	<b>Strategies</b> <i>What can we put in place?</i>
	<p><b>For Conwy</b> their local Family Centres/ Family Information Service Conwy, contact: <a href="mailto:Plantconwy@conwy.gov.uk">Plantconwy@conwy.gov.uk</a></p> <p><b>For Flintshire</b> through the Family Information Service Flintshire, contact: <a href="mailto:fisf@flintshire.gov.uk">fisf@flintshire.gov.uk</a></p> <ul style="list-style-type: none"> <li>• If a child is new to the setting, give consideration to the child’s transition from the home/previous setting.</li> <li>• If, following a reasonable period of time, the child’s development continues to cause concerns and progress continues to be minimal, the setting ALNCo / ALN designated Key person to discuss with the parents, the involved outside agencies and the Early Years Additional Learning Needs Lead Officer (EY ALNLO) regarding the child potentially having ALN that requires ALP</li> <li>• If the setting has exhausted its own resources and it is felt that additional financial support is required to provide the child’s Universal Targeted Provision, <b>non-maintained settings and maintained settings providing Early Entitlement</b> are to contact the EY ALNLO for advice</li> </ul> <p>Conwy: <a href="mailto:aln@conwy.gov.uk">aln@conwy.gov.uk</a></p> <p>Flintshire: <a href="mailto:aln@flintshire.gov.uk">aln@flintshire.gov.uk</a></p>	<ul style="list-style-type: none"> <li>• Support children in communicating with and recognising and responding to the feelings of others</li> <li>• Support children to develop friendships and confidence in their social interaction and give lots of expressive, specific, positive praise e.g. “I saw you help put the car away”</li> <li>• Where possible, try not to respond to unwanted behaviours designed to gain adult’s attention unless they are harmful to the child or others</li> <li>• Develop the child’s curiosity by hiding objects, using treasure boxes etc.</li> <li>• Help the child to build trust, confidence and independence e.g., self- regulation. When conflict arises, encourage children to problem solve and find solutions together</li> </ul> <p>Further Information: -</p> <p>‘May I join you’ booklet/CD and online.</p> <p>Parent Child Interaction (PACT) information.</p> <p><a href="http://Positive Behaviour Support - Public Health Wales (nhs.wales)">Positive Behaviour Support - Public Health Wales (nhs.wales)</a></p> <p><a href="http://Cymorth Ymddygiad Cadarnhaol - Iechyd Cyhoeddus Cymru (gig.cymru)">Cymorth Ymddygiad Cadarnhaol - Iechyd Cyhoeddus Cymru (gig.cymru)</a></p>

## Evidence of Graduated Response

### *How do we track and record progress and outcomes?*



- Previous evidence and include:
  - Records from regular person-centred planning meetings, including the development of a One Page Profile
  - Advice from specialists with support and guidance recorded with evidence of how this has been incorporated into person-centred planning

*If concerns remain and/or progress has not been made*

**→ Continue to Additional Learning Provision (LA IDP)**



## Early Years


### Additional Learning Provision (LA IDP)

## Behaviour, Emotional and Social Development

Impact on Learning <i>What are we seeing?</i>	Response <i>What should we do next?</i>	Strategies <i>What can we put in place?</i>
<ul style="list-style-type: none"> <li>• <b>Persistent and significant difficulties</b> in reaching milestones</li> <li>• Severe attachment difficulties affecting development.</li> <li>• Unable to sustain activities without significant, consistent adult attention and intervention.</li> <li>• Persistent, unpredictable extremes of demanding behaviour which affects the child's safety and that of others.</li> <li>• Persistently presents a significant danger to self and others and damages equipment or materials</li> <li>• Totally withdrawn from activities over a period of time and demonstrates severe changes in behaviour and frequent high anxiety levels</li> <li>• Severe and persistent difficulties regulating own emotions and recognising those of others which may be evidenced by long term severe difficulties in social interaction that prevent learning</li> <li>• Child may have suffered from acute trauma, or abuse which renders them extremely vulnerable and is impacting on the child's development.</li> <li>• Needs a high level of multi-agency involvement over a sustained period</li> </ul>	<ul style="list-style-type: none"> <li>• Key Person to liaise with the setting ALNCo/ALN designated lead person.</li> <li>• ALNCo/ALN designated lead person to support in identifying differentiated activities and strategies to support the child.</li> <li>• Monitor and review the One Page Profile, focussing on the child's progress and the impact of strategies and interventions used. This should be completed at least every half-term as part of the plan and review process.</li> <li>• Ensure any suggested specialist advice is incorporated into the child's One Page Profile.</li> <li>• Ensure any advice, support and guidance given by the involved agencies is incorporated into your planning for the child</li> <li>• Ensure close partnership working with parents. This includes sharing One Page Profile, strategies and interventions to use in the setting and at home</li> <li>• Hold regular Person Centred Planning Meetings and invite the child's health visitor.</li> <li>• If the child needs are significant and concerns remain, consideration should be given at the Person Centred Planning regarding Specialist Health provision.</li> <li>• Ensure that all staff have ALN training to support the child within the setting</li> </ul>	<p>Continue with any relevant strategies from Targeted Universal levels plus:</p> <ul style="list-style-type: none"> <li>• Strategies used when supporting children with high level needs are individualised and it is expected that they would come from the advice given by the specialist services that support the child and the family.</li> <li>• Ensure a positive handling plan is in place if required</li> <li>• Carry out risk assessments on a regular basis and incorporate any actions and strategies into planning</li> <li>• Consider if support is needed to scaffold/support social interaction in play</li> <li>• Consider if targeted support is needed to support the child's daily routine</li> <li>• If the child has an IDP the setting should ensure that planning and interventions relate to the outcomes set out within the plan. Progress should be monitored in relation to the outcomes specified in the Health Care Plan or IDP.</li> </ul> <p><a href="http://nhs.wales">Positive Behaviour Support - Public Health Wales (nhs.wales)</a></p> <p><a href="http://gig.cymru">Cymorth Ymddygiad Cadarnhaol - Iechyd Cyhoeddus Cymru (gig.cymru)</a></p>

<b>Impact on Learning</b> <i>What are we seeing?</i>	<b>Response</b> <i>What should we do next?</i>	<b>Strategies</b> <i>What can we put in place?</i>
	<ul style="list-style-type: none"> <li>Support children and their families to access universal and targeted services as appropriate:</li> </ul> <p><b>For Conwy</b> their local Family Centres/ Family Information Service Conwy, contact: <a href="mailto:Plantconwy@conwy.gov.uk">Plantconwy@conwy.gov.uk</a></p> <p><b>For Flintshire</b> through the Family Information Service Flintshire, contact: <a href="mailto:fisf@flintshire.gov.uk">fisf@flintshire.gov.uk</a></p> <ul style="list-style-type: none"> <li>If a child is new to the setting, give consideration to the child's transition from the home/previous setting</li> </ul>	



<b>Evidence of Graduated Response</b> <i>How do we track and record progress and outcomes?</i>	
	<p><a href="http://cefnogaeth.gwegogledd.cymru/cyfnod-sylfaen-arsylwi-yn-erbyn-y-proffil-cryno/?lang=en">http://cefnogaeth.gwegogledd.cymru/cyfnod-sylfaen-arsylwi-yn-erbyn-y-proffil-cryno/?lang=en</a></p> <ul style="list-style-type: none"> <li>Previous evidence: Dates of first concerns and significant events such as referrals to outside agencies/assessment outcomes, diagnoses etc</li> <li>Observations and outcomes</li> <li>Person-centred planning including, parental, child and outside agencies views</li> <li>Attendance</li> <li>Health reports and targets set and reviewed, etc</li> <li>SOGS / EY Profiling / developmental assessments</li> <li>Monitoring and reviewing of One Page Profiles</li> </ul> <ul style="list-style-type: none"> <li>Also ensure:             <ul style="list-style-type: none"> <li>- Comprehensive monitoring evidence of what the setting has done to meet the child's needs and the outcomes of the same</li> <li>- The use of PCP tools</li> <li>- Minutes of meetings</li> <li>- Positive Handling Plan and Risk assessment-reviewed regularly and incorporating any actions and strategies into planning</li> </ul> </li> </ul>



## Early Years

## Universal Provision

## Sensory Needs – Visual Impairment (VI)

<b>Impact on Learning</b> <i>What are we seeing?</i>	<b>Response</b> <i>What should we do next?</i>	<b>Strategies</b> <i>What can we put in place?</i>
<ul style="list-style-type: none"> <li>• Evidence of some delay in meeting expected milestones</li> <li>• May be 1 development band below chronological age.</li> <li>• Developing concerns regarding child's eyesight</li> <li>• May need encouragement to wear glasses</li> <li>• May need to wear an eye patch</li> <li>• The child may find difficulties in negotiating obstacles and/or pathways around the environment etc.</li> <li>• The child may look closely at objects</li> <li>• May have less interest in activities than their peers.</li> <li>• May complain of headaches and/or may rub eyes</li> <li>• Child may tire and lose concentration more quickly than peers</li> <li>• Some difficulties with self-help skills, for example, dressing, mealtimes etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Check that vision tests are up to date</li> <li>• Key Person to liaise with the setting ALNCo</li> <li>• Setting ALNCo to support in identifying differentiated activities and strategies for the child</li> <li>• Work in partnership with the parents in planning for the child in the setting and home.</li> <li>• Continue to track and monitor the child's progress</li> <li>• Support children and their families to access universal and targeted services as appropriate in their local Family Centres.</li> <li>• Advise parents to discuss concerns with Health Visitor and/or GP and/or optician.</li> </ul>	<ul style="list-style-type: none"> <li>• If the child wears glasses, encourage the child to bring them and wear them as appropriate</li> <li>• Adapt the environment to ensure that the child is able to move around the setting safely e.g. clear paths between areas and different levels within the setting are marked.</li> <li>• Consideration given to lighting</li> <li>• Ensure the child is supported to follow a consistent routine</li> <li>• Ensure all children value the importance of tidying up after themselves, e.g., pushing chairs under the table, putting cushions back in the cosy area etc.</li> <li>• Make sure that you say the child's name before speaking to them and ensure that you are at the child's level and face to face</li> <li>• Ensure that the child is close to the practitioners during activities and use visual cues such as story props, puppets etc.</li> <li>• When setting up activities, use trays, non-slip matting, shallow containers etc. to ensure that the child has safe access to the resources they have chosen</li> <li>• Provide a range of sensory activities. Encourage the child to investigate different textures, sounds, smells, tastes and sights</li> </ul>

## Evidence of Graduated Response

### *How do we track and record progress and outcomes?*



- Records showing tracking and monitoring incl. Observations
- Appointment records
- Audit: classroom and routine

*If concerns remain and/or progress has not been made*

**→ Continue to Universal (targeted interventions)**





## Early Years

### Universal (targeted interventions)

## Sensory Needs – Visual Impairments (VI)

<b>Impact on Learning</b> <i>What are we seeing?</i>	<b>Response</b> <i>What should we do next?</i>	<b>Strategies</b> <i>What can we put in place?</i>
<ul style="list-style-type: none"> <li>• Child must have a recognised visual impairment and/or an assessed visual deficit which is not fully corrected by lenses or glasses</li> <li>• Child registered Sight Impaired</li> <li>• Significant delay in reaching milestones</li> <li>• May be 2 or more development bands below chronological age in 2 or more aspects within the prime areas.</li> <li>• Moderate multi-sensory loss requiring adult support from outside agencies to teach and manage learning.</li> <li>• Physical/medical difficulties that require varied and extensive equipment, adapted resources and regular support.</li> <li>• Physical independence is impaired and requires input or programmes from relevant professionals.</li> </ul>	<ul style="list-style-type: none"> <li>• Check that vision tests are up to date</li> <li>• Establish whether the child is seen by an Orthoptists/Ophthalmologist</li> <li>• Key Person to liaise with the setting ALNCo and parents to share concerns.</li> <li>• Continue to liaise with the setting’s linked Health Visitor as appropriate</li> <li>• Contact Sensory Support Service (SSS) for advice and information</li> <li>• Environmental audits by Sensory Support Service (SSS) may be required, particularly at Key Transitions</li> <li>• SSS to provide advice, ongoing visits and specialists' assessment, including assessments for specialist equipment as appropriate in line with service criteria (NatSIP)</li> <li>• Setting ALNCo to support the key person in planning differentiated activities and strategies to support the child</li> <li>• Monitor and review, focussing on the child’s progress and the impact of strategies and interventions used.</li> <li>• Ensure any suggested specialist advice is incorporated into the child’s ALN Support Plan, with particular reference to the Sensory Support Service (SSS)</li> <li>• Ensure any advice, support and guidance given by the Early Years Team is incorporated into your planning for the child</li> </ul>	<p>Continue with any relevant strategies from Universal level plus:</p> <ul style="list-style-type: none"> <li>• Follow specific advice and guidance from the Sensory Support Service (SSS), including the use of any specialist equipment loaned to the setting</li> <li>• Discuss with parent and observe how the child with vision impairment makes the most of the sight they have. For example: do they tilt their head, focus on bright colours and mirrors, stare at sunlight or artificial light, move more confidently in bright or dim light, look at objects and faces? This will help to build knowledge of the child’s vision and assist with providing the correct approaches and resources to support the child</li> <li>• Create a calm, quiet area that the child can have as a safe area which they can return to when they need to</li> <li>• When the child is feeling confident with their surroundings, encourage them to learn their way to different areas in the setting</li> <li>• Try to keep the physical environment as consistent as possible</li> <li>• Encourage the child to touch and explore different aspects of the environment explaining what they are exploring and talking about what is in each area</li> <li>• Provide a range of multi-sensory experiences</li> </ul>

<b>Impact on Learning</b> <i>What are we seeing?</i>	<b>Response</b> <i>What should we do next?</i>	<b>Strategies</b> <i>What can we put in place?</i>
	<ul style="list-style-type: none"> <li>• Ensure close partnership working with parents. This includes sharing ALN support plans, and strategies and interventions to use in the setting and at home</li> <li>• Hold regular person-centred planning meetings</li> <li>• Consider ALN training opportunities for staff members</li> <li>• Support children and their families to access universal and targeted services as appropriate in their local Children’s Centres</li> <li>• If child’s development continues to cause concern and progress is slow, setting ALNCo to discuss with the appropriate Early Years Link Professional whether the setting requires support from the Early Years Inclusion Team.</li> <li>• If the child’s needs are significant and concerns remain, consideration should be given for a Local Authority IDP notification request.</li> <li>• If a child is new to the setting, give consideration to the child’s transition from the home /previous setting (added to hear as well as LA IDP level)</li> </ul>	<p>that encourage the child to investigate different textures, sounds, smells, tastes and sights. Some children will find this overwhelming and will need to be introduced sensitively</p> <ul style="list-style-type: none"> <li>• Encourage the child to access sensory rooms at their local Children Centre etc.</li> <li>• Help the child to make sense of what they hear in noisy situations e.g., ‘Arna is banging the pots with a spoon to make that sound, do you want a go?’</li> <li>• Provide plenty of opportunities for singing songs and rhymes and help the child to form actions by physically guiding them as needed</li> <li>• Use books with illustrations that have good contrasts between colours and features and interesting textures to explore</li> <li>• Use plates and bowls without images/pattern which give a good contrast to foods and snacks offered.</li> <li>• In a group story session, make sure the child has a good sight-line to the pictures and use big books and story props that the child can hold</li> <li>• Enlarge images and print as necessary</li> <li>• Follow and implement recommendations regarding strategies and adaptations from the Sensory Support Service (SSS) resulting from any specialist environmental audits carried out by SSS</li> </ul>

## Evidence of Graduated Response

### *How do we track and record progress and outcomes?*



- Previous Evidence and include:
  - Person centred planning meeting records
  - Completed audits
  - Vision test dates and records
  - Record of appointments i.e. with Orthoptists/Ophthalmologist
  - Record Sensory Support Service involvement including advice and information

*If concerns remain and/or progress has not been made*

**→ Continue to Additional Learning Provision (LA IDP)**




## Early Years

### Additional Learning Provision (LA IDP)

## Sensory Needs – Visual Impairment (VI)

<b>Impact on Learning</b> <i>What are we seeing?</i>	<b>Response</b> <i>What should we do next?</i>	<b>Strategies</b> <i>What can we put in place?</i>
<ul style="list-style-type: none"> <li>• <b>Persistent and significant</b> difficulties in reaching milestones</li> <li>• May be 2 or more development bands below chronological age in 2 or more aspects within the prime areas.</li> <li>• Severe visual loss which requires continuous support for mobility, self-help skills and access to learning experiences</li> <li>• Significant reduced access to visual materials</li> <li>• Severely reduced opportunities for incidental learning</li> <li>• Reduced ability to see and copy actions or movements of other children and of adults</li> <li>• An impact on the development of play.</li> <li>• Impact on social skills due to inability to see facial expressions or body movements.</li> <li>• A reduced ability to recognise faces.</li> <li>• The child may require targeted support for their safety and wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>• Key Person to liaise with the setting ALNCo</li> <li>• Setting ALNCo to support in identifying differentiated activities and strategies to support the child</li> <li>• Regularly monitor and review strategies identified, focusing on the child’s progress and impact of the strategies on the child’s learning.</li> <li>• Continue to liaise with Sensory Support Service (SSS) who will carry out further specialist assessments and write reports, as required</li> <li>• Ensure any suggested specialist advice is incorporated into the planning for the child, with reference to the Sensory Support Service (SSS)</li> <li>• Ensure any advice, support and guidance given by the relevant Early Years professional is incorporated into your planning for the child</li> <li>• Ensure close partnership working with parents. This includes sharing ALN support plans, and strategies and interventions to use in the setting and at home.</li> <li>• Hold regular child-centred planning meetings and invite the child’s health visitor</li> <li>• Ensure that all staff have ALN training to support the child within the setting, as appropriate, including:</li> </ul>	<p>Continue with any relevant strategies from <b>Universal and/or Targeted universal</b> levels plus:</p> <ul style="list-style-type: none"> <li>• Strategies used when supporting children with high level needs are individualised and it is expected that they would come from the advice given by the specialist services that support the child and the family and from the Early Years Complex Needs Team</li> <li>• Ensure a positive handling plan is in place if required</li> <li>• Carry out risk assessments on a regular basis and incorporate any actions and strategies into planning</li> <li>• Consider if targeted support is needed to support the child’s daily routine</li> <li>• If the child has an LA IDP the Early Years setting should ensure that planning and interventions relate to the outcomes set out within the plan. Progress should be monitored in relation to the outcomes specified in the IDP.</li> <li>• Follow and implement recommendations regarding strategies and adaptations from the Sensory Support Service (SSS) resulting from any specialist environmental audits carried out by SSS team.</li> </ul>

<b>Impact on Learning</b> <i>What are we seeing?</i>	<b>Response</b> <i>What should we do next?</i>	<b>Strategies</b> <i>What can we put in place?</i>
	<ul style="list-style-type: none"> <li>○ Producing adapted/tactile resources for children</li> <li>○ Supporting pre braille skills</li> <li>○ Developing independence in children with severe visual loss</li> <li>• Support children and their families to access universal and targeted services as appropriate in their local Children’s Centres</li> <li>• If a child is new to the setting, give consideration to the child’s transition from the home /previous setting.</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted interventions as advised by Sensory Support Service (SSS) may include:                             <ul style="list-style-type: none"> <li>○ Development of visual skills</li> <li>○ Pre braille skills</li> <li>○ Social skills</li> <li>○ Independent living skills</li> <li>○ Mobility</li> </ul> </li> </ul>

<b>Evidence of Graduated Response</b> <i>How do we track and record progress and outcomes?</i>	
	<ul style="list-style-type: none"> <li>• Previous evidence:                             <ul style="list-style-type: none"> <li>- Records showing tracking and monitoring incl. Observations</li> <li>- Appointment records</li> <li>- Audit: classroom and routine</li> <li>- Person centred planning meeting records</li> <li>- Completed audits (Vision test dates and records, Record of appointments I.e. with Orthoptists/Ophthalmologist, Record Sensory Support Service involvement including advice and information)</li> </ul> </li> <li>• Also ensure:                             <ul style="list-style-type: none"> <li>- Child-centred planning meetings</li> <li>- Consideration of an LA IDP</li> <li>- Regularly monitor and review strategies identified</li> <li>- Ensure any suggested specialist advice is incorporated into the planning for the child</li> <li>- Positive handling plan</li> <li>- Risk assessments, incorporating any actions and strategies into planning</li> </ul> </li> </ul>



## Early Years

## Universal Provision

## Sensory Needs – Hearing Impairment (HI)

Impact on Learning <i>What are we seeing?</i>	Response <i>What should we do next?</i>	Strategies <i>What can we put in place?</i>
<ul style="list-style-type: none"> <li>Evidence of some delay in meeting expected milestones.</li> <li>May be 1 development band below chronological age</li> <li>History of fluctuating hearing loss</li> <li>Mild hearing loss (with or without aids)</li> <li>Unilateral hearing loss i.e. the child has normal hearing in one ear and impaired hearing in the other ear</li> <li>History of conductive hearing loss/mild hearing loss</li> <li>The child may have frequent coughs and colds</li> <li>The child may fail to respond to their name</li> <li>The child may find it hard to follow simple instructions</li> <li>The child's speech may be unclear</li> <li>The child may watch other children to pick up cues in the environment e.g. everyone moving to the snack table</li> <li>The child may lack concentration e.g. at story time</li> </ul>	<ul style="list-style-type: none"> <li>Establish if the child has a hearing loss</li> <li>Setting Staff to raise concerns with setting ALNCo and start monitoring observations.</li> <li>Setting ALNCo to start support in identifying differentiated activities and strategies for the child</li> <li>Work in partnership with the parents in planning for the child in the setting and at home.</li> <li>Continue to track and monitor the child's progress</li> <li>Discuss the child's development recorded in the Red Book and/or through the Integrated Review at age 2</li> <li>Setting to liaise closely with the linked Health Professional</li> <li>Parents to be encouraged to seek advice from Health visitor and/or GP</li> <li>Consider ALN training opportunities for staff members. Also, access any appropriate training from SALT</li> <li>Support children and their families to access universal and targeted services as appropriate in their local <b>Family centres</b>.</li> <li>If concerns continue, ALNCo to discuss with Early Years Link Professionals whether the child needs more specific support and to share this with the parents/carers.</li> </ul>	<ul style="list-style-type: none"> <li>If the child uses technology such as a hearing aid, make sure they wear it that it is clean and the batteries are not flat</li> <li>Use the child's name to gain their attention</li> <li>Ensure that they are listening before you start speaking to them</li> <li>Make sure the child can see your face when you speak to them and your face is not in shadow</li> <li>Maintain eye contact and remember the child will be responding to your facial expressions and gestures</li> <li>Speak clearly to the child, making sure you don't speak too fast and that you use expression in your voice</li> <li>Consider the setting environment and adapt as appropriate</li> <li>Consider the acoustics of the setting, i.e. background noise etc.</li> <li>Enable to child to access quieter areas for focused activities/interventions</li> <li>Use visual supports such as objects, photos, pictures, and visual timetables to support what is said and familiarise children with routines</li> <li>Consider where the child places themselves throughout the daily routine and support them to be in close proximity of the practitioner/child as appropriate e.g. at large group time etc.</li> <li>Implement advice from SALT Advice Line, if required</li> </ul>



## Evidence of Graduated Response

### *How do we track and record progress and outcomes?*



- Previous records i.e. showing a history of fluctuating/mild/unilateral/conductive hearing loss/mild hearing loss and medical conditions i.e. frequent coughs and colds
- Records showing tracking and monitoring incl. first concerns, dated observations showing inability to follow simple instructions/unclear speech/lack of concentration
- Planning showing adaptations to environment and strategies used i.e. visual supports
- Appointment records
- Audit: classroom and routine and meet with parents to plan for consistency between home and school

*If concerns remain and/or progress has not been made*

**→ Continue to Universal (targeted interventions)**



## Early Years


### Targeted Universal Provision

## Sensory Needs – Hearing Impairments (HI)

Impact on Learning <i>What are we seeing?</i>	Response <i>What should we do next?</i>	Strategies <i>What can we put in place?</i>
<ul style="list-style-type: none"> <li>• Significant delay in reaching milestones</li> <li>• May be 2 developmental bands below chronological age in 2 or more aspects within the prime areas (secure)</li> <li>• Child has a diagnosed hearing loss</li> <li>• Child has hearing aids or cochlear implants</li> <li>• In addition the child may have one or more of the following:                             <ul style="list-style-type: none"> <li>○ A late diagnosis</li> <li>○ A progressive hearing loss</li> <li>○ A moderate to severe hearing loss</li> <li>○ Auditory neuropathy spectrum disorder</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Key Person to liaise with the setting ALNCo and parents to share concerns.</li> <li>• Prepare a One Page Profile to record parent views and outline plans on how best to support the child's needs.</li> <li>• Continue to liaise with the setting's linked Health Professional, as appropriate.</li> <li>• ALNCo and setting staff to plan differentiated activities and strategies to support the child. Advice may be sought from the Early Years Link Professionals and then the Early Years Inclusion Team.</li> <li>• Monitor and review the child's progress and the impact of strategies and interventions used.</li> <li>• Ring Speech and Language Therapy (SALT) Triage helpline to discuss concerns. Helpline is available on:                             <p><b>Central Helpline</b> Monday 3pm – 4pm 03000 850095 Thursday 12.30pm – 13.30pm 03000 850095 <a href="mailto:BCU.SALThelplineCentral@wales.nhs.uk">BCU.SALThelplineCentral@wales.nhs.uk</a></p> <p><b>East Helpline</b> Telephone Number: 01978 727071 Tuesday 9-10am &amp; Thursday 3:30 – 4:30</p> </li> </ul>	<ul style="list-style-type: none"> <li>• Continue with any relevant strategies from First Concerns level, plus:</li> <li>• Make sure that the lighting in the setting is good so that children who are lip reading or rely on facial cues can see you</li> <li>• Always check the child has followed what you have said and that they have understood any instructions</li> <li>• Keep background noise to a minimum</li> <li>• Give the child time working with an adult by themselves or in small groups</li> <li>• Enable children to access quiet areas for focussed activities where possible</li> <li>• If the child is using British Sign Language (BSL), learn key signs. If not, the child may benefit from Makaton/Singalong to support spoken language</li> <li>• Provide a range of multi-sensory experiences that encourage the child to investigate using different senses</li> <li>• Use language alongside every activity and ensure that the child is exposed to a language rich environment</li> <li>• Repetitive rhymes, singing and musical instruments can be used to provide some children with valuable auditory experiences whilst taking care not to overwhelm them with sounds</li> <li>• Follow any recommendations from relevant professional (e.g. Specialist Teacher for the Deaf -</li> </ul>

<b>Impact on Learning</b> <i>What are we seeing?</i>	<b>Response</b> <i>What should we do next?</i>	<b>Strategies</b> <i>What can we put in place?</i>
	<ul style="list-style-type: none"> <li>• Contact the Sensory Inclusion Service (SIS) for advice and information</li> <li>• SIS to carry out specialist assessments of listening and language, following the service criteria</li> <li>• If required, SIS to provide, on loan, specialist auxiliary equipment, following the service criteria</li> <li>• Ensure any suggested specialist advice is incorporated into the child's best Support strategies with particular reference to the Sensory Inclusion Service (SIS)</li> <li>• Ensure any advice, support and guidance given by the Early Years Link Professionals is incorporated into your planning for the child</li> <li>• Ensure close partnership working with parents. This includes sharing support plans, and strategies and interventions to use in the setting and at home</li> <li>• Hold regular Child Centred Planning Meetings inviting the Specialist Teacher of the Deaf (STOD)</li> <li>• Consider relevant ALN training opportunities for staff members, including training from the Specialist Teacher of the Deaf (STOD) (such as deafness awareness training, and training regarding the use and management of specialist equipment) and any appropriate training from SALT.</li> <li>• Support children and their families to access universal and targeted services as appropriate in their local <b>Family Centres</b>.</li> <li>• If child's development continues to cause concerns and progress is slow, setting ALNCo to discuss with the Early Years Link Professionals as to whether the setting requires support from the Early Years Inclusion Team</li> </ul>	<p><b>STOD</b> regarding listening skills and language development activities</p> <ul style="list-style-type: none"> <li>• Small group individual interventions as advised by the Sensory Inclusion Service (SIS) may focus on -             <ul style="list-style-type: none"> <li>○ Development of listening skills</li> <li>○ Language development, including vocabulary</li> <li>○ Extended discussion and experiences around stories and areas of interest to the child</li> <li>○ Social interaction</li> </ul> </li> <li>• Use specialist equipment as advised by the Sensory Inclusion Service</li> <li>• If possible, provide a suitable area for STOD visits</li> <li>• If required:             <ul style="list-style-type: none"> <li>○ Implement advice from SALT Advice Line</li> <li>○ Implement SALT Care.Communication plan</li> <li>○ Liaise with Speech and Language Therapist</li> </ul> </li> </ul> <p>Further Information</p> <ul style="list-style-type: none"> <li>• Good practice guidance - Approaches to support hearing needs.</li> <li>• <a href="https://gov.wales/sites/default/files/publications/2019-03/integrated-framework-of-care-and-support-for-people-who-are-d-deaf-or-living-with-hearing-loss.pdf">https://gov.wales/sites/default/files/publications/2019-03/integrated-framework-of-care-and-support-for-people-who-are-d-deaf-or-living-with-hearing-loss.pdf</a></li> </ul>

Impact on Learning <i>What are we seeing?</i>	Response <i>What should we do next?</i>	Strategies <i>What can we put in place?</i>
	<ul style="list-style-type: none"> <li>If the child's needs are significant and concerns remain, consideration should be given at the Child Centred Planning Meeting to request a Local Authority ALN assessment process is triggered.</li> </ul>	

<b>Evidence of Graduated Response</b> <i>How do we track and record progress and outcomes?</i>	
	<ul style="list-style-type: none"> <li>Previous evidence and include:</li> <li>Records of referrals and outside agency support I.e. SALT</li> <li>Meetings with child and parents</li> <li>Development of a One Page Profile</li> <li>Advise, implementation and monitoring of outcomes from SALT (Individual Care/Communication Plan), STOD and SIS including use of specialised equipment</li> </ul>

*If concerns remain and/or progress has not been made*

**→ Continue to Additional Learning Provision (LA IDP)**




## Early Years

### Additional Learning Provision (LA IDP)

## Sensory Needs – Hearing Impairment (HI)

<b>Impact on Learning</b> <i>What are we seeing?</i>	<b>Response</b> <i>What should we do next?</i>	<b>Strategies</b> <i>What can we put in place?</i>
<ul style="list-style-type: none"> <li>• Persistent and significant difficulties in reaching milestones</li> <li>• May be 2 or more development bands below chronological age in 2 or more aspects of development.</li> <li>• The child has a diagnosed, permanent, bilateral hearing loss</li> <li>• The child will also have observed, persistent, and significant difficulties with one or more of the following:                             <ul style="list-style-type: none"> <li>○ Delayed language development</li> <li>○ Accessing undifferentiated activities</li> <li>○ Accessing activities/provision without a high level of adult support</li> <li>○ Accessing activities in a large group</li> <li>○ Developing social skills</li> <li>○ Communicating with staff and other children</li> </ul> </li> <li>• The child may also have additional learning difficulties and/or disabilities</li> <li>• High levels of adult support for self-care needs</li> <li>• The safety and wellbeing of the child may be at risk and require a high level of support</li> <li>• Monitoring adults may need specialist training to support physical/medical needs</li> </ul>	<ul style="list-style-type: none"> <li>• Setting ALNCo to liaise with Early Years ALN Lead Officer (ALNLO)</li> <li>• Setting ALNCo to support in identifying differentiated activities and strategies to support the child</li> <li>• Monitor and review, focussing on the child's progress and the impact of strategies and interventions used.</li> <li>• Carry out and review further assessments as required</li> <li>• Update any observation records and reports in preparation for presenting to ALNLO as evidence.</li> <li>• Ensure any suggested specialist advice is included in your evidence towards the child's possible IDP with particular reference to the Sensory Inclusion Service (SIS) and continues to be implemented in the setting.</li> <li>• Ensure a Local Authority IDP is in place and the outcomes and provision are implemented</li> <li>• Ensure close partnership working with parents. This includes sharing the IDP</li> <li>• Ensure that all staff have relevant ALN training to support the implementation of the child's IDP</li> </ul>	<ul style="list-style-type: none"> <li>• Continue with any relevant strategies and reasonable adjustments from Universal levels (including targeted interventions), plus:</li> <li>• Strategies used when supporting children with high level needs are individualised and it is expected that they would come from the advice given by the specialist services that support the child and the family e.g. SIS and the Early Years Complex Needs Team</li> <li>• Child may need intensive hearing, speech and language rehabilitation following hearing aid fitting or cochlear implant surgery</li> <li>• Child may need support with developing a manual/alternative communication system</li> <li>• Ensure a positive handling plan is in place if required, as explained in the setting's policy</li> <li>• Carry out risk assessments on a regular basis and incorporate any actions and strategies into planning</li> <li>• Consider if targeted support is needed to support the child's daily routine</li> <li>• If the child has an IDP, the setting should ensure that planning and interventions relate to the outcomes set out within the plan. Progress should be monitored in relation to the outcomes specified in the IDP</li> </ul>

<b>Impact on Learning</b> <i>What are we seeing?</i>	<b>Response</b> <i>What should we do next?</i>	<b>Strategies</b> <i>What can we put in place?</i>
	<ul style="list-style-type: none"> <li>• ALNLO to liaise with setting to review outcomes and provision within the IDP with the child, parent and other professionals involved.</li> <li>• An IDP review meeting should be held at the point of Transition into a new setting or into school to ensure the outcomes and provision outlined in the IDP are appropriate to the new setting.</li> <li>• The IDP must be reviewed annually.</li> </ul>	<ul style="list-style-type: none"> <li>• Enable frequent contact with SIS to access support as required</li> <li>• If required:                             <ul style="list-style-type: none"> <li>○ Implement advice from SALT Advice Line</li> <li>○ Implement SALT Care plan</li> <li>○ Liaise with Speech and Language Therapist</li> </ul> </li> </ul>

<b>Evidence of Graduated Response</b> <i>How do we track and record progress and outcomes?</i>	
	<ul style="list-style-type: none"> <li>• Previous evidence:                             <ul style="list-style-type: none"> <li>- Previous records i.e. showing a history of fluctuating/mild/unilateral/conductive hearing loss/mild hearing loss and medical conditions i.e. frequent coughs and colds</li> <li>- Records showing tracking and monitoring incl. first concerns, dated observations showing inability to follow simple instructions/unclear speech/lack of concentration</li> <li>- Planning showing adaptations to environment and strategies used i.e. visual supports</li> <li>- Appointment records</li> <li>- Audit: classroom and routine and meet with parents to plan for consistency between home and school</li> <li>- Records of referrals and outside agency support i.e. SALT</li> <li>- Meetings with child and parents</li> <li>- Development of a One Page Profile</li> <li>- Advise, implementation and monitoring of outcomes from SALT (Individual Care/Communication Plan), STOD and SIS including use of specialised equipment</li> </ul> </li> <li>• Also ensure:                             <ul style="list-style-type: none"> <li>- Carry out and review further assessments</li> <li>- If not in place, ensure specialist advice is included as evidence towards an LA IDP, with particular reference to, the Sensory Inclusion Service (SIS)</li> <li>- To implement IDP in the setting ensuring the outcomes and provision are implemented and progress monitored</li> </ul> </li> </ul>





## Early Years

## Universal Provision

## Physical (Area of Need)

<b>Impact on Learning</b> <i>What are we seeing?</i>	<b>Response</b> <i>What should we do next?</i>	<b>Strategies</b> <i>What can we put in place?</i>
<ul style="list-style-type: none"> <li>Evidence of some delay in meeting expected milestones</li> <li>1 development band below chronological age.</li> <li>Physical difficulties/delay that may require some adult assistance.</li> <li>Delay in toilet training (age to be taken into consideration)</li> <li>Lack of coordination of physical skills in comparison to peers e.g., the child may bump into things, fall over easily etc.</li> <li>The child may find it difficult to keep up with peers in physical play, which may impact on self-confidence and ability to make friendships</li> <li>The child may not have developed hand dominance</li> <li>The child may have difficulties with fine motor skills e.g., holding a crayon, pencil etc.</li> <li>The child may avoid activities which involve fine motor control e.g., using tweezers, small pegs etc.</li> <li>Muscles in the child's hands may appear to lack strength and control is delayed</li> <li>Child may lack co-ordination during two handed activities</li> </ul>	<ul style="list-style-type: none"> <li>Key Person to liaise with the setting ALNCo</li> <li>Setting ALNCo to support in identifying differentiated activities and strategies for the child</li> <li>Work in partnership with the parents in planning for the child in the setting and at home.</li> <li>Continue to track and monitor the child's progress</li> <li>Discuss the child's development recorded in the Red Book and/or through the screening at 15 months and 27 months (Healthy Child Wales Programme)</li> <li>Setting to liaise closely with the linked Health Professional.</li> <li>Consider ALN training opportunities for staff members</li> <li>In Conwy, support children and their families to access universal and targeted services as appropriate in their local Family Centres <a href="mailto:plant.children@conwy.gov.uk">plant.children@conwy.gov.uk</a> 01492 577850 / 577788</li> <li>In Flintshire, support children and their families to access universal and targeted services as appropriate by directing them to the Family Information Service Flintshire <a href="mailto:FISF@flintshire.gov.uk">FISF@flintshire.gov.uk</a></li> </ul>	<ul style="list-style-type: none"> <li>Ensure that the setting has an Intimate Care Policy in place and that it is followed by all staff</li> <li>Provide appropriate indoor and outdoor equipment that provides children with the appropriate level of support, risk and challenge focussing on gross and fine motor skills.</li> <li>Supervision from Early Years staff for safety as needed to support early years movement/action songs/stories opportunities.</li> <li>Have an awareness of good posture and developmental levels.</li> </ul> <p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>Ensure there is sufficient floor space and provide the child with plenty of opportunities to walk, run and crawl on different surfaces – grass, carpet, vinyl.</li> <li>Provide outdoor equipment that encourages children to balance, climb, jump, slide, lift, pull, push, hang, spin and swing; for example, steps, logs, planks, wheelbarrows, tyres, tunnels, large balls, large blocks etc.</li> <li>Create a path with things to step onto (carpet mats for no height or blocks/logs) and paths with defined sections to step into (hoops, ladder on ground, tiles)</li> </ul>

<b>Impact on Learning</b> <i>What are we seeing?</i>	<b>Response</b> <i>What should we do next?</i>	<b>Strategies</b> <i>What can we put in place?</i>
<ul style="list-style-type: none"> <li>• Child loses skills previously mastered</li> <li>• Some difficulties with self-help skills, for example, dressing, meal times etc.</li> </ul>	<ul style="list-style-type: none"> <li>• If a child is new to the setting, give consideration to the child's transition from the home/previous setting</li> <li>• Give consideration if a child's home language is different to that of the setting.</li> </ul> <p><b><i>Note: If the child loses skills previously mastered, advise parents to contact Health Visitor or GP</i></b></p>	<ul style="list-style-type: none"> <li>• Introduce an obstacle course with items at different heights and promote a range of movements such as climbing, crawling, tummy wriggling, rolling and sliding.</li> <li>• Provide opportunities to use bikes. As the child builds skill and confidence in riding a bike, introduce obstacles to peddle round and traffic lights to encourage stopping and starting</li> <li>• Play parachute games and chasing games such as Musical Statues and 'What's The Time Mr. Wolf?'</li> </ul> <p><b>Fine motor skills</b></p> <ul style="list-style-type: none"> <li>• Provide builder's trays with a range of messy play opportunities and large surfaces to mark with paint, water and shaving foam using brushes and hands</li> <li>• Provide a range of resources to build hand coordination, control and dexterity such as playdough, clay, finger and brush painting, tape, ribbons, string, rope and pulleys, water play equipment, pegs, threading, construction equipment and small world resources</li> <li>• Introduce 'Start Stop' games to develop fine motor skills with musical instruments (fast/slow, loud/quiet): drumming using two hands and alternate hands, spoons and sticks on pots.</li> </ul>

## Evidence of Graduated Response

### *How do we track and record progress and outcomes?*



- Dates of first concerns and observations of physical difficulties and delays requiring adult assistance
- Dates of significant events such as referrals to outside agencies/assessment outcomes, etc.
- Meeting records showing child and parental views
- Health reports and targets set and reviewed, etc.
- SOGS / EY Profiling / developmental assessments
- Intimate Care Plan
- Audit of environment (indoor and outdoor) including equipment for gross and fine motor skills

*If concerns remain and/or progress has not been made*

**→ Continue to Universal (targeted interventions)**




## Early Years

### Universal (targeted interventions)

## Physical (Area of Need)

<b>Impact on Learning</b> <i>What are we seeing?</i>	<b>Response</b> <i>What should we do next?</i>	<b>Strategies</b> <i>What can we put in place?</i>
<ul style="list-style-type: none"> <li>• Significant delay in reaching milestones</li> <li>• 2 developmental bands below chronological age in 2 or more aspects within the prime areas.</li> <li>• Physical difficulties that require equipment and adapted resources and a higher level of support</li> <li>• Physical independence is impaired and requires input and/or programmes from relevant professionals</li> <li>• Physical difficulties that require close monitoring to ensure wellbeing and safety</li> </ul>	<ul style="list-style-type: none"> <li>• Key Person to liaise with the setting ALNCo and parents to share concerns.</li> <li>• Continue to liaise with the setting's linked Health Visitor, as appropriate.</li> <li>• Setting ALNCo to support the key person in planning differentiated activities and strategies to support the child.</li> <li>• Monitor and review, focussing on the child's progress and the impact of strategies and interventions used.</li> <li>• Ensure close partnership working with parents. This includes sharing strategies and interventions to use in the setting.</li> <li>• Hold regular person-centred planning meetings. Initiate a One Page Profile for the child if not already in place to include strategies to meet child's needs.</li> <li>• Consider ALN training opportunities for staff members.</li> <li>• In Conwy, support children and their families to access universal and targeted services as appropriate in their local Family Centres <a href="mailto:plant.children@conwy.gov.uk">plant.children@conwy.gov.uk</a> 01492 577850 / 577788</li> <li>• In Flintshire, support children and their families to access universal and targeted services as appropriate by directing them to the Family Information Service Flintshire <a href="mailto:FISF@flintshire.gov.uk">FISF@flintshire.gov.uk</a></li> </ul>	<p>Continue with any relevant strategies from <b>Universal</b> level, plus:</p> <ul style="list-style-type: none"> <li>• Follow the strategies advised by the child's Physiotherapist and/or Occupational Therapist Provide an environment that supports a child's developing independence e.g., position furniture to enable children to access resources, activities etc.</li> <li>• Early Years setting demonstrates that they accommodate all methods of mobilising/getting around in the environment.</li> <li>• Child needs to be able to access their mobility aid to move around/access Early Years setting</li> <li>• Child needs to wear Specialist orthoses e.g., Foot/hand supports and for there to be a member of Early Years setting staff to be able to fit it.</li> <li>• More tailored risk assessment to early years setting. Health Care (HC) plan for any HC needs.</li> </ul> <p><b>Physical access:</b> -</p> <ul style="list-style-type: none"> <li>• Alterations within EY setting</li> <li>• Moving furniture around to accommodate the EY child</li> <li>• Room configuration considering needs of child.</li> <li>• Increased supervision from EY staff for safety-targeted.</li> </ul>

<b>Impact on Learning</b> <i>What are we seeing?</i>	<b>Response</b> <i>What should we do next?</i>	<b>Strategies</b> <i>What can we put in place?</i>
	<ul style="list-style-type: none"> <li>• If child's development continues to cause concerns and progress is slow, setting ALNCo to discuss with the Early Years Team as to whether the setting requires support from the <b>Local Authority</b>.</li> <li>• Ensure any suggested specialist advice is incorporated into Child's One Page Profile</li> <li>• Ensure any advice, support and guidance given by Early Years Inclusion Team is included.</li> </ul>	

<b>Evidence of Graduated Response</b> <i>How do we track and record progress and outcomes?</i>	
	<ul style="list-style-type: none"> <li>• Previous evidence and include: <ul style="list-style-type: none"> <li>- Planning to show differentiated activities and strategies, including observations, monitoring and interventions used</li> <li>- Create a One Page Profile for the child if not already in place, include strategies to meet child's needs including whether the children needs to wear specialist orthoses I.e. foot/hand supports</li> <li>- Staff training documents to show that staff have been trained and are able to meet physical needs, use of handling equipment and orthosis</li> <li>- Records showing identified strategies advised by the child's Physiotherapist and/or Occupational Therapist</li> <li>- Re-examine the audit to ensure the Early Years setting demonstrates that they accommodate all methods of mobilising/getting around in the environment.</li> <li>- More tailored risk assessment to Early years setting.</li> <li>- Health Care (HC) plan for any HC needs.</li> </ul> </li> </ul>

***If concerns remain and/or progress has not been made***  
**→ Continue to Additional Learning Provision (LA IDP)**



## Early Years

### Additional Learning Provision (LA IDP)

## Physical (Area of Need)

<b>Impact on Learning</b> <i>What are we seeing?</i>	<b>Response</b> <i>What should we do next?</i>	<b>Strategies</b> <i>What can we put in place?</i>
<ul style="list-style-type: none"> <li>• Persistent and significant difficulties in reaching milestones</li> <li>• 2 or more development bands below chronological age in 2 or more aspects within the prime areas.</li> <li>• Physical difficulties that require specialist equipment, adapted resources and position changes and a high level of adult support</li> <li>• High levels of adult support for self-care needs</li> <li>• Physical difficulties that put the safety and wellbeing of the child at significant risk and require intensive support</li> <li>• Continuous loss of physical skills</li> <li>• Significant medical difficulties that require controlled medication and intensive intervention throughout the day</li> </ul>	<ul style="list-style-type: none"> <li>• Key Person to liaise with the setting ALNCo.</li> <li>• Setting ALNCo to support in identifying differentiated activities and strategies to support the child.</li> <li>• Ensure any suggested specialist advice is incorporated into the child's IDP (i.e., from Physiotherapist/Occupational Therapist)</li> <li>• Ensure any advice, support and guidance given by the Early Years Inclusion Team is incorporated into your planning for the child</li> <li>• Ensure close partnership working with parents. This includes sharing IDP strategies and interventions to use in the setting and at home</li> <li>• Hold regular person-centred meetings and invite the child's health visitor and therapists.</li> <li>• Consider the use of Early Support materials</li> <li>• Ensure that all staff have ALN training to support the child within the setting</li> <li>• In Conwy, support children and their families to access universal and targeted services as appropriate in their local Family Centres <a href="mailto:plant.children@conwy.gov.uk">plant.children@conwy.gov.uk</a> 01492 577850 / 577788</li> <li>• In Flintshire, support children and their families to access universal and targeted services as appropriate by directing them to the Family Information Service Flintshire <a href="mailto:FISF@flintshire.gov.uk">FISF@flintshire.gov.uk</a></li> </ul>	<p>Continue with any relevant strategies from <b>Universal and/or Targeted universal</b> levels plus:</p> <ul style="list-style-type: none"> <li>• Strategies used when supporting children with high level needs are individualised and it is expected that they would come from the advice given by the specialist services that support the child and the family and from the Early Years ALN Team.</li> <li>• If the child has an IDP the setting should ensure that planning and interventions relate to the outcomes set out within the plan. Progress should be monitored in relation to the outcomes specified in the IDP.</li> <li>• Incorporate moving and handling plans and care plans into planning, as advised by professionals.</li> <li>• Ensure a positive handling plan is in place if required, as explained in the setting's policy.</li> <li>• Carry out risk assessments on a regular basis and incorporate any actions and strategies into planning.</li> <li>• Risk assessment with moving and handling advisors Local Authority (LA)-Early Years setting to complete risk assessment with support from Specialist Service. Health Care plans and input from specialist service.</li> <li>• Access – Rails/ramps/fire/lifts etc. with advice from Specialist. Child needs to have access to</li> </ul>



<b>Impact on Learning</b> <i>What are we seeing?</i>	<b>Response</b> <i>What should we do next?</i>	<b>Strategies</b> <i>What can we put in place?</i>
	<ul style="list-style-type: none"> <li>If a child is new to the setting, give consideration to the child's transition from the home/previous setting - (refer to the Settling in Process.)</li> </ul>	<p>their wheelchair to move around/access Early Years Setting</p> <ul style="list-style-type: none"> <li>PT/OT/Speech and Language Therapy (SALT) targets in IDP</li> <li>Following training from Specialist Physiotherapist, Early Years setting to follow delegated programme – splints, stretches, putting in specialist equipment e.g., chair/walker/standing frame.</li> <li>The Early Years settings 'manage' equipment e.g., clean/secure nuts and bolts.</li> <li>Specific advice given from specialist Physiotherapist to the Early Years setting on positions of play for a child.</li> <li>Specialist Physiotherapist adjusts equipment for growth/need changes. Early Years setting should report any changes in presentation to specialist service, particularly relevant in Early Years child with rapid growth changes.</li> </ul>

## Evidence of Graduated Response

### *How do we track and record progress and outcomes?*



- Previous evidence:
  - Dates of first concerns and observations of physical difficulties and delays requiring adult assistance
  - Dates of significant events such as referrals to outside agencies/assessment outcomes, etc.
  - Meeting records showing child and parental views
  - Health reports and targets set and reviewed, etc.
  - SOGS / EY Profiling / developmental assessments
  - Intimate Care Plan
  - Audit of environment (indoor and outdoor) including equipment for gross and fine motor skills
  - Records from liaison establishing and maintaining close partnerships with parents, health visitor and specialist agencies – regular person-centred planning meetings
  - Planning to show differentiated activities and strategies, including observations, monitoring and interventions used
  - Create a One Page Profile for the child if not already in place, include strategies to meet child's needs including whether the children needs to wear specialist orthoses I.e. foot/hand supports
  - Staff training documents to show that staff have been trained and are able to meet physical needs, use of handling equipment and orthosis
  - Records showing identified strategies advised by the child's Physiotherapist and/or Occupational Therapist
  - Re-examine the audit to ensure the Early Years setting demonstrates that they accommodate all methods of mobilising/getting around in the environment.
  - More tailored risk assessment to Early years setting.
  - Health Care (HC) plan for any HC needs.
- Also ensure:
  - One Page Profiles are reviewed
  - Monitoring evidence of what the setting has done to meet the child's needs and the outcomes of the same
  - The use of PCP tools
  - An IDP to show individualised strategies needed to support the high level needs, including the advice given by specialist services
  - Planning and intervention evidence should relate to the outcomes set out within the IDP and progress monitored
  - Moving, handling and care plans in place and incorporated into planning.
  - Ensure a positive handling plan is in place if required, as explained in the setting's policy.
  - Carry out risk assessments on a regular basis and incorporate any actions and strategies into planning.



## 8. The Graduated Response in school

### 8.1. Introduction

This section should be used by school staff supporting children working towards key stages 1 - 4. Schools who take younger children should also use the Early Years section. Due to funding arrangements and eligibility criteria for a number of services, this school section should also be used for young people in school sixth forms (although consideration should also be given to the post-16 'Preparing for Adulthood' section for these young people).

Using the Graduated Response means recognising that there is a continuum of need and that needs are met through the addition of increasingly specialist interventions as the level of need increases. In line with the *Additional Learning Needs Code for Wales (2021)*, mainstream schools must designate a teacher to be responsible for co-ordinating ALN provision (the ALN Co-ordinator or ALNCo) and must inform parents when they are making Additional Learning Provision (ALP) for a child.

### 8.2. What is Universal Good Quality Teaching and Learning?

Support for all children and young people in schools starts with universal good quality teaching and learning. This can be summarised as follows:

Inclusive universal good quality teaching and learning describes what should be on offer for all children: i.e. the effective inclusion of all pupils in high quality, every day, personalised teaching.

Such teaching will, for example, be based on:

- clear objectives that are shared with the children
- careful explanation of new vocabulary
- lively interactive teaching styles

Approaches like these are the best way to reduce, from the start, the number of children who need extra help with learning and behaviour.

#### What does universal good quality teaching and learning look like?

As a simple overview, universal good quality teaching and learning involves the following:

- Well organized classroom with labels and picture symbols
- Clear lesson structure with objectives presented orally and visually
- Instructions given in small chunks with visual clues
- Checking understanding by asking children or young people to explain what they have to do
- Understanding is demonstrated in a variety of ways
- A range of groupings including some random pairing activities
- Activities and listening broken up to allow for more 'kinaesthetic' activities
- Praise is specific and named
- Memory supported by explicit demonstration and modelling
- Classroom support planned for and used to maximise learning
- Children or young people are clear what is expected and good examples are used when necessary

More detailed examples and information about what universal good quality teaching and learning looks like for the different areas of need is provided in the appendix



**School**

**Universal (including targeted interventions)**

**Cognition and Learning**

<p><b>Impact on Learning</b> <i>What are we seeing?</i></p>	<p><b>Response</b> <i>What should we do next?</i></p>	<p><b>Strategies</b> <i>What can we put in place?</i></p>
<p><b>Difficulties and inconsistencies observed with:</b></p> <ul style="list-style-type: none"> <li>• Understanding abstract concepts and applying prior learning</li> <li>• Speech and language</li> <li>• Attention and concentration span, e.g. easily distracted or short attention span</li> <li>• Literacy e.g. reluctance to read or poor sight vocabulary</li> <li>• Numeracy</li> <li>• Handwriting</li> <li>• Organisation</li> <li>• Following instructions</li> <li>• Self-esteem and frustration. Causing social and behavioural difficulties</li> <li>• Short term / working memory</li> <li>• Discrepancy between oral and written work</li> <li>• Tiredness due to excessive concentration levels needed</li> <li>• Low general attainment and progress and/or gap beginning to widen</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss concerns/observations with those with parental responsibility and record the outcome of the conversation</li> <li>• Discuss concerns/observations with the child or young person and record the outcome of the conversation</li> <li>• If appropriate, discuss concerns/observations with ALNCo / Headteacher and/or school nurse</li> <li>• Look at the child or young person's historical educational and medical information</li> <li>• Discuss concerns/observations with the child or young person's previous teachers / setting</li> <li>• Look at the range of assessments qualitative, quantitative and summative for the child or young person</li> <li>• Observe the potential barriers to learning that are being experienced across a range of contexts</li> <li>• Act on external advice from educational and health agencies</li> <li>• Carry out further assessments as necessary</li> <li>• Ensure Class teacher and Teaching assistants receive relevant Continuing Professional Development (CPD), e.g. manual handling etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify gaps in learning and provide focussed teaching</li> <li>• Place yourself where children/young people can see your face clearly and you can see them</li> <li>• Ensure text and print is displayed using appropriate font and/or colour background</li> <li>• Keep all distractions to a minimum</li> <li>• Have clearly differentiated success criteria</li> <li>• Allow extra time for processing information, answering and completing tasks</li> <li>• Allow for frequent practice through recall and repetition</li> <li>• Use a variety of strategies for recording</li> <li>• Present new information in small chunks keeping language simple</li> <li>• Ensure that targets are SMART and achievable</li> <li>• Have visual prompts on display</li> <li>• Use colour highlighting for word patterns, prefixes, suffixes etc.</li> <li>• Introduce new material in a multi-sensory way – show it, listen to it, look at it, hear it, say it, write it</li> <li>• Use technology to support learning</li> <li>• Encourage Peer support</li> <li>• Provide visual and practical resources to present key information</li> <li>• Encourage the use of spelling strategies, for example: mnemonics, words within words, base words and suffixes etc.</li> </ul>

Impact on Learning <i>What are we seeing?</i>	Response <i>What should we do next?</i>	Strategies <i>What can we put in place?</i>
		<ul style="list-style-type: none"> <li>• Use writing scaffolds to support planning</li> <li>• Use concept maps to plan and identify overall themes and the relationships between ideas</li> <li>• Use the marking criteria as a stimulus when redrafting work</li> <li>• Provide occasional opportunities to work with a scribe – perhaps within a small group to produce a piece of writing for ‘publication’</li> <li>• Consider whether the child is experiencing difficulties in their second language or in all languages</li> </ul>

Evidence of Graduated Response <i>How do we track and record progress and outcomes?</i>	
	<ul style="list-style-type: none"> <li>• Complete all universal forms on Eclipse</li> <li>• Record of views of those with parental responsibility</li> <li>• Record of child or young person’s views</li> <li>• Collated assessment data</li> <li>• Records of any completed observations or evidence which supports observed impact on learning (e.g. class work, photos etc.)</li> <li>• Record of any external support or contact (e.g. records of telephone conversation or emails)</li> <li>• One Page Profile</li> </ul>

**If “Impact on Learning” indicators remain and/or progress has not been made**

**→ Continue to ADDITIONAL LEARNING PROVISION**



School

Additional Learning Provision

Cognition and Learning

<b>Impact on Learning</b> <i>What are we seeing?</i>	<b>Response</b> <i>What should we do next?</i>	<b>Strategies</b> <i>What can we put in place?</i>
<p>Observed <b>persistent</b> and <b>significant</b> difficulties with the following:</p> <ul style="list-style-type: none"> <li>• The acquisition of age appropriate reading, writing, oral or number skills, which require high levels of tailored support</li> <li>• The ability to concentrate even with targeted support or resources leading to poor motivation and resistance to learning</li> <li>• Ability to access learning leading to complete disengagement with learning or problematic behaviours</li> <li>• Social, emotional and interpersonal skills, requiring high level of tailored support</li> <li>• Sequencing, visual and/or auditory perception, coordination, organisation, concentration or short term / working memory</li> <li>• The gap between the child or young person and that of his/her peers may be significantly wider than would be expected for children or young people of his/her age</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher, ALNCo parents and child/young person continue to liaise on a regular basis</li> <li>• Look at the child or young person’s historical educational and medical information</li> <li>• Discuss concerns/observations with the child or young person’s previous teachers / setting</li> <li>• Look at the range of assessments qualitative, quantitative and summative for the child or young person</li> <li>• Prepare and maintain an IDP for the child or young person</li> <li>• Indicate on ALN list that child or young person has an IDP in place</li> <li>• Continue to plan, do, review against the specified outcomes and provision</li> <li>• Continue to act on external advice from educational and health agencies, including adherence to health care plans as necessary</li> <li>• Carry out and review further assessments as advised by outside agencies</li> <li>• Ensure Class teacher and Teaching assistants receive relevant Continuing Professional Development (CPD)</li> <li>• Liaise with named local authority officer for child or young person if needs change etc.</li> </ul>	<p>Continue with any relevant strategies and reasonable adjustments from, Universal (including targeted interventions) plus:</p> <ul style="list-style-type: none"> <li>• Implement individualised health care plan</li> <li>• Implement the additional learning provision outlined in the IDP</li> <li>• Provide appropriate small group interventions and resources specific to need with measurable SMART targets</li> <li>• Provide regular, specific focused teaching which is increasingly individualised from teacher or teaching assistant</li> <li>• Ensure pre and post assessments are completed for each intervention</li> <li>• Implement, monitor and review advice from external agencies</li> <li>• Use calendars, visual timetables, task planners and checklists to structure classroom/homework tasks and enable child or young person to meet deadlines</li> <li>• Consider whether the child is experiencing difficulties in their second language or in all languages</li> </ul>



## Evidence of Graduated Response

### *How do we track and record progress and outcomes?*



- Complete all universal forms on Eclipse
- IDP (reviewed annually, and updated if appropriate).
- Record of parental views.
- Record of child or young person's views.
- Ongoing, collated assessment data from a range of sources (e.g. class teacher and ALNCo).
- Smaller, SMART targets for child or young person based on outcomes described in IDP
- Record of implemented and reviewed resources and strategies - including resulting impact and progress (plan, do, review cycles)
- Log of meetings with parents to support assess, plan, do and review cycle.
- Record of any external support, contact or advice, which has been implemented and reviewed.
- Records of any completed observations or evidence which supports observed impact on learning (e.g. class work, photos etc.).
- One Page Profile

**If "Impact on Learning" indicators remain and/or progress has not been made**

**→ Continue to ADDITIONAL LEARNING PROVISION (SPECIALIST)**



**School**

**Additional Learning Provision (Specialist)**

**Cognition and Learning**

<b>Impact on Learning</b> <i>What are we seeing?</i>	<b>Response</b> <i>What should we do next?</i>	<b>Strategies</b> <i>What can we put in place?</i>
<ul style="list-style-type: none"> <li>Not expected to meet age related expectations in all areas of learning throughout their education and not expected to exceed P-levels by Year 11 in mainstream education and/or needing access to alternative accreditation and/or lower level GCSEs</li> </ul>	<ul style="list-style-type: none"> <li>Class teacher, ALNCo parents and child/young person continue to liaise on a regular basis</li> <li>Look at the child or young person’s historical educational and medical information</li> <li>Discuss concerns/observations with the child or young person’s previous teachers / setting</li> <li>Look at the range of assessments qualitative, quantitative and summative for the child or young person</li> <li>Prepare and maintain an IDP for the child or young person</li> <li>Indicate on ALN list that child or young person has an IDP in place</li> <li>Continue to plan, do, review against the specified outcomes and provision</li> <li>Seek external advice from health professionals such as: School Nurse, Speech and Language Therapy (SALT); Child and Adolescent Mental Health Service (CAMHS) or Learning Disability (LD) CAMHS, Paediatrician</li> <li>Continue to act on external advice from educational and health agencies,</li> <li>Carry out and review further assessments as advised by outside agencies</li> <li>Ensure Class teacher and Teaching assistants receive relevant Continuing Professional Development (CPD)</li> </ul>	<p>Continue with any relevant strategies from Universal (including targeted interventions) and Additional Learning Provision levels plus:</p> <ul style="list-style-type: none"> <li>Continue to identify gaps in learning. See IDP for specific outcomes and break outcomes into smaller, SMART targets and review frequently</li> <li>Create a personalised curriculum tailored to the child or young person’s needs (this may require consultation with all professionals involved with the child or young person)</li> <li>Incorporate external advice</li> <li>Liaise with support to ensure learning outcomes are facilitated and resources are readily available</li> <li>Put behaviour management programme in place, if appropriate</li> <li>High ratio of staff to pupils (in Resource Bases)</li> <li>Specially trained teaching staff and teaching assistants</li> <li>Small class sizes</li> <li>Multi-Disciplinary Team interventions on or off-site</li> <li>Multi-sensory teaching</li> <li>High level of appropriate interventions put into place to try and accelerate progress</li> </ul>

## Evidence of Graduated Response

### *How do we track and record progress and outcomes?*



- Complete all universal forms on Eclipse
- IDP (reviewed annually, and updated if appropriate).
- Record of parental views.
- Record of child or young person's views.
- Ongoing, collated assessment data from a range of sources (e.g. class teacher and ALNCo).
- Smaller, SMART targets for child or young person based on outcomes described in IDP
- Record of implemented and reviewed resources and strategies - including resulting impact and progress (plan, do, review cycles)
- Log of meetings with parents to support assess, plan, do and review cycle.
- Record of any external support, contact or advice, which has been implemented and reviewed.
- Records of any completed observations or evidence which supports observed impact on learning (e.g. class work, photos etc.).
- One Page Profile



**School**

**Universal Including Targeted**

**Communication and Interaction**

<p><b>Impact on Learning</b> <i>What are we seeing?</i></p>	<p><b>Response</b> <i>What should we do next?</i></p>	<p><b>Strategies</b> <i>What can we put in place?</i></p>
<p>These are indicators of potential signs of difficulties that may manifest themselves into a Communication and Interaction need. However, please note that children and young people are all unique and all have a different profile. E.g. children with Autism may have exceptional expressive language. A child with speech difficulties may have exceptional social skills and an excellent vocabulary.</p> <p><b>Difficulties and inconsistencies observed with the following:</b></p> <p><b>Relating to others/ making and maintaining relationships.</b></p> <ul style="list-style-type: none"> <li>• The ability to interpret social cues correctly</li> <li>• Social timing</li> <li>• Social empathy</li> <li>• The awareness of personal space</li> <li>• Maintaining appropriate eye contact</li> <li>• Appropriate social conversational skills</li> <li>• Interpreting non-literal language</li> <li>• Seeing other people’s point of view</li> <li>• Adapting to change and transition</li> <li>• Tolerating certain environments</li> <li>• Playing with peers and having a range of interests</li> <li>• Initiating and taking part in conversation</li> <li>• The appropriate use of facial expression</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss concerns/observations with parent(s)</li> <li>• Obtain and record parental information and views. Person-centred Views and Tools to be considered. (PCP)</li> <li>• Obtain and record child or young person’s views</li> </ul> <p>If available and/or appropriate:</p> <ul style="list-style-type: none"> <li>• Examine National Curriculum data. (Early Years data and previous pre –school/ school records.)</li> <li>• Look at the child or young person’s historical educational and medical information</li> <li>• Consider past teacher observations and views</li> <li>• Look at the range of assessments qualitative, quantitative and summative for the child or young person.</li> <li>• Consider any relevant health records that have been shared/provided (e.g. school health)</li> <li>• Observe and then compare potential barriers to learning and participation across a range of contexts. Note strategies/contexts that support learning/participation and implement.</li> <li>• Carry out further assessments as necessary e.g. B.P.V.S., Ravens.</li> <li>• If appropriate, discuss concerns/observations with ALNCo / Headteacher and/or school nurse</li> </ul>	<ul style="list-style-type: none"> <li>• Place yourself where children or young people can see your face clearly and you can see them</li> <li>• Keep all distractions to a minimum</li> <li>• Have visual prompts on display (to reinforce the rules of good listening, good sitting and turn- taking)</li> <li>• Consider where children and young people are seated within the learning environment to enable them to see visual prompts etc.</li> <li>• Differentiated curriculum, resources and success criteria</li> <li>• Allow extra time for processing information, formulating a response and completing tasks</li> <li>• Allow for frequent practice through recall and repetition</li> <li>• Use a variety of strategies for effective communication, including visual support and/or encouraging the child or young person to say in a different way or show</li> <li>• Encourage child or young person to use gestures to support speech</li> <li>• Encourage the child or young person to tell you if they have not understood something</li> <li>• Create a predictable and consistent environment, ensuring routines are followed</li> <li>• Keep language clear, concise and unambiguous</li> <li>• Use the child or young person’s name at the start of any instruction or information giving</li> </ul>

<b>Impact on Learning</b> <i>What are we seeing?</i>	<b>Response</b> <small>©Cheshire East Borough Council 2017 - all rights reserved</small> <i>What should we do next?</i>	<b>Strategies</b> <i>What can we put in place?</i>
<p><b>Language</b></p> <ul style="list-style-type: none"> <li>• Vocabulary knowledge, learning and using new words</li> <li>• Understanding words that are said to them or verbal instructions</li> <li>• Attention and concentration skills</li> <li>• Using appropriate spoken language for their age</li> <li>• Organisation and sequencing</li> <li>• Echolalia (repetition of noises or words spoken by another person)</li> <li>• Understanding abstract concepts and applying prior learning</li> <li>• Receptive and expressive language</li> </ul> <p><b>Speech</b></p> <ul style="list-style-type: none"> <li>• Clear speech</li> <li>• Stammer and/or getting words out</li> <li>• Reluctance to speak generally or with specific persons / selective mutism</li> <li>• Understanding connected speech/sentences</li> <li>• Monotone speech</li> <li>• Difficulties with modulating volume. Too loud or too quiet.</li> <li>• Nasal quality to speech in the absence of a cold</li> <li>• Unusual accent not linked to environment</li> </ul> <p><b>Sensory</b></p> <ul style="list-style-type: none"> <li>• Experiences sensory processing difficulties, which may be observed by the following (this is not an exhaustive list):</li> <li>• Actions such as rocking, stroking, flapping and/or hands over ears</li> <li>• A self-limiting diet</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure Class teacher and Teaching assistants receive relevant Continuing Professional Development (CPD)</li> <li>• Act on external advice from educational and health agencies, including adherence to health care plans as necessary</li> <li>• For Foundation Phase pupils consider applying for the Language Development Project and allocating a Language assistant to the child.</li> <li>• Complete the Communication Observation tool for Learning (Communication Trust) The tool is designed to profile the oral language environment of the classroom. <a href="https://ican.org.uk/i-cans-talking-point/professionals/tct-resources/more-resources/classroom-supporting-tool/">https://ican.org.uk/i-cans-talking-point/professionals/tct-resources/more-resources/classroom-supporting-tool/</a></li> <li>• Ensure Provision Map includes strategies being trailed with pupils at universal level.</li> <li>• Complete the Communication Friendly Checklist: <a href="https://ican.org.uk/i-cans-talking-point/professionals/tct-resources/more-resources/communication-friendly-checklists/">https://ican.org.uk/i-cans-talking-point/professionals/tct-resources/more-resources/communication-friendly-checklists/</a></li> <li>• Checklist 1 <a href="https://ican.org.uk/i-cans-talking-point/professionals/tct-resources/more-resources/communication-friendly-checklists/">https://ican.org.uk/i-cans-talking-point/professionals/tct-resources/more-resources/communication-friendly-checklists/</a></li> <li>• Checklist 2 <a href="https://ican.org.uk/media/3246/making_your_place_great_for_communication_final_update.pdf">https://ican.org.uk/media/3246/making_your_place_great_for_communication_final_update.pdf</a></li> <li>• Consider a whole school approach to Communication Friendly Schools by working through the Communication Commitment Pack <a href="https://ican.org.uk/i-cans-talking-point/professionals/tct-resources/more-resources/communication-commitment/">https://ican.org.uk/i-cans-talking-point/professionals/tct-resources/more-resources/communication-commitment/</a></li> </ul>	<ul style="list-style-type: none"> <li>• Present new information in small chunks, using simple language that is relevant to the child or young person</li> <li>• Ensure that targets are SMART and achievable</li> <li>• Introduce new material in a multi-sensory way – show it, listen to it, look at it, hear it, say it, write it</li> <li>• Use technology to support learning</li> <li>• Encourage peer support</li> <li>• Use concept maps to plan and identify overall themes and the relationships between ideas</li> <li>• Teach new vocabulary</li> <li>• Recap relevant vocabulary. Ensure knowledge of vocabulary before introducing a new topic</li> <li>• Use clear adult models of speech and language, and repeat, emphasise and expand, as needed</li> <li>• Use adult modelling of appropriate social phrases in context</li> <li>• Make use of direct Playground Game teaching/ PSD education opportunities</li> <li>• Plan daily opportunities to teach specific skills such as sharing etc.</li> <li>• Make use of movement breaks and fiddle toys</li> <li>• Explain words and phrases that have more than one meaning or may be misconstrued e.g. pull your socks up</li> <li>• Encourage discussion and prediction about stories</li> <li>• React to what the child or young person says, not how clearly they speak</li> <li>• Don't pretend to understand</li> <li>• Model clear production of words</li> <li>• Reorder, restructure or repeat sentence for the child or young person to aid understanding and develop expressive language – not correcting but modelling</li> </ul>

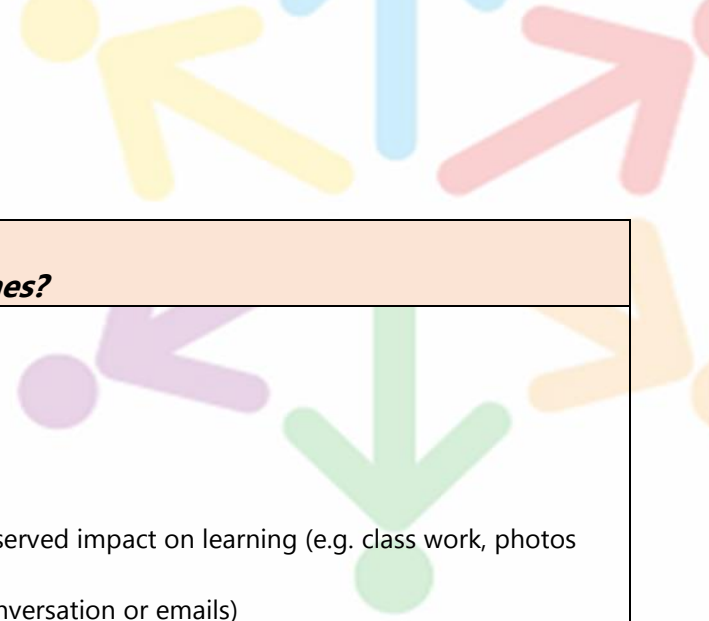
<p><b>Impact on Learning</b> <i>What are we seeing?</i></p>	<p><b>Response</b> <i>What should we do next?</i></p>	<p><b>Strategies</b> <i>What can we put in place?</i></p>
<ul style="list-style-type: none"> <li>Difficulty with body temperature regulation, e.g. coat on and hood up on a hot day or t shirt with no jumper or coat on a cold day</li> </ul> <p><b>Other</b></p> <ul style="list-style-type: none"> <li>Self-esteem</li> <li>Frustration/anxiety due to social and communication difficulties</li> <li>Low self-esteem, frustration, or communication difficulties causing social and/or behavioural difficulties</li> <li>Difficulties with feeding.</li> </ul> <p><b>Note: For Pupils who are English first language in Welsh-medium schools and pupils who are learning EAL.</b></p> <ul style="list-style-type: none"> <li>The vast majority of pupils learning English and/or Welsh as an additional language will not have a communication and interaction difficulty. As such, they will not be considered to have ALN.</li> <li>For families where English is not the first language they should be encouraged to use only their first language at home. EAL pupils who have significant gaps or difficulties in their home language and /or are not making the expected progress in English, please consult with the EAL service for further advice and support.</li> <li>The strategies and recommendations outlined in this document will be relevant to the needs of EAL learners with ALN.</li> </ul>	<ul style="list-style-type: none"> <li><b>Conwy:</b> Ring Speech and Language Therapy (SALT) Triage helpline to discuss concerns. Helpline is available on Monday at 9.30-10.30 03000855968 on Thursday at 12.30-1.30 03000855478. Or email <a href="mailto:BCU.SALThelplineCentral@wales.nhs.uk">BCU.SALThelplineCentral@wales.nhs.uk</a> .If emailing please include child's first name, age, relationship to the child and a contact telephone number. Consent must be obtained from the person with parental responsibility before contacting the helpline via phone or email.</li> <li><b>Flintshire:</b> S.A.L.T Helpline Information 01978 727071</li> <li>Speak directly to a Speech and Language Therapist for advice.</li> <li>Discuss any communication concerns.</li> <li>Have queries about speech and language therapy service answered.</li> <li>Available on: Tuesdays 9.00-10.00 &amp; Thursdays 3.30-4.30</li> <li>Gain further insight into the needs of pupils with communication and Interaction needs.</li> </ul> <p>Sources of Information are: Afacic Checklists. The SLCF Speech, Language Competency Framework. / training resources Communication Trust Half Day Free online CPD Course: <a href="https://ican.org.uk/i-cans-talking-point/cpd-short-course/">https://ican.org.uk/i-cans-talking-point/cpd-short-course/</a></p>	<ul style="list-style-type: none"> <li>Use individual visual timetables, now and next boards, calendars and task lists to structure activities.</li> <li>Use comic strip conversations™ and Social Stories™ to aid understanding of social situations</li> <li>Consider specific small group interventions, for example Black Sheep Narrative Time for Sound / Time for Rhyme Early TalkBoost / TalkBoost KS1 ELKLAN resources in Language Builders</li> <li>Consider access to a workstation and/or set up a low stimulation workstation, privacy board on group table or personal table with few distractions but informative visual information and support</li> <li>Audit the classroom environment to check it is Communication friendly. <a href="https://www.youtube.com/watch?v=r1ZbRpU9jak">https://www.youtube.com/watch?v=r1ZbRpU9jak</a></li> <li>Provide Visual Support for pupils: Watch short click for ideas on implementing visual supports. <a href="https://www.youtube.com/watch?v=Xh_ooF8PDhM">https://www.youtube.com/watch?v=Xh_ooF8PDhM</a></li> <li>Use scaffolding techniques to develop language. <a href="https://www.youtube.com/watch?v=55-SIwjXngI">https://www.youtube.com/watch?v=55-SIwjXngI</a></li> <li>Communication Trust</li> <li>Visual communication strategies Makaton</li> <li>Visual timetable</li> <li>Now and Next board</li> <li>Use real objects to support the spoken word</li> <li>Cue cards</li> <li>Visual cues e.g. Transition lollipop sticks</li> </ul>



<b>Impact on Learning</b> <i>What are we seeing?</i>	<b>Response</b> <i>What should we do next?</i>	<b>Strategies</b> <i>What can we put in place?</i>
	<p>Explore What works Database. (The Communication Trust)  <a href="https://ican.org.uk/i-cans-talking-point/professionals/tct-resources/what-works-database/">https://ican.org.uk/i-cans-talking-point/professionals/tct-resources/what-works-database/</a></p> <p>Explore and Implement the Communication Commitment – Communication Friendly Spaces – Elizabeth Garman.  <a href="https://elizabethjarman.com/">https://elizabethjarman.com/</a></p> <p><a href="https://elizabethjarman.com/wp-content/uploads/2018/04/the-cfs-approach-and-noise-in-learning-environments-.pdf">https://elizabethjarman.com/wp-content/uploads/2018/04/the-cfs-approach-and-noise-in-learning-environments-.pdf</a></p> <p>I CAN' general Website- <a href="https://ican.org.uk/">https://ican.org.uk/</a></p> <p>'I CAN Talk Together Booklet  <a href="https://ican.org.uk/shop/talk-together-booklet/">https://ican.org.uk/shop/talk-together-booklet/</a></p> <p><a href="https://www.slcframework.org.uk/">https://www.slcframework.org.uk/</a></p> <p><a href="https://ican.org.uk/i-cans-talking-point/professionals/tct-resources/more-resources/communication-commitment/">https://ican.org.uk/i-cans-talking-point/professionals/tct-resources/more-resources/communication-commitment/</a></p> <p>National Literacy Trust-  <a href="http://www.literacytrust.org.uk">www.literacytrust.org.uk</a> (Bilingual resources)</p> <p>Stammering Advice- <a href="https://stamma.org/news-features/new-videos-parents-pre-school-children">https://stamma.org/news-features/new-videos-parents-pre-school-children</a></p> <p>Selective Mutism Advice-  <a href="http://www.selectivemutism.org.uk">www.selectivemutism.org.uk</a></p>	<ul style="list-style-type: none"> <li>• Use actions to support vocabulary development, e.g. if a child is digging in the sand, practitioners would use appropriate action and model language “dig, dig, dig”.</li> <li>• Refer to the Communication Chain to identify where support is needed</li> <li>• Allow children time to process language.</li> <li>• Slow down rate of adult speech.</li> <li>• Modelling of written language.</li> <li>• Sequencing boards.</li> <li>• Writing frames.</li> <li>• Encourage discussion and prediction about stories</li> <li>• React to what the child or young person says, not how clearly they speak</li> <li>• Don't pretend to understand.</li> <li>• Children whose speech sounds are poor are likely to have difficulty with phonic skills. Focus on listening for sounds and improving their phonological awareness. This will provide a good foundation to acquire literacy.</li> <li>• View the short clip for ideas on supporting and exploring speech sounds.  <a href="https://www.youtube.com/watch?v=yNQ4sWaUsI">https://www.youtube.com/watch?v=yNQ4sWaUsI</a></li> </ul>



<b>Impact on Learning</b> <i>What are we seeing?</i>	<b>Response</b> <i>What should we do next?</i>	<b>Strategies</b> <i>What can we put in place?</i>
	<p>Social Communication Advice-  <a href="http://www.autism.org.uk">www.autism.org.uk</a></p> <ul style="list-style-type: none"> <li>• Specific Training Courses                      Consider applying for FCC Language Development Project (LDP) Training.</li> <li>• Consider training staff in accredited language programmes e.g. Elklan, Talkboost.</li> </ul> <p>Communication Trust CPD online Short Course-  <a href="http://www.thecommunicationtrust.org.uk/projects/professional-development/online-short-course/">http://www.thecommunicationtrust.org.uk/projects/professional-development/online-short-course/</a></p> <ul style="list-style-type: none"> <li>• BCUHB website which includes online training PowerPoints:  <a href="https://bcuhb.nhs.wales/services/hospital-services/speech-and-language-therapy/childrens-service/">https://bcuhb.nhs.wales/services/hospital-services/speech-and-language-therapy/childrens-service/</a></li> </ul>	



### Evidence of Graduated Response

#### *How do we track and record progress and outcomes?*



- Complete all universal forms on Eclipse
- Record of views of those with parental responsibility
- Record of child or young person's views
- Record of child or young person's views – Person-centred Tools.
- Collated assessment data
- Universal Map includes strategies implemented.
- Records of any completed observations or evidence which supports observed impact on learning (e.g. class work, photos etc.)
- Record of any external support or contact (e.g. records of telephone conversation or emails)
- Physiotherapy and Occupational Therapy programmes and targets
- Speech and Language Therapy advice and targets
- One Page Profile

**If “Impact on Learning” indicators remain and/or progress has not been made**

**→ Continue to ADDITIONAL LEARNING PROVISION**

**School**


**Additional Learning Provision**

**Communication and Interaction**

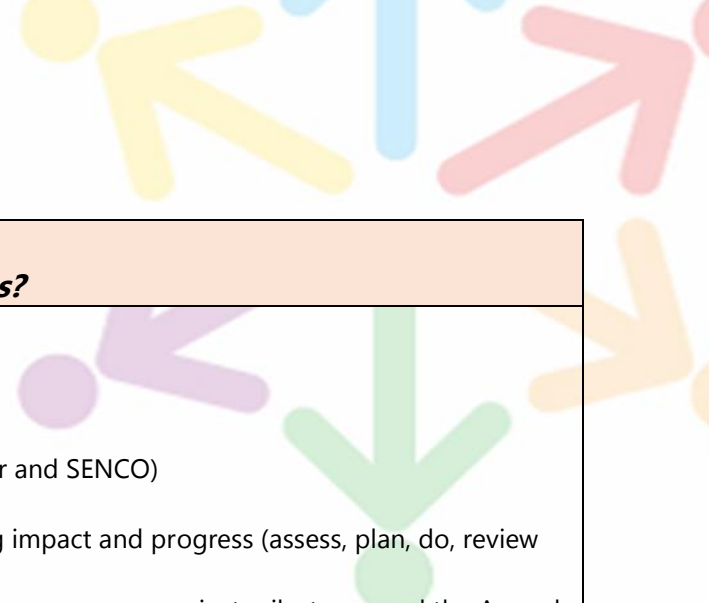


<b>Impact on Learning</b> <i>What are we seeing?</i>	<b>Response</b> <i>What should we do next?</i>	<b>Strategies</b> <i>What can we put in place?</i>
<p>Observed <b>persistent</b> and <b>moderate</b> difficulties with the following:</p> <ul style="list-style-type: none"> <li>• Difficulties relating to others/ making and maintaining relationships.</li> <li>• Inability to interpret social cues correctly</li> <li>• Lack of social empathy / inability to see other people’s point of view.</li> <li>• Lack awareness of personal space</li> <li>• Some difficulty maintaining appropriate eye contact.</li> <li>• Lack of appropriate social conversational skills</li> <li>• Literal use and interpretation of language</li> <li>• Resistance to change and difficulties with transitions</li> <li>• Avoidance or removal of self from certain environments.</li> <li>• Rigid patterns of thought and unusually focused special interests.</li> <li>• Solitary or repetitive play</li> <li>• Difficulties taking part in conversation</li> <li>• Inability to use or read facial expression appropriately.</li> </ul> <p>Cognition Skills linked to Language</p> <ul style="list-style-type: none"> <li>• Poor attention, listening, and concentration skills</li> <li>• Poor organisation and sequencing</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher, ALNCo, parents and child/young person continue to liaise on a regular basis.</li> </ul> <p>If necessary:</p> <ul style="list-style-type: none"> <li>• Obtain and record updated parents’ views</li> <li>• Obtain and record updated child or young person’s views</li> </ul> <ul style="list-style-type: none"> <li>• Complete / Update OPP One Page Profile and Person-centred Practice Tools.</li> <li>• Update Provision Map to record additional learning provision.</li> <li>• Place child or young person on Eclipse system and begin statutory timelines In line with ALNET and ensure PLASC is updated.</li> <li>• Consider external advice from educational agencies such as, School clusters. I.O.T (Inclusion Outreach Team). C.L.A.S.S Communication, Language, and Speech Service or Educational Psychologist (EP) Consultation.</li> <li>• Consider external advice from health professionals such as School Nurse, Child and Adolescent Mental Health Service (CAMHS) or Neuro Developmental Team. (NDT)</li> </ul>	<p>Continue with any relevant strategies from Universal Targeted, plus:</p> <ul style="list-style-type: none"> <li>• Use a variety of strategies for effective communication – e.g. Picture Exchange Communication System (PECS), Widget, visual supports and cues.</li> <li>• Explore ideas used in the Best Practice for Autism website: <a href="http://best-practice.middletonautism.com/links-and-resources/videos/">http://best-practice.middletonautism.com/links-and-resources/videos/</a></li> <li>• Explore ideas for the Gina Davies Centre for Autism. <a href="https://www.youtube.com/channel/UCPPw7Ij3k2Zhe19Fb3CO-ag/featured">https://www.youtube.com/channel/UCPPw7Ij3k2Zhe19Fb3CO-ag/featured</a></li> <li>• Create an individualised timetable which is predictable and consistent, and includes unstructured times e.g. lunch</li> <li>• Use individual visual timetables, now and next boards, calendars and task lists, working for boards to structure activities.</li> <li>• Use personalised social stories and comic strip conversations to aid understanding of social situations.</li> <li>• Withdrawal facilities provided for times of stress or anxiety, e.g. use of strategies to support behaviour regulation. 5 point scales (Kari Dunn) and zones of regulation. Etc.</li> </ul>

<b>Impact on Learning</b> <b><i>What are we seeing?</i></b>	<b>Response</b> <small>©Cheshire East Borough Council 2017 - all rights reserved</small> <b><i>What should we do next?</i></b>	<b>Strategies</b> <b><i>What can we put in place?</i></b>
<p>Receptive/ Expressive Language</p> <ul style="list-style-type: none"> <li>Limited vocabulary knowledge. Difficulty learning and using new words.</li> <li>Difficulty understanding words that are said to them or verbal instructions</li> <li>Difficulty in understanding abstract concepts and applying prior learning</li> <li>Difficulty with receptive and expressive language</li> <li>Limited spoken language for their age</li> <li>In accurate use of grammar.</li> <li>Word finding difficulties.</li> </ul> <p>Speech</p> <ul style="list-style-type: none"> <li>Monotone speech</li> <li>Difficulties with modulating volume. Too loud or too quiet.</li> <li>Unclear speech</li> <li>Stammer and/or difficulties getting words out</li> <li>Nasal quality to speech in the absence of a cold</li> <li>Unusual accent not linked to environment</li> </ul> <p>Experiences sensory processing difficulties, which may be observed by the following (this is not an exhaustive list):</p> <ul style="list-style-type: none"> <li>Actions such as rocking, stroking, flapping and/or hands over ears</li> <li>A self-limiting diet</li> <li>Difficulty with body temperature regulation, e.g. coat on and hood up on a hot day or t shirt with no jumper or coat on a cold day</li> </ul>	<ul style="list-style-type: none"> <li>If appropriate, complete initial sensory processing audit.</li> <li>Carry out and review further assessments as required and/or as advised by outside agencies</li> <li>Ensure all staff involved in the teaching of the individual child are aware of their speech, language, social and communication difficulties.</li> <li>Ensure class teacher and teaching assistants receive relevant Continuing Professional Development (CPD), including any specific training as advised by Speech and Language Therapy service.</li> <li>Consider BCUHB SALT referral. If required, refer to Speech and Language Therapy and implement advice, strategies and communication plan from SALT (as appropriate for individual child or young person)</li> </ul> <p>Further Referral Information can be accessed using the link below:</p> <p><a href="https://bcuhb.nhs.wales/services/health-services1/services1/services/speech-and-language-therapy/childrens-service/">https://bcuhb.nhs.wales/services/health-services1/services1/services/speech-and-language-therapy/childrens-service/</a></p> <p>To request a referral form, please contact the department on 03000 855 975 or via email on <a href="mailto:BCU.SaltReferralsEast@wales.nhs.uk">BCU.SaltReferralsEast@wales.nhs.uk</a></p>	<ul style="list-style-type: none"> <li>Specific interventions in addition to those offered at Universal targeted provision.</li> <li>Implement strategies from outside agencies</li> <li>Provide access to a quiet, distraction free work station if needed</li> <li>Ensure that preferred methods of communication (as well as level of eye-contact) are known by all staff within school.</li> <li>Build access to activities which meet the child's sensory needs into the day, for example: timetabled movement breaks, quiet area to access in classroom, egg chair or pop up tent</li> <li>Consider access to a workstation and/or set up a low stimulation workstation, privacy board on group table or personal table with few distractions but informative visual information and support</li> </ul>

<b>Impact on Learning</b> <i>What are we seeing?</i>	<b>Response</b> <i>What should we do next?</i>	<b>Strategies</b> <i>What can we put in place?</i>
<p>Additional Indicators</p> <ul style="list-style-type: none"> <li>• Poor self-esteem</li> <li>• Frustration/anxiety due to social and communication difficulties</li> <li>• Echolalia (repetition of noises or words spoken by another person)</li> <li>• Difficulties with feeding.</li> </ul>	<p>The referral for can be sent to you via post or email.</p> <p>Please complete the referral form and send it to: Paediatric Speech and Language Therapy Team, Wrexham Child Health Centre, Croesnewydd Road, Wrexham, LL13 7ZA.</p> <p>If emailing please include child's first name, age, relationship to the child and a contact telephone number. Consent must be obtained from the person with parental responsibility before contacting the helpline via phone or email.</p> <p><b>S.A.L.T Helpline Information 01978 727071</b></p> <ul style="list-style-type: none"> <li>• Speak directly to a Speech and Language Therapist.</li> <li>• Discuss any communication concerns.</li> <li>• Have queries about speech and language therapy service answered.</li> </ul> <p><b>Available on:</b></p> <ul style="list-style-type: none"> <li>• Tuesdays 9.00-10.00</li> <li>• Thursdays 3.30-4.30</li> </ul>	





### Evidence of Graduated Response

#### *How do we track and record progress and outcomes?*



- Complete all universal forms on Eclipse
- School Based IDP which should include:
  - Record of parental views
  - Record of child or young person's views
  - Collated assessment data from a range of sources (e.g. class teacher and SENCO)
  - Record of desired outcomes for child or young person
  - Record of implemented resources and strategies including resulting impact and progress (assess, plan, do, review cycles)
- Record of meetings with parents – for example regular meetings to discuss progress against milestones and the Annual person-centred review.
- Record of any external support, contact or advice, e.g. EP consultation record or advice, SALT communication plan etc.
- Records of any completed observations or evidence which supports observed impact on learning (e.g. class work, photos etc.)

**If “Impact on Learning” indicators remain and progress has not been made**

**→ Continue to ADDITIONAL LEARNING PROVISION (SPECIALIST)**

**School**

**Additional Learning Provision (Specialist)**

**Communication and Interaction**



<b>Impact on Learning</b> <i>What are we seeing?</i>	<b>Response</b> <i>What should we do next?</i>	<b>Strategies</b> <i>What can we put in place?</i>
<p>Observed <b>persistent</b> and <b>significant</b> difficulties with the following:</p> <ul style="list-style-type: none"> <li>• The gap in the child or young person’s communication skills continues to widen and is significantly lower than would be expected for children or young people of his/her age</li> <li>• The child or young person’s impaired social development, communication, language and speech difficulties, rigidity of behaviour and thought are enduring, consistently impeding his/her learning and leading to significant and complex difficulties in functioning</li> <li>• Revision of the differentiated classroom provision for the child or young person’s education has not resulted in the expected progress towards achieving learning, pastoral and social interaction targets</li> <li>• In respect of receptive and expressive communication and social interaction, evidence of the child or young person’s need for a systematic programme to develop his/her understanding of verbal and non-verbal communication</li> <li>• Evidence of significant difficulties persisting for the child or young person as a result of his/her inflexibility and/or intrusive obsessional thoughts</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher, ALNCo, parents and child/young person continue to liaise</li> </ul> <p>If necessary:</p> <ul style="list-style-type: none"> <li>• Obtain and record updated parents’ views</li> <li>• Obtain and record updated child or young person’s views</li> <li>• Refer to described outcomes and provision and implement</li> <li>• Continue to plan, do, review against the specified outcomes and provision.</li> <li>• Complete Annual Person-centred Planning review meeting.</li> <li>• Continue to act on external advice from educational and health agencies as necessary, including Speech and Language Therapy (SALT) communication plan where applicable.</li> <li>• Carry out and review further assessments as advised by outside agencies</li> </ul>	<ul style="list-style-type: none"> <li>• Continue with any relevant strategies from Universal / targeted / school based support.</li> <li>• Continue to identify gaps in learning</li> <li>• See IDP and /or SALT communication plan for specific outcomes</li> <li>• Create a personalised curriculum (class teacher with ALNCo support)</li> <li>• Liaise with support to ensure learning outcomes are facilitated and resources are readily available</li> <li>• From completion of Autism Education Trust’s environmental audit make environmental changes as appropriate to meet child/young person’s need</li> </ul> <p>Implement and use:</p> <ul style="list-style-type: none"> <li>• Alternative augmentative communication assessment and appropriate aids</li> <li>• High tech low tech systems</li> </ul>

<b>Impact on Learning</b> <i>What are we seeing?</i>	<b>Response</b> <small>©Cheshire East Borough Council 2017 - all rights reserved</small> <i>What should we do next?</i>	<b>Strategies</b> <i>What can we put in place?</i>
<ul style="list-style-type: none"> <li>Evidence of a high priority having to be given to the management of the child or young person's language and communication difficulties in the planning of most classroom activities and the organisation of his/her learning environment</li> <li>Access to the curriculum is only meaningful through use of a communication aid(s) .</li> <li>Needing a fully inclusive approach across the whole educational setting, including a total communication environment with a variety of different high tech communication mediums. (e.g. timelines, schedules, eye gaze system)</li> <li>Interaction with others is minimal and inconsistent and impacts on curriculum access. Interactions occur only when facilitated and/or prompted by an adult.</li> <li>Child or young person needs a high level of modification to the learning environment and organisation to their curriculum to avoid daily, high-level problematic behaviour and to keep them engaged in the learning environment.</li> <li>High level of social anxiety or profound lack of social engagement leads to inability to communicate with others without support</li> </ul>	<ul style="list-style-type: none"> <li>Complete a sensory processing audit</li> <li>Ensure Class teacher and Teaching assistants receive relevant Continuing Professional Development (CPD), including any specific training recommended by SALT</li> </ul>	<ul style="list-style-type: none"> <li>Use a variety of specialist strategies for effective communication – e.g. Picture Exchange Communication System (PECS), Widget, visual supports, Makaton, objects of reference, symbols, signs, proloquo2go, switches, voice output communication aids, eye gaze systems</li> <li><a href="https://www.makaton.org/">https://www.makaton.org/</a></li> <li>Carry out sensory assessments/audits and Implement appropriate modifications. Provide a bespoke sensory diet.</li> <li>Provide specialist communication sessions</li> </ul> <p>Put behaviour modification programmes in place, if appropriate</p>

## Evidence of Graduated Response

### *How do we track and record progress and outcomes?*



- Complete all universal forms on Eclipse
- IDP reviewed annually, and updated if appropriate
- Previous School based IDP now becomes “LA IDP”, which is a working document and acts an ongoing record updated on a termly basis for the following:
  - Record of parental views
  - Record of child or young person’s views
  - Ongoing, collated assessment data from a range of sources (e.g. class teacher and ALNCo)
  - Smaller, SMART targets for child or young person based on outcomes described in the LA IDP.
  - Record of implemented and reviewed resources and strategies - including resulting impact and progress (plan, do, review cycles)
- Includes specific amounts (times and costs) – e.g. provision map
- Record of meetings with parents – for example regular meetings to discuss progress against milestones and the Annual person-centred review.
- Record of any external support, contact or advice, which has been implemented and reviewed
- Records of any completed observations or evidence which supports observed impact on learning (e.g. class work, photos etc.)
- Additional documents (if relevant/appropriate for individual)
- SALT communication plan




**School**

**Universal (including targeted interventions)**

**Sensory Needs  
(Visual Impairment)**

<p><b>Impact on Learning</b> <i>What are we seeing?</i></p>	<p><b>Response</b> <i>What should we do next?</i></p>	<p><b>Strategies</b> <i>What can we put in place?</i></p>
<p><b>The child/young person has:</b></p> <ul style="list-style-type: none"> <li>• Been diagnosed with a permanent visual impairment and/or visual deficit, which is not fully corrected by glasses/lenses.</li> </ul> <p>or</p> <p><b>The child/young person has difficulties or concerns raised in the following areas:</b></p> <ul style="list-style-type: none"> <li>• Deteriorating or poor handwriting skills – letters may be unusually small or large, may be poorly formed, poorly spaced and may not sit on the line.</li> <li>• Poor drawing skills with pictures that lack detail for the child/young person’s age</li> <li>• Difficulty copying accurately either from board or close to.</li> <li>• Remembers and understands things which have been verbally explained rather than what has been read or seen.</li> <li>• When reading may skip letters, lines or words.</li> <li>• May adapt an unusual head position/cover/close an eye when reading or performing close tasks</li> <li>• May hold equipment unusually close or at a strange angle.</li> <li>• Shows signs of poor hand eye co-ordination.</li> <li>• Appears clumsy and may often trip or fall.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss concerns/observations with those with parental responsibility and record the outcome of the conversation parent(s)</li> <li>• Obtain and record parental information and views</li> <li>• Obtain and record child or young person’s views</li> <li>• Discuss concerns/observations with the child or young person and record the outcome of the conversation</li> <li>• If appropriate, discuss concerns/observations with ALNCo / Headteacher and/or school nurse</li> <li>• Establish whether the child/young person is known to have a permanent visual impairment.</li> <li>• Establish when the child/young person last had an eye test and whether glasses should be worn or not if appropriate.</li> <li>• Establish if the child/young person is having similar issues at home</li> </ul> <p><b>If available and/or appropriate:</b></p> <ul style="list-style-type: none"> <li>• Look at the child or young person’s historical educational and medical information</li> <li>• Discuss concerns/observations with the child or young person’s previous teachers / setting</li> <li>• Look at the range of assessments qualitative, quantitative and summative for the child or young person.</li> </ul>	<ul style="list-style-type: none"> <li>• Implement strategies and follow guidance given in Sensory Service Assessment report. e.g. positioning in class, lighting, contrast, heavy lines</li> <li>• Most children’s/young person’s class or subject teacher will be able to use resources available in the classroom.</li> <li>• Follow advice given relating to font style and size.</li> <li>• If enlarging is required consider whether a photocopy provides both a satisfactory contrast and the required font size.</li> <li>• Photocopying onto A3 is to be avoided</li> <li>• Avoid standing in front of windows – your face becomes difficult to see.</li> <li>• Ensure the child/young person has their own copy of texts or monitor and does not need to share as this involves viewing at an angle which cannot be decided by the child/young person.</li> <li>• Consider safe access to physical and practical activities.</li> <li>• Plan and support opportunities for information sharing and liaison between school staff, Sensory Support Service, parents, and other agencies, as required</li> </ul>

<b>Impact on Learning</b> <i>What are we seeing?</i>	<b>Response</b> <small>©Cheshire East Borough Council 2017 - all rights reserved</small> <i>What should we do next?</i>	<b>Strategies</b> <i>What can we put in place?</i>
<ul style="list-style-type: none"> <li>• Has difficulty negotiating steps (either up or down) or transitioning across different floor surfaces e.g. lino to carpet.</li> <li>• Has more difficulty than peers when outside in bright sunlight and/or when transitioning into shade or back into the school building.</li> </ul>	<ul style="list-style-type: none"> <li>• Carry out further assessments as necessary</li> <li>• Observe and compare the potential barriers to learning and participation that are being experienced across a range of contexts</li> <li>• Act on external advice from educational and health agencies</li> <li>• Carry out further assessments as necessary</li> <li>• Ask those with parental responsibility and/or the child/young person to complete the Sensory Support Service consent form.</li> <li>• School to complete Sensory Support Service referral form and send to the Sensory Support Service along with the signed Sensory Support Service consent form.</li> <li>• Following assessment by a Qualified Teacher of the Visually Impaired (QTVI), implement strategies identified and recommendations made in assessment report.</li> <li>• If the child/young person is assessed by the QTVI as "Advice on Request", school to make Sensory Support Service aware if there are significant changes or concerns regarding the child/young person's visual condition/needs</li> <li>• Consider Continuing Professional Development (CPD) requirements and support for staff. Access any appropriate training.</li> </ul>	



## Evidence of Graduated Response

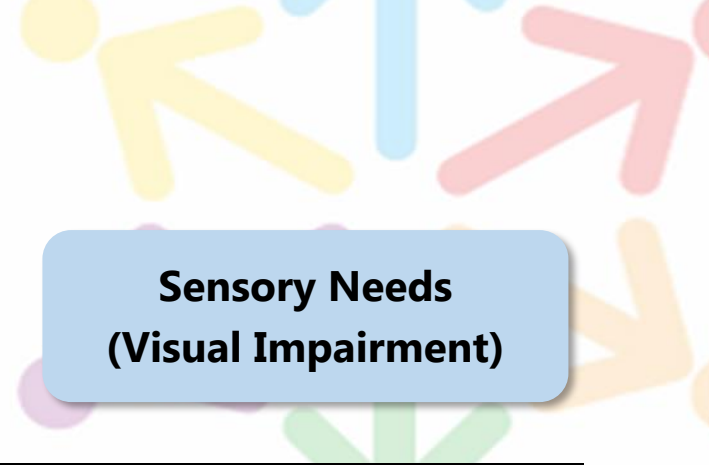
### *How do we track and record progress and outcomes?*



- Complete all universal forms on Eclipse
  - Record of parental views
  - Record of child or young person's views
  - Collated assessment data
  - Records of any completed observations or evidence which supports observed impact on learning (e.g. class work, photos etc.)
  - Record of any external support or contact (e.g. records of telephone conversation or emails)
  - One Page Profile
- Additional documents (if relevant/appropriate for individual):
- Sensory Support Service referral form
  - Sensory Support Service consent form.
  - Record of QTVI Visual Assessment Report

**If "Impact on Learning" indicators remain and/or progress has not been made**

**→ Continue to ADDITIONAL LEARNING PROVISION**



**Sensory Needs  
(Visual Impairment)**



**School**

**Additional Learning Provision**

<b>Impact on Learning</b> <i>What are we seeing?</i>	<b>Response</b> <i>What should we do next?</i>	<b>Strategies</b> <i>What can we put in place?</i>
<p><b>Additional to impact at Universal (including targeted provision) level: The child/young person has:</b></p> <ul style="list-style-type: none"> <li>• Been diagnosed with a Moderate to Severe permanent visual impairment and/or visual deficit, which is not fully corrected by glasses/lenses.</li> <li>• Difficulty accessing standard, age appropriate print</li> <li>• Difficulty accessing whole class presentations</li> <li>• Difficulty accessing standard practical activities</li> </ul> <p><b>The child or young person has one or more of the following:</b></p> <ul style="list-style-type: none"> <li>• A need to type some work in order to access their own work</li> <li>• A need for accessibility settings and/or specialist software or equipment to access curriculum</li> <li>• A need for supervision or support in unfamiliar or hazardous situations</li> <li>• A need for some individualised programmes of learning</li> <li>• A need for some pre or post tutoring to ensure full access to learning</li> <li>• Slower work rate/ability to process visual information</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher, Qualified Teacher of the Visually Impaired (QTVI), ALNCo parents and child/young person continue to liaise on a regular basis</li> <li>• Prepare and maintain an IDP for the child or young person.</li> <li>• Indicate on ALN list that child or young person has an IDP in place.</li> <li>• Continue to plan, do, review against the specified outcomes and provision</li> <li>• Look at the child or young person’s historical educational and medical information</li> <li>• Discuss concerns/observations with the child or young person’s previous teachers / setting</li> <li>• Look at the range of assessments qualitative, quantitative and summative for the child or young person.</li> <li>• Ensure Class teacher and Teaching assistants receive relevant Continuing Professional Development (CPD). Liaise with QTVI regarding possible training opportunities.</li> </ul> <p><b>If concerns remain and progress has not been made:</b></p> <ul style="list-style-type: none"> <li>• Seek external advice from educational and health agencies and act upon as necessary.</li> </ul>	<p><b>Continue with any relevant strategies from Universal (including targeted provision) level and follow guidance given in Sensory Service report, plus:</b></p> <ul style="list-style-type: none"> <li>• Provide time for joint planning between school staff and QTVI</li> <li>• Provide significant modification of materials and presentation to facilitate access to the curriculum</li> <li>• Provide changes in the learning environment, as advised by the Sensory Support Service.</li> <li>• Provide appropriate learning space – taking into account use of equipment</li> <li>• Actively support the child/young person in using specialist skills in all aspects of their school day</li> <li>• Consider access to alternative/adapted physical and practical activities.</li> <li>• Withdrawal sessions for individual or small group work may be necessary to:</li> <li>• Complete tasks made slower by the visual impairment</li> <li>• Prepare the child/young person for a class activity/learning experience</li> <li>• Reinforce mainstream work</li> </ul>

<ul style="list-style-type: none"> <li>Limited social and self-help skills</li> <li>Has a noticeable head tilt to adopt null point</li> </ul>	<ul style="list-style-type: none"> <li>Carry out and review further assessments as advised by outside agencies</li> </ul> <p><small>©Cheshire East Borough Council 2017 - all rights reserved</small></p>	<ul style="list-style-type: none"> <li>Provide additional hands on experience of materials or presentations</li> </ul>
<p align="center"><b>Impact on Learning</b> <i>What are we seeing?</i></p>	<p align="center"><b>Response</b> <i>What should we do next?</i></p>	<p align="center"><b>Strategies</b> <i>What can we put in place?</i></p>
<ul style="list-style-type: none"> <li>A need for an assessment by a Habilitation Officer and/or delivery of a program to cover independent travel and independent life skills as part of the curriculum</li> </ul> <p><b>And/or observed persistent and significant difficulties with the following:</b></p> <ul style="list-style-type: none"> <li>Forming or reading back own handwriting – may be unusually small/large or letters poorly formed or spaced for age.</li> <li>Moving safely and independently with appropriate speed in both familiar and unfamiliar environments.</li> <li>Incidental learning and concept development</li> </ul>	<ul style="list-style-type: none"> <li>If “Impact on Learning” indicators remain and/or progress has not been made, liaise with a LA officer.</li> </ul>	<ul style="list-style-type: none"> <li>Provide additional experiences of the environment to remedy a lack of incidental learning</li> <li>Learn particular skills to improve curriculum access e.g. touch typing, use of magnifiers, Connect 12 or other specialist equipment</li> <li>Deliver a differentiated curriculum</li> <li>Learn mobility skills</li> <li>The child/young person may benefit from using specialist equipment and require additional desk space in class.</li> <li>Printed material may need to be enlarged and modified, or accessed via magnification, as advised by the QTVI</li> <li>Follow advice submitted by the QTVI to facilitate access to the curriculum.</li> <li>Consider whether typing tuition needs to be provided</li> <li>Consider access arrangements for external tests and exams, following advice from the QTVI</li> <li>Ensure QTVI has access to suitable room for assessment, support and/or teaching sessions.</li> </ul> <p><b>Sensory Support Service involvement may be required as follows:</b></p> <p><b>Specialist Teacher for the Visually Impaired</b></p> <ul style="list-style-type: none"> <li>Defined and time limited programmes of specialist teaching, e.g.</li> <li>Using specialist equipment.</li> <li>Ongoing regularly specialist teaching of Alternative Formats, such as Braille, Moon.</li> <li>Ongoing specialist teaching for curriculum support</li> <li>Ongoing support around social and emotional aspects of learning</li> </ul>

<b>Impact on Learning</b> <i>What are we seeing?</i>	<b>Response</b> <i>What should we do next?</i>	<b>Strategies</b> <i>What can we put in place?</i>
		<ul style="list-style-type: none"> <li>• Ongoing training for school staff.</li> </ul> <p><b>Specialist Teaching Assistant (VI)</b></p> <ul style="list-style-type: none"> <li>• Support TA training by working alongside school TA to model good practice</li> <li>• Support training of TA with skills required to adapt curricular materials.</li> </ul> <p><b>Habilitation Specialist</b></p> <ul style="list-style-type: none"> <li>• Assess mobility skills</li> <li>• Assess independent life skills (ILS)</li> <li>• Create and implement a programme of work to develop mobility skills and techniques</li> <li>• Create and implement a programme of work to develop ILS. This may include shopping, food preparation or dressing.</li> </ul>

## Evidence of Graduated Response

### *How do we track and record progress and outcomes?*



- Complete all universal forms on Eclipse
- IDP (reviewed annually, and updated if appropriate).
- Record of parental views.
- Record of child or young person's views.
- Ongoing, collated assessment data from a range of sources (e.g. class teacher and ALNCO).
- Smaller, SMART targets for child or young person based on outcomes described in IDP
- Record of implemented and reviewed resources and strategies - including resulting impact and progress (plan, do, review cycles)
- Log of meetings with parents to support assess, plan, do and review cycle.
- Record of any external support, contact or advice, which has been implemented and reviewed.
- Records of any completed observations or evidence which supports observed impact on learning (e.g. class work, photos etc.)
- One Page Profile

Additional documents (if relevant/appropriate for individual):

- Sensory Support Service referral form
- Sensory Support Service consent form.
- Record of QTVI Visual Assessment Report
- Sensory Support Service record of visits

**If "Impact on Learning" indicators remain and progress has not been made**

**→ Continue to ADDITIONAL LEARNING PROVISION (SPECIALIST)**



**School**

**Additional Learning Provision (Specialist)**

**Sensory Needs  
(Visual Impairment)**

<b>Impact on Learning</b> <i>What are we seeing?</i>	<b>Response</b> <i>What should we do next?</i>	<b>Strategies</b> <i>What can we put in place?</i>
<p><b>Additional to impact at Universal (including targeted provision) and Additional Learning Provision levels.</b></p> <p><b>The child/young person may have one or more of the following:</b></p> <ul style="list-style-type: none"> <li>• Significant cognitive/health/physical difficulties, plus a visual impairment or visual loss</li> <li>• A very high and complex level of need, specifically related to the visual impairment</li> <li>• Particular and significant social/emotional or medical needs which require sustained specialist provision</li> <li>• Need for individualised programmes of learning due to a combination of additional learning needs and visual impairment</li> <li>• A requirement to be taught within a small group</li> <li>• A requirement for a high level of mobility and independent life skills teaching as an intrinsic part of the curriculum</li> <li>• A need for an appropriate peer group to support social and emotional wellbeing</li> <li>• Require access to modified print materials, or alternative formats, e.g. moon, braille</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher, QTVI, ALNCo parents and child/young person continue to liaise on a regular basis</li> <li>• Prepare and maintain an IDP for the child or young person.</li> <li>• Indicate on ALN list that child or young person has an IDP in place.</li> <li>• Continue to plan, do, review against the specified outcomes and provision</li> <li>• Look at the child or young person’s historical educational and medical information</li> <li>• Discuss concerns/observations with the child or young person’s previous teachers / setting</li> <li>• Look at the range of assessments qualitative, quantitative and summative for the child or young person.</li> <li>• Provide sufficient time for staff to acquire suitable skills, e.g. modification of materials, Braille</li> <li>• Ensure Class teacher and Teaching assistants receive relevant Continuing Professional Development (CPD). Liaise with QTVI regarding possible training opportunities.</li> </ul>	<p><b>Additional to strategies at Universal (including targeted provision) and Additional Learning Provision levels:</b></p> <ul style="list-style-type: none"> <li>• Suitable/alternative curriculum, exams, vocational assessments/ learning environment</li> <li>• Employ a differentiated/ modified curriculum</li> </ul>



## Evidence of Graduated Response

### *How do we track and record progress and outcomes?*



- Complete all universal forms on Eclipse
- IDP (reviewed annually, and updated if appropriate).
- Record of parental views.
- Record of child or young person's views.
- Ongoing, collated assessment data from a range of sources (e.g. class teacher and ALNCO).
- Smaller, SMART targets for child or young person based on outcomes described in IDP
- Record of implemented and reviewed resources and strategies - including resulting impact and progress (plan, do, review cycles)
- Log of meetings with parents to support assess, plan, do and review cycle.
- Record of any external support, contact or advice, which has been implemented and reviewed.
- Records of any completed observations or evidence which supports observed impact on learning (e.g. class work, photos etc.).
- One Page Profile

#### **Additional documents (if relevant/appropriate for individual):**

- Record of ongoing liaison between QTVI, specialist provision, parents and other agencies



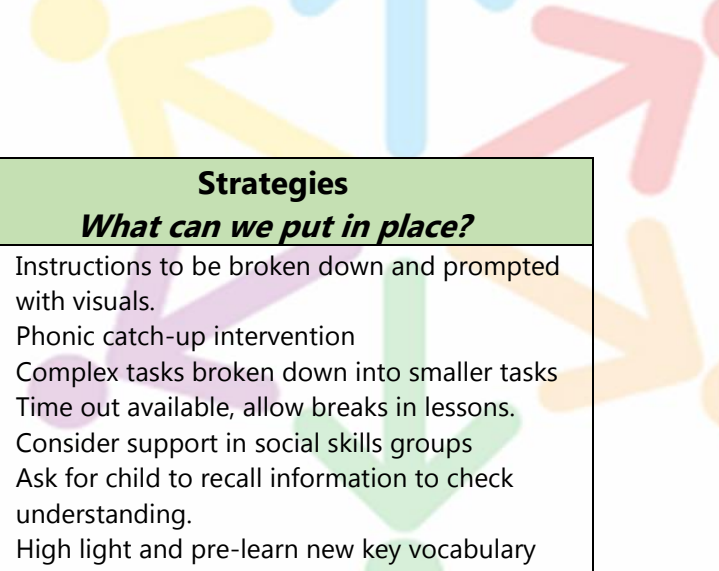
**School**

**Universal (including targeted interventions)**

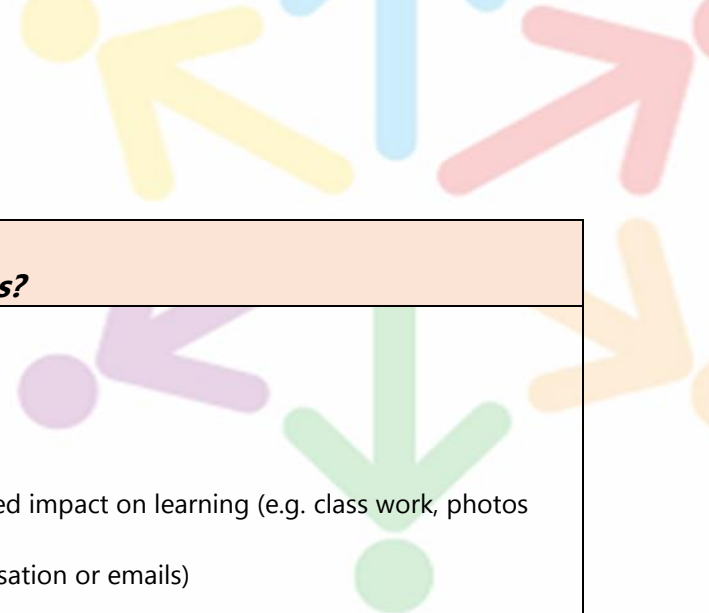
**Sensory Needs  
(Hearing Impairment)**

<b>Impact on Learning</b> <i>What are we seeing?</i>	<b>Response</b> <i>What should we do next?</i>	<b>Strategies</b> <i>What can we put in place?</i>
<p><b>Child or young person:</b></p> <ul style="list-style-type: none"> <li>• Has a diagnosed hearing loss (which is confirmed by up-to-date information from Audiology).</li> <li>• May have hearing aids / cochlear implants / BAHA.</li> <li>• Is suspected of having a hearing loss and is undergoing clinical assessment.</li> </ul> <p><b>Child or young person may exhibit some difficulties and inconsistencies observed with:</b></p> <ul style="list-style-type: none"> <li>• Receptive and expressive language</li> <li>• Attention and concentration</li> <li>• Understanding verbal (spoken) information</li> <li>• Following instructions</li> <li>• Missing key information</li> <li>• Misunderstanding key information</li> <li>• Processing auditory information, including verbal and non-verbal information</li> <li>• Listening in the presence of background noise and/or locating the speaker in large/noisy environments</li> <li>• Acquiring and retaining vocabulary (may be observed as vocabulary gaps or poor language skills where they may have missed early vocabulary)</li> <li>• Often asks for repetition</li> <li>• Volume of voice (i.e. abnormally loud or quiet voice)</li> </ul>	<p><b>Talk to parents and/or child/young person in order to:</b></p> <ul style="list-style-type: none"> <li>• Establish whether the child or young person is known to have a hearing loss/impairment</li> <li>• Speak to the child or young person, the parent, and the Qualified Teacher of the Deaf to gain information and views.</li> <li>• Discuss concerns/observations with those with parental responsibility and record the outcome of the conversation parent(s)</li> <li>• Obtain and record parental information and views</li> <li>• Obtain and record child or young person’s views</li> <li>• Discuss concerns/observations with the child or young person and record the outcome of the conversation</li> <li>• If appropriate, discuss concerns/observations with ALNCo / Headteacher and/or school nurse</li> </ul> <p><b>If available and/or appropriate:</b></p> <ul style="list-style-type: none"> <li>• Look at the child or young person’s historical educational and medical information</li> <li>• Discuss concerns/observations with the child or young person’s previous teachers / setting</li> <li>• Look at the range of assessments qualitative, quantitative and summative for the child or young person.</li> <li>• Carry out further assessments as necessary</li> </ul>	<ul style="list-style-type: none"> <li>• If there is a diagnosed hearing loss (which is confirmed by up-to-date information from Audiology), follow advice from the Qualified Teacher of the Deaf (QTOD) regarding appropriate classroom management strategies.</li> <li>• Implement advice from Speech and Language Therapy if appropriate.</li> <li>• Ensure advised access arrangements for exams are applied for and provided.</li> <li>• School to plan and support opportunities for information sharing and liaison between school staff, SIS, parents, and other agencies, as required.</li> <li>• Support management of hearing aids / cochlea implants / BAHA.</li> <li>• Consider seating arrangements to ensure that the child or young person can see the teacher clearly and also see other speakers.</li> <li>• Ensure your face is visible at all times so that the child or young person can access lip patterns.</li> <li>• Ensure you have the child or young person’s full attention before speaking.</li> <li>• When asking a direct question to the child or young person, use appropriate and simplified language and allow additional time to respond.</li> <li>• Repeat contributions from other children or adults, especially if they are sat behind the child or young person.</li> </ul>

<b>Impact on Learning</b> <i>What are we seeing?</i>	<b>Response</b> <i>What should we do next?</i>	<b>Strategies</b> <i>What can we put in place?</i>
<ul style="list-style-type: none"> <li>• Acquisition of phonic skills (which may impact early stages of reading)</li> <li>• Frequent colds/ear infections</li> <li>• Problems with self-esteem, emotional wellbeing and social interaction</li> <li>• Fatigue due to level of concentration required</li> </ul>	<ul style="list-style-type: none"> <li>• Consider Continuing Professional Development (CPD) requirements and support for staff. Access any appropriate training.</li> </ul> <p><b>Once confirmation of hearing loss is confirmed:</b></p> <ul style="list-style-type: none"> <li>• Complete an environmental audit of the classroom and school.</li> <li>• Signpost child or young person, parents and staff to relevant information</li> <li>• Referrals will usually come to the Sensory Support Service (SSS) via Audiology. In the event of no information being received by the school from the SSS, the ALNCO can contact the SSS to request information and advice.</li> <li>• SSS will provide information and visit the child or young person at school.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide key words and/or additional visual support as prompts or to reinforce learning.</li> </ul> <p><b>The environment itself-</b></p> <ul style="list-style-type: none"> <li>• Making sure it is acoustically friendly, by keeping it quiet and reduced back ground noise.</li> <li>• Soft furnishings and wall coverings to absorb sound. Plastic tips on stool legs.</li> <li>• Lighting should be natural where possible, and controlled with blinds/curtains.</li> <li>• Staff should not stand with their backs to a light source which casts a shadow over the face</li> </ul> <p><b>Delivery of the lesson;</b></p> <ul style="list-style-type: none"> <li>• Ensure you have the child's attention prior to starting and when key information is to be given</li> <li>• Speakers should keep their hands away from their mouth, and avoid covering their faces, and ensure the pupil has access to lip patterns and facial expressions.</li> <li>• Speakers should avoid turning their heads away from the listeners when speaking. The pace of the communication should be natural and not slowed or too loud which can distort lip patterns and natural rhythm of speech.</li> <li>• Checking a child's understanding, by asking them to repeat back information</li> <li>• Provide captions/subtitles when showing a video clip if the lighting is reduced and the audio is poor</li> <li>• Use visual aids where able</li> <li>• Give the child extra time to process language</li> <li>• Extra time for exams to be assessed</li> </ul>



<b>Impact on Learning</b> <i>What are we seeing?</i>	<b>Response</b> <i>What should we do next?</i>	<b>Strategies</b> <i>What can we put in place?</i>
		<ul style="list-style-type: none"> <li>• Instructions to be broken down and prompted with visuals.</li> <li>• Phonic catch-up intervention</li> <li>• Complex tasks broken down into smaller tasks</li> <li>• Time out available, allow breaks in lessons.</li> <li>• Consider support in social skills groups</li> <li>• Ask for child to recall information to check understanding.</li> <li>• High light and pre-learn new key vocabulary</li> <li>• Model good work examples</li> <li>• Consider pupils that may be bilingual (first language welsh) and that information is available in their language of choice.</li> <li>• Keep distractions to a minimum and be aware of the pupil disengaging or losing focus/attention. They made need a break.</li> <li>• Encourage and maintain eye contact</li> <li>• If permanent hearing loss is not diagnosed, but fluctuating loss is suspected /diagnosed</li> <li>• Follow the advice from the Qualified Teacher of the Deaf regarding classroom management strategies as detailed in the pupils report.</li> <li>• Ensure Qualified Teacher of the Deaf is updated if there are significant changes or concerns to the pupil</li> </ul>



### Evidence of Graduated Approach

#### *How do we track and record progress and outcomes?*



- Complete all universal forms on Eclipse
- Record of parental views
- Record of child or young person's views
- One Page Profile
- Collated assessment data
- Records of any completed observations or evidence which supports observed impact on learning (e.g. class work, photos etc.)
- Record of any external support or contact (e.g. records of telephone conversation or emails)

Additional documents (if relevant/appropriate for individual):

- Completed universal good quality teaching and learning Inclusion Audit - HI
- SSS Advice to school sheets / videos
- SSS records of visit

**If "Impact on Learning" indicators remain and/or progress has not been made**

**→ Continue to ADDITIONAL LEARNING PROVISION**

## Sensory Needs (Hearing Impairment)

School

Additional Learning Provision



<b>Impact on Learning</b> <i>What are we seeing?</i>	<b>Response</b> <i>What should we do next?</i>	<b>Strategies</b> <i>What can we put in place?</i>
<p><b>The child or young person:</b></p> <ul style="list-style-type: none"> <li>• has hearing aids or cochlear implants.</li> <li>• is unable to access the mainstream curriculum through personal amplification alone within the allowed timescale and at normal teaching pace.</li> <li>• The child or young person has a diagnosed permanent bilateral hearing loss</li> </ul> <p><b>In addition, the child or young person will have one or more of the following:</b></p> <ul style="list-style-type: none"> <li>• A late diagnosis</li> <li>• A progressive hearing loss</li> <li>• Auditory Neuropathy Spectrum Disorder</li> <li>• Delayed language development</li> <li>• Difficulties with completing tasks/work within allowed timescale and at normal teaching pace</li> <li>• Showing persistent difficulties when accessing sound and technology within the classroom.</li> <li>• Difficulties with social and emotional aspects of learning</li> <li>• Additional learning difficulties and disabilities</li> <li>• Difficulty establishing friendships with peers</li> <li>• May need to focus their visual attention for long periods of time (e.g. to watch a signer or lip read)</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher, ALNCo parents and child/young person continue to liaise on a regular basis</li> </ul> <p><b>If necessary:</b></p> <ul style="list-style-type: none"> <li>• Look at the child or young person’s historical educational and medical information</li> <li>• Discuss concerns/observations with the child or young person’s previous teachers / setting</li> <li>• Look at the range of assessments qualitative, quantitative and summative for the child or young person.</li> </ul> <p><b>If available and/or appropriate:</b></p> <ul style="list-style-type: none"> <li>• Prepare and maintain an IDP for the child or young person.</li> <li>• Indicate on ALN list that child or young person has an IDP in place.</li> <li>• Continue to plan, do, review against the specified outcomes and provision</li> <li>• School to liaise and plan with the child/young person, parent, Qualified Teacher of the Deaf (QTD) and other professionals.</li> <li>• Ensure Class teacher and Teaching assistants receive relevant Continuing Professional Development (CPD). Liaise with QTD regarding possible training opportunities.</li> </ul>	<p>Continue with any relevant strategies from Universal (including targeted interventions) level and follow guidance given in Sensory Service report, plus:</p> <ul style="list-style-type: none"> <li>• Daily checks of personal hearing aids and radio aid systems, as advised the Qualified Teacher of the Deaf (QTOD)</li> <li>• Follow recommendations from the QTOD for listening skills/language development activities</li> <li>• Some small group or individual interventions may be required for the following:                         <ul style="list-style-type: none"> <li>- Development of listening skills</li> <li>- Language development including vocabulary</li> <li>- Social Emotional skills</li> </ul> </li> <li>• SSS to provide specialist equipment check, advisory, or teaching visits, following Service criteria</li> <li>• Ensure QTOD has access to suitable room for assessment, support and/or teaching sessions.</li> <li>• Use and safe storage of equipment, as advised by the QTOD.</li> </ul> <p>Facilitate child or young person’s use of the following if required according to their needs (following advice from the SSS):</p> <ul style="list-style-type: none"> <li>• May need intensive hearing, speech and language rehabilitation following hearing aid fitting or cochlear implant surgery</li> </ul>



<b>Impact on Learning</b> <i>What are we seeing?</i>	<b>Response</b> <i>What should we do next?</i>	<b>Strategies</b> <i>What can we put in place?</i>
	<ul style="list-style-type: none"> <li>• Sensory Support Service (SSS) to carry out specialist assessments of listening and language, including assessments for specialist equipment, following service criteria.</li> <li>• SSS to provide, on loan to school, specialist auxiliary equipment, following Service criteria.</li> <li>• If “Impact on Learning” indicators remain and/or progress has not been made, liaise with a LA officer.</li> </ul>	<p>Continue with any relevant strategies from Universal (including targeted interventions) level and follow guidance given in Sensory Service report, plus:</p> <ul style="list-style-type: none"> <li>• Daily checks of personal hearing aids and radio aid systems, as advised the Qualified Teacher of the Deaf (QTOD)</li> <li>• Follow recommendations from the QTOD for listening skills/language development activities</li> <li>• Some small group or individual interventions may be required for the following:               <ul style="list-style-type: none"> <li>- Development of listening skills</li> <li>- Language development including vocabulary</li> <li>- Social Emotional skills</li> </ul> </li> <li>• SSS to provide specialist equipment check, advisory, or teaching visits, following Service criteria</li> <li>• Ensure QTOD has access to suitable room for assessment, support and/or teaching sessions.</li> <li>• Use and safe storage of equipment, as advised by the QTOD.</li> </ul> <p>Facilitate child or young person’s use of the following if required according to their needs (following advice from the SSS):</p> <ul style="list-style-type: none"> <li>• May need intensive hearing, speech and language rehabilitation following hearing aid fitting or cochlear implant surgery</li> <li>• Use of sign language as their primary mode of communication and to access to learning, or to supplement delayed or limited spoken language</li> <li>• Use of a communication support worker for British sign language, sign supported English or different communication approaches according to the situation.</li> </ul>

<b>Impact on Learning</b> <i>What are we seeing?</i>	<b>Response</b> <i>What should we do next?</i>	<b>Strategies</b> <i>What can we put in place?</i>
		<ul style="list-style-type: none"> <li>• Provide support to meet needs as detailed in QTOD recommendations</li> <li>• Provide teacher led small group work</li> <li>• Provide access to quiet working spaces for tutorial/small group work and specialist assessment</li> <li>• Use a differentiated/modified curriculum, as required</li> <li>• Consider acoustic treatment of rooms and Soundfield systems</li> </ul> <p>SSS involvement may be required as follows:</p> <ul style="list-style-type: none"> <li>• Via QTOD providing:</li> <li>• Ongoing, specialist teaching of language and literacy skills</li> <li>• Ongoing specialist teaching for curriculum support</li> <li>• Ongoing support around social and emotional aspects of learning</li> <li>• Ongoing training for school Teaching Assistants (TAs)</li> </ul>

## Evidence of Graduated Response

### *How do we track and record progress and outcomes?*



- IDP (reviewed annually, and updated if appropriate).
  - Record of parental views.
  - Record of child or young person's views.
  - One Page Profile
  - Ongoing, collated assessment data from a range of sources (e.g. class teacher and ALNCO).
  - Smaller, SMART targets for child or young person based on outcomes described in IDP
  - Record of implemented and reviewed resources and strategies - including resulting impact and progress (plan, do, review cycles)
  - Log of meetings with parents to support assess, plan, do and review cycle.
  - Record of any external support, contact or advice, which has been implemented and reviewed.
  - Records of any completed observations or evidence which supports observed impact on learning (e.g. class work, photos etc.).
- Additional documents (if relevant/appropriate for individual):
- SALT care plan (including any review/evaluation)

**If "Impact on Learning" indicators remain and/or progress has not been made**

**→ Continue to ADDITIONAL LEARNING PROVISION (SPECIALIST)**



**School**

**Additional Learning Provision (Specialist)**

**Sensory Needs  
(Hearing Impairment)**

<b>Impact on Learning</b> <i>What are we seeing?</i>	<b>Response</b> <i>What should we do next?</i>	<b>Strategies</b> <i>What can we put in place?</i>
<p><b>In addition to impact at Tailored Universal and ALP – School IDP the child or young person may have one or more of the following:</b></p> <ul style="list-style-type: none"> <li>• A requirement for high levels of targeted intervention to facilitate access to a differentiated curriculum</li> <li>• An inability to access the mainstream curriculum without additional specialist support</li> <li>• A requirement for a modified curriculum</li> <li>• A need for small group teaching and/or specialist TA.</li> <li>• professionals to facilitate access to a differentiated curriculum (e.g. through sign language or Makaton / BSL)</li> <li>• A requirement for on-site access to speech therapy and other agencies</li> <li>• A need for communication support at break-times and lunch times</li> <li>• A requirement for alternative forms of communication</li> <li>• Delayed language development</li> <li>• A need for a signing language or alternative modes of communication</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher, ALNCo, parents and child/young person continue to liaise on a regular basis</li> </ul> <p><b>If necessary:</b></p> <ul style="list-style-type: none"> <li>• Look at the child or young person’s historical educational and medical information</li> <li>• Discuss concerns/observations with the child or young person’s previous teachers / setting</li> <li>• Look at the range of assessments qualitative, quantitative and summative for the child or young person.</li> <li>• Indicate on ALN list that child or young person has an IDP in place.</li> <li>• Refer to described outcomes and provision in the child or young person’s IDP and implement</li> <li>• Continue to plan, do, review against the specified outcomes and provision within the child or young person’s IDP</li> <li>• Liaise with named local authority officer and Qualified Teacher of the Deaf (QTD) for child or young person if needs change etc.</li> <li>• Continue to act on advice from internal and external education and health professionals, as necessary</li> <li>• Carry out further assessments following advice and guidance from outside agencies</li> <li>• Ensure all staff receive Continuing Professional Development (CPD) and training as required.</li> </ul>	<p>Additional to strategies at Universal (including targeted interventions) level and Additional Learning Provision level:</p> <ul style="list-style-type: none"> <li>• Suitable/alternative curriculum, exams, vocational assessments/ learning environment</li> <li>• Employ a differentiated/ modified curriculum e.g. alternative modes of communication.</li> <li>• May require intensive hearing, speech and language rehabilitation following hearing aid fitting or cochlear implant surgery</li> <li>• Consider where a child or young person requires targeted support from a TA.</li> <li>• Frequent teaching from a Qualified Teacher of the Deaf, specialist teaching of language and literacy and support around social and emotional aspects of learning</li> <li>• Access to a deaf peer group</li> </ul>

## Evidence of Graduated Response

### *How do we track and record progress and outcomes?*



- Complete all universal forms on Eclipse
  - IDP (reviewed annually, and updated if appropriate).
  - Record of parental views.
  - Record of child or young person's views.
  - One Page Profile
  - Ongoing, collated assessment data from a range of sources (e.g. class teacher and ALNCO).
  - Smaller, SMART targets for child or young person based on outcomes described in IDP
  - Record of implemented and reviewed resources and strategies - including resulting impact and progress (plan, do, review cycles)
  - Log of meetings with parents to support assess, plan, do and review cycle.
  - Record of any external support, contact or advice, which has been implemented and reviewed.
  - Records of any completed observations or evidence which supports observed impact on learning (e.g. class work, photos etc.).
- Additional documents (if relevant/appropriate for individual):
- Record of ongoing liaison between QTVI (Qualified Teacher of the Visually Impaired), specialist provision, parents and other agencies (including SALT, if required)
  - SALT care plan (including any review/evaluation)



## School

### Universal (including targeted interventions)

## Physical Needs

<b>Impact on Learning</b> <i>What are we seeing?</i>	<b>Response</b> <i>What should we do next?</i>	<b>Strategies</b> <i>What can we put in place?</i>
<p><b>Difficulties and inconsistencies observed with:</b></p> <ul style="list-style-type: none"> <li>Physical needs, uses specialist aids relating to their disability, e.g. pencil grip or writing slope</li> <li>Motor control – fine and gross delay</li> <li>Spatial orientation</li> <li>Hand eye coordination</li> <li>Throwing, catching and balance safety in Physical Education (PE)</li> <li>Some medical conditions, for example, diet and toileting, dressing and/or mealtimes</li> <li>Accessing and making progress with the curriculum due to their identified condition</li> <li>Self-esteem and social relationships</li> <li>Fatigue and the need to work at a slower pace</li> <li>Concentration, affected by medication</li> <li>Engagement during tasks for intermittent periods throughout the day</li> </ul>	<ul style="list-style-type: none"> <li>Discuss concerns/observations with those with parental responsibility and record the outcome of the conversation</li> <li>Discuss concerns/observations with the child or young person and record the outcome of the conversation</li> <li>If appropriate, discuss concerns/observations with ALNCo / Headteacher and/or school nurse</li> <li>Look at the child or young person’s historical educational and medical information</li> <li>Discuss concerns/observations with the child or young person’s previous teachers / setting</li> <li>Look at the range of assessments qualitative, quantitative and summative for the child or young person.</li> <li>Observe the potential barriers to learning that are being experienced across a range of contexts</li> <li>Act on external advice from educational and health agencies, including adherence to health care plans as necessary</li> <li>Carry out further assessments as necessary</li> <li>Perform an audit/risk assessment of the child or young person’s learning environment, and apply extra consideration to any visits or trips</li> <li>Plan for the emergency evacuation of the school environment</li> </ul>	<ul style="list-style-type: none"> <li>Implement individualised health care plan</li> <li>Carry out lessons on ground floor if no suitable access to classrooms on upper floors</li> <li>Consider organisation of classroom and seating plans to ensure free movement and sufficient working space</li> <li>Consider positioning of child or young person in the classroom to minimise distractions</li> <li>Provide extra time to deliver targeted and additional motor skills development and programmes</li> <li>Implement an accessibility plan to move around the school</li> <li>Use a well-structured curriculum plan in PE</li> <li>Where possible, provide alternatives to taking part in competitive team games where child or young person may feel self-conscious</li> <li>Have appropriate size and height chairs/tables to encourage a correct posture and to support fine motor function and writing</li> <li>Provide hand rails on stairs</li> <li>Consider rails within toilets or access to disabled toilet</li> <li>Ensure child or young person is able to reach and use facilities e.g. hand basins/taps/coat pegs /lockers</li> <li>Give consideration to transporting of food at lunchtime e.g. assistance with trays and seating</li> </ul>



<b>Impact on Learning</b> <i>What are we seeing?</i>	<b>Response</b> <i>What should we do next?</i>	<b>Strategies</b> <i>What can we put in place?</i>
	<ul style="list-style-type: none"> <li>• Ensure Class teacher and Teaching assistants receive relevant Continuing Professional Development (CPD), e.g. manual handling etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a space, such as a locker for child or young person to store books etc. rather than needing to carry them around</li> <li>• Provide option for child or young person and their friend/peer to sit on a chair rather than on the floor at carpet time/assemblies.</li> <li>• Provide flexible, adult assistance as necessary to access the curriculum, manage their condition, or move with safety around the environment</li> <li>• Flexible support in school to include dressing and undressing, and toileting</li> <li>• Allow child or young person to leave early when travelling between classes to avoid large groups in corridors and enable extra travel time e.g. to go to lift</li> <li>• Provide additional classroom resources such as sloping board, adapted cutlery/chairs/scissors and pencil grips etc.</li> <li>• Use technology to support learning</li> <li>• Provide alternative lined paper with spaces sufficiently wide enough to accommodate child or young person's handwriting</li> <li>• Attach paper to desk with masking tape to avoid having to hold with one hand and write with the other hand</li> <li>• Eliminate inessential copying from the board</li> <li>• Ensure access to additional and specialised IT equipment, as required</li> <li>• Use strategies to reduce or provide alternative methods of recording written work</li> <li>• Use differentiation and personalised learning targets</li> <li>• Keep withdrawals from class to a minimum</li> <li>• Provide specific skill development and activities in support of targets</li> </ul>

<b>Impact on Learning</b> <i>What are we seeing?</i>	<b>Response</b> <i>What should we do next?</i>	<b>Strategies</b> <i>What can we put in place?</i>
		<ul style="list-style-type: none"> <li>• Provide adaptations to the pace of lessons to take account of fatigue and allow additional time to complete tasks</li> <li>• Consider timetabling and location of rooms where possible to facilitate movement</li> <li>• Encourage peer support</li> <li>• Teach sequencing skills, for example putting on clothes in the right order etc.</li> <li>• Consider access arrangements for external tests and exams, and apply for/implement as necessary</li> <li>• Teach child or young person how to use planner, diary, lists to organise themselves as appropriate</li> </ul> <p><b>Reasonable adjustments:</b></p> <ul style="list-style-type: none"> <li>• Monitor the impact on other areas of learning e.g. social and emotional well being</li> <li>• Adaptations to the school environment Consider space needed to accommodate specialist equipment e.g. walker</li> <li>• Consider adaptations required in practical lessons e.g. ovens in cookery to be wheelchair accessible</li> </ul>

## Evidence of Graduated Response

### *How do we track and record progress and outcomes?*



- Complete all universal forms on Eclipse
- Record of views of those with parental responsibility
- Record of child or young person's views
- Collated assessment data
- Records of any completed observations or evidence which supports observed impact on learning (e.g. class work, photos etc.)
- Record of any external support or contact (e.g. records of telephone conversation or emails)
- Physiotherapy and Occupational Therapy programmes and targets
- One Page Profile

**If "Impact on Learning" indicators remain and/or progress has not been made**

**→ Continue to ADDITIONAL LEARNING PROVISION**



**School**

**Additional Learning Provision**

**Physical Needs**

<p><b>Impact on Learning</b> <i>What are we seeing?</i></p>	<p><b>Response</b> <i>What should we do next?</i></p>	<p><b>Strategies</b> <i>What can we put in place?</i></p>
<ul style="list-style-type: none"> <li>Despite implementation of strategies from Universal (including targeted interventions) progress for the child or young person is either:                             <ul style="list-style-type: none"> <li>- significantly slower than that of their peers starting from the same baseline</li> <li>- fails to match or better the child or young person's previous rate of progress</li> <li>- fails to close the attainment gap between the child or young person and their peers or widens the attainment gap</li> </ul> </li> </ul> <p>Observed <b>persistent</b> and <b>significant</b> difficulties which:</p> <ul style="list-style-type: none"> <li>• May affect their ability to function independently in the school environment and in their everyday life</li> <li>• May require significant therapies and/or medical interventions</li> <li>• May require adult support to navigate around the school</li> <li>• May require adult support to access and use equipment safely in practical lessons e.g. science/cooking</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher, ALNCo parents and child/young person continue to liaise on a regular basis</li> <li>• Look at the child or young person's historical educational and medical information</li> <li>• Discuss concerns/observations with the child or young person's previous teachers / setting</li> <li>• Look at the range of assessments qualitative, quantitative and summative for the child or young person.</li> <li>• Prepare and maintain an IDP for the child or young person.</li> <li>• Indicate on ALN list that child or young person has an IDP in place</li> <li>• Continue to plan, do, review against the specified outcomes and provision.</li> <li>• Continue to act on external advice from educational and health agencies, including adherence to health care plans as necessary</li> <li>• Carry out and review further assessments as advised by outside agencies</li> <li>• Ensure Class teacher and Teaching assistants receive relevant Continuing Professional Development (CPD)</li> <li>• If "Impact on Learning" indicators remain and/or progress has not been made, liaise with a LA officer.</li> </ul>	<p>Continue with any relevant strategies and reasonable adjustments from, Universal (including targeted interventions) plus:</p> <ul style="list-style-type: none"> <li>• Implement individualised health care plan</li> <li>• Implement the additional learning provision outlined in the IDP</li> </ul> <p><b>Reasonable adjustments:</b></p> <ul style="list-style-type: none"> <li>• Adaptations to the school environment e.g. changing plinths/ramps/hoists</li> <li>• Ensure access to specialised seating and/or height adjustable tables</li> </ul>

## Evidence of Graduated Response

### *How do we track and record progress and outcomes?*



- Complete all universal forms on Eclipse
- IDP (reviewed annually, and updated if appropriate).
- Record of parental views.
- Record of child or young person's views.
- Ongoing, collated assessment data from a range of sources (e.g. class teacher and ALNCO).
- Smaller, SMART targets for child or young person based on outcomes described in IDP
- Record of implemented and reviewed resources and strategies - including resulting impact and progress (plan, do, review cycles)
- Log of meetings with parents to support assess, plan, do and review cycle.
- Record of any external support, contact or advice, which has been implemented and reviewed.
- Records of any completed observations or evidence which supports observed impact on learning (e.g. class work, photos etc.).
- One Page Profile

**If "Impact on Learning" indicators remain and/or progress has not been made**

**→ Continue to ADDITIONAL LEARNING PROVISION (SPECIALIST)**



**School**

**Additional Learning Provision (Specialist)**

**Physical Needs**

<b>Impact on Learning</b> <i>What are we seeing?</i>	<b>Response</b> <i>What should we do next?</i>	<b>Strategies</b> <i>What can we put in place?</i>
<ul style="list-style-type: none"> <li>• Physical needs cannot be met within mainstream school setting due to complex or vulnerable nature of the child's condition</li> <li>• Child or Young Person requires:                             <ul style="list-style-type: none"> <li>○ Specialist medical intervention</li> <li>○ Manual handling e.g. hoists, changing plinths</li> <li>○ Change of position during the day into specialist equipment</li> <li>○ Adult support for independence and self-care</li> <li>○ Educational environment which allows easy access moving around indoors and outdoors</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher, ALNCo parents and child/young person continue to liaise on a regular basis</li> <li>• Look at the child or young person's historical educational and medical information</li> <li>• Discuss concerns/observations with the child or young person's previous teachers / setting</li> <li>• Look at the range of assessments qualitative, quantitative and summative for the child or young person</li> <li>• Prepare and maintain an IDP for the child or young person</li> <li>• Indicate on ALN list that child or young person has an IDP in place</li> <li>• Continue to plan, do, review against the specified outcomes and provision.</li> <li>• Continue to act on external advice from educational and health agencies, including adherence to health care plans as necessary</li> <li>• Carry out and review further assessments as advised by outside agencies</li> <li>• Ensure Class teacher and Teaching assistants receive relevant Continuing Professional Development (CPD)</li> <li>• Liaise with named local authority officer for child or young person if needs change etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Use specialist equipment for manual handling/ changing, as required</li> <li>• Implement individualised health care plan</li> <li>• Implement individualised postural management programme if necessary</li> <li>• Provide access to hydrotherapy if appropriate to their medical needs and physiotherapy intervention plan</li> </ul>



## Evidence of Graduated Response

### *How do we track and record progress and outcomes?*



- Complete all universal forms on Eclipse
- IDP (reviewed annually, and updated if appropriate).
- Record of parental views.
- Record of child or young person's views.
- Ongoing, collated assessment data from a range of sources (e.g. class teacher and ALNCO).
- Smaller, SMART targets for child or young person based on outcomes described in IDP
- Record of implemented and reviewed resources and strategies - including resulting impact and progress (plan, do, review cycles)
- Log of meetings with parents to support assess, plan, do and review cycle.
- Record of any external support, contact or advice, which has been implemented and reviewed.
- Records of any completed observations or evidence which supports observed impact on learning (e.g. class work, photos etc.).
- One Page Profile



## School

### Universal (including targeted interventions)

## Behaviour, Emotional and Social Development

Impact on Learning and Well-being <i>What are we seeing?</i>	Response <i>What should we do next?</i>	Strategies <i>What can we put in place?</i>
<p><b>Difficulties and inconsistencies observed with:</b></p> <ul style="list-style-type: none"> <li>• Interpersonal communication or relationships, regularly reluctant to share materials or attention and/or participate in social groups</li> <li>• Communicating feelings appropriately</li> <li>• Controlling own emotions, feelings of frustration or distress in response to social or environmental situation that requires a reflective response with the child or young person</li> <li>• Self-esteem and/or resilience leading to avoidance of new experiences/fear of failure</li> <li>• Some controlled low levels of self-harming behaviours e.g. scratching, biting themselves, head banging on tables, hair pulling</li> <li>• Verbal challenges to peers or adults which do not cease with verbal intervention and requires adult intervention and/or time out from the situation</li> <li>• Is withdrawn and isolated, generally seeking too little or too much adult attention with limited or selective communication. Regularly appears on the fringe of activities</li> <li>• Signs of distress to usual social situations or activities, e.g. withdrawing, refusing,</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss concerns/observations with those with parental responsibility and record the outcome of the conversation</li> <li>• Discuss concerns/observations with the child or young person and record the outcome of the conversation.</li> <li>• If appropriate, discuss concerns/observations with ALNCo / Headteacher and/or school nurse</li> <li>• Look at the child or young person's historical educational and medical information. Consider Adverse Childhood Experiences (ACES) checklist.</li> <li>• Discuss concerns/observations with the child or young person's previous teachers / setting</li> <li>• Adhere to actions agreed with parents and pupil and any other involved professionals.</li> <li>• Identify triggers to frustration, distress or withdrawn behaviours</li> <li>• Ensure differentiation and teaching tasks are at an appropriate level</li> <li>• Arrange a strength based, person-centred planning meeting or solution circle to inform strategies, interventions, resources needed and if any adaptations to the environment are required</li> <li>• Ensure the child is at the centre of all plans that are co-created, reviewed and adjusted as and when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• A whole school approach that focuses on nurturing, Adverse Childhood Experiences aware and trauma informed practices where behaviour is understood as communication of the young person's emotional state, life experiences and development</li> <li>• Senior Leadership Team are aware of the mental health needs of staff and their continuing professional development</li> <li>• Offer supervision for school staff that supports reflective practice</li> <li>• An audit tool to enable updated and continued good practice around emotional health and well-being. This should help to create an environment focused on building trusting, caring relationships across the entire school community, e.g. Babcock Relational Tool for Reflection and Planning:</li> <li>• <a href="https://www.babcockldp.co.uk/babcock_ldp/ABM/Relational-Learning/Relational-Practice-and-Policy-Audit-Tool.pdf">https://www.babcockldp.co.uk/babcock_ldp/ABM/Relational-Learning/Relational-Practice-and-Policy-Audit-Tool.pdf</a></li> <li>• Avoid structures, policies or practices that might re-traumatise pupils, such as isolation, exclusionary discipline, humiliation, threats, shouting</li> <li>• Provide physically and psychologically safe spaces, e.g. learning spaces, toilets, corridors, dinner halls, outside areas, changing rooms.</li> </ul>

<b>Impact on Learning and Well-being</b> <i>What are we seeing?</i>	<b>Response</b> <small>©Cheshire East Borough Council 2017 - all rights reserved</small> <i>What should we do next?</i>	<b>Strategies</b> <i>What can we put in place?</i>
<p>avoiding, lack of engagement that requires adult acknowledgement and a need for space or timeout</p> <ul style="list-style-type: none"> <li>• Behaviour that can be challenging and/or upsetting towards peers or adults, that is perceived to be intentional</li> <li>• Some anti-authoritative behaviour</li> <li>• Anxiety and/or low mood impacting on ability to participate, engage and maintain attention requiring regular adult support and reassurance, which may be situationally dependent</li> </ul>	<ul style="list-style-type: none"> <li>• Use sensory checklists to identify sensitivities</li> <li>• Look at the range of assessments qualitative, quantitative and summative for the child or young person.</li> <li>• Observe the potential barriers to learning that are being experienced across a range of contexts</li> <li>• Observe and record 'across a range of contexts across school day to understand what is the need underlying the behaviour to inform strategies needed</li> <li>• Undertake detailed behaviour observation using ABC Chart (Antecedent, Behaviour, Consequence)</li> <li>• Relevant school staff to reflect on information from ABC log to consider patterns/triggers, etc. Consider involving parents and young person if appropriate.</li> <li>• Liaise with relevant outside professionals and refer as appropriate (e.g. Educational Psychology, Speech and Language Therapy)</li> <li>• Act on external advice from educational and health agencies including adherence to health care plans as necessary</li> <li>• Carry out further assessments as necessary may include social emotional and learning. Continue to review ongoing assessments.</li> <li>• Ensure Class teacher and Teaching assistants receive relevant Continuing Professional Development (CPD)</li> <li>• If necessary, refer to relevant services</li> </ul>	<ul style="list-style-type: none"> <li>• Strengthen collaborative relationships among school, families, and community members.</li> <li>• Create an equitable culture in which all professionals continually seek to better understand CYP, particularly groups that are at greater risk of experiencing stress in a school environment</li> <li>• Realise equity as a principle to better support students while avoiding a child deficit approach</li> <li>• Be guided by the six principles of Nurture <a href="https://www.nurtureuk.org/nurture/six-principles-nurture">https://www.nurtureuk.org/nurture/six-principles-nurture</a></li> <li>• Develop an understanding of using an attitude of PACE <a href="https://ddpnetwork.org/about-ddp/meant-pace/">https://ddpnetwork.org/about-ddp/meant-pace/</a></li> <li>• Social skills interventions and health and well-being approaches should be embedded within the school, e.g. Jigsaw, Connect PHSE SEAL Thrive Motivational Interviewing Peer Mediation Restorative approaches Coaching CBT based interventions Mindfulness, meditation, controlled breathing and other calming, relaxation techniques.</li> <li>• Teach assertiveness, kindness and peer support as preventative solutions to bullying.</li> <li>• Carefully plan and prepare for transitions, e.g. <a href="https://www.nurtureuk.org/our-services/publications/programmes/transition-tool-box">https://www.nurtureuk.org/our-services/publications/programmes/transition-tool-box</a></li> <li>• Provide regular access to the outdoors and nature.</li> <li>• Consult with school ELSA-</li> </ul>

<b>Impact on Learning and Well-being</b> <i>What are we seeing?</i>	<b>Response</b> <small>©Cheshire East Borough Council 2017 - all rights reserved</small> <i>What should we do next?</i>	<b>Strategies</b> <i>What can we put in place?</i>
		<ul style="list-style-type: none"> <li>• Early identification and support for pupils experiencing Emotionally Based School Avoidance.</li> <li>e.g. "Understanding &amp; Supporting Children &amp; Young People with Emotionally Based School Avoidance (EBSA)." by Tina Rae</li> <li>• Ongoing use of support programmes e.g. Seasons for Growth, Friends, Talkboost</li> <li>• Consider seating and grouping of children and young people</li> <li>• Provide safe area for child or young person to calm down or concentrate when required</li> <li>• Have a range of simple, accessible activities that the child or young person enjoys to use as 'calming' exercises</li> <li>• Make tasks short, with frequent breaks and opportunities to access physical or sensory activities</li> <li>• When child or young person is exhibiting signs of stress, make instructions short and language clear, and provide low-challenge tasks and increased structure and predictability. Adjust timescale and output expectations for tasks.</li> <li>• Use an anxiety scale to track level of anxiety</li> <li>• Use of visual support such as traffic lights, symbols, photos etc. to reinforce classroom instructions and routine. This may include comic strips, social stories, visual timetables, now and next.</li> <li>• Introduce a "notes to teacher" box for the class to use for any concerns.</li> <li>• Use child or young person's name when addressing them or gaining attention</li> <li>• Use of ear defenders to support sensory needs</li> <li>• Provide access to 'fiddle toys' or similar items</li> </ul>

<b>Impact on Learning and Well-being</b> <i>What are we seeing?</i>	<b>Response</b> <small>©Cheshire East Borough Council 2017 - all rights reserved</small> <i>What should we do next?</i>	<b>Strategies</b> <i>What can we put in place?</i>
		<ul style="list-style-type: none"> <li>• Explicitly teach the child or young person specific social and communication skills e.g. how to ask for help, turn taking.</li> <li>• Use available adults to model, coach and reinforce group work skills when the child or young person is working collaboratively with others</li> <li>• Utilise positive behaviour strategies, such as praising desired behaviour, separating behaviour from child or young person and reminding of expectations, e.g.             <ul style="list-style-type: none"> <li>• Say what you want him or her to do, rather than what you don't</li> <li>• Label the behaviour but not the child or young person</li> <li>• Remind child or young person of a rule rather than telling them off, or make a point of praising a child or young person who is keeping the rule</li> </ul> </li> <li>• Remind child or young person of the consequences of the various behavioural choices open to them and allow take up time for the young person.</li> <li>• Find any opportunity to use positive praise publicly or privately as appropriate for the child or young person</li> <li>• Encourage child or young person to reward themselves e.g. Growth Mind Set, self-talk</li> <li>• Devise a private signal system to let the child or young person know when they are off task or behaving inappropriately</li> <li>• Devise an 'exit plan' to allow the young person be able to remove themselves from a difficult situation, without the need to engage in dialogue – ensure this is communicated amongst staff.</li> <li>• Involve child or young person in</li> </ul>

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		<p>development of a planned reward system for appropriate behaviour</p> <ul style="list-style-type: none"> <li>• Teach strategies and make adaptations to support child or young person to achieve, thereby strengthening self-esteem and avoiding frustration if child or young person is struggling with tasks</li> <li>• Take steps to build child or young person's self-confidence, for example: <ul style="list-style-type: none"> <li>• Provide opportunities to share interests and skills</li> <li>• Give them responsibilities or ask the child or young person to help others</li> <li>• Have them keep records of new things they learn and can do</li> <li>• Photocopy good pieces of work for them to take home</li> </ul> </li> <li>• Make time and extra effort to develop a relationship with the child or young person and let them know they are held in mind when not teaching them</li> <li>• Help the child or young person identify an appropriate adult that they feel comfortable sharing concerns with</li> <li>• Build in time for 'emotional check-ins' during the day, and listen without judgement</li> <li>• Use a buddy or mentoring system with another child or young person</li> <li>• Provide opportunities for supported peer interaction to further strengthen social and communication skills</li> </ul>



## Evidence of Graduated Response

### How do we track and record progress and outcomes?



- Complete all universal forms on Eclipse
- Record of views of those with parental responsibility
- Record of child or young person's views
- Collated assessment data
- Records of any completed observations or evidence which supports observed impact on learning (e.g. class work, photos etc.)
- Record of any external support or contact (e.g. records of telephone conversation or emails)
- One Page Profile
- Implement Interventions and strategies recorded on person-centred plans.
- Records of progress related to differentiated approaches, programmes and interventions for pupils experiencing SEMH difficulties

Additional documents (if relevant/appropriate for individual):

- Boxall Profiles
- Behaviour log and/or records
- Pupil Attitude to Self and School (PASS)
- ELSA
- Emotional Literacy Checklist
- The ideal school, the ideal classroom
- Talk About
- Motional (Trauma Informed programme)
- CAP (Cognitive Abilities Profile assessment)

**If "Impact on Learning" indicators remain and/or progress has not been made**

**→ Continue to ADDITIONAL LEARNING PROVISION**



**School**

**Additional Learning Provision**

**Behaviour,  
Emotional and Social  
Development**

<b>Impact on Learning and Well-being</b> <i>What are we seeing?</i>	<b>Response</b> <i>What should we do next?</i>	<b>Strategies</b> <i>What can we put in place?</i>
<p>Observed <b>persistent</b> and <b>significant</b> difficulties which:</p> <ul style="list-style-type: none"> <li>• Withdraws or chooses not to participate in any interactions to a degree that requires continuing adult support within and outside the classroom context, e.g. a more personalised curriculum paying regard to specific areas of interest or strength and difficulty and differentiated appropriately.</li> <li>• Difficulties in forming and maintaining reciprocal peer and adult relationships leading to significant social isolation and disengagement</li> <li>• Verbal and/or physical aggression to peers or adults which does not cease with de-escalation techniques and/or requires time out from the situation</li> <li>• Will not /unable to communicate feelings appropriately. More likely to be communicated through negative behaviours.</li> <li>• Extreme emotional responses that are not age or situationally appropriate leading to an inability to engage with any formal learning situations and taking a significant amount of time and support to calm from</li> <li>• Complete disengagement and withdrawal in a</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher, ALNCo parents and child/young person continue to liaise on a regular basis</li> <li>• Look at the child or young person’s historical educational and medical information</li> <li>• Discuss concerns/observations with the child or young person’s previous teachers / setting</li> <li>• Look at the range of assessments qualitative, quantitative and summative for the child or young person.</li> <li>• Prepare and maintain an IDP for the child or young person.</li> <li>• Indicate on ALN list that child or young person has an IDP in place</li> <li>• Continue to plan, do, review against the specified outcomes and provision.</li> <li>• Continue to act on external advice from educational and health agencies including adherence to health care plans as necessary</li> <li>• Carry out and review further assessments as advised by outside agencies - may include risk assessments, safety plans.</li> <li>• If appropriate develop an Individual Reactive Strategy (IRS) / Positive Behaviour Support Plan</li> <li>• Ensure Class teacher and Teaching assistants receive relevant Continuing Professional Development (CPD)</li> </ul>	<p><b>Continue with any relevant strategies from Universal (including targeted interventions) plus:</b></p> <ul style="list-style-type: none"> <li>• A key adult in school that can provide a mentoring, coaching role to support emotional development and link with the family. This adult will facilitate full inclusion and work as part of a team with the child or young person in a way that will promote resilience skills:             <ul style="list-style-type: none"> <li>-a sense of belonging</li> <li>-self efficacy</li> <li>- a sense of agency</li> <li>- general emotional health and well being</li> </ul> </li> <li>• Team around the child approach within school to ensure strategies and plans are adhered to. This will support the development of trusting relationships with adults in school, e.g. Louise Bomber Attachment Aware set of books to explain roles.</li> <li>• <a href="https://touchbase.org.uk/publications/">https://touchbase.org.uk/publications/</a> <ul style="list-style-type: none"> <li>• Circle of Friends</li> <li>• Emotion Coaching</li> <li>• ELSA</li> <li>• Use of Video to promote learning through modelling of others or self.</li> <li>• Therapeutic approaches e.g. play therapy, art therapy, drama therapy</li> <li>• Solution circles</li> <li>• Sleep programme</li> </ul> </li> </ul>

<b>Impact on Learning and Well-being</b> <b>What are we seeing?</b>	<b>Response</b> <small>©Cheshire East Borough Council 2017 - all rights reserved</small> <b>What should we do next?</b>	<b>Strategies</b> <b>What can we put in place?</b>
<p>classroom setting requiring high levels of adult support to re-engage with and access learning</p> <ul style="list-style-type: none"> <li>• Risk taking behaviour that has the potential to harm. Positive handling is necessary to safeguard the child/young person and others</li> <li>• Limited ability to acknowledge or accept responsibility for his/her own actions in a heightened emotional state</li> <li>• Increased level of staff support/intervention needed to minimise high levels of disruption</li> <li>• Anti-authoritative behaviour</li> <li>• Anxiety and/or low mood adversely affecting participation, engagement, inclusion and concentration levels in the majority of situations and requiring specific and targeted interventions. May already have referral to mental health/ Neurodevelopmental service</li> <li>• School avoidance behaviours</li> <li>• Very poor self-esteem and/or resilience which is pervasive (impacts all areas of life)</li> <li>• Emotional functioning affected to a level where regular self-harm is occurring and necessitating specialist mental health services.</li> </ul> <p>Difficulties requiring admission to inpatient services which requires joint working between LA educational and health professionals to agree a bespoke package to be delivered through a mainstream setting upon discharge.</p>	<ul style="list-style-type: none"> <li>• If necessary, refer to Single Point of Access (SPOA) at CAMHS for advice for staff</li> <li>• If necessary, refer to school based counselling service (for KS2 pupils and above)</li> <li>• If necessary, refer to relevant services</li> <li>• If "Impact on Learning" indicators remain and/or progress has not been made, liaise with a LA officer.</li> </ul>	<ul style="list-style-type: none"> <li>• Family liaison support</li> <li>• Implement an appropriately differentiated curriculum; this may incorporate a personalised/ alternative curriculum and/or timetable (facilitating SEMH skill development)</li> <li>• Use reflective practice to support positives and successes</li> <li>• Provide access to appropriate key adult support</li> <li>• Use modelling, emotion coaching, descriptive commenting, role play, rehearsal before activities</li> <li>• Discuss social boundaries for forthcoming activities explicitly to support social communication difficulties</li> <li>• Use social stories to explore positive change in one area at a time</li> <li>• Therapeutic Stories e.g. Margot Sunderland series</li> <li>• Attend nurture group within school</li> <li>• Implement specific lessons in social interaction that cover conversation, meal time etiquette, personal safety, manners etc. (It may be necessary to review facial expressions and body language as part of this). This should include giving and receiving compliments.</li> <li>• Make communication skills and behavioural expectations a core focus - this should include ways to show you are listening etc.</li> <li>• Teach self-help strategies to minimise hypervigilance, such as not sitting next to or facing doors or windows, using noise cancelling headphones to block out sound etc.</li> <li>• Support maintaining focus in a non-confrontational way at regular intervals using strategies such as using the child or young person's name, touching the desk in front of them or their book, passing post-its of instruction, using an agreed card system such as traffic lights</li> </ul>

<b>Impact on Learning and Well-being</b> <i>What are we seeing?</i>	<b>Response</b> <small>©Cheshire East Borough Council 2017 - all rights reserved</small> <i>What should we do next?</i>	<b>Strategies</b> <i>What can we put in place?</i>
		<ul style="list-style-type: none"> <li>• Monitor your own body language, facial expression and tone to project calm and consideration, and avoiding aggression or agitation associated with frustration</li> <li>• Teach good mental health strategies either through Social and Emotional Aspects of Learning (SEAL), mindfulness or similar therapeutic activities to calm and clear the mind</li> <li>• Utilise nurture group ethos and strategies Provide a safe and supervised area for calming and time away from triggers</li> </ul>

## Evidence of Graduated Response

### How do we track and record progress and outcomes?



- IDP (reviewed annually, and updated if appropriate).
- Record of parental views.
- Record of child or young person's views.
- Ongoing, collated assessment data from a range of sources (e.g. class teacher and ALNCO).
- Smaller, SMART targets for child or young person based on outcomes described in IDP
- Record of implemented and reviewed resources and strategies - including resulting impact and progress (plan, do, review cycles)
- Log of meetings with parents to support assess, plan, do and review cycle.
- Record of any external support, contact or advice, which has been implemented and reviewed.
- Records of any completed observations or evidence which supports observed impact on learning (e.g. class work, photos etc.).
- One Page Profile

Additional documents (if relevant/appropriate for individual):

- Boxall Profiles
- Behaviour log and/or records
- Completed strengths and difficulty questionnaire (SDQ)
- Spence Anxiety Scale
- ELSA
- Details of child's successes and achievements
- Ideal School/classroom
- CAP (Cognitive Abilities Profile assessment)

**If "Impact on Learning" indicators remain and/or progress has not been made**

**→ Continue to ADDITIONAL LEARNING PROVISION (SPECIALIST)**



**School**

**Additional Learning Provision (specialist)**

**Behaviour,  
Emotional and Social  
Development**

<b>Impact on Learning and Well-being</b> <i>What are we seeing?</i>	<b>Response</b> <i>What should we do next?</i>	<b>Strategies</b> <i>What can we put in place?</i>
<p><b>Observed difficulties requiring consistent high levels of specialist interventions with the following:</b></p> <ul style="list-style-type: none"> <li>• Cannot participate in any interactions without a specialist degree of adult support within and outside the classroom context. e.g. a bespoke curriculum, differentiated appropriately, to incorporate social and emotional strategies as well as academic</li> <li>• Extreme difficulties in forming and maintaining reciprocal peer and adult relationships leading to significant social isolation and disengagement or total apathy</li> <li>• Unable to recognise and appropriately communicate feelings, resulting in negative behaviours such as verbal and physical aggression which requires frequent specialist de-escalation and positive handling</li> <li>• Erratic and potentially unsafe emotional responses leading to an inability to engage with any formal learning situations and taking a significant amount of time and</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher, ALNCo parents and child/young person continue to liaise on a regular basis</li> <li>• Look at the child or young person’s historical educational and medical information</li> <li>• Discuss concerns/observations with the child or young person’s previous teachers / setting</li> <li>• Look at the range of assessments qualitative, quantitative and summative for the child or young person</li> <li>• Prepare and maintain an IDP for the child or young person</li> <li>• Indicate on ALN list that child or young person has an IDP in place</li> <li>• Continue to plan, do, review against the specified outcomes and provision.</li> <li>• Continue to act on external advice from educational and health agencies, including adherence to health care plans as necessary</li> <li>• Carry out and review further assessments as advised by outside agencies</li> <li>• Ensure Class teacher and Teaching assistants receive relevant Continuing</li> </ul>	<p><b>Continue with any relevant strategies from Universal (including targeted interventions) and Additional Learning Provision levels plus:</b></p> <ul style="list-style-type: none"> <li>• Support for parents/carers to understand mental health and guidance on appropriate techniques and skills to use</li> <li>• Signpost parents/carers to support</li> <li>• Specialist sensory based interventions</li> <li>• Specialist individualised therapeutic interventions</li> <li>• School work with medical staff to provide holistic package of care and intervention</li> <li>• Specialist targeted behavioural modification programmes with family support and training</li> <li>• Specialist SEMH environment/support and modified curriculum at an individual level with family support</li> <li>• Specialist therapeutic interventions e.g. play therapy, art therapy, interest based activities that facilitate reflective practice etc.</li> <li>• Emotion coaching from trained staff</li> </ul>



<b>Impact on Learning and Well-being</b> <b><i>What are we seeing?</i></b>	<b>Response</b> <small>©Cheshire East Borough Council 2017 - all rights reserved</small> <b><i>What should we do next?</i></b>	<b>Strategies</b> <b><i>What can we put in place?</i></b>
<p>support to calm from</p> <ul style="list-style-type: none"> <li>• Complete disengagement and withdrawal requiring consistent, specialist adult support to attend, participate or to re-engage with and access learning</li> <li>• Regular and/or targeted risk taking behaviour that is likely to harm without specialist intervention. Positive handling plan is necessary to safeguard the child/young person and others</li> <li>• Child or young person displays complete apathy or desensitisation towards all situations</li> <li>• Inability to acknowledge or accept responsibility for his/her own actions</li> <li>• Anti-authoritative behaviour in all environments</li> <li>• Anxiety and/or low mood adversely affecting participation, engagement, inclusion and concentration levels in the majority of situations and requiring specific and targeted interventions. May already have referral to mental health service</li> <li>• Very poor self-esteem and/or resilience which is pervasive (impacts all areas of life), causing high levels of distress and an inability to engage with learning without a bespoke package incorporating a specialist environment and services</li> <li>• Difficulties requiring admission to inpatient services which LA educational and health professionals agree will require ongoing mental health services and specialist interventions</li> </ul>	<p>Professional Development (CPD)</p> <ul style="list-style-type: none"> <li>• Liaise with named local authority officer for child or young person if needs change etc</li> <li>• If necessary, refer child or young person for specialist Child and Adolescent Mental Health Service (CAMHS) intervention</li> <li>• Where an admission is required to CAMHS in-patient unit, maintain communication with health professionals and contribute to discharge planning</li> </ul>	<ul style="list-style-type: none"> <li>• Trauma and grief interventions</li> <li>• Individualised support that will include curriculum content, length of day, group dynamic, supported access to additional medical appointments</li> </ul>

## Evidence of Graduated Response

### *How do we track and record progress and outcomes?*



- Complete all universal forms on Eclipse
- IDP (reviewed annually, and updated if appropriate).
- Record of parental views.
- Record of child or young person's views.
- Ongoing, collated assessment data from a range of sources (e.g. class teacher and ALNCO).
- Smaller, SMART targets for child or young person based on outcomes described in IDP
- Record of implemented and reviewed resources and strategies - including resulting impact and progress (plan, do, review cycles)
- Log of meetings with parents to support assess, plan, do and review cycle.
- Record of any external support, contact or advice, which has been implemented and reviewed.
- Records of any completed observations or evidence which supports observed impact on learning (e.g. class work, photos etc.).
- One Page Profile.

Additional documents (if relevant/appropriate for individual):

- Boxall Profiles
- Behaviour log and/or records e.g. ABC observation chart/Tally sheets
- Completed Strengths and Difficulty Questionnaire (SDQ)
- Spence Anxiety Scale
- Details of child's successes and achievements
- Ideal School/classroom
- CAP (Cognitive Abilities Profile assessment)

## 9. Transition between educational settings

### 9.1. Role of the educational setting

There are some common steps expected of all educational settings whenever a child or young person with ALN is approaching a key transition between educational settings, regardless of whether the child or young person is leaving an early years setting, primary or secondary school.

Where a child or young person with ALN will be **joining** a new setting, it is expected that, wherever possible, the setting will:

- Offer an informal tour and/or visit to the setting to the child or young person and their parents
- For children and young people with complex and specialist needs, offer a transition meeting between the child or young person, their parents and the ALNCo. This should include the ALNCo from the child or young person's previous setting (if required/appropriate)
- Ensure you have any ALN paperwork for the child or young person from any previous setting (if necessary/appropriate)

Where a child or young person with ALN will be leaving a setting, it is expected that, wherever possible, the setting will:

- For children and young people with complex and specialist needs, liaise with the ALNCo at the new setting. This may include attending a transition meeting with staff from the new setting and the child or young person and their parents
- Pass on all ALN related paperwork for the child or young person to the next setting (including the electronic pupil record, this would require consent from the young person in post-16 settings)
- Enable transition visits to the new setting for the child or young person.

### 9.2. Role of the Local Authority and multi-agency working

#### a) Transition in the early years (including transition into a setting)

*Planning ahead can help deliver a smooth transition which is important for all children and young people in terms of their well-being and their educational and social outcomes. Transition planning is usually most effective when a person-centred practice approach is adopted, allowing the child, the child's parent, or young person to voice any concerns relating to their next transition.*

*The Additional Learning Needs Code for Wales 2021, Chapter 27*

There are a number of key transition times for children within the early years: from home into an early years setting, moving between rooms, changing providers or moving from a setting to a school. It is important the child is supported throughout this time if they are to have the best possible chance of a smooth transition.

A vital element to smooth transition involves the preparation and planning beforehand as well as the settling in or follow up afterwards. Children with additional needs are likely to require a more detailed level of planning and more time to allow for things to be put in place. It is essential that the process is started early. For children with complex and specialist needs, the Early Years ALN Lead Officer will be involved.

Children and their parents should be supported through the transition process. As a setting, you may also need some support in initiating a meeting, recording the information discussed and putting agreed actions in place before the change for the child occurs. Important information about the child, their interests, how they communicate, how to support them and details of any other people involved in supporting them should be recorded.

Planning and preparation for transition into a setting may involve a range of different elements, though these are not necessarily separate activities. They are likely to include:

- Establishing relationships
- Sharing information
- Arranged visits
- Creating continuities
- Preparation in the setting
- Training and support
- Settling in and follow up

Note: The setting needs to have information about the child's health needs and any services which may be involved with the child.

### **b) Early Years to Primary School**

Wherever possible a meeting should be arranged between the early years setting and the school, with the parents and the child if appropriate. Opportunities for schools to visit settings and vice versa would support the child during this transition process and would enable the school to see how the child learns and develops in the setting. It is also an opportunity for the school staff to meet the child and their parents and can be the start of building up new relationships. If the child has complex/specialist needs, the Early Years ALN Lead Officer may play a part in this process.

### **c) Primary to Secondary School**

For children with an IDP, discussion around the process of primary to secondary transfer starts at the year 5 IDP review. This IDP review should consider what will be needed upon secondary transfer. A Local Authority Officer will liaise with the link schools and may attend IDP review meetings if both the school and the LA Officer agree that attendance is necessary.

*Transition planning is usually most effective when a person-centred practice approach is adopted, allowing the child, the child's parent, or young person to voice any concerns relating to their next transition...*

*...This approach mirrors the arrangements for preparing and reviewing an IDP. Combining transition planning with IDP reviews can therefore be an efficient and effective way of using resources to support the child or young person as they approach a period of transition*

*The Additional Learning Needs Code for Wales 2021, Chapter 27*

When deciding on a school, parents/carers should first give consideration to their child attending their local, priority area mainstream school. Conwy and Flintshire are committed to considering what ALP can be offered to assist mainstream schools in meeting the ALN of children and young people required by legislation to ensure that children with ALN are not disadvantaged, and this will be considered prior to any agreement for a more specialist placement. Research suggests that children are in a better position to learn when they are not spending a significant amount of time travelling to school. Parents/carers with children who are eligible for transport will also need to be aware that, if they do wish for their son or daughter to attend a school which is not the nearest to their home address, transport will not be provided in line with the Council's transport policy.

### **Key information for all phase transitions for children and young people with IDPs (including early years to primary school, primary to secondary school and secondary to post-16):**

It is helpful for young people, parents and carers to have thought about the transfer and have made any required visits prior to the IDP review meeting that takes place in the academic year before transfer (e.g. this would be the year 5 IDP review for a child due to transfer to secondary school).

They should inform the child or young person's current educational setting of their wishes prior to this review also. This will help to ensure that educational settings can arrange appropriate attendance at the IDP review meeting from staff who will work with the child at their next educational setting, thereby facilitating a well-planned, person centred transition. Parents / carers will then be asked for confirmation of their preference and encouraged



to complete the online application form as soon as possible. This will help to ensure that educational settings are identified in a timely manner.

All local authorities are tasked with using resources (including financial) as efficiently as possible and avoiding unreasonable public expenditure. If the local authority determines that a county based school is not an available option, including resource and/or special schools, approaches will then be made to other local authorities with appropriate special schools before any consideration of independent special provisions. Distance from the child's home address and associated transport costs will also be considered.



## 10. An overview of ALN Funding

### 10.1. Funding in mainstream provision

#### Schools

<p><b>Universal and Targeted</b></p>	<p><b><u>Conwy</u></b>                  Conwy delegated school budgets comprise of a number of different formula elements which collectively build the final budget allocation.</p> <p>Specific formula elements are allocated for the support and provision of children and young people with additional learning needs, and in addition, schools are expected to allocate at least 5% of their core budget to support pupils with ALN.</p> <p>Universal and targeted support should be funded from within the age weighted pupil unit, leaving the specific ALN elements to be used for additional learning provision (ALP). However, where appropriate and justified, funding within the specific ALN elements can be used to enhance universal and targeted support with the aim of reducing the need for ALP for specific areas of need. For example, where there is a clear evidence base and rationale that improving universal level understanding and practice can reduce the need for ALP for individual learners.</p> <p><b><u>Flintshire</u></b>                  Flintshire delegated school budgets comprise of a number of different formula elements which collectively build the final budget allocation. Element 4 of the budget is the component based on the additional learning needs (ALN) of each school cohort and comprises of the core school funding for ALN and additional funding for those with significant needs (see ALP section). Whilst the budget is made up of the specific elements, it should be considered as a whole and allocated in response to the needs of the cohort; spending on each area should not necessarily be restricted to the specific amount identified per element but in response to need.                  Schools are expected to allocate at least 5% of their core budget to support pupils with ALN</p>
<p><b>School ALP</b></p>	<p><b><u>Conwy</u></b>                  There are specific formula elements allocated to schools for the support and provision of children and young people with additional learning needs in Conwy.</p> <p>This funding should be used by each school to ensure appropriate staffing and delivery of evidence based provision for children with additional learning needs.</p> <p>Full breakdown of all delegated funding, including ALN funding, is included in the annual Section 52 document. This funding is then subject to regular review to ensure its effectiveness in meeting the needs of the learners in Conwy.</p>



	<p>Any changes to the formula funding require agreement from the School Budget Forum and statutory consultation with all Governing Bodies.</p> <p><b><u>Flintshire</u></b> Funding to cover ALP is fully delegated to schools. Funding to cover full time Teaching Assistant support for significant physical and medical needs is known as Band C.</p> <p>Requests for Band C funding are submitted to the local authority Schools Delegation Panel which authorises expenditure against the delegated budgets on behalf of schools.</p> <p>Some pupils with ALN will also be eligible for additional funding such as the Pupil Development Grant.</p>
<p><b>Specialist (Local Authority ALP)</b></p>	<p><b><u>Conwy</u></b> In Conwy, Specialist provision is funded in two ways, either through delegation to schools for school coordinated provision (as agreed in consultation with them), or through centrally retained funding for centrally delivered provision.</p> <p>Specialist Provision in Conwy comprises Specialist Learning Support (Dyslexia), Specialist Speech and Language Disorder Team (Outreach and Resource Provision), Learning Resource Provision, Autism Resource Provision, Pupil Referral Units (Education Centres) and Special School. Details of how each are funded is described below in Section 12.2.</p> <p><b><u>Flintshire</u></b> Please refer to the Flintshire County Council Policy Framework for children with ALN for an overview of resource provision and specialist schools that are available within Flintshire.</p> <p>Resource Provision and Specialist schools are funded differently to mainstream schools. Please see below.</p>

## 10.2. Funding in resource and specialist provision

### Conwy

Please refer to Conwy's Additional Learning Needs web pages and/or Policy for an overview of specialist provision that is available in Conwy. In addition to the specialist provision described below, Conwy schools also benefit from centrally funded specialist advisory services who provide advice at all levels of the continuum of support (universal through to specialist), for example, Autism Outreach, Sensory Support, ALN/Inclusion Teachers and Educational Psychology.

Type of Provision	Primary Sector	Secondary Sector
Learning Support (Dyslexia)	Funding is retained centrally to provide a central service to all Conwy Primary schools on a needs led basis.	Funding is delegated to Conwy Secondary Schools to provide a needs led service 'in house'.
Specialist Speech and Language Disorder Team (Outreach)	Funding is retained centrally to provide a central service to all Conwy schools on a needs led basis. This is supplemented by Specialist Speech and Language Therapists funded by BCUHB.	Funding is retained centrally to provide a central service to all Conwy schools on a needs led basis. This is supplemented by Specialist Speech and Language Therapists funded by BCUHB.
Language Resource Provision	Funding is allocated by the LA to the host school(s) in order to run the resource class(es) for a set number of pupils. This is supplemented by Specialist Speech and Language Therapists funded by BCUHB.	Not applicable
Autism Resource Provision	Funding is allocated by the LA to the host school(s) in order to run the resource class(es) for a set number of pupils.	Funding is allocated by the LA to the host school(s) in order to run the resource class(es) for a set number of pupils.
Learning Resource Provision	Funding is allocated by the LA to the host school(s) in order to run the resource class(es) for a set number of pupils.	Funding is allocated by the LA to the host school(s) in order to run the resource class(es) for a set number of pupils.

Pupil Referral Units	Funding is retained centrally to provide a central service to all Conwy schools on a needs led basis.	Funding is delegated to Conwy Secondary Schools with the option to 'buy in' to the LA's centrally delivered service.
Special School	Conwy's special school operates under delegated arrangements as a specialist school. However the Local Authority is the admissions body and children and placed by the LA's Moderation Panel according to a set of agreed access criteria.	

## **Flintshire**

### **Funding for Resource Provisions**

There are currently 10 schools with Resource provisions in Flintshire. Each specialises in a particular type (or types) of ALN, for example: Hearing Impairment, Social Communication or Behaviour, Emotional and Social Difficulties. Each school with a specialist Resource provision has a Service Level Agreement which details the number of places, criteria for entry and exit and the funding allocated to the school to make the provision.

If a Resource provision school goes over the number of allocated places available as agreed by the Local Authority and the school, additional funding will be allocated to enable the additional provision to be made and this arrangement will be reviewed on an annual basis. SLAs will be reviewed on a two yearly basis; a review may be brought forward where a permanent change to the provision is required. If a Flintshire school with Resource provision has a pupil from another Local Authority area within the provision, the Local Authority will claim funding on the school's behalf and transfer the funding to the school's budget.



### **Funding for Specialist Schools**

Specialist schools specialise in meeting particular types of ALN and are funded on an annual basis via a combination of pupil numbers and individual support needs. Pupils are allocated to one of five support band categories and are reviewed collaboratively on an annual basis by the school and the Local Authority. Similar to Resource provision, where a school has a pupil placed from a different county, the Local Authority will claim funding on the school's behalf and transfer the funding to the school's budget.

## 11. Duties to decide whether a child has ALN

*The Additional Learning Needs and Education Tribunal Act (Wales) 2018* and associated *Code (2021)* impose regulations on the governing bodies of maintained schools, FEIs and on local authorities in respect of:

- Decisions about whether a child or young person has ALN,
- The preparation, content, form, review and revision of individual development plans (IDPs), and
- Ceasing to maintain IDPs.

In most circumstances, the duties above will be carried out by the maintained school or FEI. Where it is brought to its attention, or otherwise appears to a school or FEI, that a child/young person may have ALN, the school **must** decide whether they have ALN (exceptions apply: 12.3 ALN Code).

### 11.1. Referrals from a maintained school to a local authority

There are two instances in which a maintained school must refer a child's case to a local authority rather than decide for itself whether the child has ALN:

1) If the child is dual registered; or 2) If the child is looked after.

A maintained school can also refer a child's case to a local authority if it considers that the child has ALN that may call for ALP "it would not be reasonable for the school to secure". Alternatively, it may be that the school is unable to adequately determine the extent or nature of the ALN or the ALP. In these circumstances, school **should** refer to the local authority within 20 school days from when the possibility of the child having ALN was brought to its attention.

There are some circumstances where the local authority may 'reconsider' a school decision on ALN or IDP. A school may request the local authority take over responsibility for the IDP, or a child, their parents or a young person

may also request the local authority re-considers school decision on ALN or school based IDP.

Flintshire and Conwy Education Services, in consultation with their respective schools, have established a set of principles that will be applied when determining whether it is reasonable for a school to secure the ALP or whether the local authority ought to do so.

For the local authority to decide that local authority consideration/re-consideration is necessary, detailed advice is required from the educational setting about:

- Their actions through use of their delegated budget/notional ALN funding.
- School based Individual Development Plans (IDPs), including their reviews.
- Progress across the curriculum over time (at least two terms) identified through at least 2 cycles of child/young person-centred planning i.e. "Assess, Plan, Do, Review" including input from relevant professionals or advisory services. It is envisaged that the 'graduated approach' employed for older children and young people will include evidence collated over a significantly longer period of time than 2 terms.
- Records of regular reviews and their outcomes.
- Data relating to progress and attainment, including attainment in literacy and maths and other areas of difficulty.
- Assessments relating to education and other assessments (e.g. from an Educational Psychologist (EP); advisory or special support teacher/service; Speech and Language Therapy (SALT), Occupational Therapy etc.). These must be accompanied with evidence that strategies advised by the external professional have been implemented, reviewed, evaluated and adapted accordingly, with further specialist advice sought if progress is not evident. All new advice and recommendations should be incorporated into a School IDP and have had at least a term where the benefits of the additional information have been assessed as to their contribution to meeting need.

- Views and aspirations of the child/young person and their parents/carers.
- The child or young person's health, including their medical history where relevant.
- Involvement of other professionals e.g. any involvement of social care and health services to date.

School IDPs and universal forms in Eclipse that are completed in sufficient detail and reviewed regularly should contain much of the required information listed above. As a result, educational settings are asked to submit the following documents when making a referral to the Local Authority:

### **Learner Summary**

This form captures an overview of the learner including: any relevant background information relating to family or social circumstances, the learner's strengths, main areas of concern, parental involvement and teacher/practitioner details.

### **LA Team Advice**

A form capturing advice from a Local Authority Team.

### **Looked After Child Information**

This form will become the Personal Education Plan (PEP) for a Child in Care, regardless of whether they have an IDP or not. If they do have an IDP, this will become part of their PEP.

### **Milestones/Short Term Targets**

This form can be used to record information linked to short term targets that are in place for a child or young person.

### **Person-centred Thinking Tools**

This form contains a range of person-centred thinking tools that can be used to capture information about the child or young person that feeds into person-centred reviews and IDP preparation.

### **One Page Profile**

The One Page Profile captures all the important information about a child or young person on a single page under three headings: what people appreciate about me, what's important to me and how best to support me.

### **Assessment Profile**

This form captures all assessment information relating to the child or young person's education.

### **Support and Intervention strategy (universal intervention)**

This form can be used to track progress and evaluate any universal support or targeted interventions that are in place for the child or young person.

### **Parents Views**

This form can be used to capture parent / carer views of their child's needs. It can be used generally or more specifically when preparing for a person-centred review.

### **Learner Views**

This form can be used to capture learner views. It can be used generally or more specifically when preparing for a person-centred review.

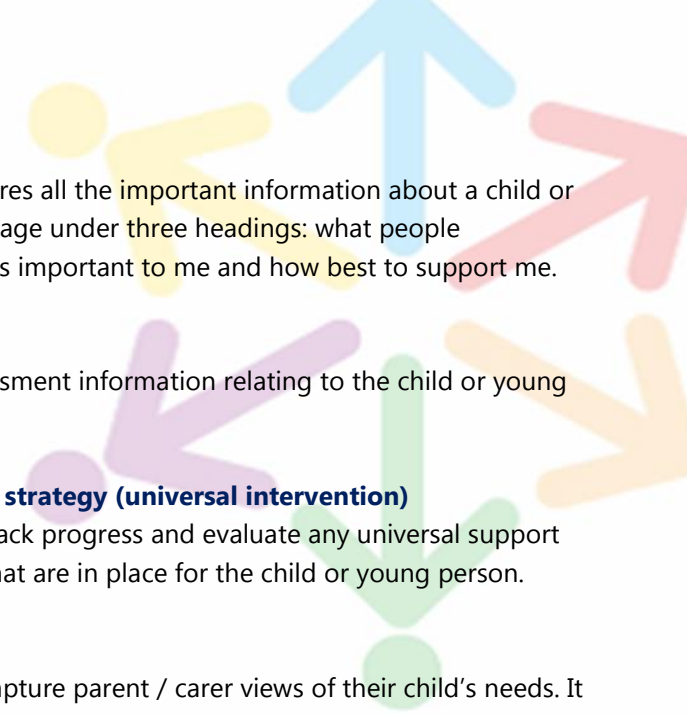
### **Person-centred Reviews**

The person-centred review form can be used to capture the views, ideas outcomes and actions that are shared in a person-centred review meeting.

Blank templates for the above documents can all be accessed within Eclipse system.

## **11.2. Who will be involved in the assessment?**

There are several agencies that local authorities must consider seeking information from to contribute to local authority consideration/re-consideration. Local authorities may not seek further advice if it has already been provided (and all parties are satisfied that it is sufficient for the



assessment process). The named local authority designated coordinator will discuss this with all parties involved.

Parents/carers can request that any other person be consulted for information where the local authority considers it reasonable to do so. Examples of this may include another party who has had recent experience of the child or young person in the last 12 months. The local authority would not usually seek to commission new assessments from professionals (e.g. Occupational Therapist) with whom the child/young person is not currently working.

When all of the information requested as part of the consideration/re-consideration has been received, the designated coordinator will meet with parents/carers and the child or young person to co-produce a document which reflects the advice. If the decision is taken that ALP is necessary, the co-produced document will form the basis of an IDP.

If the decision is made that a local authority prepared IDP is not necessary, the designated coordinator will meet with parents/carers and the educational setting to discuss this and next steps.

Please send all referrals for Local Authority consideration using the appropriate referral form to your respective ALN team ([ALN@conwy.gov.uk](mailto:ALN@conwy.gov.uk) / [aln@flintshire.gov.uk](mailto:aln@flintshire.gov.uk) ).

All decisions relating to ALN consideration/re-consideration are made by multi-agency panels comprising of representatives from Health, Social Care, Early Years Teams, Primary, Secondary and Special Schools, Educational Psychology, Additional Learning Needs Teams, and SNAP Cymru.





## 12. Health

### 12.1. The Designated Education Clinical Lead Officer (DECLO)

The Designated Education Clinical Lead Officer (DECLO) role is a key factor in supporting the health service in its implementation of the ALNET Act.

There are significant new requirements on Health Boards in Wales following the ALNET Act.

The local health board functions that the DECLO is responsible for coordinating include:

- (a) Referrals to the Local Health Board to consider whether there is a relevant treatment or service likely to be of benefit in addressing the ALN of a child or young person. NHS Additional Learning Provision (ALP)
- (b) securing the ALP (that is, the relevant treatment or service) described in an IDP as provision to be secured by the Local Health Board (including taking reasonable steps to secure its provision in Welsh where this is required);
- (c) Facilitating participation in reviews of IDPs in which a relevant treatment or service is set out as ALP to be secured by the Local Health Board.
- (d) Overseeing requests from local authorities to the Local Health Board for information or other help, which the former requires for the purpose of exercising its ALN functions.
- (e) Informing parents and local authorities of the Local Health Board's view that a child under compulsory school age probably has ALN.
- (f) Giving evidence to the Tribunal in an appeal in relation to ALN matters
- (g) Dealing with recommendations made to the Local Health Board by the Tribunal about the exercise of the Local Health Board's functions.

### 12.2. Role of the DELCO

The role of the DECLO is a strategic one which includes the following responsibilities:

- (h) collaborating with others
- (i) raising awareness of the ALN system across the Local Health Board
- (j) managing efficient and consistent systems within the Local Health Board to enable it to exercise its functions under the Act.
- (k) managing the Local Health Board's involvement in complaints, disputes and appeals to the Tribunal which are concerned with the exercise of its functions under the Act.
- (l) Measuring the compliance and quality assurance of Local Health Board activities.
- (m) Quality assuring advice to minimise variation in practice and promote realistic expectations.

### 12.3. What you can expect from the DECLO

**At individual level:** queries or concerns when children or young people have complex health needs, that are / may be impacting learning.

**At service level:** training on health aspects of ALN ; further information in relation to health aspects of the IDP ; guidance if you are unsure of which health professional to contact; support for complaints, mediation and tribunal; link with health services in young offenders services

**At strategic level:** information on the development of joint commissioning for ALN and extending health services up to age 25; integrated health pathways and reduction in duplication; governance structure for escalation of concerns/complaints; integration and embedding of ALN into all relevant health board services and divisions. Integration of ALN into programmes such as "Let Me Flourish", "No Wrong Door". Etc.

## 12.4. Supporting pupils in school with medical conditions

The DECLO will work with health board services to ensure that support is given to educational colleagues to implement the Welsh Government guidance "Supporting Learners with Healthcare Needs" (2017). This document outlines guidance to be followed for children and young people with healthcare needs that do not impact learning.

### a. Speech and Language Therapy

Speech and language therapists (SLTs) are allied health professionals, and are registered with the [Health & Care Professions Council](#) and the [Royal College of Speech and Language Therapists](#). The team also includes SLT technical instructors (TIs) - specially trained support workers providing delegated SLT support across a range of settings. The SLT team work with children and young people who have a range of speech, language and communication difficulties or swallowing difficulties (dysphagia), providing specialist assessment and evidence-based interventions. They work with carers and families and other professionals, such as teachers, to provide a person-centred approach.

### b. Occupational Therapy

Paediatric Occupational Therapy (OT) Service provide intervention for babies, children and young people from birth 19 years old. The service aims to assist children to achieve their maximum potential in everyday functional skills such as accessing play, dressing, eating, handwriting, toileting.

### c. Physiotherapy

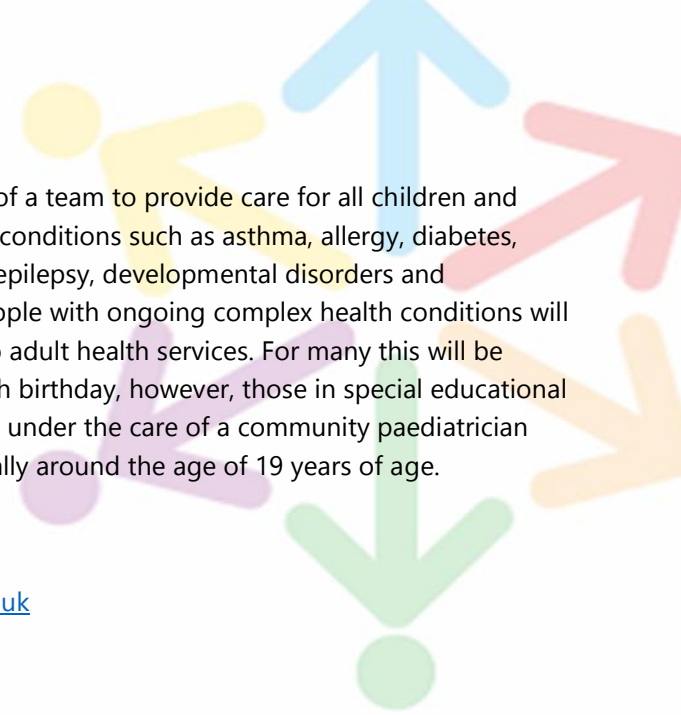
Paediatric Physiotherapy Services provide intervention for children and young people. The service aims to assist children to achieve their maximum physical and functional potential.

### d. Paediatricians

Paediatricians work as part of a team to provide care for all children and young people with medical conditions such as asthma, allergy, diabetes, cardiac, coeliac, endocrine, epilepsy, developmental disorders and neurodisabilities. Young people with ongoing complex health conditions will have a planned transition to adult health services. For many this will be completed around their 18th birthday, however, those in special educational settings may continue to be under the care of a community paediatrician until they leave school, usually around the age of 19 years of age.

#### Contact Details

- [BCU.DECLO@wales.nhs.uk](mailto:BCU.DECLO@wales.nhs.uk)
- Tel: 03000 846993



### 13. Early Help Services and Social Care

Both Flintshire and Conwy are committed to providing families with the right help at the right time from the right service. This is described as “early help” and includes providing support required by families at any point in their children’s life.

Flintshire County Council	Conwy County Borough Council
<b>Providing:</b>	
<p><b>The Early Help Hub</b></p> <ul style="list-style-type: none"> <li>• A single point of contact for professionals, families and young people to access early help in Flintshire.</li> <li>• Supporting Flintshire families to access early intervention to prevent escalation of needs.</li> <li>• Co-located partner agencies, and 3rd sector, to increase the sharing of information to provide appropriate advice</li> </ul>	<p><b>Family Support Teams</b></p> <p>Five local community based teams</p> <p>Based in Family Centres or community venues</p> <ul style="list-style-type: none"> <li>• Open access groups available for any families to join in, make friends, and support each other</li> <li>• Targeted groups available for any families who would benefit from them – for example, parenting courses, and themed groups</li> <li>• One to one support from a Family Worker – tailored to what matters to the family, and their specific needs. This is based on the Family Wellbeing Profile tool, which is a collaborative conversation with families looking at all areas of family life and working together to reach the family’s goals. Our <a href="#">Standards</a> describe what a family can expect on their journey with us.</li> <li>• Referrals and access to specialist support – we work with a range of partners to access specialist support to meet families’ needs</li> </ul>
<b>Criteria:</b>	
<p>A family with 2 or more Adverse Childhood Experiences (ACES) that you are concerned about. They can include:</p> <ul style="list-style-type: none"> <li>• Emotional abuse</li> <li>• Childhood neglect</li> <li>• Physical abuse</li> <li>• Sexual abuse</li> <li>• Family Breakdown/separation</li> <li>• Domestic Abuse</li> <li>• Substance and/or alcohol misuse</li> <li>• Parental Incarceration</li> <li>• Mental Health</li> </ul>	

<p>Families can ask for help at any time, or referrals from anyone working with families are welcome. This could include:</p> <ul style="list-style-type: none"> <li>• Schools, further education and early years providers</li> <li>• Health services</li> <li>• Police</li> <li>• Youth services</li> <li>• Flying Start</li> <li>• Voluntary and Community Sector</li> </ul>	
<p><b>How to refer:</b></p>	
<p>Complete a combined referral form and send to <a href="mailto:earlyhelphub.referral@flintshire.gov.uk">earlyhelphub.referral@flintshire.gov.uk</a></p> <ol style="list-style-type: none"> <li>1. The referral will be reviewed by Early Help Hub within 5 working days</li> <li>2. Appropriate support identified</li> <li>3. Family contacted by appropriate agency</li> <li>4. Referrer notified of outcome</li> </ol>	<p>Visit the Conwy Family Life web pages <a href="http://www.conwy.gov.uk/familylife">www.conwy.gov.uk/familylife</a></p> <p>If an assessment or Social Care Support is thought necessary, then a referral will need to be made to Conwy's Duty Team <a href="https://www.conwy.gov.uk/en/Resident/Social-Care-and-Wellbeing/Children-and-families/Children-and-Families.aspx">https://www.conwy.gov.uk/en/Resident/Social-Care-and-Wellbeing/Children-and-families/Children-and-Families.aspx</a>. This is the 'front door' for access to services, support and advice for children and their families, from early help and support through to safeguarding and child protection.</p>
<p><b>Useful contact details for information, advice and support:</b></p>	
<p><b>fisf@flintshire.gov.uk</b> or <b>01352 703500</b> Family Information Service Flintshire (FISF) provides free and impartial expert advice, information and guidance on anything from childcare, health, leisure, parental support and finances in your area &amp; much more...</p> <p><b>www.dewis.wales</b> Dewis Wales is a website that can provide information about well-being in Wales. Dewis holds information about local organisations and services that can help professionals and families to identify support.</p> <p><b>www.flvc.org.uk</b> Flintshire Local Voluntary Council provides a directory of information in relation to community wellbeing services available to families.</p> <p><b>www.publichealthnetwork.cymru</b> Public health network provides instant access to comprehensive public health information.</p>	<p><b><a href="https://www.conwy.gov.uk/en/Resident/Social-Care-and-Wellbeing/Im-worried-about-somebody/assets/documents/Referral-Form-Children-and-Families2018.docx">https://www.conwy.gov.uk/en/Resident/Social-Care-and-Wellbeing/Im-worried-about-somebody/assets/documents/Referral-Form-Children-and-Families2018.docx</a></b> or <b>01492 575 111</b></p> <p>The Duty team can be contacted by phone or by completing the referral on the above link and returning it to <b><a href="mailto:duty@conwy.gov.uk">duty@conwy.gov.uk</a></b>.</p> <p>A range of service provision is available from either services commissioned by Conwy County Council, or from within Conwy County Council itself, depending upon the type and complexity of the issue and its impact on the child or young person. For more information see the <b><a href="https://www.conwy.gov.uk/en/Resident/Social-Care-and-Wellbeing/Social-Care-and-Wellbeing.aspx">https://www.conwy.gov.uk/en/Resident/Social-Care-and-Wellbeing/Social-Care-and-Wellbeing.aspx</a></b> and chose the Children and Families option.</p>

## 14. Glossary

<b>A, B, C</b>	Antecedent, Behaviour, Consequence	<b>OT</b>	Occupational Therapy
<b>ACES</b>	Adverse Childhood Experiences	<b>PASS</b>	Pupil Attitude to Self and School
<b>AD</b>	Attachment Disorder	<b>PEP</b>	Personal Education Plan
<b>ADD</b>	Attention Deficit Disorder	<b>PMLD</b>	Profound and Multiple Learning Difficulties
<b>ADHD</b>	Attention Deficit Hyperactive Disorder	<b>QTVI</b>	Qualified Teacher of the Visually Impaired
<b>ALN</b>	Additional Learning Needs	<b>SALT</b>	Speech and Language Therapy
<b>ALNCo</b>	Additional Learning Needs Co-ordinator	<b>SEMh</b>	Social, Emotional and Mental Health
<b>ALNET</b>	Additional Learning Needs and Educational Tribunal (Wales) Act	<b>SEN</b>	Special Educational Needs
<b>ALNLO</b>	ALN Lead Officer	<b>SIS</b>	Sensory Inclusion Service
<b>ALP</b>	Additional Learning Provision	<b>SLCN</b>	Speech, Language and Communication Needs
<b>ASD</b>	Autism Spectrum Disorder	<b>SLD</b>	Severe Learning Difficulties
<b>BESD</b>	Behavioral, Emotional and Social Development	<b>SLTs</b>	Speech and Language Therapists
<b>CAP</b>	Cognitive Abilities Profile	<b>SpLD</b>	Specific Learning Difficulties
<b>CPD</b>	Continuing Professional Development	<b>SPOA</b>	Single Point of Access
<b>DECLO</b>	Designated Clinical Lead Officer	<b>SSS</b>	Sensory Support Service
<b>ELSA</b>	Emotional Literacy Support Assistants	<b>STOD</b>	Specialist Teacher of the Deaf
<b>EP</b>	Educational Psychologist	<b>TIs</b>	Technical Instructors
<b>ICP</b>	Individual Communication Plan	<b>TOD</b>	Teacher of the Deaf
<b>IDP</b>	Individual Development Plan	<b>VI</b>	Visual Impairment
<b>ILS</b>	Independent Life Skills	<b>HI</b>	Hearing Impairment
<b>IRS</b>	Individual Reactive Strategy	<b>MSI</b>	Multi-Sensory Impairment (a combination of vision and hearing) difficulties)
<b>LAC</b>	Looked After child	<b>PD</b>	Physical Disability
<b>LAT</b>	Local Authority Team		
<b>LDD</b>	Learning Difficulties and/or Disabilities		
<b>MLD</b>	Moderate Learning Difficulties		



## Appendix 1: Roles and Responsibilities

### Early Years Additional Learning needs Lead Officer (Early Years ALNLO)

The following information has been extracted from The Additional Learning Needs Code for Wales 2021:

“Early years additional learning needs lead officer” or “an early years ALNLO” means an officer designated, in accordance with section 62 of the Act, by a local authority to have responsibility for co-ordinating the local authority’s functions under Part 2 of the Act in relation to children under compulsory school age who are not attending maintained schools.

Every local authority must<sup>1</sup> designate an officer to have responsibility for co-ordinating the local authority’s functions under the Act in relation to children under compulsory school age who are not attending maintained schools. The designated officer is to be known as the ‘Early Years Additional Learning Needs Lead Officer’ (‘the Early Years ALNLO’).

The local authority functions that the Early Years ALNLO is responsible for coordinating insofar as they relate to the ALNLO cohort cover:

- deciding whether children have ALN, the preparation and maintenance of IDPs (including securing the ALP specified in the IDP), and the provision of information about IDPs
- the review and revision of IDPs
- the review of ALP arrangements
- making arrangements to provide advice and information and taking reasonable steps to make the arrangements known to (amongst others) parents and case friends of children in its area; making arrangements for the avoidance and resolution of disagreements and promoting the use of them
- making arrangements for the provision of independent advocacy services

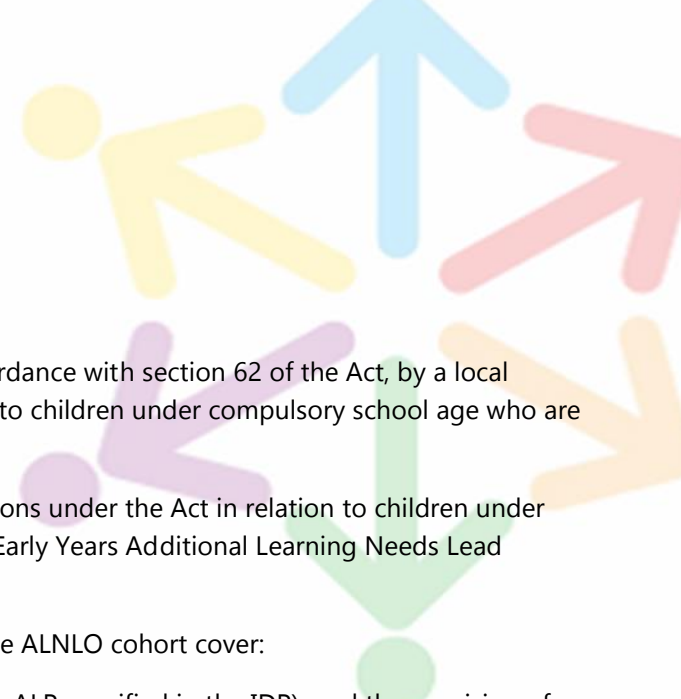
The Early Years ALNLO is a strategic role and should have two aspects to it: an inward facing role and an outward facing role. The purpose of the inward facing role is to be responsible for the local authority’s arrangements for exercising its functions in relation to the ALNLO cohort. In order to support the effective exercise of those functions, the outward facing role is about developing and maintaining effective relationships with others who work with the local authority’s ALNLO cohort.

### Schools – Additional Learning Needs Co-ordinator (ALNCo)

The following information has been extracted directly from The Additional Learning Needs Code for Wales 2021:

All mainstream maintained schools and FEIs in Wales must designate a person, or more than one person who will have responsibility for co-ordinating provision for learners with ALN. That person (or persons) will be known as an additional learning needs co-ordinator, or ALNCo.

Under their duty to designate a person to act as an ALNCo, maintained schools and FEIs should consider the skill set and experience of the individual to ensure they can deliver the functions prescribed in law. ALNCos should be highly qualified and should have expertise in person centred practice and dealing with a broad





spectrum of ALN. ALNCoS should actively undertake training to support their continuing professional development. They may choose to specialise in specific types of ALN and share this expertise beyond their particular education setting.

The ALNCo in a school must be a school teacher. Likewise, an ALNCo working in an FEI must be a further education teacher.

Individuals can be designated as an ALNCo by a maintained school without being a school teacher, but only if they were acting as a special educational needs co-ordinator (SENCo) at that school immediately prior to the 4 January 2021.

The designation of an ALNCo does not remove the responsibilities of the wider workforce; all staff who work with children and young people with ALN have a responsibility for ensuring that their learners' needs are identified and provided for.

It is vital that the ALNCo has sufficient time and resource to undertake their responsibilities effectively, including dedicated time away from teaching. The head of the education setting should ensure that the ALNCo is supported in this way. Clear and sufficient time allocation will ensure that the ALNCo is able to undertake their duties effectively. When determining sufficient time, consideration should be given to the numbers on role at the education setting who have ALN and the severity of ALN that cohort of learners has.

If an individual's ALNCo role is combined with other non-teaching responsibilities, it is important that these other responsibilities are compatible with the duties the individual is expected to perform as an ALNCo, and do not impinge on their ability to undertake the ALNCo role.

While all teachers and education staff are educators of children and young people with ALN, 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 role is a strategic one within the education setting and should, therefore, either form part of the senior leadership team or have a clear line of communication to the senior leadership team<sup>4</sup>. 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.

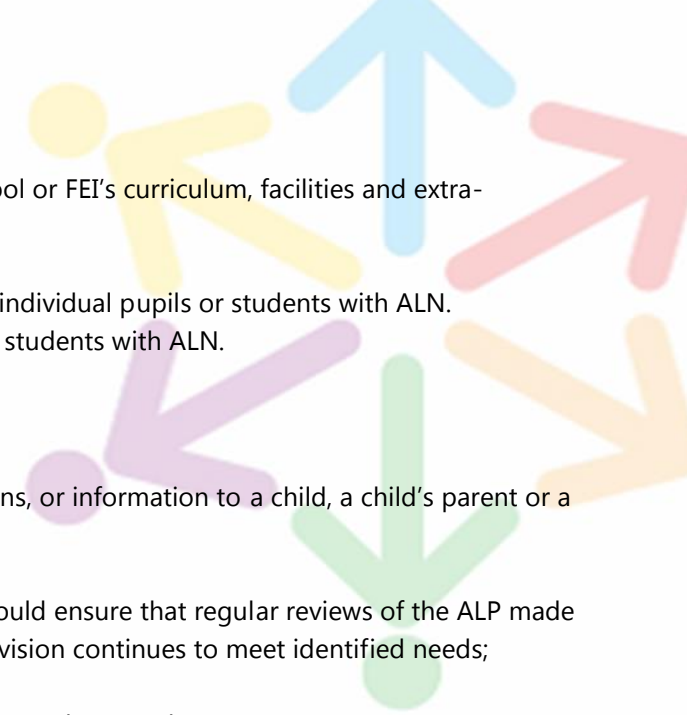
To support the ALNCo, the senior leadership team should advise, support and challenge the systems and processes of the education setting to identify and meet the needs of the learners. The local authority may support the role of the ALNCo, including providing guidance where appropriate.

The ALNCo will need to be involved in the strategic co-ordination of ALN resources, such as in deploying and supporting staff and working with colleagues on the senior leadership team to plan and decide on the appropriate resources required to support staff within the setting. ALNCoS should be actively involved in decisions around budgets and resources to help plan appropriate provision.

ALNCoS are not expected to be directly involved with the day to day process of supporting every learner with ALN. This is the responsibility of the class teacher, however learning support staff can aid the ALNCo in ensuring that teachers are supported and the needs of all learners are met.

In addition to their overarching responsibility for co-ordinating ALP for students or pupils with ALN, the ALNCo is responsible for ensuring that tasks set out under this heading are carried out. ALNCoS may choose to undertake these tasks themselves or arrange for tasks to be undertaken by others:

- The ALNCo will not be required to develop every IDP – but they have overall responsibility for ensuring that all learners who have ALN across the education setting have an IDP. ALNCoS must identify a pupil or student's ALN and co-ordinate the making of ALP that meets those needs.
- ALNCoS must secure relevant services that will support a pupil or student's ALP as required.



- ALNCos must keep records of decisions about ALN and IDPs.
- ALNCos must promote a pupil or student's inclusion in the school/FEI community and access to that school or FEI's curriculum, facilities and extra-curricular activities.
- ALNCos must monitor the effectiveness of any ALP.
- ALNCos must advise teachers at the school or FEI about differentiated teaching methods appropriate for individual pupils or students with ALN.
- ALNCos must supervise and arrange for the training of learning support workers who work with pupils or students with ALN.
- ALNCos must contribute to in-service training for teachers.

In addition to the mandatory tasks, the key responsibilities of the ALNCo should include:

- where certain requirements stipulate that maintained schools or FEIs must provide documents, notifications, or information to a child, a child's parent or a young person, the ALNCo should oversee that provision;
- overseeing the day-to-day operation of the education setting's arrangements for ALN;
- overseeing the ALP across the education setting to meet the needs identified within IDPs. The ALNCo should ensure that regular reviews of the ALP made for learners in their setting are undertaken and, where appropriate, lead the review process to ensure provision continues to meet identified needs;
- ensuring IDPs are developed and reviewed appropriately;
- supporting learners with an IDP with their transition between education settings or into adulthood, further study or work;
- overseeing the appropriate transfer of information between education settings about the learner's ALN and ALP;
- liaise with exams officers and specialist teachers when seeking reasonable adjustments for examinations;
- contributing to the development and implementation of appropriate ALN procedures and systems within the education setting, including strategic financial planning, effective deployment of resources and data collection and analysis, with a view to improved outcomes for learners with ALN;
- becoming a source of expertise on ALN by developing specialist skills and knowledge;
- keeping up-to-date on the latest guidance and support available for ALN;
- enhancing their own professional learning by liaising with the local network of ALNCos (which local authorities should consider establishing and facilitating) and, where appropriate, special schools to develop and share experience and best practice;
- ensuring the record of their roles and professional learning as part of their registration with the Education Workforce Council is up-to-date record in respect of ALN;
- providing professional support to all staff to enable the early identification, assessment and planning for learners with ALN, this might include supporting staff to undertake whole school/FEI tracking and supporting staff to manage good target setting;
- ensuring that the arrangements put in place by the local authority in relation to avoiding and resolving disagreements are fully utilised as appropriate;
- acting as the key point of contact with the relevant local authority's inclusion and support services, external agencies, independent/voluntary organisations, health and social care professionals, educational psychologists, etc.;
- liaising with careers specialists to ensure that learners with ALN receive appropriate careers advice;
- working strategically with the senior leadership team and governors to ensure the education setting is meeting its responsibilities under the Act, this Code and the Equality Act 2010.

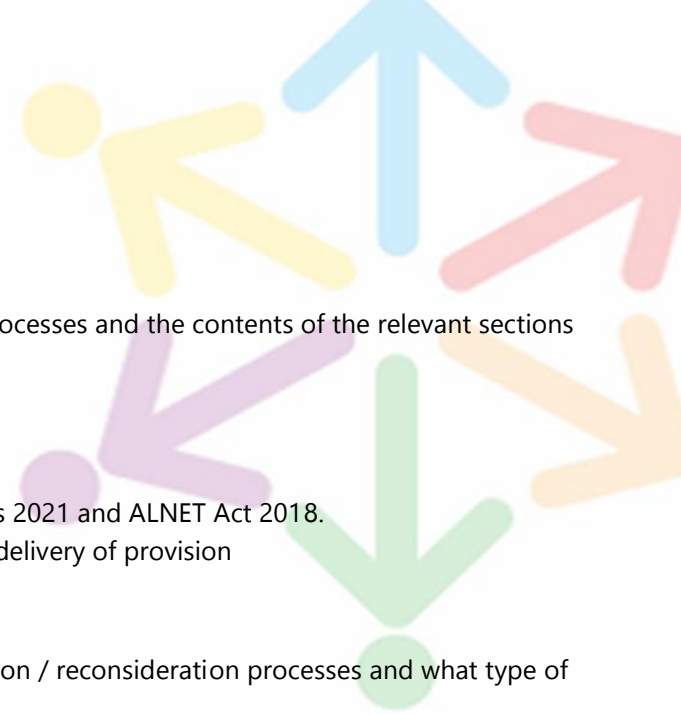
## Local Authority Designated Co-ordinator

What your named LA Designated Co-ordinator can do:

- Be your named contact
- Provide information/advice on the administration of the local authority consideration / reconsideration processes and the contents of the relevant sections of IDPs
- Visit new ALNCos if invited and explain the ALN processes, ALP and IDPs
- Provide advice and information on the annual review process
- Signpost and provide good practice examples for all settings if requested
- Provide information on reasonable steps, best endeavours, The Additional Learning Needs Code for Wales 2021 and ALNET Act 2018.
- Work with parents/carers in situations where there are concerns about any aspects of the IDPs, including delivery of provision

What your named LA Designated Co-ordinator is not able to do:

- Provide advice on placements and provision, except to explain the findings of a local authority consideration / reconsideration processes and what type of provision/placement the contributions are suggesting
- Make transport/funding/placement decisions
- Attend meetings in an advocacy role
- Discuss or attend meetings for children/young people prior to them being known to the ALN Team
- Add provision to IDPs which is health or social care
- Update a LA IDP without specific information returned as part of the annual review process on the wording required and accompanying written information as appropriate (e.g. diagnoses etc.)



## Appendix 2: Good Quality Universal Teaching

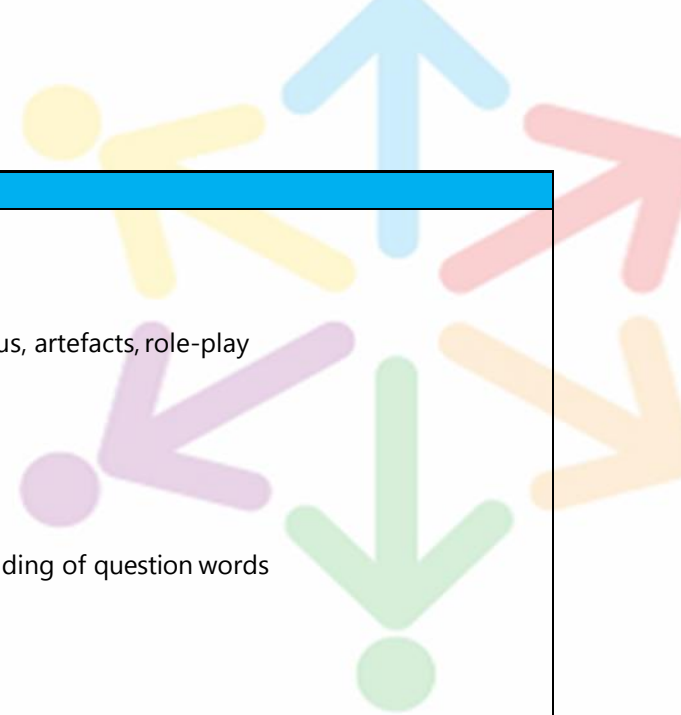
The following tables provide information on what Good Quality Universal Teaching in schools looks like under the four broad areas of ALN:

### Cognition and Learning

- Make sure you know the level of difficulty of any text you expect the pupil to read
- Ensure all text and print is clearly visible and displayed clearly and can be comfortably viewed if used as a teaching aid
- Pre-teaching of subject vocabulary
- Key words/vocabulary emphasised when speaking
- Instructions broken down into manageable chunks and given in sequence
- Pupils encouraged to explain what they have to do and how they are going to do it to check understanding
- Teach sequencing as a skill e.g. sequencing stories, alphabet etc.
- Resources, equipment, homework diaries make use of consistent symbols and colour coding in line with school policy
- Links to prior learning explicitly made
- Key learning points reviewed at appropriate times during and at end of lesson
- Alternative ways to demonstrate understanding e.g. diagrams, mind maps, use of voice recorders
- Provide – and teach use of – a range of writing frames to aid organisation
- Key words, phoneme mats and/or alphabet strips available
- Consider marking work for content – encourage pupils to highlight words themselves that may be incorrect to be looked at later
- Use IT programs and apps. to reinforce and revise what has been taught
- To support short term memory, have small whiteboards and pens available for notes, to try out spellings, record ideas etc.
- Texts which reflect interest and age range – good range of 'hi-lo' (high interest, low reading age) available
- Text presented clearly – uncluttered, use bullet points and clear font and that the size is appropriate for pupils' age/ability
- Diagrams and pictures to add meaning alongside text
- Cloze procedure exercises to vary writing tasks and demonstrate understanding
- Don't ask pupil to read aloud in class unless you know they have pre-prepared and are comfortable with this
- Teach and model memory techniques
- Use different coloured pens to support learning spellings, identifying different sections of text, one colour for each sentence and underline or contrast can be lost
- Mark starting point for each line
- Minimise copying from the board – provide copies for pupil if necessary

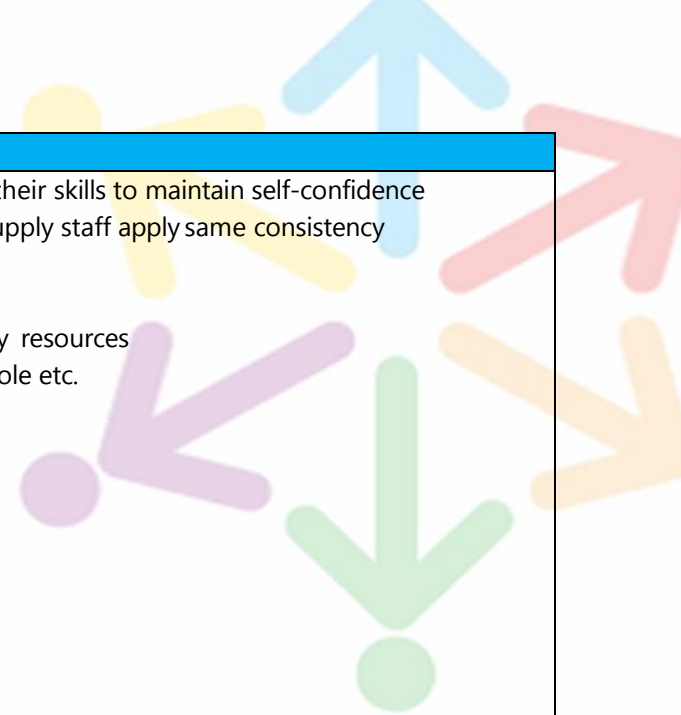
## Communication and Interaction

- 'Rules' of good listening displayed, taught, modelled and regularly reinforced
- Pupils aware of pre-arranged cues for active listening (e.g. symbol, prompt card)
- Key words/vocabulary emphasised when speaking and displayed visually with picture cues
- Range of multi-sensory approaches used to support spoken language e.g. symbols, pictures, concrete apparatus, artefacts, role-play
- Instructions broken down into manageable chunks and given in the order they are to be done
- Delivery of information slowed down with time given to allow processing
- Pupils are given a demonstration of what is expected
- System of visual feedback in place to show if something has been understood
- Pupils are encouraged – and shown – how to seek clarification
- Prompt cards using a narrative framework (who, where, when, what happened etc.) used to support understanding of question words
- Talking buddies or similar used to encourage responses
- Effectively explain and support pupils to ask and answer questions
- 'Word walls' or similar to develop understanding of new vocabulary
- Parents advised of new vocabulary so it can be reinforced at home
- Minimise use of abstract language
- Say the child's name first to gain their attention
- Tell the child what to do rather than what not to do (e.g. walk please rather than don't run)



## Behaviour, Emotional and Social Development

- Take time to find pupil's strengths and praise these – ensure that the pupil has opportunities to demonstrate their skills to maintain self-confidence
- Refer pupils regularly to classroom code of conduct, whole class targets and use consistently – ensuring that supply staff apply same consistency
- Play calming music where appropriate
- Provide a safe space for pupils to retreat to as and when needed
- Provide lots of opportunities for kinaesthetic learning e.g. practical activities, experiential learning, multi-sensory resources
- Use interactive strategies e.g. pupils have cards/whiteboards to hold up answers, come to the front to take a role etc.
- Make expectations for behaviour explicit by giving clear targets, explanations and modelling
- Use a visual timer to measure and extend time on task – start small and praise, praise, praise
- Teach pupils how to use post-it notes for questions and ideas rather than interruptions (when appropriate)
- Provide alternative seating if this is an issue
- Legitimise movement by getting pupil to take a message, collect an item, use a 'fiddle toy' if necessary
- Ensure that equipment and/or tools are easily accessible and available for use
- Give a set time for written work and do not extend into break time to 'catch up'
- Chunk instructions and support with visual cues
- Make use of different seating and grouping arrangements for different activities
- Personalise teaching where possible to reflect pupils' interests
- Communicate in a calm, clear manner
- Keep instructions, routines and rules short, precise and positive
- Listen to the pupil, giving them an opportunity to explain their behaviours
- Communicate positive achievements no matter how small with home and encourage home to do the same
- Allow pupil to have a safe place to store belongings
- Ensure groupings provide positive role models
- Transition from whole class work to independent or group work is taught, clearly signalled and actively managed





## Sensory and/or Physical

### Visual Difficulties

- Give as many first hand 'real' multi-sensory experiences as possible
- Ensure correct seating in relation to board, whiteboard, Smartboard
- Consider lighting – natural and artificial – which is most comfortable?
- Avoid shiny surfaces which may reflect light and cause dazzle
- Always uses verbal explanations when demonstrating to the class
- Read out aloud as you write on the board
- Address the pupil by name to get their attention

### Hearing Difficulties

- Keep background noise to a minimum
- Speak clearly, slow down speech rate a little, but keep natural fluency
- Do not limit use of rich and varied language, limited vocabulary can limit natural speech patterns and full meaning
- Model and teach careful listening along with signals when careful listening is required
- Regularly check that oral information/instructions have been understood
- Face the pupil when speaking
- Divide listening time into short chunks
- Make use of appropriate gestures to support understanding

### Co-ordination

- Consider organisation of classroom
- Consider seating arrangements for left and right handed pupils
- Seating should allow pupil to rest both feet flat on the floor – check chair heights
- Desk should be at elbow height
- Encourage good posture
- Positioned so pupil is able to view the teacher directly without turning the body – close enough to see and hear instructions
- Seated where there are minimal distractions e.g. away from windows and doors
- Mark starting point for each line
- Equipment clearly labelled and kept in the same place in class
- Allow additional time to complete tasks



## Appendix 3: Suggested Assessments

The below assessments have not been endorsed by the Local Authority, but have been suggested by experienced, local Cheshire East school SENCOs and Conwy and Flintshire ALNCOs following their own use. Such assessments should be used in conjunction with observations from class teachers etc.

Name of Assessment	Which need does it assess?	What does it measure/assess? (Brief description)	Does the assessment result in a standardised score?	Is formal training or a qualification required to use the assessment?	Where is it available from? (e.g. Company name and/or web link if possible)	Additional comments from SENCOs
Accelerated Reader	Cognition and Learning	Reading programme with assessments built in	Yes	No	Renaissance <a href="http://www.renlearn.co.uk/accelerated-reader/">http://www.renlearn.co.uk/accelerated-reader/</a>	
Access Reading Test (ART)	Reading comprehension	Looks at strengths and weaknesses in four key aspects of reading comprehension: Literal comprehension, vocabulary, inference and analysis	Yes	Yes	Hodder: <a href="https://www.hoddereducation.co.uk/AccessReadingTest">https://www.hoddereducation.co.uk/AccessReadingTest</a>	
All Wales Reading Test (AWRT)	Reading	Designed for 5 years 10 months – 16 years 5 months	Yes	Yes	<a href="https://awrt.online/">https://awrt.online/</a>	

Name of Assessment	Which need does it assess?	What does it measure/assess? (Brief description)	Does the assessment result in a standardised score?	Is formal training or a qualification required to use the assessment?	Where is it available from? (e.g. Company name and/or web link if possible)	Additional comments from SENCOs
British Picture Vocabulary Scale (BPVS)	Verbal reasoning	Understanding of vocabulary- each word has four pictures to select from to show if they understand word meaning. Gives idea of general understanding of the world. Verbal Reasoning General ability measure. Used alongside Non Verbal Reasoning to compare. Designed for 3 - 16 years, English first language.	Yes and age equivalent	No	GL assessment <a href="https://www.gl-assessment.co.uk/products/british-picture-vocabulary-scale-bpvs3/">https://www.gl-assessment.co.uk/products/british-picture-vocabulary-scale-bpvs3/</a>	Recommended for use with dyslexia portfolio screener
Cognitive Abilities Test (CAT4)	Cognitive abilities test	Reasoning with words, numbers, shapes and designs. Designed for children and young people aged 6 - 17+ years.	Yes	Yes	GL Assessment <a href="https://www.gl-assessment.co.uk/products/cognitive-abilities-test-cat4/">https://www.gl-assessment.co.uk/products/cognitive-abilities-test-cat4/</a>	

Name of Assessment	Which need does it assess?	What does it measure/assess? (Brief description)	Does the assessment result in a standardised score?	Is formal training or a qualification required to use the assessment?	Where is it available from? (e.g. Company name and/or web link if possible)	Additional comments from SENCOs
Comprehensive Test of Phonological Processing - Second Edition (CTOPP-2)	Phonological processing	Phonological awareness, phonological memory and rapid naming. Designed for 4 years to 24 years 11 months.	Yes	Yes	R Wagner et al (Authors) Available from: <a href="http://www.pearsonline.co.uk/AlliedHealth/PaediatricAssessments/PhonologicalAwareness/ctopp-2/comprehensive-test-of-phonological-processing-second-edition.aspx">http://www.pearsonline.co.uk/AlliedHealth/PaediatricAssessments/PhonologicalAwareness/ctopp-2/comprehensive-test-of-phonological-processing-second-edition.aspx</a>	
Diagnostic Reading Assessment	Cognition and Learning	Diagnostic Reading Analysis (DRA) is an oral, one-to-one standardised test to accurately assess your less able readers.  <i>What factors does DRA assess?</i>	Yes	No	<a href="https://www.hoddereducation.co.uk/diagnosticreadinganalysis">https://www.hoddereducation.co.uk/diagnosticreadinganalysis</a>	

Name of Assessment	Which need does it assess?	What does it measure/assess? (Brief description)	Does the assessment result in a standardised score?	Is formal training or a qualification required to use the assessment?	Where is it available from? (e.g. Company name and/or web link if possible)	Additional comments from SENCOs
		<p>Reading accuracy                      Reading speed                      Reading comprehension                      Comprehension processing speed                      Single word reading accuracy                      Reading age                      Comprehension age                      Single word reading age</p> <p><i>What do schools use DRA for?</i>                      To provide standardised measures of a pupil's reading ability.                      To measure progress by re-testing with the parallel forms following an intervention programme.                      To help create a pen portrait for pupils who may need special arrangements, such as additional time in National Tests.</p>				

Name of Assessment	Which need does it assess?	What does it measure/assess? (Brief description)	Does the assessment result in a standardised score?	Is formal training or a qualification required to use the assessment?	Where is it available from? (e.g. Company name and/or web link if possible)	Additional comments from SENCOs
Dyslexia Screener	First stage screening assessment for dyslexic tendencies	Identifies dyslexic tendencies in pupils aged 5–16+ years and recommends intervention strategies	Yes	Yes	GL Assessment <a href="https://www.gl-assessment.co.uk/products/dyslexia-screener-portfolio-and-guidance/">https://www.gl-assessment.co.uk/products/dyslexia-screener-portfolio-and-guidance/</a>	
Dyslexia Portfolio	Individual follow-up assessment to the Dyslexia Screener (see above) for those pupils who may have been screened as having dyslexic tendencies, or whose performance in literacy is causing concern.	Assesses the following: Naming Speed Reading Speed Phoneme Deletion Non-word Reading Single Word Spelling Recall of Digits forwards Recall of Digits backward Single Word Reading Writing – copy / free writing speed	Yes for each area	No	GL assessment <a href="https://www.gl-assessment.co.uk/products/dyslexia-screener-portfolio-and-guidance/">https://www.gl-assessment.co.uk/products/dyslexia-screener-portfolio-and-guidance/</a>	Need a measure of general ability for it to give a measure of level of dyslexia, which is measured A (none) to E (severe). Online report generation tool produces a report for teacher and parents.



Name of Assessment	Which need does it assess?	What does it measure/assess? (Brief description)	Does the assessment result in a standardised score?	Is formal training or a qualification required to use the assessment?	Where is it available from? (e.g. Company name and/or web link if possible)	Additional comments from SENCOs
	Assesses individual signs of dyslexia.					
Glannau Menai	Welsh reading and spelling	A standardised reading and spelling test to measure skills. It can be used to identify where interventions may be needed.	Yes	Yes	Publisher: Cyd-bwyllgor Anghenion Addysgol Arbennig, Cyngor Sir Ynys Môn a Chyngor Gwynedd, 1998	
Helen Arkell Spelling Test (HAST-2)	Spelling	Single word spelling test.  Designed for 5 years-adult.  Can be administered in a group or individually	Yes	Yes	<a href="https://www.helenarkell.org.uk/shop/helen-arkell-publications/helen-arkell-spelling-test-hast-2.php">https://www.helenarkell.org.uk/shop/helen-arkell-publications/helen-arkell-spelling-test-hast-2.php</a>	

Name of Assessment	Which need does it assess?	What does it measure/assess? (Brief description)	Does the assessment result in a standardised score?	Is formal training or a qualification required to use the assessment?	Where is it available from? (e.g. Company name and/or web link if possible)	Additional comments from SENCOs
Multi-lingual Assessment Battery for Early Literacy (MABEL)	Literacy	A standardised battery of 14 tests which assess early literacy and related skills across 5 languages including English and Welsh.	Yes	Yes	<a href="https://research.bangor.ac.uk/portal/en/researchoutputs/mabel(b30be62f-5989-44fa-af53-1536f700037a).html">https://research.bangor.ac.uk/portal/en/researchoutputs/mabel(b30be62f-5989-44fa-af53-1536f700037a).html</a>	
New Group Reading Test (NGRT)	Reading	A standardised group reading test to measure reading skills. It can be used to identify where interventions may be needed.	Yes	Yes	<a href="https://www.gl-assessment.co.uk/assessments/new-group-reading-test/">https://www.gl-assessment.co.uk/assessments/new-group-reading-test/</a>	
Lucid - Ability	Computerised assessment of verbal and non- verbal skills	Verbal consists of questions to test vocabulary, verbal analogies, logical reasoning, symbol manipulation etc.  Non verbal consists of visualisation of sequences	Standardised scores, Age equivalents and percentiles. Results are independent of reading attainment.	No	GL Assessment <a href="https://www.gl-assessment.co.uk/products/lucid-ability/">https://www.gl-assessment.co.uk/products/lucid-ability/</a>	Lucid Ability can be used with ages 4-16, has a more enjoyable format and results are interpreted graphical.

Name of Assessment	Which need does it assess?	What does it measure/assess? (Brief description)	Does the assessment result in a standardised score?	Is formal training or a qualification required to use the assessment?	Where is it available from? (e.g. Company name and/or web link if possible)	Additional comments from SENCOs
		patterns etc. Paper or digital formats available for different age groups	Lucid Ability also gives an estimate of general intelligence.			Cost implication as licence needs renewing annually.
Lucid - Rapid (part of the 'Lucid' suite of assessments for specific learning difficulties)	Provides an indication of dyslexia	Quick group/class screening for dyslexia in pupils aged 4 to 15 Consists of 4 sub-tests according to age - Phonological processing, Working memory, Visual-verbal integration memory, Phonic decoding skills	Standardised scores, Age equivalents and centiles	The administrator's manual explains how to interpret results and their implications for learning.	GL Assessment <a href="https://www.gl-assessment.co.uk/product/s/lucid/">https://www.gl-assessment.co.uk/product/s/lucid/</a>	Computerised tests, more enjoyable format, results immediate and interpreted graphical. Cost implication as licence needs renewing annually.
Lucid - LASS (part of the 'Lucid' suite of assessments for specific learning	Cognition & Learning	Designed to highlight differences between actual and expected literacy levels, with two versions: 8- 11 years and 11-15 years. Assesses areas such as: visual	Yes in each area	No, but some preferable to read the resulting charts.	GL Assessment <a href="https://www.gl-assessment.co.uk/product/s/lucid/">https://www.gl-assessment.co.uk/product/s/lucid/</a>	

Name of Assessment	Which need does it assess?	What does it measure/assess? (Brief description)	Does the assessment result in a standardised score?	Is formal training or a qualification required to use the assessment?	Where is it available from? (e.g. Company name and/or web link if possible)	Additional comments from SENCOs
difficulties)		memory, auditory-verbal memory, spelling, reasoning, and reading for meaning, reading single words & phonological processing.				
Nessy - Dyslexia Quest screening	Cognition and Learning. Provides a report of learning abilities associated with dyslexia.	Assesses 6 cognitive ability areas, including: Processing speed, phonological awareness, auditory sequential memory, visual word memory, visual sequential memory and working memory	Yes in each area	No, it generates a report.	Nessy <a href="https://www.nessy.com/uk/product/dyslexia-screening/">https://www.nessy.com/uk/product/dyslexia-screening/</a>	
New Salford Sentence Reading Test	Reading - accuracy and an optional measure for checking comprehension	Gives a reading age and a comprehension age. Consists of 3 equivalent sets of graded sentences. Suitable for less able readers from the age of 6 upwards.	Yes Standardised scores, Age equivalents and percentiles	SENCO: No, the manual is clear and easy to follow.  SENCO:	Colin McCarty and Marie Lallaway (Authors) <a href="https://www.hoddereducation.co.uk/New-Salford-Sentence-Reading-Test">https://www.hoddereducation.co.uk/New-Salford-Sentence-</a>	SENCO: It is quick to administer and to score. Useful to measure progress on a termly basis.

Name of Assessment	Which need does it assess?	What does it measure/assess? (Brief description)	Does the assessment result in a standardised score?	Is formal training or a qualification required to use the assessment?	Where is it available from? (e.g. Company name and/or web link if possible)	Additional comments from SENCOs
				would advise reading the manual carefully and carrying out some practice tests on children you are not concerned about.	<a href="#">Reading-Test</a>	SENCO: We do this on all year 3s in September and then every term for any children who are flagged up as not performing as well as they could be.
Phonological Assessment Battery (PHAB)	Phonological awareness and processing	Designed to assess phonological processing in individual children. It is a practical measure that identifies children aged 6-14 years who have significant phonological difficulties and need special help in processing sounds in spoken language.	Yes Standardised scores, Age equivalents and percentiles	No, however would recommend reading the manual carefully and perhaps watching someone experienced in using it before doing	GL Assessment <a href="https://www.gl-assessment.co.uk/product/s/phonological-assessment-battery-phab/">https://www.gl-assessment.co.uk/product/s/phonological-assessment-battery-phab/</a>	SENCO: EPs often ask about this when there are concerns about a child or young person's literacy skills.  SENCO: Scores are presented on a computer

Name of Assessment	Which need does it assess?	What does it measure/assess? (Brief description)	Does the assessment result in a standardised score?	Is formal training or a qualification required to use the assessment?	Where is it available from? (e.g. Company name and/or web link if possible)	Additional comments from SENCOs
				on your own. It's quite involved.		generated graph for easy visual interpretation
PM Benchmark Reading Assessment	Reading - assesses instructional and independent reading levels and understanding of the texts	Consists of 46 levelled fiction and non-fiction texts ranging from emergent levels to reading age 12.	No	No	Available from: <a href="https://shop.scholastic.co.uk/series/1080">https://shop.scholastic.co.uk/series/1080</a>	A useful screening tool for monitoring purposes. Easy to administer and can be used as often as required.
Precision teaching of the common words	Reading - measures word recall	Consists of reading target words automatically, on a daily basis.	No - Proficiency level is 95% accuracy	No	Conwy ALN Inclusion Team	Quick and easy to monitor.
Raven Coloured Progressive Matrices	Non Verbal Reasoning	Puzzles/patterns of increasing complexity - children have to identify the missing piece from 4	Yes and age equivalent	Yes	John C Raven et al (Author) Available from:	



Name of Assessment	Which need does it assess?	What does it measure/assess? (Brief description)	Does the assessment result in a standardised score?	Is formal training or a qualification required to use the assessment?	Where is it available from? (e.g. Company name and/or web link if possible)	Additional comments from SENCOs
		choices. Gives Non Verbal Reasoning general ability measure.			<a href="http://www.pearsclinical.co.uk/Psychology/ChildCognitionNeuropsychologyandLanguage/ChildGeneralAbilities/Ravens-Educational/Ravens-Educational.aspx">http://www.pearsclinical.co.uk/Psychology/ChildCognitionNeuropsychologyandLanguage/ChildGeneralAbilities/Ravens-Educational/Ravens-Educational.aspx</a>	
Sandwell Early Numeracy Test (SENT)	Cognition and Learning - numeracy	Assesses a pupil's ability with numbers, through exploring five strands of basic numeracy skills: identification, oral counting, value, object counting and language	Yes		GL Assessment <a href="https://www.gl-assessment.co.uk/products/sandwell-early-numeracy-test-sent/">https://www.gl-assessment.co.uk/products/sandwell-early-numeracy-test-sent/</a>	
Single Word	Cognition and	Provides a measure of a child's word	Standardised	Yes	GL Assessment	

Name of Assessment	Which need does it assess?	What does it measure/assess? (Brief description)	Does the assessment result in a standardised score?	Is formal training or a qualification required to use the assessment?	Where is it available from? (e.g. Company name and/or web link if possible)	Additional comments from SENCOs
Reading Test (SWRT)	Learning - reading	reading skills. Consists of 2 equivalent tests of 60 words. Designed for age 6- 16 years.	scores, Age equivalents and		<a href="https://www.gl-assessment.co.uk/product/s/single-word-reading-">https://www.gl-assessment.co.uk/product/s/single-word-reading-</a>	A quick screening tool for monitoring purposes. Easy to administer and score.
Single Word Spelling Test (SWST)	Cognition and Learning - spelling	A group test designed to assess spelling attainment. Suitable for 6- 14 years. Digital or paper format. Consists of graded spelling lists.	Yes Standardised scores, Age equivalents and percentiles	Yes	GL Assessment <a href="https://www.gl-assessment.co.uk/product/s/single-word-spelling-test-swst/">https://www.gl-assessment.co.uk/product/s/single-word-spelling-test-swst/</a>	The tests link to spelling lists that provide a bank of words with similar visual and phonological patterns.
Standardised Welsh Reading Test	Welsh reading	New standardised Welsh reading test for years 1 to 11 pupils in Welsh-medium schools. The test was developed by Cardiff University academics.  The aim was to develop a user-friendly reading test	Yes		<a href="https://www.cscjcs-cronfa.co.uk">Repository - CSC (cscjes-cronfa.co.uk)</a>	

Name of Assessment	Which need does it assess?	What does it measure/assess? (Brief description)	Does the assessment result in a standardised score?	Is formal training or a qualification required to use the assessment?	Where is it available from? (e.g. Company name and/or web link if possible)	Additional comments from SENCOs
		<p>for monitoring the accuracy of children's reading in Welsh-medium schools for use by teachers, practitioners and schools across Wales.</p> <p>The test consists of two forms containing 17 sentences each. Practitioners can use both forms at different times to assess individuals' progress by comparing their scores with standardised scores. The standardised scores are based on the scores of 760 children in Welsh-medium schools in South East Wales.</p>				
Verbal Reasoning and Non Verbal Reasoning	Cognition and Learning	Verbal Reasoning reveals how a pupil takes on board new information by measuring their ability to	Yes	No	GL Assessment <a href="https://www.gl-assessment.co.uk/product">https://www.gl-assessment.co.uk/product</a>	Very easy to use. EPs often ask for measure of non-

Name of Assessment	Which need does it assess?	What does it measure/assess? (Brief description)	Does the assessment result in a standardised score?	Is formal training or a qualification required to use the assessment?	Where is it available from? (e.g. Company name and/or web link if possible)	Additional comments from SENCOs
		engage with language. Non-Verbal Reasoning involves no reading and so provides insight into the abilities of pupils who think more easily in images than words. It also measures the potential of pupils with limited reading skills including those with dyslexia, poorly motivated pupils, and EAL pupils.			<a href="#">s/verbal-reasoning-vrt-and-non-verbal-reasoning-nvrt/</a>	verbal reasoning so it's a good one to do before a consultation.
Welsh Government Personalised Assessments	Cognition and Learning	Tailored assessments in literacy and numeracy (procedural) that will help learners develop their skills.	Yes	Yes	<a href="https://hwb.gov.wales/curriculum-for-wales/reading-and-numeracy-assessments/personalised-assessments/">https://hwb.gov.wales/curriculum-for-wales/reading-and-numeracy-assessments/personalised-assessments/</a>	
Wide Range Achievement Test 4 (WRAT-4)	Measures basic academic skills	Word reading, sentence comprehension, spelling and math computation	Yes	Yes	GJ Robertson and GS Wilkinson (Authors) Available from:	

Name of Assessment	Which need does it assess?	What does it measure/assess? (Brief description)	Does the assessment result in a standardised score?	Is formal training or a qualification required to use the assessment?	Where is it available from? (e.g. Company name and/or web link if possible)	Additional comments from SENCOs
					<a href="http://www.pearsonclinical.co.uk/Psychology/ChildCognitionNeuropsychologyandLanguage/ChildAchieve">http://www.pearsonclinical.co.uk/Psychology/ChildCognitionNeuropsychologyandLanguage/ChildAchieve</a>	
York Assessment of Reading for Comprehension (YARC)	Cognition and Learning - reading	Rigorous reading assessment used to identify difficulties with word recognition, reading fluency or reading comprehension	Yes Standardised scores, Age equivalents and percentiles	Yes	GL Assessment <a href="https://www.gl-assessment.co.uk/products/york-assessment-of-reading-for-comprehension-yarc/">https://www.gl-assessment.co.uk/products/york-assessment-of-reading-for-comprehension-yarc/</a>	Scores are presented on a computer generated graph for easy visual interpretation.
<b>Communication and Interaction</b>						
Expressive Language Assessment Tool (ELAT)	Speech and language	Assesses children's expressive language skills. Breaks down areas of need so you can see what to target first.	No, though it does give an age bracket.	Yes - Robert Robinson provides training through Ash Grove Primary	Through the training	Really useful course and assessment. Can pinpoint issues to

Name of Assessment	Which need does it assess?	What does it measure/assess? (Brief description)	Does the assessment result in a standardised score?	Is formal training or a qualification required to use the assessment?	Where is it available from? (e.g. Company name and/or web link if possible)	Additional comments from SENCOs
				School		decide if a referral is needed, plus can inform teaching.
Talkboost Programmes	Speech and language	Early Years - Attention and listening, understanding of language, speaking and personal, social and emotional skills. KS1 – Attention and listening, vocabulary, building sentences, telling stories and conversations. KS2 - Attention and listening, vocabulary, telling stories, working with others, making friends and conversations.	No	Yes – training by iCan charity accredited tutors. Contact Inclusion Service	iCan <a href="#">I CAN programmes</a>	
Universally Speaking - The	Speech,	Checklist of statements to RAG rate what children			<a href="https://www.thec">https://www.thec</a>	A useful



Name of Assessment	Which need does it assess?	What does it measure/assess? (Brief description)	Does the assessment result in a standardised score?	Is formal training or a qualification required to use the assessment?	Where is it available from? (e.g. Company name and/or web link if possible)	Additional comments from SENCOs
Communication Trust	language and communication issues	should achieve, at each stage of their development, from 5-11 years.	No	No	<a href="http://communicationtrust.org.uk/resource/resources/resources-for-practitioners/universally-speaking.aspx">ommunicationtrust.org.uk/resource/resources/resources-for-practitioners/universally-speaking.aspx</a>	developmental guide with advice and top tips.
Wellcomm screening	Communication and Interaction	Assesses child's current level speech and language. Designed for early years (6 months - 6 years)	No but it is a very detailed report	Yes	GL Assessment <a href="https://www.gl-assessment.co.uk/products/wellcomm/">https://www.gl-assessment.co.uk/products/wellcomm/</a>	
Pupils Attitudes to Self and School (PASS)	Social, emotional and mental health difficulties	PASS helps understand why pupils may be reluctant, disengaged or even disruptive learners. It provides interventions and guidance.	No	No	<a href="https://www.gl-assessment.co.uk/assessments/pass/">https://www.gl-assessment.co.uk/assessments/pass/</a>	

Name of Assessment	Which need does it assess?	What does it measure/assess? (Brief description)	Does the assessment result in a standardised score?	Is formal training or a qualification required to use the assessment?	Where is it available from? (e.g. Company name and/or web link if possible)	Additional comments from SENCOs
		<p>Delivers easy-to-read traffic light reports flagging where action is recommended.</p> <p>Available in Welsh and English.</p> <p>Designed for 4-18+.</p>				
<b>Behaviour, Emotional and Social Development</b>						
The Boxall Profile	Social, emotional and mental health difficulties	Supports early identification, target setting, interventions and monitoring progress.	No	<p>No. The administrator's manual explains how to interpret results, gives case studies and advice on next steps.</p> <p>Would advise reading the manual carefully.</p>	<p><a href="https://nurturegroups.org/introducing-nurture/boxall-profile">https://nurturegroups.org/introducing-nurture/boxall-profile</a></p>	<p>SENCO: Provides a guide to select interventions and monitor target behaviour.</p> <p>SENCO: needs careful explanation</p>

Name of Assessment	Which need does it assess?	What does it measure/assess? (Brief description)	Does the assessment result in a standardised score?	Is formal training or a qualification required to use the assessment?	Where is it available from? (e.g. Company name and/or web link if possible)	Additional comments from SENCOs
The Spence Children's Anxiety Scale	Social, emotional and mental health difficulties	6 sub-scales of anxiety are measured. The SCAS is not a diagnostic instrument and should not be used to determine a clinical diagnosis. It can be used to establish whether a child's anxiety level is substantially higher than other young people of their age group and gender.	No. Scores should be interpreted in comparison to population norms for age and gender groups. This is because the mean scores tend to be different between boys and girls and tend to change with age.	No	<a href="http://scaswebsite.com">SCAS Home - The Spence Children's Anxiety Scale (scaswebsite.com)</a>	
Strengths and difficulties questionnaire (SDQ)	Social, emotional and mental health difficulties strengths and difficulties	Checklist of statements for any age group. Breaks down the child or young person's strengths and weaknesses and highlights areas to work on in social skills groups etc. Can also be used as	No	No	Various online sources plus CAMHS. For example, available from: <a href="http://www.sdqinfo.com/">http://www.sdqinfo.com/</a>	CAMHS require these for a referral; we use the numbered version in school rather than the boxes because it's

Name of Assessment	Which need does it assess?	What does it measure/assess? (Brief description)	Does the assessment result in a standardised score?	Is formal training or a qualification required to use the assessment?	Where is it available from? (e.g. Company name and/or web link if possible)	Additional comments from SENCOs
		part of the process to refer to CAMHS.				easier to score. For parents, we always provide the one with boxes.
Detailed Assessment of Speed of Handwriting (DASH)	Speed of handwriting and handwriting difficulties - dysgraphia	Writing speed, free and copy speeds, identifies signs of dyspraxia or dysgraphia	Yes	Yes	A Barnett et al. (Authors) Available from: <a href="http://www.pears.onclinical.co.uk/AlliedHealth/PaediatricAssessments/PerceptualFineMotorDevelopment/DetailedAssessmentofSpeedofHandwriting(DASH)/DetailedAssessmentofSpeedofHandwriting(DASH).aspx">http://www.pears.onclinical.co.uk/AlliedHealth/PaediatricAssessments/PerceptualFineMotorDevelopment/DetailedAssessmentofSpeedofHandwriting(DASH)/DetailedAssessmentofSpeedofHandwriting(DASH).aspx</a>	

Name of Assessment	Which need does it assess?	What does it measure/assess? (Brief description)	Does the assessment result in a standardised score?	Is formal training or a qualification required to use the assessment?	Where is it available from? (e.g. Company name and/or web link if possible)	Additional comments from SENCOs
<b>Miscellaneous</b>						
Wide Range Intelligence Test (WRIT)	Intelligence test	Assessment of cognitive abilities that can be used with individuals ages 4 to 85 years. Assesses both verbal and nonverbal abilities, yielding a Verbal IQ and a Visual IQ, which generate a combined General IQ.	Yes	Yes	J Glutting et al. (Authors) Available from: <a href="http://www.pearsonclinical.co.uk/Education/Assessments/GeneralAbility/writ/wide-range-intelligence-test-writ.aspx">http://www.pearsonclinical.co.uk/Education/Assessments/GeneralAbility/writ/wide-range-intelligence-test-writ.aspx</a>	
Lucid - Recall	Working Memory - processing speed	Suitable for 7-16 years. Consist of 3 subtests, Phonological loop, Visuo-spatial sketchpad and Central executive function.	Standardised scores, Age equivalents and centiles	The administrator's manual explains how to interpret results and offers advice on strategies to use.	GL Assessment <a href="https://www.gl-assessment.co.uk/products/lucid-recall/">https://www.gl-assessment.co.uk/products/lucid-recall/</a>	Computerised tests, more enjoyable format, results interpreted graphical. Cost implication as licence needs renewing annually.
Digit Memory Test	Working Memory	Recall of graded sequences of numbers	Standardised scores and	No	<a href="http://www.dyslexia-international.org">www.dyslexia-international.org</a>	Very quick and easy to administer

Name of Assessment	Which need does it assess?	What does it measure/assess? (Brief description)	Does the assessment result in a standardised score?	Is formal training or a qualification required to use the assessment?	Where is it available from? (e.g. Company name and/or web link if possible)	Additional comments from SENCOs
		repeated forwards and then backwards.	percentiles		<a href="#">/content/Informal%20tests/Digitspan.pdf</a>	and score.
Performance Indicators for Valued Assessment and Targeted learning (PIVATS)	System to assess learning and set targets for pupils well below national expectations for their age.	Measures small steps in attainment, within the PIVATS structure. P scales broken down into small steps up to the revised national curriculum Y4 age related expectations.	No	No	<a href="http://www.lancashire.gov.uk/pivats">www.lancashire.gov.uk/pivats</a>	

## Appendix 4: Suggested Resources

The following resources have not been endorsed by the Local Authority, but have been suggested by experienced, local Cheshire East SENCOs and Conwy and Flintshire ALNCOs following their own use and/or by other local professionals. The table does not include specialist support services etc. These are referenced in the Graduated Response tables.

Name of Resource	Which need does it meet?	What does it do? (Brief description)	Is formal training or a qualification required to use the resource?	Where is it available from? (e.g. Company name and/or web link if possible)	Any other comments?
<b>Cognition and Learning (includes resources for reading, spelling and writing)</b>					
Accelerated Reader	Cognition and Learning	Reading programme with assessments built in	No	Renaissance <a href="http://www.renlearn.co.uk/a%20ccelerated-reader/">http://www.renlearn.co.uk/a ccelerated-reader/</a>	
Aur am Air ac apiau erail	Reading and Spelling	Apps for reading and spelling.	No	<a href="https://apps.apple.com/us/developer/university-of-wales-trinity-saint-david/id849747329">https://apps.apple.com/us/developer/university-of-wales-trinity-saint-david/id849747329</a>	
Beat Dyslexia	Reading, spelling and writing/handwriting	Step-by-step, multi-sensory programme consisting of 6 books from the earliest stages of letter recognition through to full literacy.	No	E Franks et al (Authors) Available online, e.g.: <a href="https://www.ldlearning.com/products/cognition-and-learning/dyslexia-and-literacy/beat-dyslexia">https://www.ldlearning.com/products/cognition-and-learning/dyslexia-and-literacy/beat-dyslexia</a>	Teacher's notes/lesson programmes, photocopiable pupil worksheets and assessments.  Easy to use, can be delivered by anyone, including parents



Name of Resource	Which need does it meet?	What does it do? (Brief description)	Is formal training or a qualification required to use the resource?	Where is it available from? (e.g. Company name and/or web link if possible)	Any other comments?
Boostingreading@primary (BR@P) and boostingreading@secondary (BR@S)	Cognition and Learning	Aims to improve reading skills	Yes	Education Works <a href="http://www.educationworks.org.uk/what-we-do/reading-support/boosting-reading">http://www.educationworks.org.uk/what-we-do/reading-support/boosting-reading</a>	
Cychwyn Eto	Reading and Spelling	Literacy intervention with a series of books for pupils having difficulties in developing literacy. Programme that reinforces the letter sounds and develops phonetic awareness.	No	CONWY – Discuss with your inclusion teacher.  <a href="http://adnoddau.canolfanieniath.org/cychwyn-eto/">http://adnoddau.canolfanieniath.org/cychwyn-eto/</a>  <a href="#">Cyfres Cychwyn Eto on the App Store (apple.com)</a>	
Daily Dairy	Reading and spelling	The Daily Diary has a proven track record in accelerating basic literacy skills development for ALN and mainstream pupils from KS1 to KS3.	No	<a href="#">Daily Diary for Reading &amp; Spelling - Learning Materials Ltd</a>	
Hickey Programme	Dyslexic type tendencies	A classic, highly structured, multi-sensory Language Course for dyslexic learners of all ages	Yes - requires a specialist teacher qualification to implement the programme	M Combley (Editor) Available to order online, e.g.: <a href="https://www.amazon.co.uk/Hickey-Multisensory-Language-Course-Third/dp/1861561784">https://www.amazon.co.uk/Hickey-Multisensory-Language-Course-Third/dp/1861561784</a>	Stand-alone programme - resources need to be made
Indirect Dyslexia Learning (IDL)	Reading and spelling	A cloud based intervention software designed for pupils with dyslexic type tendencies.	No, but training is provided if you buy the programme.	Acentis <a href="https://www.idlcloud.co.uk">https://www.idlcloud.co.uk</a>	Pupils work individually, at their own pace and can revisit concepts as

Name of Resource	Which need does it meet?	What does it do? (Brief description)	Is formal training or a qualification required to use the resource?	Where is it available from? (e.g. Company name and/or web link if possible)	Any other comments?
					needed. There is also a similar Maths intervention.
Interventions for Literacy	Literacy	<p>Resources that have been primarily designed to provide information and guidance to support schools in identifying suitable interventions for children with literacy difficulties.</p> <p>All the interventions featured are:</p> <ul style="list-style-type: none"> <li>• targeted directly on literacy</li> <li>• readily available and have been quantitatively evaluated in the UK</li> </ul>	No	<a href="http://www.interventionforliteracy.org.uk/home/interventions/">http://www.interventionforliteracy.org.uk/home/interventions/</a>	
Launch the Light boat	Dyslexic type tendencies	A highly structured, multi-sensory approach based on spelling rules and phonics. Consists of ten books with a set lesson format.	No	<a href="https://www.robinswood.co.uk/resources">https://www.robinswood.co.uk/resources</a>	Teacher's notes/lesson programmes, photocopiable pupil worksheets and assessment.
Lexia Reading Core5	To improve reading and spelling	Interactive programme	No	Lexia <a href="http://www.lexiauk.co.uk/the-product/">http://www.lexiauk.co.uk/the-product/</a>	
Nessy - Hairy letters and Hairy phonics 1, 2, and 3	Cognition and Learning	Letters and sounds precision teaching	No	Nessy <a href="https://www.nessy.com/uk/apps/hairy-letters/">https://www.nessy.com/uk/apps/hairy-letters/</a>	

Name of Resource	Which need does it meet?	What does it do? (Brief description)	Is formal training or a qualification required to use the resource?	Where is it available from? (e.g. Company name and/or web link if possible)	Any other comments?
Nessy - Numbers	Cognition & Learning - Recall of number concepts and sequences	Core Maths skills and concepts reinforced through games, including times tables and telling the time	No	Nessy <a href="https://www.nessy.com/uk/product/nessy-numbers/">https://www.nessy.com/uk/product/nessy-numbers/</a>	Online programmes. Resources can be printed off.
Nessy - Reading and Spelling Programme	Reading and spelling	An internet-based programme for 5- 11 years, using games to improve reading and spelling of EAL, dyslexic and struggling readers.	No	Nessy <a href="https://www.nessy.com/uk/product/nessy-reading-spelling/">https://www.nessy.com/uk/product/nessy-reading-spelling/</a>	Teacher's notes/lesson programmes, photocopyable pupil worksheets can be printed as a resource bank.
Numicon	Cognition & learning	Kinaesthetic Practical Maths intervention	No, but available and preferable	Oxford University Press Available online, e.g.: <a href="https://global.oup.com/education/content/primary/series/numicon/?region=uk">https://global.oup.com/education/content/primary/series/numicon/?region=uk</a>	
O Gam i Gam	Reading and Spelling	Book to be used as part of a learning programme.	No	<a href="http://www.gwales.com/goto/biblio/en/9781845213169/">http://www.gwales.com/goto/biblio/en/9781845213169/</a>	
Plus 1, Power of 2, Times Tables, Perform	Recall of number concepts	The books are coaching manuals enabling parents as well as staff to deliver the programme. It reinforces the building blocks of numbers and develops skills with	No	<a href="http://www.123learning.co.uk">www.123learning.co.uk</a>	Stand-alone programme

Name of Resource	Which need does it meet?	What does it do? (Brief description)	Is formal training or a qualification required to use the resource?	Where is it available from? (e.g. Company name and/or web link if possible)	Any other comments?
with Time		mental calculations.			es with step-by-step instructions.
Precision Teaching	Reading and spelling	Precision teaching is a structured teaching method that's designed to improve the accuracy and fluency of reading, spelling and maths.	No	LA Inclusion Team	
Read Write Inc.	Develops reading and spelling	Phonic based segmenting and blending. Repetitive reinforcement, intensive programme that follows structure. Major focus on reading and writing. Memory aid.	Yes	R Miskin (Author) Available from: <a href="https://global.oup.com/education/content/primary/series/rwi/?region=uk">https://global.oup.com/education/content/primary/series/rwi/?region=uk</a>	
Simultaneous Oral Spelling	Spelling	A quick and fun way of targeting multisensory learning for spelling.	No	LA Inclusion Team	
Toe by Toe	Reading	An individual, systematic reading programme to improve accuracy and fluency.	No	<a href="http://www.toe-by-toe.co.uk">www.toe-by-toe.co.uk</a>	Stand-alone programme
Units of sound	Reading, spelling and writing	Online literacy development programme for 8 years - adult	Yes - online practitioners course available	Dyslexia Action <a href="http://www.dyslexiaaction.org.uk/page/units-sound">http://www.dyslexiaaction.org.uk/page/units-sound</a>	
Word Shark	Reading and spelling	Computer programme for reading and spelling. Pre-recorded words to target and promote high motivation and to assist those with Dyslexia	No	White Space <a href="http://www.wordshark.co.uk/index.aspx">http://www.wordshark.co.uk/index.aspx</a>	

Name of Resource	Which need does it meet?	What does it do? (Brief description)	Is formal training or a qualification required to use the resource?	Where is it available from? (e.g. Company name and/or web link if possible)	Any other comments?
<b>Communication and Interaction</b>					
ASDWales	Autism, speech, language and communication difficulties	Covers all stages of education - to post-16. Provides insight, advice and guidance through downloadable material/resources that include a manual, cue/picture cards, visual aids, pupil profile, etc.. Enables setting staff and governors to undertake an accreditation in 'Autism awareness'.	No	<a href="http://www.Autismwales.org">www.Autismwales.org</a>	
Black Sheep Resources - Concepts in Pictures, Language in Pictures etc.	Limited speech, language and communication skills	Resources for a variety of age groups and aspects of language development - grammar, vocabulary, sentence construction etc.	No	Black Sheep Press: <a href="http://www.blacksheepress.co.uk">www.blacksheepress.co.uk</a>	Teacher's notes and photocopiable pupil worksheets.
Friendship Terrace	Communication and interaction/ Social, Emotional and Mental Health	An autism friendly resource, using basic language and stories to help develop friendships.	No formal training	Black Sheep Press: <a href="https://www.blacksheepress.co.uk/product/friendship-terrace-friendship-skills/">https://www.blacksheepress.co.uk/product/friendship-terrace-friendship-skills/</a>	
I am special - Asperger's and me	Autistic Spectrum Condition (ASC)	Supports children to understand their or their siblings ASC. Also has a parents section	No though knowledge of ASC would be preferable as it can create questions from the children which are not answered by the book.	Cheshire East Autism Team	

Name of Resource	Which need does it meet?	What does it do? (Brief description)	Is formal training or a qualification required to use the resource?	Where is it available from? (e.g. Company name and/or web link if possible)	Any other comments?
Language Builders	Communication and Interaction	Series of books providing detailed advice and practical activities to support the communication skills of children and young people (number of versions available, e.g. secondary, hearing difficulties, post-16 etc.)	No	Elklan <a href="https://www.elklan.co.uk/resources/language-builders-series">https://www.elklan.co.uk/resources/language-builders-series</a>	
Mr. Goodguess	Inference	Pictures and narrative provide a focus for questions requiring higher level comprehension skills. Promotes the use of visual clues and drawing of inferences.	No	Black Sheep Press <a href="https://www.blacksheeps.co.uk/product/inferencing-skillsr-mr-goodguess/">https://www.blacksheeps.co.uk/product/inferencing-skillsr-mr-goodguess/</a>	Photocopiable pupil worksheets.
'Socially Speaking' and 'Time to Talk' Books	Self-esteem, listening skills and expressive language skills.	Group activities to boost social ability, understanding and pragmatic skills. Consists of 3 units: let's communicate; let's be friends and let's practice	No	A Schroeder (Author) Available online, e.g.: <a href="https://www.amazon.co.uk/?ref=dp_byline_sr_book_1?ie=UTF8&amp;text=Alison+Schroeder&amp;search-alias=books-uk&amp;field-author=Alison+Schroeder&amp;sort=relevancerank">https://www.amazon.co.uk/?ref=dp_byline_sr_book_1?ie=UTF8&amp;text=Alison+Schroeder&amp;search-alias=books-uk&amp;field-author=Alison+Schroeder&amp;sort=relevancerank</a>	Teacher's notes/lesson programmes, photocopiable pupil worksheets and assessment.  'Time to Talk' is useful for Reception children. 'Socially Speaking' is useful for older children

Name of Resource	Which need does it meet?	What does it do? (Brief description)	Is formal training or a qualification required to use the resource?	Where is it available from? (e.g. Company name and/or web link if possible)	Any other comments?
Talkabout Activities: Developing Social Communication Skills	Limited social skills and social understanding	Consists of 225 practical activities for social skills training. It includes general group cohesion activities that can be used as starting or finishing activities during the day. (updated and related versions also available)	No	A Kelly (Author) Available online, e.g.: <a href="https://www.amazon.co.uk/Talkabout-Activities-Developing-Social-Communication/dp/0863884040/ref=pd_sim_14_23?_encoding=UTF8&amp;psc=1&amp;refRID=XVASNGB2VG5YGD53_0KG6">https://www.amazon.co.uk/Talkabout-Activities-Developing-Social-Communication/dp/0863884040/ref=pd_sim_14_23?_encoding=UTF8&amp;psc=1&amp;refRID=XVASNGB2VG5YGD53_0KG6</a>	Teacher's notes/lesson programmes, photocopiable pupil worksheets and assessment.
Talk Boost (KS1 and KS2) and Early Talk Boost	Communication and Interaction	Boosts language skills to narrow the gap with peers. Targeted and evidence based intervention which supports children to make progress with their language and communication skills	Yes	I CAN: <a href="http://www.ican.org.uk/talk_boost">http://www.ican.org.uk/talk_boost</a>	
Talkingpartners@primary and talkingpartners@secondary	Limited speech, language and communication skills	A language programme providing a range of activities to develop speaking and listening skills	No - Training used to be provided	Education Works: <a href="http://www.educationworks.org.uk/what-we-do/speaking-and-listening/speaking-and-listening">http://www.educationworks.org.uk/what-we-do/speaking-and-listening/speaking-and-listening</a>	Teacher's notes and photocopiable pupil worksheets.
The Girl with the Curly Hair books	Girls with Autistic Spectrum Condition (ASC)	Explains ASC to those with it and also to anyone who reads it.	No	Alis Rowe (Author) Available online, e.g.: <a href="https://www.amazon.co.uk/Girl-Curly-Hair-Aspergers-Me-ebook/dp/B00GKQPOPO">https://www.amazon.co.uk/Girl-Curly-Hair-Aspergers-Me-ebook/dp/B00GKQPOPO</a>	Fantastic resource!



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				<a href="#">#reader B00GKQOPOPO</a>	
Transition materials (primary to secondary school)	Autistic Spectrum Condition (ASC) or any children anxious about transitions	Supports transition in a structured way	No	Cheshire East Autism Team: <a href="http://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/education/sup-orting-send-in-education/pupils-with-asc/resources-for-professionals.aspx">http://www.cheshireeast.gov.uk/livewell/local-offer-for-children-with-sen-and-disabilities/education/sup-orting-send-in-education/pupils-with-asc/resources-for-professionals.aspx</a>	We use this every year and not just with children who have ASC
<b>Social, Emotional and Mental Health</b>					
101 games for social skills	Social skills	Group activities to boost social ability and understanding.	No	J Mosley and H Sonnet (Authors) Available online: <a href="https://www.amazon.co.uk/Games-Social-Skills-Jenny-Mosley/dp/1855033704/ref=pd_sim_14_2?encoding=UTF8&amp;psc=1&amp;refRID=A5SR-CHX1X3FKNPAP3044">https://www.amazon.co.uk/Games-Social-Skills-Jenny-Mosley/dp/1855033704/ref=pd_sim_14_2?encoding=UTF8&amp;psc=1&amp;refRID=A5SR-CHX1X3FKNPAP3044</a>	There are a few different versions, and they are all good.
Books about managing emotions - 'The Huge	Anxiety,				

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Bag of Worries' (Virginia Ironside); 'A Volcano in My Tummy' (E Whitehouse and W Pudney); 'The Red Beast' (K Al-Ghani) and 'How are you feeling today?' (Molly Potter)	anger, recognising and understanding emotions	Worksheets and story books to explore anxiety, anger etc.	No	All available to order online, e.g. via <a href="http://www.amazon.co.uk">www.amazon.co.uk</a>	
Black Sheep resources - Pragmatics and Semantics, emotions, facial expressions, talking about friends, school, transfer to secondary school etc.	Limited emotional literacy - understanding emotions and managing feelings.	Photocopiable resources to use as a basis for group work on emotional literacy, social skills, conversation skill, social understanding etc.	No	Black Sheep Press: <a href="http://www.blacksheepress.co.uk">www.blacksheepress.co.uk</a>	Teacher's notes, photocopiable pupil worksheets
Mental Health and behaviour	Social, emotional and	Department for Education advice for school staff on supporting	No	Department for Education <a href="https://www.gov.uk/gove">https://www.gov.uk/gove</a>	

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in schools	mental health	children with emotional and behavioural difficulties		<a href="#">rnment/publications/mental-health-and-behaviour-in-schools--2</a>	
Nurture groups - 'Beyond the Boxall Profile: Strategies and Resources (Revised)'	Social skills, co-operating with others, managing feelings and behaviour.	An early social intervention, with entry and exit criteria, providing support and activities to develop social and emotional skills. Using the information from the Boxall Profile, 'Strategies and Resources (Revised)' provides ideas about how to engage with vulnerable children and address their identified needs.	No	The nurture group network: <a href="https://nurturegroups.org/publications/essential-boxall/beyond-boxall-profile-strategies-and-resources-revised">https://nurturegroups.org/publications/essential-boxall/beyond-boxall-profile-strategies-and-resources-revised</a>	Practical suggestions for activities. Resources need to be gathered in advance
'Recognise Emotions' books by Peter Rigg	Recognising and understanding emotions	'Recognising Emotions' - 4 books of graded situations, describing emotions and selecting the faces that fit the scenario.	No	Learning Materials Ltd. Available online, e.g.: <a href="http://www.learningmaterials.co.uk/epages/BT4626.sf/en_GB/?ObjectID=17044943">http://www.learningmaterials.co.uk/epages/BT4626.sf/en_GB/?ObjectID=17044943</a>	
Starving the Anger Gremlin and Starving the Anxiety Gremlin	Anger/anxiety, and recognising and understanding emotions	Cognitive Behavioural Therapy Workbooks on Anger/Anxiety Management for Young People	No	K Collins-Donnelly (Author). Available online, e.g.: <a href="http://www.jkp.com/uk/series/gremlin-and-thief-cbt-workbooks.html">http://www.jkp.com/uk/series/gremlin-and-thief-cbt-workbooks.html</a>	
<b>Sensory and Physical</b>					
Clearvision	Visual Impairment	A postal lending library of braille and tactile books	No	<a href="http://www.clearvisionproject.org/">http://www.clearvisionproject.org/</a>	Need to become a member (free

Name of Resource	Which need does it meet?	What does it do? (Brief description)	Is formal training or a qualification required to use the resource?	Where is it available from? (e.g. Company name and/or web link if possible)	Any other comments?
					for parents)
Creating good listening conditions for learning in education	Hearing Impairment	A series of resources to set out the steps that can be taken to improve the listening environment in schools, nurseries and other education settings	No	<a href="http://www.ndcs.org.uk/professional-support/our-resources/acoustics.html">http://www.ndcs.org.uk/professional-support/our-resources/acoustics.html</a>	
CustomEyes	Visual Impairment	Custom made large print books available to buy	No	<a href="https://www.guidedogs.org.uk/services/children-and-young-peoples-services/customeyes">https://www.guidedogs.org.uk/services/children-and-young-peoples-services/customeyes</a>	Need to become a member (membership free)
Early Support Monitoring Protocol for Deaf Babies and Children	Hearing Impairment	Document the progress of children in the first 3 years after deafness has been diagnosed	No	<a href="http://www.ndcs.org.uk/document?id=10765">www.ndcs.org.uk/document?id=10765</a>	
Motor skills United	Limited fine and gross motor skills	An Occupational Therapy Programme consisting of colour coded activities to develop motor and perceptual skills. For pupils with developmental co-ordination difficulties hand/eye, body awareness, core stability, spatial awareness	No, but training available	S Holmes and W Barry (Authors) Available from: <a href="http://www.specialdirect.co.uk/shops/sd/Products/PD17_80271/Motor-Skills-United/">http://www.specialdirect.co.uk/shops/sd/Products/PD17_80271/Motor-Skills-United/</a>	Teacher's notes/lesson programmes, resources need to be collected in advance.
NDCS Supporting the Achievement of Hearing	Hearing Impairment	Resource to support the inclusion of children with Hearing Impairment	No	<a href="http://www.ndcs.org.uk/document?id=9422">www.ndcs.org.uk/document?id=9422</a>	

Name of Resource	Which need does it meet?	What does it do? (Brief description)	Is formal training or a qualification required to use the resource?	Where is it available from? (e.g. Company name and/or web link if possible)	Any other comments?
Impaired Children in Early Years settings					
NDCS Supporting the Achievement of Deaf Children in Primary School	Hearing Impairment	Resource to support the inclusion of children with Hearing Impairment	No	<a href="http://www.ndcs.org.uk/document?id=9423">www.ndcs.org.uk/document?id=9423</a>	
NDCS Supporting the Achievement of Deaf Children in Secondary Schools	Hearing Impairment	Resource to support the inclusion of children with Hearing Impairment	No	<a href="http://www.ndcs.org.uk/document?id=9424">www.ndcs.org.uk/document?id=9424</a>	
Positive Eye – Resources	Visual Impairment	Resources offering useful practical tips to settings to support curriculum access for children and young people with vision impairment and SEND. Resources include:	No	<a href="https://www.positiveeye.co.uk/resources-2/">https://www.positiveeye.co.uk/resources-2/</a>	
RNIB Bookshare	Visual Impairment	Source for downloadable print resources, including education resources	No	<a href="https://www.rnibbookshare.org/cms/">https://www.rnibbookshare.org/cms/</a>	Need to become a member (membership free)

Name of Resource	Which need does it meet?	What does it do? (Brief description)	Is formal training or a qualification required to use the resource?	Where is it available from? (e.g. Company name and/or web link if possible)	Any other comments?
SeeingEar	Visual Impairment	Online library and source for downloadable print resources, including education resources	No	<a href="http://www.accessiblelibrary.org.uk/">http://www.accessiblelibrary.org.uk/</a>	Need to become a member (membership free)
Project Gutenberg	Visual Impairment	Online library of literature.	No	<a href="https://www.gutenberg.org/">https://www.gutenberg.org/</a>	
Nystagmus Network	Visual Impairment	The Nystagmus Network is a registered charity in England and Wales. The charity provides advice, support and information to everyone living with nystagmus and their families, an educational advocacy service and benefits advice, training for teaching staff and eye care professionals.	No	<a href="https://nystagmusnetwork.org/">https://nystagmusnetwork.org/</a>	
Speed up! Book	Physical - handwriting	A kinaesthetic programme to develop fluent handwriting	No	L Addy (Author) Available online, e.g.: <a href="https://www.amazon.co.uk/Speed-Up-Kinaesthetic-Programme-Handwriting/dp/1855033860">https://www.amazon.co.uk/Speed-Up-Kinaesthetic-Programme-Handwriting/dp/1855033860</a>	Recommended by OT
Write Dance	Physical - handwriting	Programme which uses music and movement to introduce handwriting to children	No formal training	R Oussoren (Author) Available online, e.g.: <a href="https://uk.sagepub.com/en-gb/eur/author/ragnild-oussoren">https://uk.sagepub.com/en-gb/eur/author/ragnild-oussoren</a>	

Name of Resource	Which need does it meet?	What does it do? (Brief description)	Is formal training or a qualification required to use the resource?	Where is it available from? (e.g. Company name and/or web link if possible)	Any other comments?
Write from the Start	Limited hand-eye co-ordination and pencil control	Consists of two pupil workbooks of graded activities to develop hand- eye co-ordination, form constancy, spatial organization, figure-ground discrimination, orientation and laterality.	No	I Teodorescu et al (Authors) Available online, e.g.: <a href="https://www.amazon.co.uk/Write-start-Programme-Perceptual-Handwriting/dp/1855032457">https://www.amazon.co.uk/Write-start-Programme-Perceptual-Handwriting/dp/1855032457</a>	Photocopiable pupil worksheets and a teacher's manual
<b>Miscellaneous (including subject specific resources)</b>					
Doorway Online	Literacy, Number < time and Money and Touch typing	a collection of free and highly accessible educational games that learners will find easy to use independently. Each activity has a range of accessibility and difficulty options.	No	<a href="https://www.doorwayonline.org.uk/">https://www.doorwayonline.org.uk/</a>	Touch typing program is recommended by QTVI
Kerboodle	Science (plus other subjects)	This is linked to AQA. Online teaching, learning and assessment service. It provides worksheets, extension tasks and revision.	No	Kerboodle <a href="https://global.oup.com/education/secondary/kerboodle/?region=uk">https://global.oup.com/education/secondary/kerboodle/?region=uk</a>	
Linguascope	Modern Foreign Languages	Revision to reinforce learned skills and vocabulary games	No	Linguascope <a href="http://www.linguascope.com/">http://www.linguascope.com/</a>	
Lucid - Memory Booster	Strategies to improve memory	Suitable for 4-11+ years. Consists of games and strategies to develop and practise verbal and visual memory skills.	No	GL Assessment <a href="https://www.gl-assessment.co.uk/products/lucid-memory-booster/">https://www.gl-assessment.co.uk/products/lucid-memory-booster/</a>	Stand-alone digital programme



Name of Resource	Which need does it meet?	What does it do? (Brief description)	Is formal training or a qualification required to use the resource?	Where is it available from? (e.g. Company name and/or web link if possible)	Any other comments?
NASEN Early Years SEND Resources	All areas of SEND	Webcasts, miniguides and training materials related to SEND and Early Years	No	<a href="http://www.nasen.org.uk/e-early-years-send-resources/">http://www.nasen.org.uk/e-early-years-send-resources/</a>	
Maths Watch	To develop maths skills	Reinforces learned knowledge. Key skills are demonstrated and talked through then allows the student to practice and hone in on their skills. Available for primary, Key Stage 3 and GCSE	No	Maths Watch Ltd <a href="http://mathswatch.co.uk/">http://mathswatch.co.uk/</a>	
Method Maths	Maths	To provide students with exam techniques through interactive papers. Available for Excel, OCR and Key Stage 2.	No	Method Maths <a href="https://www.methodmaths.info/">https://www.methodmaths.info/</a>	
My Maths	To develop their maths skills	Online learning platform which reinforces learned knowledge	No	<a href="https://www.mymaths.co.uk/index.html">https://www.mymaths.co.uk/index.html</a>	
Nessy Fingers - touch typing programme	Word processing	Suitable for ages 8+ years. Consists of games and strategies to develop and practise basic touch typing skills.	No	Nessy <a href="https://www.nessy.com/uk/product/nessy-fingers/">https://www.nessy.com/uk/product/nessy-fingers/</a>	Online programme including games to develop spelling skills.
Number Shark	Games to develop maths	Computer programme to improve understanding and use of numbers	No	White Space <a href="http://www.wordshark.co.uk/index.aspx">http://www.wordshark.co.uk/index.aspx</a>	
Precision teaching of GPC, common words,	Automatic recall of words, numbers, graphemes etc.	Consists of reading target words, numbers etc. automatically, on a daily basis until proficiency level is reached and maintained. Aim for pupils to read texts at a 95%	No	Kent Educational Psychology Service <a href="http://www.sendgateway.org.uk/download.a-basic-">www.sendgateway.org.uk/download.a-basic-</a>	Preparation of Flashcards, monitoring grids etc.

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numbers etc.		accuracy level.		<a href="#">guide-to-precision-teaching.html</a>	
The Key	All SEN matters	Answers questions for SENCOs and provides templates for policies, action plans etc. Gives ideas for interview questions etc.	No	<a href="https://schoolleaders.thek ey support.com/">https://schoolleaders.thek ey support.com/</a>	Need to subscribe and there is a cost
Twinkl	All SEN	Lots of resources are available on Twinkl - some are free, some you need to pay for.	No	<a href="http://www.twinkl.co.uk/resources/specialeducation/In eeds-sen">http://www.twinkl.co.uk/resources/specialeducation/In eeds-sen</a>	
Well at school	Health issues	Website offering advice for supporting children and young people with medical conditions	No	<a href="https://www.wellatschool.org/">https://www.wellatschool.org/</a>	
Words First	Word recognition - where a pupil has difficulty with phonics	A structured approach to reading and writing the common words, in isolation and in context, by linking word recognition and comprehension skills in a series of graded steps.	No	Sound Learning <a href="http://www.shop-soundlearning.co.uk/">http://www.shop-soundlearning.co.uk/</a>	Teacher's notes/lesson programmes, photocopiable pupil worksheets and assessment. Supplementary resources can be added.