Polisi Darpariaeth a Chefnogaeth ar Gyfer Disgyblion Anghenion Dysgu Ychwanegol

Policy for Provision and Support for Pupils with Additional Learning Needs

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Cyflwyniad

Mae'r Polisi Anghenion Dysgu Ychwanegol yn rhoi ystyriaeth ofalus i'r Deddf ADY newydd. Mae gan bob plentyn sgiliau, talentau a galluoedd ac fel ysgol mae'n gyfrifoldeb arnom i ddatblygu'r rhain i'r eithaf.

Mae poblogaeth Ysgol Gymraeg y Fenni yn ffynnu ac ar hyn o bryd yn cynnwys plant sydd â cynlluniau Datblygu Unigol. Mae hefyd nifer o blant y mae eu cynnydd yn achos consyrn oherwydd ei fod yn is na'r cyfartalog. Gwnawn ein gorau i ddarparu ar gyfer y plant hyn drwy waith gwahaniaethol, lle'n bosibl, sylw unigol a/neu grŵp bychan os yn briodol neu ymyrraeth sydd wedi targedu.

Yn Ysgol Gymraeg Y Fenni, credwn:

- Bod gan blant hawl i gael addysg berthnasol ac ansawdd uchel a gynlluniwyd i alluogi disgyblion unigol i gymryd rhan lawn mewn cymdeithas a chyfrannu ati a manteisio ohoni.
- Bod gan bob plentyn hawl i gwricwlwm eang, cytbwys, perthnasol a gwahaniaethol eto heriol sy'n dangos cynnydd a chysondeb.
- Bod yr holl athrawon yn athrawon plant gydag anghenion arbennig ac yn deall eu cyfrifoldebau am ddiwallu anghenion disgyblion.
- Dylai plant sydd ag anghenion dysgu ychwanegol gael eu cefnogi lle bo angen i sicrhau mynediad llawn i'r cwricwlwm ysgol gyfan. Bydd angen i hyn gael ei hwyluso drwy amrywiaeth o dechnolegau mynediad yn cynnwys staff medrus, offer arbenigol ac adnoddau.
- Gan fod ystod o anghenion arbennig, yn amrywio mewn graddfa o blant gydag anawsterau iechyd ysgafn i ddifrifol, i blant eithriadol o ddawnus (gweler polisi MATh), anelwn ddarparu ystod gymesur o ddarpariaeth anghenion arbennig i'r graddau a ganiateir gan lefelau'r adnoddau presennol.

Yng nghyswllt y credoau hyn, mae'r ddogfen ddilynol yn amlinellu'r ddarpariaeth sydd ar gael yn Ysgol Gymraeg y Fenni.

Amcanion Polisi Anghenion Dysgu Ychwanegol

Yn Ysgol Gymraeg y Fenni rydym yn:

- derbyn fod pob disgybl yn gyfrifoldeb yr holl staff,
- anelu i gynyddu i'r eithaf botensial pob plentyn drwy feithrin agweddau cadarnhaol at ddysgu a darparu amgylchedd cefnogol.
- annog datblygu hunan-barch cadarnhaol.
- anelu i sicrhau y caiff pob disgybl eu hystyried yn unigol fel bod y rhaglen o astudiaeth a ddilynant yn berthnasol i'w hanghenion.
- ymdrechu i ddynodi anawsterau dysgu unigol a threfnu a thrin cefnogaeth disgyblion ar lefel briodol.
- darparu cymorth ar draws y cwricwlwm gyda phwyslais neilltuol ar sgiliau sylfaenol llafaredd, llythrennedd a rhifedd.
- defnyddio dulliau a deunyddiau sy'n addas i anghenion yr unigolyn.
- rhoi cyfle ar gyfer profiadau dysgu priodol.
- helpu dysgwyr i ddod yn hunanddilynol, gan symud ymlaen o sicrwydd cymorth agos i gymaint o annibyniaeth ag sydd modd.
- mynd ati i gefnogi cefnogaeth ac ymgyfraniad rhieni wrth gyflawni targedau addysgol, drwy eu gwahodd i fynychu adolygiadau a sicrhau eu bod yn derbyn copïau o dargedau cyfredol. Mae nhw hefyd yn rhan o greu Proffil un Dudalen y disgybl.
- gweithio gydag asiantaethau/gweithwyr proffesiynol eraill fel sy'n briodol. ● cynnwys disgyblion mewn penderfyniadau'n ymwneud â'u cynnydd a gofyn iddynt i gyfrannu i'r Proffil un dudalen.

Rheoli Anghenion Dysgu Ychwanegol

Mrs Gemma Hughes, Cydlynydd Anghenion Dysgu Ychwanegol, sy'n gyfrifol am weithrediad dydd-i-ddydd y polisi anghenion dysgu ychwanegol.

Bydd y Cydlynydd Anghenion Dysgu Ychwanegol yn:-

- goruchwylio rhedeg darpariaeth ar gyfer disgyblion gydag anghenion dysgu ychwanegol yn cynnwys cefnogaeth dosbarth cyffredinol, grŵp bychan a disgybl unigol.
- Cynorthwyo staff dysgu wrth drefnu a thrin gwaith cynorthwywyr cefnogaeth dysgu ac athrawon cefnogaeth yr ysgol.
- cynnal cofrestr yr ysgol o ddisgyblion gydag anghenion dysgu ychwanegol a'r holl ddogfennau angenrheidiol.
- cynnal cofrestr ymateb graddol yr ysgol.
- cadw cofnodion ar ddisgyblion sydd ag anghenion dysgu ychwanegol a sicrhau y caiff eu cynnydd ei fonitro a'i adolygu'n rheolaidd. Sicrhau bod ymyrraeth yn cael effaith ar gynnydd plant ADY. Defnyddiwn system tracio ar y Drive i wneud hyn.
- cydlynu gyda rhieni, athrawon/gofalwyr ac asiantaethau allanol.
- cydlynu gyda'r tîm bugeiliol parthed disgyblion ar y gofrestr ADY/Ymateb graddol ar gyfer disgyblion gydag anghenion dysgu ychwanegol (ysgolion uwchradd).
- cydlynu gyda'r Cydlynydd Llythrennedd, Cydlynydd Rhifedd, athrawon dosbarth. i sicrhau y caiff anghenion disgyblion gydag anghenion dysgu ychwanegol eu cyflawni ar draws y cwricwlwm.
- dynodi a darparu mynediad i hyfforddiant mewn gwasanaeth i gyflawni anghenion presennol a disgwyliedig yr ysgol ac aelodau unigol o staff, yn unol â pholisi datblygiad proffesiynol yr ysgol.
- sicrhau y caiff adolygiadau blynyddol ar gyfer disgyblion gyda CDU eu cwblhau.
- trefnu cyfarfodydd fel sy'n briodol gydag athrawon dynodedig ar gyfnodau rheolaidd yng nghyswllt materion anghenion dysgu ychwanegol.

- adolygu a monitro darpariaeth yn rheolaidd ar gyfer disgyblion gydag anghenion dysgu ychwanegol o fewn yr ysgol.
- cymryd rhan mewn cyfarfodydd ffurfiol gydag asiantaethau allanol parthed disgyblion unigol i gael eu hasesu.
- cydlynu gydag athrawon dosbarth i sicrhau y caiff anghenion disgyblion gydag anghenion dysgu ychwanegol eu cyflawni drwy holl bynciau'r cwricwlwm.
- yn unol â rhaglen/polisi datblygu proffesiynol yr ysgol, dynodi a rhoi mynediad i hyfforddiant mewn-gwasanaeth i gyflawni anghenion cyfredol a disgwyliedig yr ysgol ac aelodau unigol o staff.
- cwrdd gyda'r Llywodraethwr dynodedig ar gyfer anghenion addysgol arbennig pan fo angen.
- cynhyrchu adroddiad yn flynyddol i'r Llywodraethwr dynodedig ar gyfer anghenion addysgol arbennig.

Trefniadau Derbyn

Mae'r ysgol yn cydymffurfio gyda pholisi derbyn yr Awdurdod.
Caiff polisi derbyn yr ysgol ei weithredu yn gyfartal i bob disgybl ac nid yw'n gwahaniaethu yn erbyn unrhyw blentyn neu berson ifanc gydag anghenion dysgu ychwanegol. Lle mae gan ddisgybl ddatganiad o anghenion addysgol, bydd trefniadau ar wahân yn gweithredu sy'n rhoi blaenoriaeth i leoliad y disgybl.
Yn Ysgol Gymraeg y Fenni ymdrechwn, mewn partneriaeth gydag eraill, i roi cefnogaeth briodol i ddisgyblion sy'n profi anawsterau mewn:
- Cyfathrebu a rhyngweithio
- Gwybyddiaeth a dysgu
- Ymddygiad a datblygiad emosiynol a chymdeithasol
- Datblygiad synhwyraidd a/neu gorfforol
- Cyflyrau meddygol penodol

Trefniadau ar gyfer cydlynu darpariaeth ar gyfer disgyblion gydag Anghenion Dysgu Ychwanegol

Yn Ysgol Gymraeg y Fenni, rydym wedi dewis cyflogi staff er mwyn datblygu'r Nyth er mwyn cefnogi plant Anghenion Dysgu Ychwanegol a plant Bregus ein hysgol. Rydyn ni hefyd wedi cyflogi CALU er mwyn darparu sesiynau ymyrraeth ar draws fl 3-6. Mae hyn yn cynnwys disgyblion yn gweithio mewn grwpiau bach. Mae hyn yn sicrhau bod cynorthwywyr ar gael I weithio ar dargedau unigol y plant yn reolaidd i sicrhau cynnydd.

Integreiddio
Caiff yr holl blant sydd ar gofrestr yr ysgol o blant gydag anghenion addysgol arbennig/Ymateb graddol eu haddysgu wrth ochr eu cyfoedion yn y brif ffrwd neu yn y nyth.

Cynhwysiant
Mae gan yr ysgol gynllun mynediad sy'n amlinellu bwriadau'r ysgol i wella mynediad corfforol, mynediad i'r cwricwlwm a mynediad i wybodaeth ar gyfer disgyblion anabl ac ymwelwyr anabl. Mae gan yr ysgol fynediad i'r anabl ym mhob mynedfa a gall ddarparu cyfleusterau toiled. Mae cyfleusterau i'r anabl gyda mynediad i gadair olwyn o fewn y coridor ac yn agos i brif fynedfa'r ysgol. Mae hyn yn cynnwys toiled a addaswyd yn arbennig, basin llaw a chawod. Ar hyn o bryd nid oes gennym unrhyw ddisgyblion sy'n gaeth i gadair olwyn. Pan fo angen, rhoddir ystyriaeth i anghenion y disgybl. Yn ychwanegol dyrannwyd lleoedd parcio i'r anabl yn ymyl prif fynedfa'r ysgol.

Dadansoddiad o Werth Gorau

Mae'r Cydlynydd Anghenion Dysgu Ychwanegol a Thîm Rheoli'r Ysgol yn defnyddio dadansoddiad meintiol a hefyd ansoddol i werthuso darpariaeth anghenion dysgu ychwanegol. Defnyddir y dulliau dilynol i olrhain cynnydd disgyblion a sefydlu gwerth gorau.

- Mae disgyblion a ddynodwyd gydag anghenion dysgu ychwanegol wedi gwneud cynnydd yn ôl cofnodion staff.
- Defnyddir data cymharol o brofion safonol (profion cenedlaethol a mewnol mewn Mathemateg, Cymraeg a Saesneg) fel canllawiau ar gyfer asesu gallu a photensial y disgybl.
- Drwy arsylwi ar wersi ceir adborth i asesu addasrwydd deunyddiau cwricwlwm, ansawdd a defnydd y cymorth a ddyrannwyd ar gyfer disgyblion gydag anghenion dysgu ychwanegol.
- Monitro darpariaeth anghenion dysgu ychwanegol i gasglu gwybodaeth ar ddisgyblion, staffio a systemau, monitro parhaus gan y Cydlynydd Anghenion Dysgu Ychwanegol, trafodaethau gydag athrawon dosbarth a rhyddhau'r Cydlynydd Anghenion Dysgu Ychwanegol ar gyfer monitro.
- Y cydlynydd ADY i dracio cynnydd yn ôl system tracio ymyrraeth yr ysgol/Traciwr ar draws y Camau cynnydd a'r FfLlRh.

Cynllunio ar gyfer y Dyfodol

Caiff cynllunio darpariaeth yn y dyfodol ar gyfer disgyblion gydag anghenion dysgu ychwanegol ei gynnal yn unol ag:

- Olrhain parhaus ar gynnydd disgyblion
- Gwerthusiad parhaus o werth gorau
- Lwfans cyllideb flynyddol ar gyfer anghenion dysgu ychwanegol
- Cyfarwyddebau parhaus yr Awdurdod a'r Llywodraeth

Ymyrraeth Cyffredinol/ Grwpiau Targed/ Aml-Asiantaethol

Dynodiad

Byddai'r dynodiad yng nghyswllt y wybodaeth a amlinellir yn y Côd Ymarfer. Gallai'r sbardunau ar gyfer Ymyrraeth Cyffredinol/ Grwpiau Targed/ Aml-Asiantaethol dod o'r athrawon neu gonsyrn rhywrai eraill, a seiliwyd gan dystiolaeth, am blentyn sydd er yn derbyn cyfleoedd dysgu gwahaniaethol yn:

- Gwneud ychydig neu ddim cynnydd hyd yn oed pan gaiff dulliau addysgu eu targedu yn neilltuol ym maes gwendid dynodedig y plentyn.
- Dangos arwyddion o anhawster wrth ddatblygu sgiliau llythrennedd neu fathemateg sy'n arwain at gyrhaeddiad gwael mewn rhai meysydd cwricwlwm.
- Cyflwyno anawsterau emosiynol neu ymddygiadol cyson na chaiff eu lliniaru gan y technegau rheoli ymddygiad a ddefnyddir fel arfer yn yr ysgol.
- Sydd ag anawsterau cyfathrebu a/neu ryngweithio ac sy'n parhau i wneud ychydig neu ddim cynnydd er darpariaeth cwricwlwm gwahaniaethol.
- Gall casglu gwybodaeth yng nghyswllt dynodi anghenion dysgu ychwanegol y disgybl fod drwy:
- Cydlynu gyda rhieni/gofalwyr mewn cyfarfodydd rhieni yn yr ysgol a chyswllt unigol.
- Cydlynu gydag athrawon.
- Cydlynu gyda darpariaeth feithrin neu ar gyfer disgyblion newydd sy'n cyrraedd, cydlynu gyda'r ysgol flaenorol.
- Cydlynu gyda gweithwyr proffesiynol/asiantaethau allanol eraill lle gall y gwasanaeth fod yn gwybod am y disgyblion.

Asesu Angen

- *Gwybodaeth gan ysgolion blaenorol.*
- *Asesiadau ysgol gyfan i* sicrhau cynnydd academaidd mae'r ysgol yn defnyddio deunyddiau prawf a

gyhoeddwyd fel rhan o wythnosau asesu..

- *BPVS.*
- *Wellcomm*
- *Sylwadau a dadansoddiad cynnydd gan athrawon cynnydd* a gofrestrwyd drwy:
- *Targedau athrawon dosbarth*
- *Marcio/asesiad parhaus athrawon dosbarth* (Mae athrawon yn cadw cofnodion cyfredol o gyflwyniadau plant)
- *Adroddiad Diwedd Blwyddyn* a drosglwyddir i'r athro perthnasol
- *Proffil Unigol Disgybl ar traciwr*
- *Traciwr*
- *Disgyblion a atgyfeiriwyd gan athrawon dosbarth trwy'r system Togs lle y dylid eu cynnwys ar y gofrestr ADY/ Ymateb graddol.*
- *Asesiad, adolygu a chadw cofnodion parhaus yn unol gyda threfniadaeth yr ysgol o'r Cod Ymarfer.*

Proses ar gyfer Gweithredu, Cadw Cofnodion ac Adolygu

Pan atgyfeirir i'r Cydlynydd Anghenion Dysgu Ychwanegol:

1. Casglu gwybodaeth briodol gan y staff sy'n addysgu'r disgybl, staff cefnogaeth ac unrhyw aelod arall o staff a all fod â gwybodaeth bellach.
2. Cynnal trafodaeth gyda'r rhieni/gofalwyr i gasglu gwybodaeth briodol/perthnasol ar y plentyn a chael caniatâd ysgrifenedig i roi'r plentyn ar y gofrestr anghenion dysgu ychwanegol/Cofrestr ymateb graddol.
3. Cynllun ymyrraeth / Cynllun Datblygu Unigol. O'r wybodaeth a gesglir, mae'r Cydlynydd Anghenion Dysgu Ychwanegol a'r athro dosbarth yn trafod anghenion y disgybl gyda'r plentyn a rhieni/gofalwyr a, lle'n briodol, pan gytunir, yn cyhoeddi targedau Cynllun Ymyrraeth neu Cynllun Datblygu Unigol gyda gwybodaeth am y plentyn ar y Proffil Unigol Disgybl. Caiff y gefnogaeth a ddarperir i'r plentyn ei nodi ar y Cynllun ymyrraeth / Cynllun Datblygu Unigol. (Bydd y plentyn yn parhau i gael ei fonitro gan yr athro dosbarth lle nad oes angen Cynllun ymyrraeth / Cynllun Datblygu Unigol).
4. Adolygu/Gwerthuso. Gyda chefnogaeth gan y Cydlynydd Anghenion Dysgu Ychwanegol a'r cymhorthydd addysg lefel uwch, mae'r athro dosbarth yn casglu gwybodaeth o adroddiadau'r disgybl a sylwadau staff, yn casglu gwybodaeth ac yn trafod y cynnydd yma gyda'r disgybl a'r rhieni. Un ai caiff y Cynllun ymyrraeth / Cynllun Datblygu Unigol ei ffurfio neu cytunir tynnu'r disgybl o'r Gofrestr Anghenion Datblygu Ychwanegol a gedwir ar gyfer disgyblion gydag anghenion dysgu ychwanegol.
5. Mae'r athro dosbarth yn cyhoeddi Cynllun ymyrraeth / Cynllun Datblygu Unigol newydd ac un ai'n parhau gyda'r cylch neu'n symud ymlaen i ofyn am gyngor gan weithwyr proffesiynol eraill.
6. Ceisir cyngor gan weithwyr proffesiynol eraill am yr anghenion dysgu ychwanegol, adnoddau priodol a chamau gweithredu posibl i'w cymryd fel rhan o Ymyrraeth Cyffredinol/ Grwpiau Targed/ Aml-Asiantaethol.

Gwerthuso Llwyddiant

Cadw cofnodion

Bydd cofnodion yr ysgol ar gyfer disgyblion gydag anghenion dysgu ychwanegol yn cynnwys ymatebion yr ysgol ar bob cam a'r wybodaeth a gesglir yn y cyfarfodydd adolygu. Bydd cyfuniad priodol o'r wybodaeth ddilynol parthed disgyblion unigol ar gael ar gyfer craffu ar unrhyw amser:

- Disgrifiad a natur anawsterau disgybl.
- Strategaethau i gael eu defnyddio.

- Cynllun ymyrraeth / Cynllun Datblygu Unigol.
- Gwerthusiad o gynllun ymyrraeth / Cynllun Datblygu Unigol.
- Adolygiadau.
- Cofnodion o'r cymorth y gofynnwyd amdano.
- Adroddiadau gan yr holl weithwyr proffesiynol eraill cysylltiedig.

Cyfranogiad Disgyblion

Credwn fod gan bob plentyn a pherson ifanc hawl i gymryd rhan yn y penderfyniadau a wneir am eu haddysg. Rhoddwn ystyriaeth i oedran, aeddfedrwydd a dealltwriaeth y plentyn.
Caiff disgyblion eu cynnwys mewn Adolygiadau Blynyddol a phan wneir penderfyniadau i:

- Ysgrifennu targedau newydd ar gyfer Cynlluniau Datblygu Unigol
- Adolygu targedau
- Cynnydd/gostwng lefel y cymorth
- Dewis ysgol newydd
- Creu cynllun yn barod ar gyfer tymor yr Haf ac i hwyluso pontio ar gyfer tymor yr Hydref.
- Creu Proffiliau un dudalen

Partneriaeth Rhieni/Gofalwyr

Mae rhieni/gofalwyr yn bartneriaid yn addysg eu plentyn a rhoddir gwybodaeth lawn iddynt. Cysylltir â nhw'n uniongyrchol os bydd unrhyw newid yng nghynnydd neu ymddygiad eu plentyn neu'r ddarpariaeth addysgol o fewn yr ysgol. Y broses ar gyfer cysylltu gyda rhieni/gofalwyr yng nghyswllt disgyblion sydd ag anghenion dysgu ychwanegol fydd:

1. Y Cydlynydd Anghenion Dysgu Ychwanegol a'r athro dosbarth i gwrdd gyda rhieni/gofalwyr i drafod lleoliad disgybl Ymyrraeth Cyffredinol/ Grwpiau Targed/ Aml-Asiantaethol.
2. Rhan o gylch adolygiadau a gynhelir ar ddyddiadau a drefnwyd ar ddiwedd y tymor.
3. Y Cydlynydd Anghenion Dysgu Ychwanegol ac athro dosbarth i drefnu cyfarfodydd/adolygiadau ychwanegol lle'n briodol neu lle gall fod pryder am gynnydd disgybl.
4. Pennaeth yr Ysgol, y Cydlynydd Anghenion Dysgu Ychwanegol a'r athro dosbarth i gwrdd gyda rhieni/gofalwyr lle gwneir cais am asesiad ffurfiol.
5. Yn ogystal â'r adolygiadau ac mewn nosweithiau rhieni, gwahoddir y rhieni/gofalwyr hynny sydd â phlentyn gyda CDU i gyfarfod adolygu blynyddol.

Ymhellach i hyn, mae'r ysgol yn gweithredu polisi ysgol agored lle caiff rhieni eu hannog i ofyn am gais am drafodaeth anffurfiol neu gyfarfod a drefnwyd ar amserau cyfleus i bawb. Mae ganddynt yr hawl i fynediad i'r cofnodion yn ymwneud â'u plentyn eu hunain a dogfennau ysgol priodol ar amser a gytunwyd.

Monitro Darpariaeth

Mae'r wybodaeth ddilynol ar gael o fewn yr ysgol yng nghyswllt effeithlonrwydd y cymorth sydd ar gael ar gyfer disgyblion a ddynodwyd. Ceir yr wybodaeth o fonitro a gwerthusiad drwy arsylwi:

- Addysgu dosbarth/grŵp cyfan
- Addysgu grŵp bychan/unigolyn
- Grwpiau ymyrraeth
- Cymorth yn y dosbarth
- Defnyddio addysgu gwahaniaethol/adnoddau/offer arbenigol
- Defnydd ymarferol o Gynlluniau Datblygu Unigol
- Gosod targedau
- Cynnydd disgyblion

- Craffu ar lyfrau disgyblion ADY a siarad efo dysgwyr ADY
- Edukey

Gwerth Ychwanegol

Mae cysyniad 'gwerth ychwanegol' yn un pwysig i Ysgol Gymraeg y Fenni a chaiff ei fonitro gan gyflawniadau disgyblion yng nghyswllt asesiadau a chanlyniadau yn y ffyrdd dilynol:

- Cyflawni targedau Cynlluniau Datblygu Unigol
- Arholiadau/profion, yn seiliedig yn yr ysgol ac yn allanol
- Traciwr

Mae'r wybodaeth hon yn werthfawr wrth ystyried cynnydd disgyblion gydag anghenion dysgu ychwanegol.

Cofrestr Anghenion Dysgu Ychwanegol/Ymateb graddol

Lluniwyd cofrestr o blant y dynodwyd fod ganddynt anghenion dysgu ychwanegol. Fe'i trefnwyd yn adrannau yn ôl y fathau o anghenion sydd ganddynt a'r ymyrraeth mae nhw'n derbyn. Mae cofrestr ADY gyda plant sydd ar IDP mewnol ac mae cofrestr ymateb graddol ar wahan sy'n cynnwys plant sy'n derbyn lefelau gwahanol o ymyrraeth. Cedwir copi o'r gofrestr yn ganolig ar y drive o dan ffeil Anghenion Dysgu Ychwanegol.

Mynediad i'r Cwricwlwm

Yn Ysgol Gymraeg y Fenni credwn fod gan bob disgybl hawl i ystod lawn o gyfleoedd cwricwlwm. Mae amrywiol weithgareddau allgwriciwlaidd ar gael ar gyfer disgyblion). Fodd bynnag, er budd gorau'r plentyn, gall fod achlysuron neu gyfnodau pan mai'r datrysiad gorau yw encilio ar gyfer addysgu rhaglen dwys arbennig.

Bydd rhieni a disgyblion bob amser yn cymryd rhan mewn trafodaethau pan fo'r sefyllfaoedd hyn yn codi a bydd lles y disgybl yn ffactor bwysig a gaiff ei ystyried pan wneir penderfyniadau. Yn Ysgol Gymraeg y Fenni rydym wedi llunio cynlluniau gwaith a drefnwyd i ddarparu ar gyfer plant gydag anghenion dysgu ychwanegol. Mae athrawon dosbarth yn gwahaniaethu eu gwersi i ddiwallu anghenion yr unigolion yn eu dosbarthiadau. Defnyddir ystod o strategaethau a dulliau addysgu i alluogi plant i gymryd rhan lawn ar eu lefel.

Rhoddir cyfleoedd ar gyfer cymorth unigol/grŵp bychan/ymyrraeth fel sy'n briodol. Dynodir gwahaniaethu ar ddalenni cynllunio. Lle mae gweithwyr proffesiynol yn ymwneud gyda phlentyn, cedwir cyswllt agos rhwng staff ymgynghori, athrawon dosbarth a rhieni i leihau ymyriad i'r plant.

Datgymhwysiad

Ni chaiff unrhyw blant yn y brif ffrwd eu datgymhwyso o unrhyw agwedd o'r Cwricwlwm Cenedlaethol, os nad yw'r Cydlynydd Anghenion Dysgu Ychwanegol a Phennaeth yr Ysgol yn barnu fod angen hynny. Weithiau mae gan blant gwricwlwm Addysg Grefyddol cyfyngedig i barchu dymuniadau a chredoau rhieni.

Gwerthuso llwyddiant y Polisi Anghenion Dysgu Ychwanegol

Bydd y nodau ac amcanion a amlinellir ar ddechrau'r polisi yn gosod y sylfaen ar gyfer gwerthuso.

Cofnodion Anghenion Dysgu Ychwanegol

Bydd cofnodion Anghenion Dysgu Ychwanegol yr ysgol yn casglu ac yn cofnodi ymatebion yr ysgol ar bob cam a'r wybodaeth a gasglwyd mewn cyfarfodydd adolygu'n cael eu cynnwys. Bydd cyfuniad priodol o'r wybodaeth ddilynol yn ymwneud â disgyblion unigol ar gael yn yr ysgol i'w craffu ar unrhyw amser.

Map darpariaeth

Strategaethau i gael eu defnyddio

Adolygiadau
Adroddiadau gan asiantaethau allanol

Rôl Llywodraethwyr

Mae Ysgol Gymraeg y Fenni wedi penodi Llywodraethwr Anghenion Dysgu Ychwanegol.
Cadeirydd y Llywodraethwyr yn cwrdd â'r Cydlynydd Anghenion Dysgu Ychwanegol a Phennaeth yr Ysgol pan fo'r angen i drafod materion Anghenion Dysgu Ychwanegol. Mae Cadeirydd Y Llywodraethwyr yn gyfrifol am hysbysu'r Corff Llywodraethu llawn am y materion hyn.
Mae gan yr holl Gorff Llywodraethu gyfrifoldeb am gynhyrchu adroddiad blynyddol fydd yn nodi nifer y disgyblion gydag anghenion dysgu ychwanegol yn yr ysgol a rhoi sylw ar effeithlonrwydd yr ysgol wrth weithredu'r polisi Anghenion Dysgu Ychwanegol yng nghyswllt:
1. Anghenion Dysgu Ychwanegol fel rhan integrol o'r cynllun datblygu ysgol.
2. Dynodi angen.
3. Hysbysu rhieni/gofalwyr plentyn y bernir bod ganddo/ganddi anghenion dysgu ychwanegol. 4. Asesu angen
5. Darparu cyfarfod.
6. Darparu amgylchedd cynhwysol i bawb.
7. Dulliau monitro, cofnodi ac adrodd.
8. Cyllid a gwariant Anghenion Dysgu Ychwanegol.
9. Defnyddio offer, personél ac adnoddau.
10. Y defnydd a wnaiff yr ysgol o weithwyr proffesiynol eraill a gwasanaethau cymorth. Pennaeth yr Ysgol sy'n gyfrifol am reolaeth dydd i ddydd y ddarpariaeth ar gyfer disgyblion gydag Anghenion Dysgu Unigol. Bydd yn gweithio'n agos gyda'r Cydlynydd Anghenion Dysgu Ychwanegol a bydd yn rhoi gwybodaeth lawn i'r Corff Llywodraethu.

Bydd y Corff Llywodraethu yn:

- Gwneud eu gorau i sicrhau y gwneir y ddarpariaeth angenrheidiol ar gyfer unrhyw ddisgybl sydd ag Anghenion Dysgu Ychwanegol.
- Sicrhau lle mae'r Awdurdod Addysg Lleol wedi hysbysu Pennaeth yr Ysgol neu Lywodraethwyr Anghenion Dysgu Ychwanegol fod gan y disgybl anghenion addysgol ychwanegol, y caiff yr anghenion hynny eu hysbysu i bawb sy'n debygol o addysgu'r disgybl
- Sicrhau fod athrawon yn yr ysgol yn gwybod am bwysigrwydd dynodi a darparu ar gyfer y disgyblion hynny sydd ag anghenion dysgu ychwanegol
- Ymgynghori â'r Awdurdod Addysg Lleol a chyrff llywodraethu ysgolion arbennig lle ymddengys iddynt fod hynny'n angenrheidiol neu'n ddymunol er budd darpariaeth addysgol arbennig gydlynol yn yr ardal yn gyffredinol.
- Sicrhau y bydd disgyblion gydag anghenion dysgu ychwanegol yn gweithio wrth ochr disgyblion nad oes ganddynt anghenion addysgol arbennig i'r graddau y mae hynny'n rhesymol ymarferol a chyson gyda'r disgybl sy'n derbyn y ddarpariaeth addysgol arbennig angenrheidiol, addysg effeithiol plant eraill yn yr ysgol a defnydd effeithiol o adnoddau.
- Rhoi ystyriaeth i'r Cod Ymarfer wrth gyflawni eu dyletswyddau tuag at bob disgybl gydag anghenion addysgol arbennig.

Mae gan yr holl Gorff Llywodraethu gyfrifoldeb am gynhyrchu adroddiad blynyddol fydd yn nodi nifer y disgyblion sydd ag anghenion dysgu ychwanegol yn yr ysgol a rhoi sylwadau ar effeithlonrwydd yr ysgol wrth weithredu'r polisi Anghenion Dysgu Ychwanegol yng nghyswllt:
i. Dynodi anghenion

ii. Hysbysiad i rieni plentyn y bernir fod ganddo/ganddi Anghenion Dysgu Ychwanegol iii. Asesiad angen.
iv. Darpariaeth ar gyfer cyflawni Anghenion Dysgu Ychwanegol.

v. Darpariaeth amgylchedd cynhwysol i bawb.
vi. Dulliau monitro, cofnodi ac adrodd,
vii. Cyllid a gwariant ar Anghenion Dysgu Ychwanegol.
viii. Defnyddio offer, personél ac adnoddau.
ix. Defnydd yr ysgol o asiantaethau a gwasanaethau cymorth allanol.
x. Anghenion Dysgu Ychwanegol fel rhan gyfannol o gynllun datblygu'r ysgol.

Partneriaeth gyda Rhieni

Cyswllt gyda Rhieni
Yn Ysgol Gymraeg y Fenni credwn fod yr ysgol yn rhan gyfannol o'r gymuned leol a rhoddwn werth uchel ar gyfraniad ac ymgyfraniad rhieni a thad-cuod a mam-guod. Croesawn y cyfle i wrando ar rieni a'r rhai sydd â chyfrifoldeb rhiant a thrafod unrhyw bryderon arnynt. Rydym yn annog ymgyfraniad mewn ystafelloedd dosbarth a chyfranogiad mewn prosiectau cartref-ysgol.

Yng nghyswllt rhieni gydag Anghenion Dysgu Ychwanegol, anelwn roi ystyriaeth i ddymuniadau, teimladau a gwybodaeth rhieni ar bob cam er mwyn gwneud asesiadau gwybodus o anghenion unigol a chofnodi ymatebion i amrywiaeth o gamau gweithredu a gynlluniwyd yn ofalus.

Yn Ysgol Gymraeg y Fenni caiff rhieni eu hystyried fel partneriaid yn addysg eu plant a chânt wybodaeth lawn am hyn. Cysylltir â nhw'n uniongyrchol os bydd unrhyw newid yng nghynnydd neu ymddygiad eu plentyn neu ddarpariaeth addysgol o fewn yr ysgol. Y broses ar gyfer cyswllt gyda rhieni yng nghyswllt disgyblion sydd ag anghenion addysgol ychwanegol fydd:

1. Cydlynydd Anghenion Dysgu Ychwanegol, Athro Dosbarth a Phennaeth yr Ysgol, lle'n briodol, i gwrdd gyda rhieni i drafod lleoliad disgybl ar lefel Ymyrraeth Cyffredinol/ Grwpiau Targed/ Aml-Asiantaethol.
2. Rhan o gylch adolygiadau i'w cynnal ar ddyddiadau a drefnwyd ar ddiwedd y tymor.
3. Cydlynydd Anghenion Dysgu Ychwanegol a Phennaeth yr Ysgol i symbylu cynnal cyfarfodydd/adolygiadau ychwanegol lle'n briodol neu lle gall fod consyrn am gynnydd disgybl.
4. Cydlynydd Anghenion Dysgu Ychwanegol i gwrdd gyda'r rhieni lle bo angen Cynllun Datblygu unigol.
5. Yn ogystal â'r adolygiadau/nosweithiau rhieni, caiff y rhieni hynny sydd â phlentyn gyda CDU eu gwahodd i gyfarfod Adolygiad Blynyddol.

Trefniadau ar gyfer cwynion am ddarpariaeth addysgol ychwanegol
Mae Pennaeth a staff Ysgol Gymraeg y Fenni yn croesawu barn rhieni a'r rhai gyda chyfrifoldeb rhiant ac yn agored i gwestiynau am sut y gwnawn bethau yn yr ysgol a'r hyn a ystyriwn yn bwysig. Dylai rhieni a all deimlo'n anhapus gydag unrhyw beth a wnaiff yr ysgol wrth ddelio gyda'u plentyn gysylltu â'r ysgol i drafod eu pryderon gydag athro dosbarth eu plentyn, Cydlynydd Anghenion Dysgu Ychwanegol yr ysgol a Phennaeth yr Ysgol. Caiff y gŵyn ei chofrestru yn yr ysgol a gwneir pob ymdrech i drin y pryderon a fynegwyd. Ar ôl gwneud penderfyniad am sut i drin y broblem, caiff ei hysgrifennu i lawr a'i rhoi ar record

gyda dogfennau'r plentyn yn ffeil Anghenion Dysgu Ychwanegol personol y disgybl. Os nad yw rhieni'n teimlo eu bod yn fodlon fod cwyn wedi eu datrys, dylent ofyn i Bennaeth yr ysgol esbonio gweithdrefn gwynion yr Awdurdod Addysg Lleol.

Ar gyfer cwynion sy'n ymwneud â Datganiad Anghenion Dysgu Ychwanegol plentyn, gall rhieni ddymuno siarad gyda'r "Person a Enwir" ar ddatganiad eu plentyn yn ogystal â staff yr ysgol. Mae'r Person a Enwir yn rhywun sy'n rhoi cyngor annibynnol, gwybodaeth a chymorth i rieni ac yn eu helpu i gyflwyno eu sylwadau. Gall hyn ddod gan fudiad gwirfoddol neu grŵp cefnogaeth rhieni neu gan weithiwr proffesiynol, ffrind neu berthynas. Gellir cael gwybodaeth bellach am y Person a Enwir gan y Cydlynydd Anghenion Dysgu Ychwanegol. Eto, bydd staff yn hapus i drafod pryderon y rhieni a gobeithio y gellir datrys unrhyw anawsterau yn gyflym, Fodd bynnag, os na fedrir dod i gytundeb gyda'r Awdurdod Addysg Lleol, mae gan rieni hawl apelio i'r Tribiwnlys Anghenion Dysgu Ychwanegol. Mae'r Tribiwnlys yn ystyried apeliadau rhieni yn erbyn penderfyniadau'r Awdurdod Addysg Lleol am Anghenion Dysgu Ychwanegol eu plentyn. Gellir cael manylion pellach am y Tribiwnlys Anghenion Dysgu Ychwanegol gan y Cydlynydd Anghenion Dysgu Ychwanegol

Trefniadau ar gyfer Hyfforddiant Mewn-Swydd Anghenion Dysgu Ychwanegol

Mae hyfforddiant mewnol ar gael yng nghyswllt Anghenion Dysgu Ychwanegol ar gyfer yr ysgol gyfan neu aelodau unigol o staff. Trefnir darparu hyfforddiant lle mae angen cydnabyddedig a bydd yn cydymffurfio â Chynllun Datblygu yr ysgol. Caiff ei gyflwyno gan un o'r dilynol :

- Aelodau unigol o staff o fewn yr ysgol sydd ag arbenigedd dynodedig
- Gwasanaethau cymorth yr Awdurdod
- Ymgynghorwyr/hyfforddwyr allanol

Bydd y Pennaeth yn cadw cofnod o'r holl hyfforddiant Anghenion Dysgu Ychwanegol a gyflwynir a gwerthusiadau dilynol.

Gweithwyr Proffesiynol Eraill a Gwasanaethau Cymorth

Mae'r ysgol yn gweithio'n agos gydag asiantaethau eraill i ganolbwyntio ar ddynodiad a darpariaeth ar gyfer y plant hynny sydd ag Anghenion Dysgu Ychwanegol. Ystyrir fod pob gwasanaeth sy'n gysylltiedig gyda'r ysgol yn rhan o bartneriaeth waith sydd â'r nod o ddarparu, fel yr amlygir yn y Cod Ymarfer, gymorth holistig integredig ac ansawdd uchel sy'n canolbwyntio ar anghenion y plentyn.

Mae'r gwasanaethau/asiantaethau dilynol ar gael i/yn ymwneud gyda'r ysgol

- Seicoleg addysgol
- Gwasanaeth Lles Addysg
- Cymorth emosiynol ac ymddygiad
- Gwasanaethau iechyd
- Amhariad ar y clyw
- Amhariad ar y golwg
- Gwasanaethau Cymdeithasol
- Lleferydd, Iaith a Chyfathrebu
- Gwasanaethau Iechyd Meddwl Plant a'r Glasoed (CAMHS)
- Mudiadau gwirfoddol: SNAP
- Gwasanaeth Anhawsterau Dysgu Penodol
- 21 plus
- SPACE
- In reach
- EST
- Mosts

Cysylltiadau gydag ysgolion eraill

Mae Ysgol Gymraeg y Fenni yn rhan o grŵp clwstwr o ysgolion cynradd ar gyfer Ysgol Gyfun Gwynllyw, Crickhowell, Sir Fynwy ac Ysgol Brenin Harri VIII sy'n gefnogol a chroesawgar. Caiff plant ym mlynyddoedd 5 a 6 gyfleoedd i ymweld â'r ysgolion cyfun. Mae'r gweithwyr proffesiynol cysylltiedig bob amser yn cyfnewid

gwybodaeth. Lle bynnag sy'n bosibl, bydd gweithiwr proffesiynol allweddol o'r ysgol newydd yn dod ar ymweliad.

Adnoddau

Ffoneg Ffantastig
Read, Write Inc
Wellcomm
Nessy
Spelling Mastery
Wordshark
ELSA
DarllenCo
Therapi Lego
Drawing and Talking
Precision Teaching
Literacy Junction
POPAT
Ymwybyddiaeth ffonolegol
Trugs

Diweddarwyd: Hydref 2026

Dyddiad Adolygu: Hydref 2027

Arwyddwyd _____

Cadeirydd y Llywodraethwyr

ADDITIONAL LEARNING NEEDS POLICY

Introduction

The Additional Learning Needs Policy takes careful account of the New ALN Act. All children have skills, talents and abilities and as a school we have a responsibility to develop these to the full.

The school population at Ysgol Gymraeg Y Fenni is thriving and currently includes children who

have Individual Development Plans. There are also a number of children whose progress has either given cause for concern because it is below average. We do endeavour to cater for all children through differentiated work, when possible, individual and/or small group attention, and intervention if appropriate.

At Ysgol Gymraeg Y Fenni, we believe that

- All children are entitled to a relevant and high quality education designed to enable individual pupils to participate fully in society and to contribute to and benefit from it.
- All children have a right to a broad, balanced, relevant and differentiated yet challenging curriculum which demonstrates progression and coherence.

- All teachers are teachers of children with special needs and understand their responsibilities for meeting pupils' individual needs.
- Pupils who have additional learning needs should be supported wherever necessary to achieve full access to the whole-school curriculum.
- As there is a range of special needs, varying in degree from children who have mild to severe learning difficulties to children who are exceptionally gifted (please see MAT policy for more information), we aim to provide a commensurate range of special needs provision, as far as current resourcing levels allow.

With regard to these beliefs, the following document outlines the provision available at Ysgol Gymraeg Y Fenni.

Objectives of Additional Learning Needs Policy

At Ysgol Gymraeg Y Fenni we:

- accept that all pupils are the responsibility of all staff.
- aim to maximise the potential of each child by nurturing positive attitudes to learning and providing a supportive environment.
- encourage the development of positive self-esteem.
- aim to ensure that all pupils are considered individually so that the programme of study they follow is relevant to their needs.
- endeavour to identify individual learning difficulties and organise and manage the support of pupils at an appropriate level.
- provide support across the curriculum with particular emphasis on the basic skills of oracy, literacy and numeracy.
- use methods and materials suitable to the needs of the individual.
- provide opportunity for appropriate learning experiences.
- help learners become self reliant, progressing from the security of close support to as great a degree of independence as possible.
- actively seek the support and involvement of parents in achieving educational targets, by inviting them to attend reviews and ensure they receive copies of current targets. They are also invited to contribute to pulis One Page Profiles.
- Work with other agencies/professionals as appropriate.
- Involve pupils in decisions regarding their progress and invite them to contribute to their One Page Profiles.

Management of Additional Learning Needs

The ALN Co-ordinator, Mrs Gemma Hughes has the responsibility for the day-to-day operation of the additional learning needs policy.

The ALN Co-ordinator will:-

- Oversee the running of the provision for pupils with additional learning needs including general class, small group and individual pupil support.
- Support staff to organise and manage the work of the school's learning support assistants and support teachers.
- Maintain the school's Register of Pupils with Additional Learning Needs and all the required documentation.
- Maintain the schools' Gradual response register.
- Keep records on pupils who have additional learning needs and ensure their progress is regularly monitored and reviewed. Ensure that intervention has an effect on progress. We use a tracking system on the drive to do this.

- Liaise with teachers, parents/carers and external agencies.
- Liaise with the pastoral team regarding pupils on the register for pupils with additional learning needs (secondary schools).
- Liaise with Literacy Co-ordinator, Numeracy Co-ordinator, class teachers to ensure the needs of pupils with additional learning needs are met across the curriculum.
- In line with the school's professional development policy identify and provide access to in-service training to meet the current and anticipated needs of the school and individual members of staff.
- Ensure annual reviews for statemented pupils are completed.
- Organise meetings as appropriate with designated teachers at regular intervals in respect of additional learning needs issues.
- Regularly review and monitor provision for pupils with additional learning needs within the school.
- Take part in formal meetings with external agencies regarding individual pupils to be assessed.
- Liaise with class teachers to ensure the needs of pupils with additional learning needs are met throughout all the subjects of the curriculum.
- In line with the school's professional development programme/policy identify and provide access to in-service training to meet the current and anticipated needs of the school and individual members of staff.
- Meet when necessary with designated SEN Governor.
- Produce annual reports to the designated SEN Governor for Additional Learning Needs.

Admissions Arrangement

The school adheres to the Admission Policy of the Authority.
The school's admission policy is applied equally to all pupils and does not discriminate against any child or young person with additional learning needs. Where a pupil has a statement of educational needs, separate arrangements apply giving priority to his/her placement.

At Ysgol Gymraeg Y Fenni we endeavour, in partnership with others, to provide appropriate support for pupils who experience difficulties in:

- Communication and interaction
- Cognition and learning
- Behaviour, emotional and social development
- Sensory and/or physical development
- Specific medical conditions.

Arrangements for co-ordinating provision for pupils with ALN

At Ysgol Gymraeg Y Fenni, we have chosen to employ staff in order to develop the 'Nyth' nurture

provision to support pupils with ALN and vulnerable pupils. We have employed a HLTA to provide intervention across years 3-6. This includes children working in small groups. This ensures that support staff are available to work on the childrens individual targets regularly and ensure they make progress.

Integration
All children entered on the school register of children with special educational needs are educated alongside their peers in mainstream/The Nyth.

Inclusion
The school has an access plan which outlines the school's intentions to improve physical access, access to the curriculum and access to information for disabled pupils and disabled visitors.

The school has access for the disabled at all entrances and can provide toilet facilities. There is a disabled facility with wheelchair access within the corridor and near the main entrance. This consists of specially adapted toilet, wash-hand basin and shower. At present we have no wheelchair bound pupils. When required, the needs of the pupil will be taken into account. In addition disabled parking places have been allocated near to the school's main entrance.

Analysis of Best Value
The ALNCO and the School Management Team use both quantitative and qualitative analysis in the evaluation of ALN provision. The following methods are used to track pupil progress and establish best value:

- Pupils identified with additional learning needs having made varying degrees of progress according to staff records.
- Comparative data from standardised tests.
- By lesson observation feedback to assess suitability of curriculum materials, delivery and use of support allocated for pupils with additional learning needs.
- Monitoring of additional learning needs provision to gather information on pupils, staffing and systems in place, ongoing ALNCO monitoring, discussions with class teachers and ALNCO release for monitoring.
- ALNCo also accesses Traciwr

Future Planning
Future planning of provision for pupils with additional learning needs takes place in accordance with:

- Ongoing tracking of pupil progress
- Ongoing evaluation of best value
- Annual ALN budget allowance
- Ongoing Authority and Government directives

Universal intervention/ Targeted groups / Multi-Agency
Identification
The identification would be with regard to the information as outlined in the Code of Practice. The triggers for intervention could be the teachers or others' concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment

in some curriculum areas.

- Presents persistent emotional or behavioural difficulties which are not ameliorated by the behaviour management techniques usually employed in the school.
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.

The gathering of information in respect of identifying the pupil's additional learning need may be via:

- Liaison with parents/carers in school Parents' Meetings and individual contact.
- Liaison with teachers.
- Liaison with Nursery provision or in the event of new pupils arriving, liaising with the previous school.
- Liaison with other professionals/external agencies where pupils may have been known to their service.

Assessment of Need

- *Information from previous schools.*
- *Whole-school assessments.* To ensure academic progression the school uses published test materials as part of an assessment week during the summer term..
- *BPVS.*
- *Class teacher comments and analysis of progress* registered through:
- *Class teacher targets*
- *Class teacher ongoing marking/assessment* (Teachers maintain Up-to-date records of children's achievements- Traciwr.)
- *End of Year Report* which is passed on to the relevant teacher
- *Pupils referred by class teachers as giving cause for concern and therefore meriting possible inclusion on ALN Register.*
- *Ongoing assessment, review and record keeping in line with the school's organisation of the Code of Practice.*

Process for Action, Record Keeping and Review

Upon referral to the ALNCO:

1. Appropriate information is gathered from staff teaching the pupil, support staff and any other member of staff who may have further information.
2. Discussion takes place with parents/carers to gather appropriate / relevant information on the child and to obtain written permission for the child to be placed on the Additional Learningl Needs Register / Gradual response register.
3. Intervention Plan / Individual Development Plan. From collated information, the ALNCO and class teacher discuss the pupil's needs with the child and parents/carers and, where appropriate, upon agreement, issue the first IP / IDP targets along with Information regarding the child on the IP / IDP. The support to be provided for the child will be indicated on the IP / IDP (Where an IP / IDP is not required; the child will continue to be monitored by the class teacher).
4. Review/Evaluation. The class teacher with support from ALNCO and HLTA collects information from the pupil's reports and staff comments, collates information and discusses this progress with the pupil

and parents. Either the next IP / IDP is formulated or it is agreed to remove the pupil from the ALN Register maintained for pupils with additional learning needs.
5. Class Teacher issues a new IP / IDP and either continues with the cycle or proceeds to ask for advice from other professionals.
6. Advice is sought from other professionals regarding the additional learning need, appropriate resourcing and possible action to be taken as part of The School Intervention .

Evaluating Success

Record keeping

The school records for pupils with additional learning needs will include the school's responses at all stages and information collected at Review Meetings. An appropriate combination of the following information regarding individual pupils will be available for scrutiny at any time:

- Description and nature of pupil's difficulties.

- Strategies to be adopted.
- Intervention Plans / Individual Development Plans.
- Intervention Plans / Individual Development Plans' evaluation.
- Reviews.
- Records of support requested.
- Reports from all other professionals involved.

Pupil Participation

We believe that all children and young people have the right to be involved in the decisions made about their education. We take into account the age, maturity and understanding of the child. Pupils are included in Annual Reviews and when decisions are taken to:

- Write new IDP targets
- Review targets
- Increase/decrease the level of support
- Choose a new school
- Creating an IP / IDP in readiness for the Summer term IDP and to aid transition during the Autumn term.
- One page profiles

Parent/Carer partnership

Parents/carers are partners in their child's education and are kept fully informed. They will be contacted directly should there be any change in their child's progress, behaviour or educational provision within the school. The process for contact with parents/carers in respect of pupils who have additional learning needs will be:

1. ALNCO and class teacher to meet with parents/carers to discuss pupil's placement at Universal/Targeted/Multi-Agency support.
2. Part of the cycle of reviews to take place at scheduled dates at the end of term.
3. ALNCO and class teacher to initiate additional meetings/reviews to take place where appropriate or where there may be a concern over the pupil's progress.
4. Head Teacher, ALNCO and class teacher to meet with parents/carers where a request for formal assessment is to be made.
5. In addition to the reviews and at parents' evenings, those parents/carers who have a child with an IDP will be invited to an annual review meeting.

Further to this, the school operates an open-school policy where parents are encouraged to request the opportunity for informal discussion or an organised meeting at mutually convenient times. They have the right to access the records relating to their own child and appropriate school documentation at an agreed time.

Monitoring Provision

The following information is available within school in respect of the effectiveness of the support available for pupils identified. It is obtained from monitoring and evaluation via observations of:

- Whole class/group teaching
- Small group/individual teaching
- In-class support
- Use of differentiated teaching/resources/specialist equipment
- Practical use of IP's/IDP's
- Target setting
- Pupil progress
- Book looks and discussions with pupils with ALN.

- Edukey

Value Added

The notion of 'value added' is an important one to Ysgol Gymraeg Y Fenni and is monitored by pupil achievements in relation to assessments and results in the following ways:

- IDP target met
- Examinations/tests, both school based and external
- Traciwr

This information provides a valuable insight into the progress of pupils with additional learning needs.

Additional Learning Needs Register / Graduated response register

A register of children who have been identified as having additional learning needs has been devised. It is organised into sections according to the type of additional needs a pupil has and the intervention they receive. There is an ALN register for children with IDP's and a separate Graduated response register for children receiving different levels of intervention. A copy of the register will be kept on the central Drive under the ALN file.

Access to the Curriculum

At Ysgol Gymraeg Y Fenni we believe that every pupil has a right to a full range of curricular opportunities. (Various extra curricular activities are available for pupils). However, in the best interests of the child, there may be occasions or periods of time when the best solution is withdrawal for special intensive programmes to be taught.

Parents and pupils will always be involved in discussion when these situations arise and the pupil's welfare will be the major factor considered when decisions are taken.

At Ysgol Gymraeg Y Fenni we have devised schemes of work designed to accommodate children with additional learning needs. Class teachers differentiate their lessons to meet the needs of the individuals in their classes. A range of teaching strategies and approaches are used to enable children to participate fully at their level.

Opportunities are provided for individual/small group support as appropriate. Differentiation is identified on planning sheets. A list of children who receive support/differentiated work is kept by class teachers. Where other professionals are involved with a child, close liaison is maintained between advisory staff, class teacher and parents to minimise disruption for the children.

Disapplications
No children in the mainstream are formally disapplied from any aspect of the National Curriculum, unless deemed necessary by the ALNCo and the Head Teacher. Sometimes children have a restricted R.E. curriculum to respect the wishes and beliefs of parents.

Evaluating the Success of the Additional Learning Policy
The aims and objectives outlined at the beginning of the policy will lay the foundation for evaluation.

ALN Records
The school ALN records will collate and record the school's responses at all stages and the information collected at review meetings will be included. An appropriate combination of the following information regarding individual pupils will be available in school for scrutiny at any time.

Provision Map
Strategies to be adopted
Intervention Plans on Edukey/ Individual Development Plans

Intervention Plans / Individual Development Plans evaluation
Reviews
Reports from outside agencies

The Role of the Governors
At Ysgol Gymraeg Y Fenni a Special Needs Governor has been appointed. The Chair of Governors will meet termly to discuss special needs issues with ALNCO and the Head Teacher.
It is a responsibility of The Chair of Governors to keep the Governing Body as a whole, aware of these issues.
The whole Governing Body has a responsibility to produce an annual report which will state the number of pupils with additional learning needs in the school and comment on the school's effectiveness in the implementation of the Additional Learning Needs policy in respect of:

1. Additional Learning Needs as an integral part of the school development plan.
2. Identification of need.
3. Notification to parents/carers of a child who is deemed to have additional learning needs.
4. Assessment of need.
5. Provision of meeting.
6. Provision of an inclusive environment for all.
7. Methods of monitoring, recording and reporting.
8. Additional Learning Needs funding and spending.
9. Deployment of equipment, personnel and resources.
10. The use made by school of other professionals and support services.

The Head Teacher is responsible for the day to day management of the provision for children with Additional Learning Needs. She will work closely with the ALNCO and will keep the Governing Body fully informed.

The Governing Body will:

- Do their best to secure that the necessary provision is made or any pupil who has Additional

Learning needs.

- Ensure that, where the Head Teacher or Additional Learning needs Governors have been informed by the LEA that a pupil has Additional Learningl needs, those needs are made known to all who are likely to teach him/her.
- Ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have additional learning needs.
- Consult the LEA and the Governing Bodies of other schools when it seems to them necessary or desirable in the interest of co-ordinated Additional Learning needs provision in the area as a whole.
- Ensure that pupils with additional learning needs will work alongside pupils who do not have Additional Learning needs so far as that is reasonably practical and compatible with the pupil receiving the necessary Additional Learning provision, the efficient education of other children in the school and the efficient use of resources.
- Have regard to the Code of Practice when carrying out their duties toward all pupils with special educational needs.

The whole of the Governing Body has a responsibility to produce an Annual Report which will state the number of students with additional learning needs in the school and comment on the school's effectiveness in the implementation of the SEN policy in respect of:

i. Identification of needs
ii. Notification to parents of a child who is deemed to have Additional Learning needs. iii. Assessment of need.
iv. Provision for meeting Additional Learning needs.
v. Provision of an inclusive environment for all.
vi. Methods of monitoring, recording and reporting.
vii. SEN funding and spending.
viii. Deployment of equipment, personnel and resources.
ix. The use made by school of the outside agencies and support services.
x. SEN as an integral part of the school development plan.

Parent Partnership

Contact with Parents

At Ysgol Gymraeg Y Fenni we believe the school is an integral part of the local community and value highly the contribution and involvement of parents and grandparents. We welcome the opportunity to listen to parents and those with parental responsibility and to discuss with them any concerns. We actively encourage involvement in classrooms and participation in home-school projects.

With regard to children with Additional Learning needs, we aim to take account of the wishes, feelings and knowledge of parents at all stages in order to make informed assessments of individual needs and to record responses to a variety of carefully planned actions.

At Ysgol Gymraeg Y Fenni parents are viewed as partners in their child's education and are kept fully informed about this. They will be contacted directly should there be any change in their child's progress, behaviour or educational provision within the school. The process for contact with parents in respect of pupils who have Additional Learning needs will be:-

1. ALNCO, Class Teacher and Head Teacher, where appropriate, to meet with parents to discuss pupil's placement at Universal / Targeted / Multi-Agency levels.

2. Part of the cycle of reviews to take place at scheduled dates at the end of term.
3. ALNCO and Head Teacher to initiate additional meetings/reviews to take place where appropriate or where there may be a concern over the pupil's progress.
4. ALNCO and Head Teacher to meet with parents where an IDP is needed.
5. In addition to the reviews, those parents who have a child with an IDP will be invited to an Annual Review meeting.

Arrangements for complaints about Additional Learning provision

The Head Teacher and staff at Ysgol Gymraeg Y Fenni welcome the view of parents and those with parental responsibility and are open to questions about how we do things in school and what we consider to be important.

Parents who may feel unhappy with anything the school does when dealing with their child should approach the school to discuss their concerns with the child's class teacher, the school's Additional Learning needs Co-ordinator (ALNCO) and the Head teacher. The complaint will be registered at school and every effort will be made to address the concerns expressed. When a decision has been made with regard

to how to address the problem, it will be written down and placed on record with the child's documentation in their personal pupil SEN file.

Should parents feel that a complaint has not been resolved to their satisfaction, they should ask the Head Teacher to explain the complaints procedure of the Local Education Authority (LEA). For complaints which concern a child's Statement of Additional Learning needs, parents may wish to talk to the "Named Person" on their child's statement as well as to the staff of the school. The Named Person is someone who provides independent advice, information and support for parents and helps them to present their views. They may come from a voluntary organisation or parent support group or be a professional, friend or relative. Further information concerning the Named Person can be obtained from the ALNCO. Again, staff will be happy to discuss parents concerns and hopefully resolve any difficulties quickly. If, however, agreement cannot be reached with the LEA, parents have a right to appeal to the SEN Tribunal. The Tribunal considers parents' appeals against the decisions of the LEA about their child's Additional Learning needs. Further details concerning the SEN Tribunal can again be obtained from the ALNCO.

Arrangements for SEN In-Service Training

In-service training is available in respect of additional learning needs for the whole school, departmental or individual members of staff. The provision of training will be arranged where there is a recognised need and will be in accordance with the school's School Development. It will be delivered by one of the following:

- Individual members of staff within the school who have a designated specialism
- Authority's support services
- External consultants /trainers

A record of all ALN training delivered and subsequent evaluations will be kept by the Continual Professional Development Coordinator.

Other Professionals and Support Services

The school works closely with other agencies to focus on the identification and provision for those children who have additional learning needs. All services involved with the school are regarded as being part of a

working partnership whose aim is to provide, as highlighted in the Code of Practice, an integrated, high quality, holistic support which focuses on the needs of the child.

The following services/agencies are available to/involved with the school

- Educational psychology
- Education Welfare Service
- Emotional and behaviour support - Inclusion
- Health services
- Hearing impairment
- Visual Impairment
- Social services
- Speech, Language and Communication
- Child and Adolescent Mental Health Services (CAMHS)
- Voluntary organisations: S.N.A.P.
- 21 Plus
- SPACE
- In reach
- EST
- Mosts

Links with other schools

Ysgol Gymraeg Y Fenni is part of a cluster group of Primary Schools for Ysgol Gyfun Gwynllyw, Crickhowell, Monmouthshire and King Henry VIII comprehensives which are supportive and welcoming. In Year 5 and 6 children are given opportunities to visit the Comprehensive Schools (A small minority may choose to attend alternative schools). There is always an exchange of information amongst the professionals involved. Wherever possible, a key professional will make a visit from the new school.

Resources

Ffoneg Ffantastig
Read, Write Ink
Wellcomm
Nessy
Spelling Mastery
Wordshark
ELSA
DarllenCo
Lego Therapy
Drawing and Talking
Precision Teaching
Literacy Junction
POPAT
Phonological awareness
Trugs

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Signed:
Date: