Polisi Anghenion Dysgu Ychwanegol a Chynhwysiad
Additional Learning Needs and Inclusion Policy

Ysgol Morfa Nefyn

Dyddiad Cymeradwyo: 26/9/22

Dyddiad Adolygu: Bob tair blynedd

Mae'r polisi hwn yn seiliedig ar y Cod Anghenion Dysgu Ychwanegol Cymru 2021. Awgrymir eich bod yn darllen y Cod Anghenion Dysgu Ychwanegol Cymru 2021 ochr yn ochr â'r polisi hwn.

1. Datganiad Ethos

Yn Ysgol Morfa Nefyn, mae pob plentyn yn cael ei werthfawrogi fel unigolyn ac ymdrinnir â'i anghenion yn sensitif ac yn effeithiol. Credwn fod pob plentyn yn derbyn cwricwlwm eang, cytbwys a gwahaniaethol gan sicrhau bod hunan-barch a hyder yn cael eu cyfoethogi a bod agwedd gadarnhaol yn cael ei datblygu.
Mae Ysgol Morfa Nefyn wedi ymrwymo i gynhwysiad llwyddiannus disgyblion ag Anghenion Dysgu Ychwanegol. Yn ein hysgol, mae pob athro yn athro ar bob disgybl, gan gynnwys y rhai sydd ag ADY.
Yn Ysgol Morfa Nefyn, mae pob plentyn yn gyfartal, yn cael ei werthfawrogi ac yn unigryw. Ein nod yw darparu amgylchedd lle mae pob disgybl yn teimlo'n ddiogel ac yn gallu ffynnu. Byddwn yn ymateb i unigolion mewn ffyrdd sy'n cymryd eu profiadau bywyd amrywiol a'u hanghenion penodol i ystyriaeth.
Mae Ysgol Morfa Nefyn wedi ymrwymo i ddarparu addysg sy'n galluogi pob disgybl i wneud cynnydd fel ei fod yn cyflawni hyd eithaf ei allu, yn dod yn unigolion hyderus sy'n byw bywyd llawn ac yn pontio'n llwyddiannus i fyd oedolion.

2. Beth yw Anghenion Dysgu Ychwanegol (ADY)?[1]

Bydd tua un o bob pump o blant ag Anghenion Dysgu Ychwanegol ar ryw adeg yn ystod eu bywyd ysgol. Mae'r gyfraith yn datgan bod gan blentyn Anghenion Dysgu Ychwanegol (ADY) os yw ef neu hi ag anhawster dysgu neu anabledd sy'n galw am ddarpariaeth ddysgu ychwanegol (DDdY).

Os yw eich plentyn ag ADY maent:

- yn ei chael anhawster sylweddol fwy i ddysgu na'r rhan fwyaf o blant o'r un oedran sy'n galw am ddarpariaeth ddysgu ychwanegol (DDdY), neu
- ag anabledd sy'n galw am ddarpariaeth ddysgu ychwanegol (DDdY)

Gall hyn gynnwys:

- anawsterau cyfathrebu a rhyngweithio - lleferydd ac iaith
- oedi datblygiadol
- anawsterau synhwyraidd, nam clyw neu nam golwg
- anawsterau aml-synhwyraidd, gan gynnwys anawsterau corfforol cysylltiedig.
- anawsterau emosiynol neu ymddygiad
- anawsterau penodol gyda darllen, ysgrifennu neu fathemateg

Gall gefnogaeth ychwanegol ddod o wasanaethau iechyd, gofal cymdeithasol neu sefydliadau gwirfoddol yn ogystal â thrwy addysg.

Nid yw'r amgylchiadau canlynol, fel arfer yn cyfateb i Anghenion Dysgu Ychwanegol (ADY)
Mae llawer o blant a phobl ifanc yn debygol ar ryw adeg o brofi **problemau tymor byr** gyda'u dysgu, er enghraifft oherwydd cyfnod o absenoldeb o leoliad addysg a achosir gan salwch dros dro, neu oherwydd eu bod wedi dioddef profedigaeth neu ryw drawma arall. O dan yr amgylchiadau hyn, efallai y bydd yr ysgol yn

[1] Mae'r Polisi hwn wedi ei selio ar fframwaith Statudol i'r Ddeddf Anghenion Dysgu Ychwanegol a'r Tribiwnlys Addysg (Cymru) 2018, sef Cod Anghenion Dysgu Ychwanegol Cymru 2021.
Yn unol ag amserlen Llywodraeth Cymru, bydd Deddf AAA 2001 a Cod Ymarfer AAA 2002 yn cael ei disodli dros gyfnod gweithredu tair blynedd 2021-2024 gan Ddeddf Anghenion Dysgu Ychwanegol a'r Tribiwnlys Addysg (Cymru) 2018 a Cod Anghenion Dysgu Ychwanegol Cymru 2021. Mae'r ysgol yn yn dilyn rhaglen trawsnewid Llywodraeth Cymru i weithredu'r symud o'r system AAA i'r system ADT mor esmwyth â phosibl.

cymryd camau i helpu'r disgybl i ddal i fyny a/neu i atal y broblem rhag gwaethygu. Ni fyddai'r sefyllfaoedd hyn fel arfer yn cyfateb i ADY ynddynt eu hunain.
Nid yw disgyblion a ystyrir yn '**fwy abl a thalentog**' yn cael anhawster i ddysgu ar sail eu gallu neu eu talent uwch. Dylid darparu cyfleoedd uwch iddynt fel rhan o addysgu gwahaniaethol.

Gallai fod angen cymorth ychwanegol ar **y rheini y mae'r Gymraeg neu'r Saesneg yn iaith ychwanegol iddynt** er mwyn cyflawni eu potensial, ond nid yw hynny'n golygu bod ganddynt ADY. Bydd yr ysgol yn ystyried pob agwedd ar ddysg a datblygiad disgybl wrth asesu a yw ei anhawster yn deillio o'r ffaith bod Cymraeg neu Saesneg yn iaith ychwanegol iddo, neu a yw'n deillio o ADY.

Cefnogi disgyblion sydd â chyflwr meddygol
Gweler *Polisi Cydraddoldeb Ysgol*
Mae cyflyrau meddygol yn cael eu cyfarch o dan Ddeddf Cydraddoldeb (2010). Mae gan yr ysgol a'r Awdurdod Lleol lwybrau cefnogaeth i ddiwallu'r anghenion hynny. Ni fydd gan bob plentyn a pherson ifanc sydd â chyflwr meddygol ADY. Y cwestiwn bob amser yw p'un a oes gan y plentyn neu'r person ifanc anhawster dysgu neu anabledd sy'n galw am ddarpariaeth ddysgu ychwanegol (DDdY). Pan fydd gan ddisgybl ADY hefyd, bydd Cynllun Datblygu Unigol (CDU) yn cael ei lunio a bydd ei ddarpariaeth yn cael ei chynllunio a'i darparu mewn ffordd gydlynol gyda Chynllun Gofal Iechyd (CIU) y Bwrdd Iechyd Lleol.

Bydd pob achos yn cael ei drafod yn unigol i sicrhau bod gofal priodol a phersonol arwaith. Gall blentyn neu ei riant neu ofalwr gychwyn trafodaeth gyda Chydlynydd Anghenion Dysgu Ychwanegol (CADY) yr ysgol. Gall Wasanaeth Arbenigol Corfforol/Meddygol yr ALl ddarparu arweiniad i ysgolion a theuluoedd. Cofiwch mai cyfrifoldeb y rhiant neu'r person ifanc rhannu unrhyw wybodaeth gofal iechyd perthnasol gyda'r ysgol a/neu'r ALl.

3. Nodau

Mae rhoi pob cyfle i ddatblygu gwir botensial pob disgybl yn hanfodol yn ein ysgol. Mae gan bob disgybl yr hawl i gwricwlwm eang a chytbwys gyda mynediad lawn at y Cwricwlwm Cenedlaethol lle'n berthnasol. Gwerthfawrogir pob plentyn a hybir ei hunanwerth. Yr ydym yn meithrinir perthynas agos gyda rhieni a gofalwyr sydd yn chwarae rôl bwysig iawn yn addysg eu plentyn.

4. Amcanion

Ein amcanion fel ysgol yw:

- Datblygu darpariaeth ADY ysgol gyfan effeithiol ac eu hadolygu'n barhaus
- Sicrhau ethos gynhwysol ysgol gyfan, gyda disgyblion ag ADY yn cael eu cefnogi i gymryd rhan lawn yng nghymuned yr ysgol – gan gynnwys cwricwlwm, cyfleusterau a gweithgareddau allgyrsiol yr ysgol
- I adnabod ac i fonitro anghenion unigol ein disgyblion cyn gynted â phosib er mwyn i ni allu darparu ar eu cyfer a chodi eu cyrhaeddiad o fewn eu gallu.
- I gynllunio cwricwlwm effeithiol i gwrdd ag anghenion ychwanegol ein disgyblion a, lle'n addas, i sicrhau bod targedau'r Proffil Un Dudalen neu'r Cynllun Datblygu Unigol (CDU) yn benodol, yn fesuradwy, o fewn gallu'r unigolyn.
- Sicrhau bod llais y disgybl yn ganolog. Ystyried barn, dymuniadau a theimladau disgyblion trwy ddulliau cynllunio sy'n canolbwyntio ar yr unigolyn.
- Cydweithio gyda a sicrhau bod rhieni a gofalwyr yn cael cyfle i ymgysylltu'n llawn yn y broses o wneud penderfyniadau
- I sicrhau bod pawb sydd ynghlwm â'n disgyblion yn ymwybodol o'r gweithdrefnau i adnabod eu hanghenion yn ogystal â'r strategaethau i'w cefnogi ac i'w dysgu'n effeithiol

- I gydweithio'n agos, lle'n briodol, gydag asiantaethau allanol i gefnogi anghenion a darpariaeth disgyblion sydd ag anghenion dysgu ychwanegol.
- I ddarparu addysg ar gyfer disgyblion ag ADY trwy gyfrwng y Gymraeg, ac yn ddwyieithog. Mae'r ysgol yn gweithredu mewn modd sydd yn cyfrannu at nodau ac amcanion *Cynllun Strategol y Gymraeg mewn Addysg*. Gweler *Cynllun Strategol y Gymraeg mewn Addysg* a *Polisi Iaith Ysgolion*.
- Rhoi cyngor, cefnogaeth a hyfforddiant i'r holl staff sy'n gweithio gyda disgyblion sydd ag ADY

5. Rolau a Chyfrifoldebau o fewn yr Ysgol

5.1 Rôl y Cydlynydd ADY

Y Cydlynydd ADY (CADY) yw'r unigolyn (neu'r unigolion) sy'n mynd ati ar lefel strategol mewn ysgol i sicrhau bod anghenion pob dysgwr ag ADY yn y ysgol yn cael eu diwallu. **Diffinir dyletswyddau'r CADY (CADY) yn y Cod Anghenion Dysgu Ychwanegol Cymru 2021 a'r Rheoliadau Anghenion Dysgu Ychwanegol (Cymru) 2021.**

Mae dyletswyddau'r CADY yn cynnwys:

- Goruchwylio gweithrediad dyddiol polisi ADY yr ysgol
- Cynnal y gofrestr ADY
- Sicrhau bod Cynllun Datblygu Unigol (CDU) gan pob disgybl sydd ag anghenion dysgu ychwanegol yn yr ysgol
- Cydlynu darpariaeth disgyblion sydd ag anghenion dysgu ychwanegol
- Cydweithio gyda a chynghori staff dysgu er mwyn eu cynorthwyo i adnabod, i asesu ac i gynllunio ar gyfer anghenion y disgyblion i sicrhau bod pob disgybl yn gwneud cynnydd yn ôl ei allu
- Cydlynu'r broses o Ymholiad ADY – sef cydlynu'r camau sy'n ofynnol i wneud y penderfyniad - a oes gan ddisgybl ADY - ac os oes ADY, i lunio CDU.
- Cadw cofnodion o benderfyniadau ynghylch anghenion dysgu ychwanegol a CDUau.
- Adolygu yn barhaus y ddarpariaeth anghenion dysgu ychwanegol a'r map darpariaeth. Sicrhau bod adolygiadau rheolaidd yn cael eu cynnal o'r darpariaeth ddysgu ychwanegol (DDdY) ac arwain y broses adolygu i sicrhau bod y ddarpariaeth yn parhau i ddiwallu'r anghenion.
- Rheoli athrawon ADY yr ysgol, cefnogwyr addysgu a chynorthwywyr cefnogi dysgu o fewn yr ysgol
- Cyfrannu tuag at a, lle'n briodol, arwain datblygiad proffesiynol staff yr ysgol
- Goruchwylio cofnodion holl blant a phobl ifanc sydd ag ADY yn yr ysgol, gan fonitro effeithiolrwydd y darpariaethau ddysgu ychwanegol ac adolygu yn ôl yr angen
- Cynnal adolygiadau, o leiaf unwaith y flwyddyn ar gyfer disgyblion sydd â CDU, neu yn gynharach os oes angen.
- Cefnogi disgyblion ag ADY â'u trefniadau pontio, gan gynnwys mynychu adolygiadau pontio
- Ysgrifennu a chyflwyno ceisiadau i Banel Cymedroli yr ALl
- Sicrhau bod yr ysgol yn hysbysu rhieni a gofalwyr am unrhyw benderfyniad am ddarpariaeth ADY sydd wedi cael ei wneud ar gyfer eu plentyn
- Cydweithio gyda rhieni a gofalwyr disgyblion sydd ag anghenion dysgu ychwanegol i sicrhau eu bod yn cael arweiniad clir ar sut y gallant gefnogi anghenion addysgol eu plentyn
- Cyfrannu tuag at hyfforddiant mewn swydd (HMS) staff
- Gweithio gydag gwasanaethau yr ALl ac asiantaethau allanol gan gynnwys Gwasanaethau ADYaCh a Seicoleg Addysgol yr ALl, gwasanaethau iechyd a gofal cymdeithasol a mudiadau gwirfoddol

- Mynychu adolygiadau plant ag ADY sy'n derbyn gofal (PMG) ac adrodd ar eu cynnydd yn yr ysgol gan gynnwys cyfrannu i'w Cynlluniau Addysg Personol (CAP)
- Sicrhau bod trefniadau osgoi a datrys anghytundebau yn cael eu hyrwyddo a'u defnyddio'n llawn fel sy'n briodol. Cefnogi disgyblion a'u rhieni a gofalwyr i godi pryderon ar lefel mwyaf lleol posibl, i drafod, egluro a a chanfod datrysiadau.

5.2 Rôl y Corff Llywodraethol

Mi fydd Corff Llywodraethol yr Ysgol, mewn cydweithrediad â'r pennaeth, yn:

- Cadw trosolwg cyffredinol o ddarpariaeth ADY yr ysgol gan sicrhau bod lefel uchel o ddarpariaeth ar gael i ddisgyblion ADY a bod yr ysgol yn darparu ar gyfer disgyblion ADY yn ôl y Cod Ymarfer Anghenion Addysgol Arbennig (2001) / Cod Anghenion Dysgu Ychwanegol Cymru 2021
- Sicrhau bod disgyblion ADY yn cymryd rhan lawn yng ngweithgareddau'r ysgol
- **Diffinir rôl y corff llywodraethol yng nghyd-destun ADY yn y Cod Anghenion Dysgu Ychwanegol Cymru 2021**
- **Am gyfrifoldebau Deddf Cydraddoldeb 2010 y Corff Llwyodraethol, gweler Polisi Cydraddoldeb Ysgol.**

6 Adnabyddiaeth, asesiad a darpariaeth

Mae pob athro yn gyfrifol am adnabod disgyblion sydd ag anghenion dysgu ychwanegol a byddant, ynghyd â'r cydlynydd ADY, yn sicrhau bod disgyblion sydd angen cefnogaeth wahanol neu ychwanegol i'r arfer yn cael eu hadnabod cyn gynted â phosib.

Mae adnabyddiaeth gynnar o ADY yn flaenoriaeth. Bydd yr ysgol yn canfod anghenion disgyblion drwy:

- Dystiolaeth sydd yn deillio o arsylwadau/asesiadau athro
- Ddeall eu gallu, cyrhaeddiad a chynnydd o edrych ar lefelau Cwricwlwm Cenedlaethol disgyblion, eu sgoriau safonedig llythrennedd a rhifedd a sgoriau
- Wybodaeth o ysgolion blaenorol
- Wybodaeth gan rieni/ofalwyr.

Prif ddulliau'r ysgol o ddarparu ar gyfer anghenion dysgu ychwanegol yw:

- Addysg lawn-amser yn nosbarthiadau'r prif ffrwd gyda chymorth a chefnogaeth ychwanegol gan athrawon trwy wahaniaethau esboniadau, tasgau a'r deilliannau disgwyliedig
- Sesiynau ymyrraeth gyda chymhorthydd dysgu
- Hyfforddiant llythrennedd, rhifedd a Chynhwysiad gan y Tîm Integredig
- Cefnogaeth o fewn y dosbarth
- Cefnogaeth gan arbenigwyr o fewn y dosbarth neu fel rhan o raglen ymyrraeth
- Mentora (gyda'r ddarpariaeth yn cael ei theilwra yn ôl yr angen)

7. Mae cefnogaeth ar gyfer pob disgybl yn dilyn ymateb graddedig:

7.1 Monitro – Darpariaeth gyffredinol

Mae athrawon yn ymwybodol o anghenion y disgybl ond does yna ddim gweithred bellach tu hwnt i ddysgu gwahaniaethol priodol. Bydd y disgybl yn parhau i gael ei fonitro ac adolygir y sefyllfa yn ystod cyfarfodydd staff / sgyrsiau anffurfiol.

7.2 Darpariaeth gyffredinol wedi'i dargedu – Proffil gyda Thargedau

Bydd eich plentyn yn derbyn cefnogaeth ychwanegol ar y graddfa A Dargedir fel a nodir yn ein Map Darpariaeth ADY Ysgol a bydd hyn yn digwydd trwy ymyraethau strwythuriedig wedi eu targedu at unigolion neu grwpiau o ddisgyblion. Bydd yn cael ei fonitro'n ofalus trwy'r Proffil Un Tudalen a'r targedau, nes i'w hanghenion warantu mynd trwy'r broses o Ymholiad ADY i benderfynu oes anghenion dysgu ychwanegol sy'n galw am ddarpariaeth ddysgu ychwanegol (DDdY).

7.3 Y Broses o adnabod disgybl gyda anghengion dysgu ychwanegol (ADY)

Os caiff y posibilrwydd bod gan ddisgybl ADY ei ddwyn i sylw'r ysgol a gynhelir, neu os bydd hyn yn ymddangos iddo fel arall, rhaid i'r ysgol benderfynu a oes gan y disgybl ADY. Mae'r Ysgol gyda'r disgybl, teulu a phawb sy'n ymwneud â'r plentyn yn rhan o'r broses Ymholiad ADY.

Dilynir y broses Ymholiad ADY yn unol â gofynion amserlen a osodir gan y Cod Anghenion Dysgu Ychwanegol Cymru 2021. Rhaid i'r ysgol benderfynu ynghylch ADY, llunio'r CDU a rhoi copi ohono cyn diwedd y cyfnod o 35 diwrnod ysgol ar ôl cael gwybod am y posibilrwydd fod gan blentyn ADY neu pan fo'n dod i'r amlwg fel arall iddi y gall fod gan blentyn ADY.

8. Mae cefnogaeth ADY yn dilyn ymateb graddedig:

8.1 Cynllun Datblygu Unigol Ysgol (CDU Ysgol)

Os penderfynir bod gan blentyn ADY sy'n galw am ddarpariaeth ddysgu ychwanegol (DDdY), bydd gofyn i'r ysgol (neu weithiau'r awdurdod lleol) baratoi a chynnal Cynllun Datblygu Unigol (CDU) ar gyfer y plentyn. Mae **ddarpariaeth ddysgu ychwanegol (DDdY)** yn ymyrraeth sydd yn ychwanegol i'r hyn sydd yn digwydd fel rhan o gwricwlwm gwahaniaethol arferol yr ysgol.

Mae "cynllun datblygu unigol" neu "CDU" yn ddogfen sy'n cynnwys:

(a) disgrifiad o ADY person;
(b) disgrifiad o'r ddarpariaeth ddysgu ychwanegol y mae anhawster dysgu neu anabledd y person yn galw amdani;
(c) unrhyw beth arall sy'n ofynnol neu sydd wedi ei awdurdodi gan neu o dan Ran 2 o'r Ddeddf ADY.

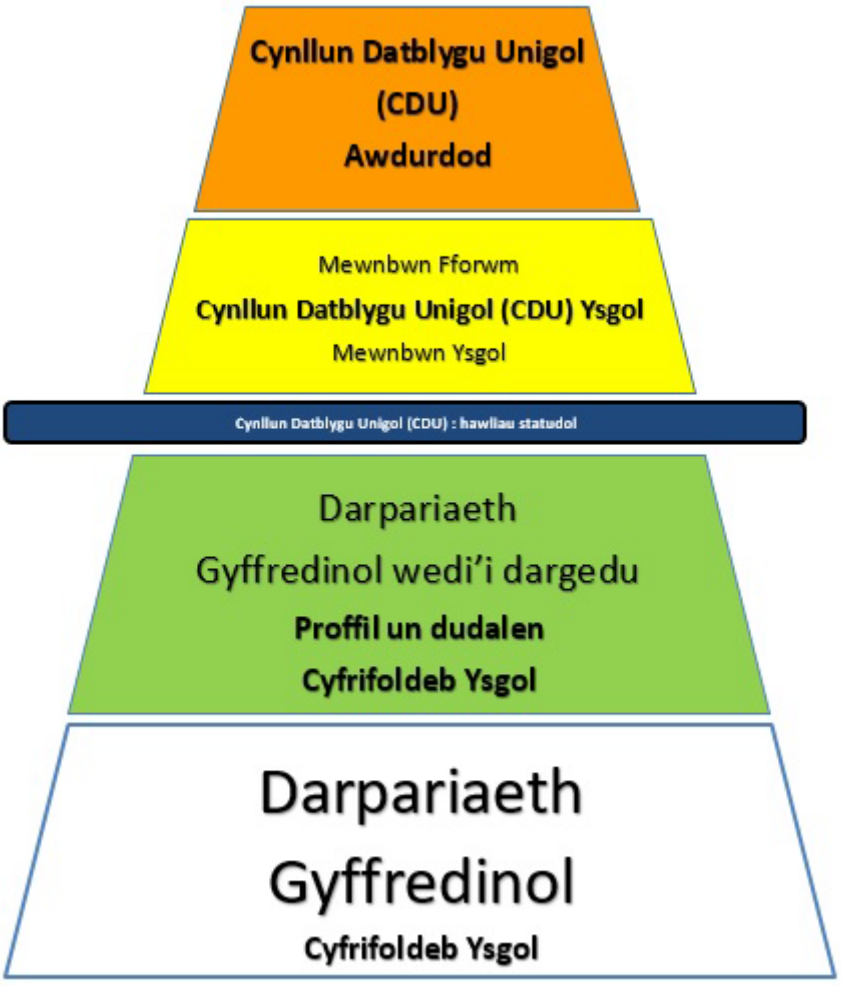
Gall rhesymau dros lunio a chynnal CDU a roi disgybl ar raddfa CDU Ysgol gynnwys

- canlyniadau is na'r cyfartaledd yn llythrennedd a rhifedd neu bryder, ynghyd â thystiolaeth, am blentyn sydd, er iddo gael cyfleoedd dysgu wedi'u gwahaniaethu, yn:
- Gwneud cynnydd isel iawn neu ddim cynnydd o gwbl er i ddulliau dysgu cael eu targedu tuag at wendid penodol y disgybl
- Dangos anhawster i ddatblygu sgiliau llythrennedd neu rifedd sydd yn arwain at gyrhaeddiad isel mewn rhai ardaloedd o'r cwricwlwm
- Dangos anawsterau emosiynol neu ymddygiadol parhaus sydd heb wella er y defnydd o dechnegau i reoli ymddygiad
- Cael problemau sensori neu gorfforol, ac yn parhau i wneud cynnydd isel iawn neu ddim cynnydd o gwbl er y ddarpariaeth o gyfarpar arbenigol
- Cael anawsterau cyfathrebu a/neu ryngweithio ac yn parhau i wneud cynnydd isel iawn neu ddim cynnydd o gwbl er y ddarpariaeth o gwricwlwm gwahaniaethol

Bydd y Cydlynydd ADY a'r athrawon yn adolygu'r dulliau i'w cymryd, bydd Cynllun Datblygu Unigol (CDU) yn cael ei lunio trwy ymgynghori â'r plentyn a'r rhieni. Bydd y CDU yn cael ei adolygu'n rheolaidd yn dibynnu ar yr angen, o leiaf unwaith y flwyddyn. Gellir diddymu CDU disgybl sydd wedi gwneud cynnydd sylweddol ag nad oes ag ADY bellach, a'i roi ar Broffil gyda thargrdau a derbyn monito cyson.

Mae CDU yn cael eu hadolygu'n rheolaidd gan yr athro dosbarth a'r Cydlynydd ADY. Bydd yr athro dosbarth neu/a'r Cydlynydd ADY fel arfer yn cynnal cyfarfodydd gyda rhieni. Rôl y cydlynydd ADY parthed CDU yw sicrhau eu bod yn cael eu hadolygu fel y cytunwyd ac i gydlynu ymateb o'r ysgol os oes angen sgrinio pellach, cyngor Seicolegydd Addysgol neu gefnogaeth bellach o asiantaeth allanol.

Yn unol â'r Cod Anghenion Dysgu Ychwanegol Cymru 2021, mae'r ysgol a'r ALl wedi mabwysiadu ymateb graddedig mewn perthynas â phlant a phobl ifanc ag ADY, gan ddefnyddio ystod eang o strategaethau. Mae hyn yn golygu y dylai'r darpariaeth ddysgu ychwanegol (DDdY) sy'n cael ei gwneud fod ar y lefel isaf sy'n angenrheidiol i ddiwallu'r anghenion a nodwyd ar gyfer y disgybl. Mae'r ysgol yn gwneud defnydd llawn o'r adnoddau sydd ar gael iddynt cyn galw, lle bo angen, ar arbenigwr i gynorthwyo gyda diwallu'r ADY.



Triongl ymateb graddedig

8.2 Cynllun Datblygu Unigol Ysgol (Fforwm)

Yn dilyn Adolygiad strategol yr awdurdod lleol mae Gwasanaeth Integredig ADYaCh wedi'i sefydlu. Mae mynediad i'r Gwasanaeth Integredig ADYaCh trwy CDU Ysgol (Fforwm).

Os bydd anghenion disgybl yn gwarantu ymyrraeth gan y Gwasanaeth Anghenion Dysgu Ychwanegol a Chynhwysiad (ADYaCh) ac asiantaethau allanol bydd hyn yn cael ei drefnu gan y Cydlynydd ADY fel y gallant gynghori ar dargedau a strategaethau i gefnogi, cynnal asesiadau arbenigol i gynorthwyo gyda'r broses o gynllunio ac i fesur cynnydd y disgybl, rhoi cyngor ar ddefnyddio strategaethau neu adnoddau newydd/arbenigol ac, mewn rhai achosion, darparu cefnogaeth ar gyfer gweithgareddau penodol. Rhesymau dros roi disgybl ar raddfa CDU Ysgol (Fforwm) yw bod disgybl, er iddo gael cefnogaeth CDU Ysgol, yn:

- Parhau i wneud cynnydd isel neu ddim cynnydd o gwbl mewn mannau penodol dros gyfnod hir
- Parhau i weithio ar lefel Cwricwlwm Cenedlaethol yn sylweddol is na'i gyfoedion
- Parhau i gael anawsterau sylweddol i feithrin sgiliau llythrennedd a rhifedd
- Cael anawsterau emosiynol neu ymddygiadol sydd yn ymyrryd yn sylweddol ac yn rheolaidd ar ddysgu'r disgybl eu hunan neu ar ddysgu'r dosbarth yn gyffredinol
- Gwarantu cyfarpar arbenigol ychwanegol neu ymweliadau/cyngor rheolaidd gan wasanaeth arbenigol oherwydd anghenion corfforol neu synhwyraidd
- Parhau i gael anawsterau cyfathrebu neu rhyngweithio sydd yn effeithio'r datblygiad o berthnasau cymdeithasol ac sydd yn rhwystr amlwg i'w ddysgu.

Gall yr arbenigwr allanol weithio mewn rôl gynghorol, cynnig asesiadau arbenigol ychwanegol neu gall fod yn rhan o addysg y disgybl. Bydd y CDU Ysgol (Fforwm) yn gosod strategaethau newydd i gefnogi cynnydd y disgybl a bydd rhain, lle'n bosib, yn cael eu gweithredu o fewn y dosbarth dysgu. Mae'r Fforwm yn gweithredu yn unol â Meini Prawf y Gwasanaeth o ran cael mynediad at a gorffen derbyn gwasanaeth.

8.3 Cynllun Datblygu Unigol Awdurdod Lleol (CDU Awdurdod)

Pan fu plant neu bobl ifanc ag anghenion dwys a chymhleth, gall rhieni a gofalwyr neu'r ysgol wneud cais i'r Awdurdod Lleol am Cynllun Datblygu Unigol Awdurdod Lleol (CDU Awdurdod). Gyda phlant a phobl ifanc sydd ag anghenion dwys a chymhleth, mae trafodaeth ynglŷn ag anghenion yn cael ei weithredu trwy Banel Cymedroli Sirol. Mae'r Panel Cymedroli yn gweithredu yn unol â Meini Prawf y Gwasanaeth o ran cael mynediad at a gorffen derbyn gwasanaeth.

Gallai natur yr ADY ac amgylchiadau eraill, effeithio ar y penderfyniad i roi disgybl ar raddfa CDU Awdurdod, er enghraifft:

- mae gan y disgybl gyflwr llai cyffredin neu gyflwr prin sy'n galw am arbenigedd na all yr ysgol ei ddarparu
- er mwyn diwallu anghenion y disgybl, mae ar yr ysgol angen cyngor a chymorth rheolaidd gan nifer o asiantaethau allanol sydd y tu hwnt i'r hyn y gellir ei drefnu'n rhesymol gan yr ysgol
- mae ar y disgybl angen cyfarpar arbenigol y gellir ei ddefnyddio gan un disgybl yn unig neu na ellir ei ailddefnyddio neu sydd y tu hwnt i adnoddau rhesymol yr ysgol
- mae ar y plentyn angen cymorth dyddiol dwys iawn na ellir yn rhesymol ei gyllido neu ei sicrhau o gyllideb yr ysgol.

Disgyblion ag ADY sydd hefyd yn derbyn gofal (PMG)
Mae disgybl ag ADY sy'n mynychu ysgol prif-lif ac sy'n derbyn gofal yn cael CDU Awdurdod Lleol (yn hytrach na CDU Ysgol), fodd bynnag, nid yw hyn yn effeithio ar lefel y ddarpariaeth a nodwyd yn y CDU.

Disgyblion ag ADY sydd wedi cofrestru mewn mwy nag un lleoliad
Mae disgybl ag ADY sydd wedi'i gofrestru mewn mwy nag un lleoliad yn derbyn CDU Awdurdod Lleol, (yn hytrach na CDU Ysgol), fodd bynnag, nid yw hyn yn effeithio ar lefel y ddarpariaeth nodwyd yn y CDU.

9. Trefniadau mynediad i ddisgyblion sydd ag ADY

Ni cheir trefniadau mynediad gwahanol ar gyfer disgyblion ADY ond mae'n hanfodol bod gan yr ysgol yr adnoddau a'r cyfleusterau i gwrdd ag anghenion y disgybl a bod y Gwasanaeth Seicoleg Addysgol yn medru cynghori ar y ddarpariaeth orau lle'n briodol.
Bydd y Cydlynydd ADY yn gweithio'n agos gyda'r ysgolion cynradd cyn i ddisgyblion bontio i'r ysgol hŷn, ac yn yr un modd ysgolion uwchradd cyn i ddisgyblion yn pontio i fyd oedolion, addysg bellach neu fyd gwaith. Bydd cyfle i rieni a gofalwyr i ymweld â'r ysgol ac i drafod darpariaeth. Rhoddir cyfleoedd i ddisgyblion i ymweld â'r ysgol yn rheolaidd.

10. Datblygiad Proffesiynol

Bydd y Cydlynydd ADY yn monitro a gwerthuso'n darpariaeth er mwyn adnabod, gyda mewnbwn y pennaeth, anghenion datblygiad proffesiynol ein staff. Lle'n briodol bydd hyn yn gysylltiedig â Chynllun Gwella'r Ysgol ac/neu amcanion Rheoli Perfformiad. Bydd staff sydd yn mynychu hyfforddiant yn rhaeadru'r wybodaeth yn ystod cyfarfodydd staff neu gyfarfodydd ysgol. Bydd effeithiolrwydd datblygiad proffesiynol yn cael ei fonitro a'i werthuso gan y Cydlynydd ADY gan gyfeirio at hyn yn hunanwerthusiad yr ysgol. Bydd y Cydlynydd ADY yn cyfarfod yn rheolaidd gyda Gwasanaeth ADYaCh yr ALl a chydlynwyr ADY ysgolion eraill.

11. Cysylltiadau gyda Rhieni a Gofalwyr

Fel Ysgol, credwn yn gryf bod mewnbwn rhieni a gofalwyr yn hollbwysig i lwyddiant ein disgyblion. Mae gennym bolisi drws agored. Mae croeso i rieni a gofalwr ffonio neu ymweld â'r ysgol er mwyn trafod pryderon neu gynnydd.

12. Cysylltiadau gyda Gwasanaethau Cefnogol yr ALl ac Asiantaethau Allanol

Mae'r Ysgol yn gweithio'n agos gyda gwasanaethau cefnogol yr ALl ac asiantaethau allanol er mwyn sicrhau ein bod yn darparu'n briodol ar gyfer disgyblion sydd ag anghenion dysgu ychwanegol. Os bydd angen cysylltu ag asiantaethau allanol bydd y Cydlynydd Anghenion Dysgu Ychwanegol, fel arfer, yn gwneud y trefniadau angenrheidiol gan drafod gyda rheini a gofalwyr. Gall yr asiantaethau gynnwys:

- Gwasanaeth Integredig ADY a Chynhwysiad (ADYaCh), yr awdurdod lleol
- Gwasanaeth Seicoleg Addysgol yr awdurdod lleol
- Gwasanaethau Plant a Theuluoedd
- Gwasanaeth Therapi Iaith a Llafaredd
- Gwasanaeth Troseddau Ieuenctid
- Gwasanaeth Therapi Galwedigaethol
- Gwasanaeth Ffisiotherapi
- Gwasanaethau Namau Clyw a Golwg
- Gwasanaethau Iechyd Meddwl Plant a'r Glasoed (CAMHS)
- Gyrfa Cymru

- Gwasanaethau Cymdeithasol

13. Adolygu a Chynnal Gweithdrefnau ADY

Adolygir gweithdrefnau ADY trwy:

- Gynnal hunanwerthusiad parhaus o'r ddarpariaeth ADY
- Adnabod meysydd allweddol i'w datblygu yng nghynllun gwella yr ysgol

Gall adolygu trefniadau ar gyfer plant a phobl ifanc ag ADY ystyried y canlynol o fewn yr ysgol:

- addysgu gwahaniaethol o ansawdd uchel ar gyfer plant a phobl ifanc unigol
- darpariaeth ddysgu ychwanegol i ddisgyblion ag ADY
- systemau effeithiol i fonitro cynnydd a chyrhaeddiad disgyblion ADY
- trefniadau ar gyfer cynnwys arbenigwyr mewn achosion lle mae'n briodol gwneud hynny
- trefniadau ar gyfer adolygu effeithiolrwydd ymyriadau a ddefnyddiwyd i gefnogi disgyblion ag ADY, a sgiliau ac arbenigedd staff
- trefniadau ar gyfer cynnwys plant, a'u rhieni a gofalwyr ar bob cam

14. Gweithdrefnau cwynion

Mae'r ysgol yn cefnogi disgyblion a'u rhieni a gofalwyr i godi pryderon ar lefel mwyaf lleol posibl, i drafod, egluro a chanfod datrysiadau. Os oes gan ddisgyblion a'u rhieni a gofalwyr gwyn parthed darpariaeth eu plentyn dylid trafod hyn gyda'r Cydlynydd ADY yn y lle cyntaf. Os nad yw hyn yn llwyddiannus dylid cyfeirio'r mater at y Pennaeth. Os na cheir datrysiad dylid cysylltu â'r llywodraethwr sydd â chyfrifoldeb am ADY. Os na cheir datrysiad dylid cysylltu â Chadeirydd y Llywodraethwyr ac, yn olaf, gyda'r Awdurdod Lleol. Mae manylion am drefniadau osgoi a datrys anghytundebau yr awdurdod lleol, ceisiadau ailystyriaeth a'r hawl i apelio, ar gael ar wefan y Gwasanaeth ADYaCh www.adyach.cymru.

This policy is based on the Additional Learning Needs Code (Wales) 2021. It is suggested that you read the Additional Learning Needs Code (Wales) 2021 alongside this policy.

1. Ethos Statement

At Ysgol Morfa Nefyn, every child is valued as an individual and his/her needs are dealt with sensitively and effectively. We believe that every child should receive a broad, balanced and differentiated curriculum ensuring that self-esteem and confidence is enhanced and that a positive attitude is developed.
Ysgol Morfa Nefyn is committed to the successful inclusion of pupils with Additional Learning Needs. In our school, every teacher is the teacher of all pupils, including those with ALN.
At Ysgol Morfa Nefyn, every child is equal, valued and unique. Our aim is to provide an environment where every child feels safe and is able to flourish. We will respond to individuals in ways that take into account their various life experiences and their specific needs.
Ysgol Morfa Nefyn is committed to provide an education that enables every pupil to make progress so that they achieve to the fullest of their ability, becomes confident individuals living fulfilling lives and make a successful transition to adulthood.

2. What are Additional Learning Needs (ALN)?[2]

About one in five children will have Additional Learning Needs at any time during their school lives. The law states that a child has Additional Learning Needs (ALN) if he/she has a learning difficulty or disability which calls for additional learning provision (ALP).

Children have ALN if they:

- have a significantly greater difficulty in learning than the majority of others the same age which calls for additional learning provision (ALP), or
- have a disability which calls for additional learning provision (ALP)

This can include:

- communication and interaction difficulties - speech and language
- developmental delay
- sensory difficulties, hearing or visual impairment
- multi-sensory difficulties, including associated physical difficulties.
- emotional or behavioural difficulties
- specific difficulties with reading, writing or mathematics

Additional support may come from health services, social care or voluntary organisations as well as from education.

The following circumstances do not usually amount to Additional Learning Needs (ALN)
Many children and young people are likely at some point to experience **short term issues** with their learning, for example because of a period of absence from an education setting caused by a temporary illness, or because they have suffered a bereavement or some other trauma. In these circumstances, the

[2]This Policy is based on the Statutory framework to the Additional Learning Needs and Education Tribunal (Wales) Act 2018, namely the Additional Learning Needs Code (Wales) 2021.
In accordance with Welsh Government timetable, the SEN Act 2001 and SEN Code of Practice 2002 will be replaced over a three-year operational period between 2021 and 2024 with the Additional Learning Needs and Education Tribunal (Wales) Act 2018 and the Additional Learning Needs Code (Wales) 2021. The school follows the Welsh Government's transformation programme to implement the move from the SEN system to the ALN system as seamlessly as possible.

schools may take action to help the child or young person catch up and/ or to prevent the issue from escalating. These situations would not ordinarily amount to ALN on their own

Pupils deemed '**more able and talented**' do not have a difficulty in learning on the basis of their enhanced ability or talent. Enhanced opportunities should be provided to them as part of differential teaching.

Those with **Welsh or English as an additional language** might need extra support to achieve their potential, but do not necessarily have ALN. The school will consider all aspect of a pupil's learning and development when assessing whether their difficulty is the result of the challenge of learning Welsh or English as an additional language or if it arises from ALN.

Supporting pupils with a medical condition
See *School Equality Policy*
Medical conditions are met under the Equality Act (2010). The school and the Local Authority have support pathways to meet those needs. Not all children and young people with a medical condition will have ALN. The question is always whether or not the child or the young person has a learning difficulty or disability which calls for additional learning provision (ALP). Where a pupil also has ALN, an Individual Development Plan (IDP) will be prepared and its provision will be planned holistically together with the Local Health Board's Individual Healthcare Plan (IHP).

Each case will be discussed individually to ensure appropriate and personal care is in place. A child or his/her parent or carer may discuss with the school's Additional Learning Needs Co-ordinator (ALNCo). The Physical/Medical Specialist Service within the Local Authority can provide guidance to schools and families. Remember that it is the parent or young person's responsibility to share any relevant healthcare information with the school and/or LA.

3. Aims

Providing every opportunity to develop the true potential of all pupils is essential in our school. All children are entitled to a broad and balanced curriculum with full access to the National Curriculum where appropriate. All children are valued and their self-esteem promoted. We foster a close relationship with parents and carers who play a very important role in their child's education.

4. Objectives

Our objectives as a school are:

- Develop an effective whole-school ALN provision which is continually reviewed
- Ensure a whole-school inclusive ethos, where pupils with ALN are supported to fully participate in the school's community - including the school's curriculum, facilities and extra-curricular activities.
- To identify and monitor children's individual needs from the earliest possible stage so that appropriate provision can be made and their attainment raised in line with their ability.
- To plan an effective curriculum to meet the additional needs of our pupils and, where necessary, to ensure that the targets set in a One Page Profile or Individual Education Plans (IEP) are specific, measurable and within the ability of the individual.
- Ensure that the pupil's voice is central. Consider the views, wishes and feelings of pupils by means of person-centred planning practices.
- Collaborate with and ensure that parents and carers have an opportunity to fully engage in the decision-making process.
- To ensure that all who are involved with our pupils are aware of the procedures for identifying their needs as well as the strategies for supporting and teaching them effectively.

- To work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have additional learning needs.
- To provide education for pupils with ALN through the medium of Welsh, and bilingually. Schools operate in a manner that contribute towards the aims and objectives of the *Welsh in Education Strategic Plan*. See *Welsh in Education Strategic Plan* and *Schools' Welsh Language Policy*.
- Provide advice, support and training for all staff who work with pupils with ALN.

5. Roles and Responsibilities within the School

5.1 Role of the ALN Co-ordinator

The ALN Co-ordinator (ALNCo) is the individual (or individuals) who acts on a strategic level in a school to ensure that the needs of every learner with ALN in the school are met. **The duties of the ALNCo are defined in the Additional Learning Needs (Wales) Code 2021 and the Additional Learning Needs (Wales) Regulations 2021.**
The ALNCo duties include:

- Overseeing the day-to-day operation of the school's ALN policy.
- Maintaining the ALN register.
- Ensuring that every pupil with additional learning needs in the school has an Individual Development Plan (IDP).
- Co-ordinating provision for children with additional learning needs.
- Liaising with and advising fellow teachers to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress in line with their ability.
- Co-ordinating the ALN Enquiry process - namely co-ordinating the actions required to decide whether a pupil has ALN - and if there are ALN, to prepare an IDP.
- Keep records of decisions about ALN and IDPs.
- Regularly reviewing the provision of additional learning needs and the provision map. Ensuring that regular reviews of the additional learning provision (ALP) are undertaken and lead the review process to ensure provision continues to meet the needs.
- Managing ALN teachers, learning support assistants and teaching assistants within the school.
- Contributing to and, where necessary, leading the continuing professional development of school staff.
- Overseeing the records of all children and young people with ALN in the school, by monitoring the effectiveness of additional learning provisions and reviewing as necessary.
- Undertaking reviews, at least once a year for pupils with ALN, or earlier if necessary.
- Supporting pupils with ALN and their transition arrangements, which includes attending transition reviews.
- Writing applications for submission to the LA Moderation Panel.
- Ensuring that parents and carers are notified of any decision by the school that ALN provision is being made for their child.
- Liaising with parents and carers of pupils with additional learning needs to ensure that they are given clear guidance on how they can support their child's educational needs.
- Contributing to the in-service training (INSET) of staff.
- Working with LA services and external agencies including the LA's ALN&I and Educational Psychology Services, health and social services and voluntary organisations.
- Attending reviews for looked after children (LAC) with ALN and reporting on their progress in school including contributing to their Personal Education Plans (PEPs).

- Ensuring that arrangements in relation to avoiding and resolving disagreements are promoted and fully utilised as appropriate. Supporting pupils and their parents and carers to raise concerns at the most suitable local level to discuss, explain and find solutions.

5.2 Role of the Governing Body

The School's Governing Body will, in co-operation with the headteacher:

- Maintain a general overview of the school's ALN provision and ensure that a high level of provision is available for ALN pupils and that the school provides for ALN pupils in accordance with the Special Educational Needs Code of Practice (2001) / Additional Learning Needs (Wales) Code 2021.
- Ensure that ALN pupils are fully involved in school activities.
- **The role of the governing body in the context of ALN is defined in the Additional Learning Needs (Wales) Code 2021.**
- **For the Governing Body's Equality Act 2010 responsibilities, see *School Equality Policy*.**

6 Identification, assessment and provision

All teachers are responsible for identifying pupils with additional learning needs and, in collaboration with the ALNCo, will ensure that those pupils requiring different or additional support are identified at an early stage.

Early identification of ALN is a priority. The school will ascertain pupils' needs through:

- Evidence obtained by teacher observation/assessment.
- Understanding their ability, attainment and progress as expressed as National Curriculum levels, literacy and numeracy standard scores.
- Information from previous schools.
- Information from parents/carers.

The main methods used by the school for providing for additional learning needs are:

- Full-time education in mainstream classes, with additional help and support from teachers through differentiated explanations, tasks and expected outcomes.
- Intervention sessions with a Teaching Assistant.
- Literacy, numeracy and inclusion training by the Integrated Team.
- In-class support.
- Support from specialists within the class or as a part of an intervention programme.
- Mentoring (provision is tailored as required).

7. Support for every pupil follows a graduated response:

7.1 Monitoring - Universal provision

Teachers are aware of the needs of the pupil but no action is required beyond appropriate differentiated learning. The pupil will continue to be monitored and the situation reviewed during staff meetings / informal discussions.

7.2 Targeted Universal provision - Profile with Targets

Your child will receive additional support on the targeted level as noted in our School ALN Provision Map and this will take place via structured interventions that have been targeted for individuals or groups of pupils. It will be carefully monitored through the One Page Profile and targets, until their needs warrant following the ALN Enquiry process to determine whether or not there are additional learning needs which call for additional learning provision (ALP).

7.3 The process of identifying a pupil with additional learning needs (ALN)

If the possibility that a pupil has ALN is brought to the attention of the maintained school or it otherwise appears to it, the School must decide whether the pupil has ALN. The School, together with the pupil, the family and everyone involved with the child is part of the ALN Enquiry process.

The ALN Enquiry process is followed in accordance with the timescale requirements set by the Additional Learning Needs (Wales) Code 2021. The school must make the decision on ALN, prepare the IDP and give a copy of it before the end of the period of 35 school days from it being brought to the attention of, or otherwise appearing to, the school that the child may have ALN.

8. ALN support follows a graduated response:

8.1 School Individual Development Plan (School IDP)

If it is determined that a child has ALN which calls for additional learning provision (ALP), the school (or sometimes the local authority) is required to prepare and maintain an Individual Development Plan (IDP) for the child. **Additional learning provision (ALP)** is an intervention that is additional to that provided as part of the school's usual differentiated curriculum.

An "individual development plan" or "IDP" is a document that contains:

(a) a description of a person's ALN;
(b) a description of the additional learning provision required by the person's learning difficulty or disability;
(c) anything else that is required or has been authorised by or under Part 2 of the ALN Act.

Reasons for preparing and maintaining an IDP and placing a pupil on School IDP level may include

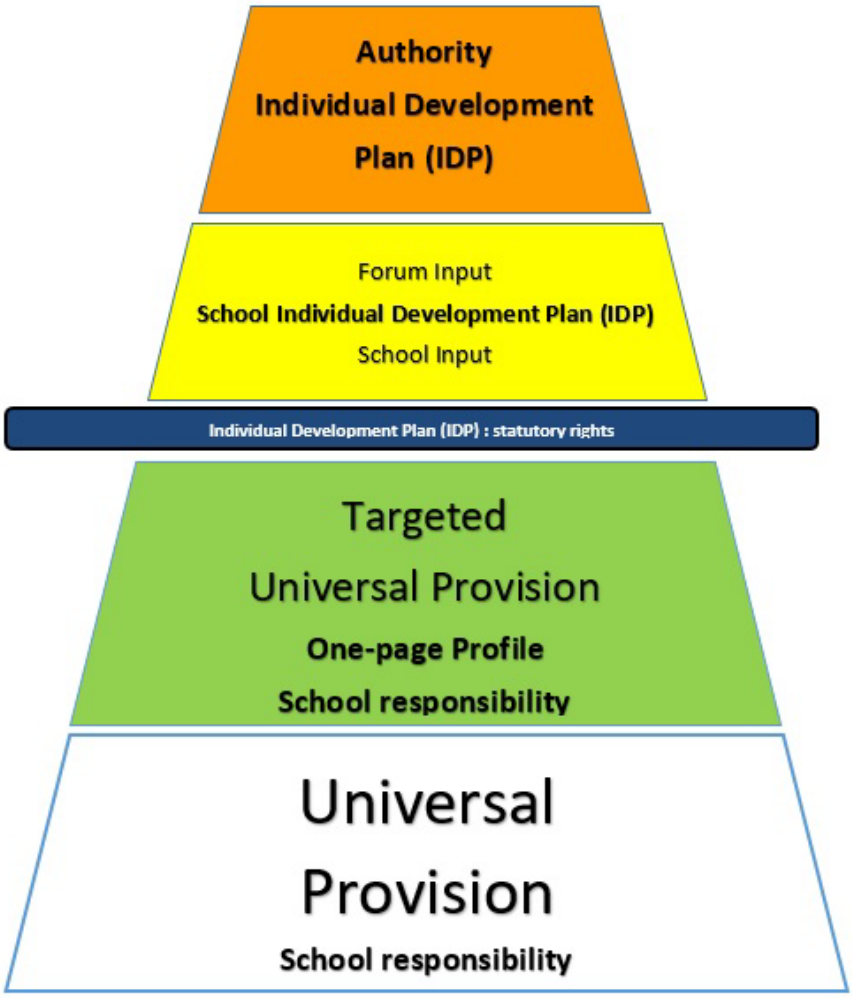
- below average scores in literacy and numeracy or concern, underpinned by evidence, about a child who, despite receiving differentiated learning opportunities, makes:
- Little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs 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 improved by the behaviour management techniques usually employed in the school.
- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment.
- Has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

The ALN Co-ordinator and teachers will review the approaches to be taken, an Individual Development Plan (IDP) will be created by consulting with the child and parents. The IDP

will be reviewed on a regular basis depending on need, and at least once a year. Pupils who have made significant progress and no longer have ALN will have their IDP ceased, and placed on a Profile with targets and regularly monitored.

The IDP is reviewed regularly by the class teacher and the ALN Co-ordinator. Meetings with parents are usually conducted by the class teacher and/or the ALN Co-ordinator. The role of the ALN co-ordinator with regard to IDPs is to ensure they are being reviewed as agreed and to co-ordinate a response from the school should there be a need for further screening, advice from an Educational Psychologist or further support from an external agency.

In accordance with the Additional Learning Needs (Wales) Code 2021, the school and the LA have adopted a graduated response in relation to children and young people with ALN, using a wide range of strategies. This means that the additional learning provision (ALP) should be at the lowest level necessary to meet the pupil's identified needs. The school makes full use of the resources available for them before, where necessary, bringing specialist expertise, to assist with meeting the ALN.



Graduated response triangle

8.2 School (Forum) Individual Development Plan

Following the strategic Review of the local authority, the ALN&I Integrated Service has been established. Access to the ALN&I Integrated Service is via the School (Forum) IDP.

Where a pupil's needs warrant intervention from the Additional Learning Needs and Inclusion (ALN&I) Service and external agencies, the ALN Co-ordinator will co-ordinate this so that they can advise on targets and accompanying strategies, provide more specialist assessments to inform planning and the indicators of a pupil's progress, give advice on the use of new/specialist strategies or resources, and in some cases provide support for particular activities. The reasons for placing a pupil on a School (Forum) IDP is that a pupil, despite receiving School IDP support:

- Continues to make little or no progress in specific areas over a long period.
- Continues to work at National Curriculum levels substantially below that of his/her peers.
- Continues to have significant difficulties in developing literacy and numeracy skills.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or generally that of the class group.
- Warrants additional specialist equipment or regular advice/visits by a specialist service due to physical or sensory needs.
- Has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in the child's education. The School (Forum) IDP will set out new strategies for supporting the pupil's progress and these will be implemented, where possible, in the usual classroom setting. The Forum operates in accordance with the Service's Criteria in terms of access to and exit from the service.

8.3 Local Authority Individual Development Plan (Authority IDP)

Where children or young people have acute and complex needs, parents and carers or the school can make a request to the Local Authority for a Local Authority Individual Development Plan (Authority IDP). In the case of children and young people with acute and complex needs, a discussion about those needs is initiated through a County Moderation Panel. The Moderation Panel operates in accordance with the Service's Criteria in terms of access to and exit from the service.

The nature of the ALN and other circumstances may affect the decision to place a pupil on Authority IDP level, for example:

- the pupil has a low incidence or rare condition which requires specialism that the school cannot provide;
- to meet the pupil's needs, the school requires regular advice and support from a number of external agencies, which is over and above what can be reasonably arranged and accessed by the school;
- the pupil needs specialist equipment that can be used by one pupil only or that cannot be re-used or which is beyond the reasonable resources of the school;
- the child requires very intensive daily support which cannot be reasonably funded or secured by the school budget.

Pupils with ALN who are also looked after (LAC)
A pupil with ALN attending a mainstream school and is looked after receives a Local Authority IDP (rather than a School IDP); however, this does not affect the provision level noted in the IDP.

Pupils with ALN who are dual registered
A pupil with ALN who is dual registered receives a Local Authority IDP (rather than a School IDP); however, this does not affect the provision level noted in the IDP.

9. Admission arrangements for pupils with ALN

Admission arrangements for pupils with ALN are the same as for all pupils, however, it is essential that the school has resources and facilities available to meet the pupil's needs and that the Educational Psychology Service can give advice on the best provision where appropriate.
The ALN Co-ordinator liaises closely with primary schools prior to the transfer of pupils to the senior school, and similarly with secondary schools prior to the transfer of pupils to the adult world, further education or the world of employment. Parents and carers will be given the opportunity to visit the school and discuss the provision. Pupils are given opportunities to visit the school on a regular basis.

10. Professional Development

The ALN Co-ordinator, with input from the headteacher, will monitor and evaluate our provision to identify the professional development needs of our staff. This will, where appropriate, be linked closely to the School's Improvement Plan and/or Performance Management objectives. Staff who attend training will cascade the information through staff or school meetings. The effectiveness of such professional development will be monitored and evaluated by the ALN Co-ordinator and this will be referred to in the school's self-evaluation. The ALN Co-ordinator will meet on a regular basis with the LA's ALN&I Service and the ALN co-ordinators from other schools.

11. Links with Parents and Carers

As a School, we feel strongly that input from parents and carers is crucial to the success of our pupils. We have an open door policy. Parents and Carers are welcome to phone or visit the school in order to discuss any concerns or progress.

12. Links with LA Support Services and External Agencies

The School works closely with the LA support services and external agencies in order to ensure that we make appropriate provision for children with additional learning needs. Where it is necessary to contact external agencies, the Additional Learning Needs Co-ordinator will usually make the necessary arrangements and discuss with parents/carers accordingly. These agencies may include:

- The local authority's ALN and Inclusion (ALN&I) Integrated Service
- The local authority's Educational Psychology Service
- Children and Families Services
- Speech and Language Therapy Service
- Youth Offending Service
- Occupational Therapy Service
- Physiotherapy Service
- Hearing and Visual Impairment Services
- Child and Adolescent Mental Health Services (CAMHS)
- Careers Wales

- Social Services

13. Reviewing and Maintaining ALN Procedures

ALN procedures will be kept under review by:

- Carrying out ongoing self-evaluation of ALN provision
- Identifying key areas for development in the school's improvement plan

Reviewing arrangements for children and young people with ALN may consider the following within the school:

- high quality differential teaching for individual children and young people
- additional learning provision for pupils with ALN
- effective systems for monitoring the progress and attainment of ALN pupils
- arrangements for including specialists in cases where it is appropriate to do so
- arrangements for reviewing the effectiveness of interventions used to support pupils with ALN, and the skills and expertise of staff
- arrangements for including children and their parents and carers at every stage

14. Complaints procedure

The school supports pupils and their parents and carers to raise concerns at the most local level possible, to discuss, explain and find solutions. If pupils and their parents and carers have a complaint concerning provision for their child, they should initially discuss this with the ALN Co-ordinator. If this proves unsuccessful the matter should be referred to the Headteacher. Should the matter still be unresolved, contact should be made with the governor who is responsible for ALN. If no solution is found, the Chair of Governors should be contacted and, finally, the Local Authority. Details on the local authority's arrangements for the avoidance and resolution of disagreements, requests for reconsideration and the right to appeal are available on the ALN&I Service website www.adyach.cymru.