



YSGOL BRO IDRIS

Darparu ar gyfer disgyblion ag anghenion dysgu dwys, cymhleth ac/neu/benodol (anghenion addysgol arbennig)

1. Cyflwyniad

1.1 Mae gan blant anghenion addysgu arbennig os oes ganddynt anhawster dysgu sy'n gofyn am ddarpariaeth addysgol arbennig ar eu cyfer.

1.2 Mae gan blant anhawster:

a) Os bydd dysgu gryn lawer yn fwy anodd iddynt na'r mwyafrif o'u cyfoedion

b) Os bydd ganddynt anabledd dysgu sy'n eu rhwystro neu eu llesteirio rhag defnyddio cyfleusterau addysgol tebyg i'r rheini a ddarperir yn gyffredinol i blant ysgol o'r un oedran o fewn ardal yr awdurdod

c) Os byddant o dan oed ysgol gorfodol a bod a) neu b) uchod yn briodol iddynt, neu y byddai'n briodol pe na bai darpariaeth arbennig ar eu cyfer

2. Cyd-destun

2.1 Mae Ddeddf AAA ac Anabledd 2001 yn cryfhau hawl plant a phobl ifanc gyda AAA i dderbyn addysg brif ffrwd. Mae'r Ddeddf yn diwygio Deddf Addysg 1996 ac wedi trawsnewid y fframwaith ar gyfer cynhwysiant gan ei bod yn annog ac yn hyrwyddo cynhwysiant. Nôd y Ddeddf yw galluogi mwy o ddisgyblion sydd ag AAA i gael eu cynnwys yn llwyddiannus yn y brif ffrwd.

2.2 Mae hynny'n arwydd clir y dylid gwneud popeth posibl i gynnig addysg brif ffrwd i blentyn os mai dyma yw dymuniad y rhieni neu'r gofalwyr. Yn yr un modd os yw'r rhieni neu'r gofalwyr am i'w plentyn dderbyn addysg mewn ysgol arbennig dylid ystyried a pharchu eu dymuniadau.

2.3 Mae Côt Ymarfer 2002 yn cynghori mabwysiadu amrediad o strategaethau i sicrhau arfer cynhwysol mewn ysgolion. Rhaid ystyried y ddogfen polisi hon gyda'r Côt Ymarfer.

3. Datganiad o fwriad

Bydd Adran Addysg Gwynedd yn ymateb yn unol â'i chyfrifoldeb statudol a gofynion y Côt Ymarfer AAA.

4. Fframwaith Statudol

4.1 Deddf AAA ac Anabledd 2001

4.3 Côt Ymarfer AAA 2002

4.4 Deddf Plant 2004



5. Egwyddorion Sylfaenol

- 5.1 Mae gan pob unigolyn hawl i gyfle cyfartal yn ei addysg cyn belled â bo hynny'n ymarferol.
- 5.2 Dylid sicrhau bod pob disgybl yn cyrraedd ei botensial.
- 5.3 Gellir bodloni anghenion AAA y rhan fwyaf o blant a phobl ifanc yn effeithiol trwy gefnogaeth gan yr ysgol neu trefniadau blynyddoedd cynnar, neu gefnogaeth "gan yr ysgol a mwy" a dylid gwneud hynny. Mae'r ymateb graddedig a amlinellir yn y Côd yn caniatáu symud ar hyd continwmm o gefnogaeth i adlewyrchu'r anghenion a'r cynnydd a wnaed.

6. Amcanion Adran Addysg Gwynedd

- 6.1 Yn unol â'r gofyn cyfreithiol, bydd yr Adran Addysg yn dilyn cynghorion y Cod Ymarfer AAA sy'n awgrymu mabwysiadu amrediad o statogaethau i sicrhau cynhwysiad disgyblion ag AAA mewn ysgol.
- 6.2 Bydd yr Awdurdod yn hyblyg er mwyn cyfarfod ag anghenion arbennig plant.
- 6.3 Bydd yr Awdurdod yn sicrhau polisiau a phrotocolau ar gyfer darparu gwasanaethau 'di-dor', a chyfathrebu'r polisiau hynny.
- 6.4 Bydd yr Awdurdod yn cydweithio gydag ysgolion, rhieni, a phlant a phawb sy'n ymwneud â'r maes er mwyn gwella ansawdd y ddarpariaeth

7. Dyletswyddau Corff Llywodraethol Ysgol

- 7.1 Sicrhau bod disgyblion sydd ag AAA yn cael eu cynnwys yn llwyddiannus o fewn addysg brif ffrwd.
- 7.2 Sicrhau bod disgyblion sydd ag AAA yn cael y gefnogaeth angenrheidiol i ddatblygu i'w llawn botensial.
- 7.3 Sicrhau eu bod wedi dynodi aelod o'r corff i fod yn gyfrifol am holl agweddau'n ymwneud ag AAA, a'u bod, fel corff, yn derbyn adroddiadau rheolaidd a chyson ar yr hyn sy'n digwydd ym maes AAA yn y sefydliad.
- 7.4 Sicrhau bod yr ysgol yn dilyn y gofynion statudol a'r canllawiau a'r protocolau a nodir yn y Côd Ymarfer.
- 7.5 Heblaw mewn achos eithriadol iawn, dylai ysgolion osgoi gwahardd yn barhaol ddisgyblion â datganiadau o anghenion addysgol arbennig. Dylai ysgol hefyd wneud pob ymdrech i osgoi gwahardd disgyblion sy'n cael cefnogaeth Gweithredu gan yr Ysgol neu Gweithredu gan yr Ysgol a Mwy dan Gôd Ymarfer AAA Cymru



8. Cyfrifoldeb Penaethiaid Ysgolion

8.1 Rhaid i Bennaeth Strategol gydnabod:

- yr amryfal cymhlethdodau ac anghenion sydd gan disgyblion ag AAA,
- y gwahanol gyfrifoldebau i asesu a bodloni'r anghenion hynny,
- yr amrediad a'r amrywiadau cysylltiedig yn y ddarpariaeth a fydd yn adlewyrchu ac yn hyrwyddo orau gydnabod y continwmm AAA yn gyffredinol.

8.2 Rhaid i Bennaeth Strategol benderfynu pa ddull gweithredu sy'n briodol ar gyfer pob unigolyn. Golyga hyn:

- asesu'r strategaethau sy'n cael eu defnyddio ar hyn o bryd i gyfarfod ag anghenion addysgol arbennig y disgybl,
- ystyried sut y gallant fod yn fwy effeithiol,
- asesu datblygiad cyffredinol disgyblion, eu cyraeddiadau a'u cryfderau, yn ogystal â'u problemau a'r meysydd sydd angen eu datblygu.

8.3 Rhaid i Bennaeth Strategol sicrhau bod anghenion arbennig rhai plant a phobl ifanc e.e. anghenion cymedrol neu benodol megis dyslecsia,(rhai sydd weithiau wedi cael eu cuddio gan stategaethau ymdopi wedi'u mabwysiadu gan y disgybl) yn cael eu hadnabod mor gynnar â phosibl.

8.4 Dylai Pennaeth Strategol sicrhau bod pennu asesu a darparu'n gynnar ar gyfer unrhyw ddisgybl ag anghenion addysgol arbennig yn digwydd cyn gynted â bo modd. Po gynharaf y cymerir camau, mwyaf tebygol fydd y plentyn o ymateb. Dylai'r Pennaeth Strategol sicrhau bod trefn effeithiol o gyfathrebu rhwng staff a'r Cydlynnydd AAA, a rhwng y Cydlynnydd a rhieni, yn bodoli.



8.5 Rhaid i ysgol a gynhelir gyhoeddi gwybodaeth gan gynnwys trefniadau'r ysgol ar gyfer gweithio mewn partneriaeth â gwasanaethau cymorth yr AALI, y gwasanaeth iechyd a gwasanaethau cymdeithasol, Gyrfa Cymru ac unrhyw fudiadau gwirfoddol lleol a chenedlaethol.

8.6 Rhaid i Bennaeth Strategol sicrhau, lle tybir bod gan blentyn AAA a bod angen cymorth yn y blynyddoedd cynnar neu Weithredu gan yr Ysgol, neu Weithredu gan yr Ysgol a Mwy, bydd ganddynt Gynllun Dysgu Unigol (CDU). Dylid ei lunio mewn partneriaeth â'r rhieni, yn amlinellu anghenion y plentyn yn fanwl, a'r camau y dylid eu cymryd er mwyn sicrhau cynnydd. Bydd y CDU yn cynnwys targedau ar gyfer y dyfodol, ac yn dangos sut a phryd y caiff cynnydd y plentyn ei adolygu. Dim ond y wybodaeth sy'n ychwanegol, neu'n wahanol i gynllun y cwricwlwm gwahaniaethol sy'n rhan o'r ddarpariaeth arferol y dylid ei cofnodi yn y CDU. Dylid trafod CDU a'r modd y gallant helpu, gyda rhieni a'r plentyn.



8.7 Heblaw mewn achos eithriadol iawn dylai ysgolion osgoi gwahardd yn barhaol ddisgyblion â datganiadau o anghenion addysgol arbennig. Dylai ysgol hefyd wneud pob ymdrech i osgoi gwahardd disgyblion sy'n cael cefnogaeth Gweithredu gan yr Ysgol neu Gweithredu gan yr Ysgol a Mwy dan Gôd Ymarfer AAA Cymru.



 Polisi Disgyblion ADY ac ADD Ysgol Bro Idris 
Mabwysiadwyd ddiwethaf: Corff Llywodraethol Ysgol Bro Idris, 12 ^{fed} o Orffennaf 2018
Dyddiad mabwysiadu nesaf: Tymor yr Haf 2021
Llofnod Cadeirydd y Corff Llywodraethol: <i>H. W Jones</i>
Dyddiad: 12.07.18
Llofnod y Pennaeth Strategol: <i>J. Owen</i>
Dyddiad: 12.07.18



YSGOL BRO IDRIS

Make provision for pupils with intensive, complex and/or/specific learning needs (special educational needs)

1. Introduction

1.1 Children have special learning needs if they have a learning difficulty which requires special educational provision.

1.2 Children have difficulties:

- a) If learning is considerably more difficult for them than most of their peer-group
- b) If they have a learning disability which prevents or hinders them from using educational facilities similar to those generally provided for school children of the same age-group within the LEA area
- c) If they are under mandatory school age and that a) or b) above is appropriate for them, or if it would be appropriate if there were no special provision for them

2. Context

2.1 The 2001 SEN and Disability Act strengthens the right of SEN children and young people to receive mainstream education. The Act amends the 1996 Education Act and has transformed the inclusion framework as it encourages and promotes inclusion. The Act's objective is to enable more SEN pupils to be successfully included in the mainstream.

2.2 This is a clear indication that everything possible should be made to provide mainstream education for a child if that is the parents or the carers wish. Likewise, if the parents or carers wish their child to receive education at a special school, their wishes should be considered and respected.

2.3 The 2002 Code of Practice advises the adoption of a range of strategies to ensure inclusive practice in schools. This policy document should be considered with the Code of Practice.

3. Mission Statement

Gwynedd Education Department will respond in accordance with its statutory responsibility and the requirements of SEN Code of Practice.

4. Statutory Framework

- 4.1 2001 SEN and Disability Act
- 4.3 2002 SEN Code of Practice
- 4.4 2004 Children's Act

5. Basic Principles



5.1 Every individual is entitled to equal opportunity in his education as far as that is practical.

5.2 It should be ensured that every pupil achieves his potential.

5.3 The SEN requirements of most children and young people can be effectively met through support from the school or arrangements for the early years, or support “by the school plus” and that should be done. The graded response outlined in the Code allows moving along a continuum of support to reflect the requirements and progress made.

6. Aims of Gwynedd Education Department

6.1 In accordance with the legal requirements, Gwynedd Education Department will follow the advice contained in the SEN Code of Practice which suggests that a range of strategies be adopted to ensure the inclusion of SEN pupils at a school.

6.2 The LEA will adopt a flexible approach in meeting children’s special needs.

6.3 The LEA will secure policies and protocols to provide ‘continual’ services and communicate those policies.

6.4 The LEA will work with schools, parents, and children and everybody involved with the field to improve quality of provision.

7. Duties of the School Governing Body

7.1 Ensure that SEN pupils are successfully included within mainstream education.

7.2 Ensure that SEN pupils receive the support required to develop to their maximum potential.

7.3 Ensure that they have designated a governing body member to be responsible for all SEN related aspects, and that they, as a body, receive regular and constant reports on SEN developments in the establishment.

7.4 Ensure that the school follows the statutory requirements and guidelines and protocols noted in the Code of Practice.

7.5 Except in very exceptional cases, schools should avoid the permanent exclusion of SEN statemented pupils. A school should also make every effort to avoid the exclusion of pupils who receive School Action or School Action Plus support under Wales SEN Code of Practice.



8. Responsibility of School Headteachers

8.1 It is imperative that a Strategic Headteacher recognizes:

- SEN pupils various complexities and needs,
- the various responsibilities to assess and meet those requirements,
- the range and associated variations in the provision which will best reflect and promote the SEN continuum in general.

8.2 It is imperative that a Strategic Headteacher decide which implementation method is appropriate for which individual. This involves:

- assessment of the currently used strategies to meet the pupil's special educational needs,
- consider how they could be more effective,
- assess pupils' general development, their achievements and strengths, as well as their problems and those fields that require development.

8.3 It is imperative that a Strategic Headteacher ensures that the special needs of certain children and young people e.g. moderate or specific needs such as dyslexia, (some occasionally hidden by coping strategies adopted by the pupil) are identified as early as possible.

8.4 A Strategic Headteacher should ensure that determining, assessment and early provision for any SEN pupil should occur as soon as possible. The earlier measures are taken, the most likely it is that the child will respond.

The Strategic Headteacher should ensure that there is an effective system of communication between staff and SEN Co-ordinator, and between the Co-ordinator and parents.

8.5 It is imperative that a maintained school, publish information including the school's arrangements for working in partnership with the LEA's support services, the health service and social services, Careers Wales and any local and national voluntary organisations.

8.6 It is imperative that a Strategic Headteacher ensure, where it is assumed that a child has SEN and that support is provided in the early years or School Action, or School Action Plus, that they have an Individualized Learning Plan (ILP) in place. It should be prepared in partnership with the parents, outline in detail the child's needs, and the measures required to secure progress. The ILP will include future targets, and indicate how and when the child's progress will be reviewed. Only the additional information, or which differs from the differentiated curriculum plan is part of the normal provision which should be recorded in the ILP. An ILP and how it can assist, should be discussed with parents and the child.

Adran Addysg Gwynedd
Gwasanaeth Ysgolion
Polisi Disgyblion AAA ac ADD 2010



8.7 Except in very exceptional instances, schools should avoid permanent exclusion of SEN statemented pupils. A school should also make every effort to avoid excluding pupils who receive School Action or School Action plus support under Wales SEN Code of Practice.

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Gwasanaeth Ysgolion
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