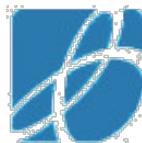


# Believe in every child

## Supporting ALN reform

Dyfrig Ellis

Estyn



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## **Arfarnu darpariaeth ADY**

**Evaluating ALN  
provision**

# Arweiniad arolygu

- Trefniadau arolygu newydd 2017
- 5 maes arolygu:
  - MA1 Safonau
  - MA2 Lles ac agweddau at ddysgu
  - MA3 Addysgu a phrofiadau dysgu
  - MA4 Gofal, cymorth ac arweiniad
  - MA5 Arweinyddiaeth a rheolaeth

# Inspection guidance

- New inspection arrangements 2017
- 5 inspection areas:
  - IA1 Standards
  - IA2 Wellbeing and attitudes to learning
  - IA3 Teaching and learning experiences
  - IA4 Care, support and guidance
  - IA5 Leadership and management

## MA1 Safonau

Dylai arolygwyr arfarnu'r safonau y mae disgyblion yn eu cyrraedd yn gyffredinol, a barnu p'un a yw'r rhain yn briodol i oedrannau a galluoedd disgyblion

I ddisgyblion ag **ADY**, dylai barnau am gyflawniad ystyried gwybodaeth am eu hanghenion a'u galluoedd unigol. Dylai arolygwyr ystyried cyfradd y cynnydd a wna'r disgyblion hyn o ran eu targedau a'u mannau cychwyn unigol. Hefyd, dylai arolygwyr edrych ar gynnydd disgyblion sydd â medrau cymharol wan nad ydynt yn derbyn cymorth ar gyfer anghenion dysgu ychwanegol.

## IA1 Standards

Inspectors should evaluate the standards reached by pupils overall and judge whether these are appropriate to pupils' ages and abilities

For pupils with **ALN**, judgements about achievement should take account of information about their individual needs and abilities. Inspectors should consider the rate of progress these pupils make in relation to their individual targets and starting points. Inspectors should also look at the progress of pupils with relatively weak skills who do not receive support for additional learning needs.

## MA2 Lles ac agweddau at ddysgu

Dylai arolygwyr ystyried i ba raddau y mae disgylion, gan gynnwys y rheiny ag **anghenion dysgu ychwanegol**, yn barod i ymgymryd â rolau a chyfrifoldebau arwain a chymryd rhan lawn ym mywyd a gwaith yr ysgol. Dylent ystyried pa mor dda y mae pob un o'r disgylion yn dangos hyder a gwydnwch yn eu bywydau, er enghraiffit yn y ffordd y maent yn rhyngweithio â phobl newydd a gydag oedolion.

## IA2 Wellbeing and attitudes to learning

Inspectors should consider the extent to which pupils, including those with **additional learning needs**, are ready to take on leadership roles and responsibilities and to play a full part in the life and work of the school. They should consider how well all pupils show confidence and resilience in their lives, for example in the way they interact with new people and with adults.

## MA3 Addysgu a phrofiadau dysgu

Dylent ystyried i ba raddau y mae gan athrawon amcanion clir ar gyfer dysgu'r disgyblion, ac yn defnyddio ystod o ddulliau ac adnoddau i ennyn eu diddordeb a herio pob grŵp o ddisgyblion, gan gynnwys y rheiny ag **anghenion dysgu ychwanegol**, i gyflawni cystal ag y gallant.

Dylai arolygwyr arfarnu i ba raddau y mae profiadau dysgu ar draws yr ysgol yn ysgogi a herio ystod lawn y disgyblion fel eu bod yn ymgysylltu'n llawn â'u dysgu ac yn gwneud y cynnydd gorau posibl.

## IA3 Teaching and learning experiences

They should consider the extent to which teachers have clear objectives for pupils' learning and use a range of approaches and resources to engage their interest and to challenge all groups of pupils, including those with **additional learning needs**, to achieve as well as they can.

Inspectors should evaluate the extent to which learning experiences across the school stimulate and challenge the full range of pupils so that they engage fully in their learning and make the best possible progress.

## MA3 Addysgu a phrofiadau dysgu

Dylai arolygwyr ystyried p'un a yw'r cwricwlwm yn rhoi llwybrau dysgu unigol i ddisgyblion gydag ystod eang a chytbwys o brofiadau.

Dylai arolygwyr arfarnu pa mor dda y mae cwricwlwm yr ysgol yn darparu ar gyfer grwpiau penodol o ddisgyblion, yn enwedig y rheiny sydd â medrau a dealltwriaeth ddatblygedig, y rheiny ag **anghenion dysgu ychwanegol** a disgyblion y mae Saesneg yn iaith ychwanegol iddynt.

## IA3 Teaching and learning experiences

Inspectors should consider whether the curriculum gives pupils individual learning pathways with a broad and balanced range of experiences.

Inspectors should evaluate how well the school's curriculum provides for specific groups of pupils, especially those with advanced skills and understanding, those with **additional learning needs** and pupils with English as an additional language.

# MA4 Gofal, cymorth ac arweiniad

Dylai arolygwyr ystyried pa mor dda y mae'r ysgol yn olrhain a monitro cynnydd a lles disgylion, gan gynnwys presenoldeb ac ymddygiad, wrth iddynt symud trwy'r ysgol. Dylai arolygwyr ystyried pa mor dda y mae'r ysgol yn defnyddio'r wybodaeth hon i ystyried cynnydd a datblygiad grwpiau penodol, er enghraifft, **y disgylion hynny y gallai eu hamgylchiadau eu gwneud yn fwy agored i dangyflawni neu'r rheiny sy'n fwy abl.**

Dylai arolygwyr ystyried pa mor dda y mae'r ysgol yn cynnwys unrhyw ddisgyblion sy'n cael eu haddysgu **oddi ar y safle neu ar y safle mewn grwpiau anogaeth neu ganolfannau cynhwysiant yn y trefniadau hyn.**

# IA4 Care, support and guidance

Inspectors should consider how well the school tracks and monitors pupils' progress and wellbeing, including attendance and behaviour, as they move through the school. Inspectors should consider how well the school uses this information to consider the progress and development of specific groups, for example, **those pupils whose circumstances may make them vulnerable to underachievement** or those who are more able.

Inspectors should consider how well the school includes any pupils educated **off-site or on-site in nurture groups or inclusion centres** in these arrangements.

# MA4 Gofal, cymorth ac arweiniad

Dylai arolygwyr ystyried pa mor dda y mae'r ysgol yn olrhain cynnydd disgryblion ag **anghenion dysgu ychwanegol** o ran y targedau yn eu cynlluniau unigol a'u cynnydd o'u mannau cychwyn unigol.

Hefyd, dylai arolygwyr ystyried pa mor dda y mae'r ysgol yn defnyddio partneriaethau gyda sefydliadau eraill, er enghraifft ysgolion neu asiantaethau eraill, i ddarparu cymorth effeithiol ar gyfer dysgwyr.

Dylai arolygwyr ystyried pa mor dda y mae'r ysgol yn cynorthwyo disgryblion ag anghenion **emosiynol, iechyd a chymdeithasol** fel y gallant ymgysylltu'n gadarnhaol â'r ysgol ac elwa o'r cyfleoedd y mae'n eu cynnig.

# IA4 Care, support and guidance

Inspectors should consider how well the school tracks the progress of pupils with **additional learning needs** in relation to the targets in their individual plans and their progress from their individual starting points. Inspectors should also consider how well the school uses partnerships with others, for example, other schools or agencies, to provide effective support for learners.

Inspectors should consider how well the school supports pupils with **emotional, health and social needs** so that they can engage positively with the school and benefit from the opportunities that it offers.

# MA4 Gofal, cymorth ac arweiniad

Dylai arolygwyr ystyried pa mor dda y mae'r ysgol yn sefydlu perthnasoedd cynhyrchiol gyda rhieni a bod ganddi linellau cyfathrebu effeithiol gyda nhw er mwyn i rieni allu cynorthwyo eu plentyn yn dda a chodi unrhyw faterion a allai effeithio ar ddysgu a lles eu plentyn

Dylai arolygwyr ystyried cydlyniad ac effeithiolrwydd cyffredinol y ddarpariaeth ar gyfer cymorth personol ac arbenigol, gan gynnwys argaeedd gwasanaethau gan asiantaethau arbenigol, yn enwedig ar gyfer **dysgwyr sy'n wynebu rhwystrau sylweddol rhag dysgu.**

# IA4 Care, support and guidance

Inspectors should consider how well the school establishes productive relationships with parents and has effective lines of communication with them so that parents can support their children well and raise any issues that may affect their child's learning and wellbeing

Inspectors should consider the overall coherence and effectiveness of the provision for personal and specialist support, including the availability of services from specialist agencies, especially for **learners who face considerable barriers to learning.**

# MA5 Arweinyddiaeth a rheolaeth

Dylai arolygwyr arfarnu i ba raddau y mae arweinwyr a rheolwyr wedi sefydlu a chyfleu gweledigaeth glir a nodau, amcanion strategol, cynlluniau a pholisiau priodol sy'n canolbwytio ar fodloni anghenion pob disgybl.

Dylai arolygwyr ganolbwytio ar ba mor dda y mae'r ysgol yn defnyddio partneriaethau strategol a chydweithio ag asiantaethau eraill i helpu meithrin ei gallu ar gyfer gwelliant parhaus

Dylai arolygwyr farnu pa mor dda y mae'r corff llywodraethol yn cyflawni ei rwymedigaethau statudol ac yn rhoi ystyriaeth lawn i ddeddfwriaeth ac arweiniad perthnasol

# IA5 Leadership and management

Inspectors should evaluate the extent to which leaders and managers have established and communicated a clear vision and appropriate aims, strategic objectives, plans and policies that focus on meeting all pupils' needs.

Inspectors should focus on how well the school uses strategic partnerships and collaboration with other agencies to help to build its capacity for continuous improvement

Inspectors should judge how well the governing body fulfils its statutory obligations and takes full account of relevant legislation and guidance

# Arfer sy'n canolbwyntio ar Person-centred practice yr unigolyn

- **MA1:** y deilliannau ar gyfer disgyblion unigol gyda CAUau (CDUau), ac yn benodol, y cynnydd a wnânt yn erbyn y targedau ar eu cynlluniau
- **MA2:** siarad â disgyblion ynglŷn â'u cynlluniau, pa mor dda y mae disgyblion yn gwybod beth yw eu targedau, y graddau y cânt eu cynnwys wrth osod targedau ac adolygu'u cynnydd
- **MA3:** pa mor dda y mae athrawon yn cynllunio i fynd i'r afael ag anghenion disgyblion unigol ac yn cynnwys targedau o CAUau/CDUau yn eu gwensi; ansawdd y cymorth dysgu yn yr ystafell ddosbarth; sut mae athrawon yn asesu cynnydd yn erbyn targedau disgyblion

- **IA1:** the outcomes for individual pupils with IEPs (IDPs), and in particular, the progress they make against the targets on their plans
- **IA2:** talking to pupils about their plans, how well pupils know their targets, to what extent they are involved in setting targets and reviewing their progress
- **IA3:** how well teachers plan to address individual pupils' needs and include targets from IEPs/IDPs in their lessons; the quality of learning support in the classroom; how teachers assess progress against pupils' targets

# Arfer sy'n canolbwyntio ar Person-centred practice yr unigolyn

- **MA4:** ansawdd targedau a chynlluniau disgyblion; pa mor dda y mae'r ysgol yn olrhain cynnydd disgyblion yn eu herbyn; effeithiolrwydd y cymorth a ddarperir gan yr ysgol i alluogi disgyblion i gyflawni'r targedau ar eu cynlluniau, gan gynnwys ei phartneriaethau gydag eraill; ei phartneriaethau gyda rhieni a'r graddau y mae'n eu helpu nhw i ddatblygu'r gallu i gefnogi'u plant eu hunain
- **IA4:** the quality of pupils' targets and plans; how well the school tracks pupils' progress against them; the effectiveness of the support provided by the school to enable pupils to achieve the targets on their plans, including its partnerships with others; its partnerships with parents and the extent to which it helps them to develop the capacity to support their own children

# Arfer sy'n canolbwyntio ar Person-centred practice yr unigolyn

- **MA5:** ansawdd yr arweinyddiaeth ar gyfer ADY a'r modd y mae arweinwyr yn hyrwyddo arferion sy'n canolbwyntio ar yr unigolyn; y graddau y mae ethos yr ysgol a'r weledigaeth ar gyfer disgyblion yn cynnwys y rhai ag ADY; y graddau y mae arweinwyr yn gwerthuso'r deilliannau ar gyfer disgyblion ag ADY a'r cyfleoedd y maent yn eu darparu i staff i ddatblygu'u dealltwriaeth o Gynllunio sy'n Canolbwyntio ar yr Unigolyn (CCU)
- **IA5:** the quality of leadership for ALN and the way in which leaders promote person-centred practices; the extent to which the ethos of the school and the vision for pupils includes those with ALN; the extent to which leaders evaluate the outcomes for pupils with ALN and the opportunities they provide for staff to develop their understanding of PCP

# Cymorth ymddygiad cadarnhaol

- **MA1:** y deilliannau ar gyfer disgyblion y mae eu hymddygiadau'n eu gwneud yn agored i dangyflawni
- **MA2:** safonau ymddygiad disgyblion mewn gwersi ac o amgylch yr ysgol; pa mor dda y mae disgyblion yn ymddwyn yn ystod y diwrnod ysgol; p'un a yw disgyblion yn ystyriol ac yn uniaethu'n dda â'i gilydd ac oedolion
- pa mor dda y mae ymddygiad yn cefnogi agweddau cadarnhaol at ddysgu; er enghraift, pa mor dda y mae disgyblion yn barod i ddysgu ar ddechrau gwersi; pa mor dda y maent yn gallu gweithio mewn ystod o ffyrdd; p'un a ydynt yn dangos parch at farnau pobl eraill

# Positive behaviour support

- **IA1:** the outcomes for pupils whose behaviours make them vulnerable to underachievement
- **IA2:** the standards of pupils' behaviour in lessons and around the school; how well pupils behave during the school day; whether pupils are considerate and relate well to each other and to adults
- how well behaviour supports positive attitudes to learning, for example, how well pupils are ready to learn at the start of lessons; how well they are able to work in a range of ways; whether they demonstrate respect for the views of others

# Cymorth ymddygiad cadarnhaol

- **MA2:** pa mor dda y mae disgyblion yn dysgu'r ddealltwriaeth a'r strategaethau i reoli a gwella'u hymddygiad dros gyfnod
- **MA3:** pa mor gyson y mae athrawon yn rheoli ymddygiad disgyblion; y graddau y mae gan athrawon ddisgwyliadau uchel o ymddygiad disgyblion; y graddau y mae athrawon yn defnyddio ystod o ymagweddau ac adnoddau i ennyn eu diddordeb a herio pob disgybl; p'un a ydynt yn gwneud eu dosbarthiadau yn fannau ysgogol a difyr lle gall pob disgybl ddysgu'n gynhyrchiol

# Positive behaviour support

- **IA2:** how well pupils learn the understanding and strategies to manage and improve their behaviour over time
- **IA3:** how consistently teachers manage pupil behaviour; the extent to which teachers have high expectations of pupils' behaviour; the extent to which teachers use a range of approaches and resources to engage their interest and challenge all pupils; whether they make their classes stimulating and engaging places in which all pupils can learn productively

# Cymorth ymddygiad cadarnhaol

# Positive behaviour support

- **MA4:** pa mor dda y mae'r ysgol yn monitro ac yn olrhain lles ac ymddygiad disgylion wrth iddynt symud drwy'r ysgol; pa mor dda y mae'n defnyddio'r wybodaeth hon i ymateb i anghenion unigolion trwy ddarparu cymorth a her briodol; ystod a natur strategaethau ymyrryd a'r defnydd a wneir ohonynt, a mentora neu hyfforddi unigolion neu grwpiau; pa mor dda y mae'n defnyddio partneriaethau gydag eraill i ddarparu cymorth effeithiol i rai eraill

- **IA4:** how well the school monitors and tracks pupils' wellbeing and behaviour as they move through the school; how well it uses this information to respond to the needs of individuals through the provision of appropriate support and challenge; the use, range and nature of intervention strategies and the mentoring or coaching of individuals or groups; how well it uses partnerships with others to provide effective support for others

# Arweiniad atodol

- <https://www.estyn.llyw.cymru/dogfen/arweiniad-atodol-anghenion-dysgu-ychwanegol-0>
- <https://www.estyn.llyw.cymru/dogfen/arweiniad-atodol-nam-ar-y-clyw>
- Cyfres sydd ar ddod o arweiniad atodol i gynnwys anghenion dysgu penodol (er enghraifft ASA ac anghenion emosiynol, cymdeithasol ac ymddygiadol)

# Supplementary guidance

- <https://www.estyn.gov.wales/document/supplementary-guidance-additional-learning-needs-0>
- <https://www.estyn.gov.wales/document/supplementary-guidance-hearing-impairment>
- Forthcoming series of supplementary guidance to include specific learning needs (for example, ASD and emotional, social and behavioural needs)

# Adroddiadau thematig Thematic reports

- [Parodrwydd ar gyfer diwygiadau anghenion dysgu ychwanegol](#) (Hydref 2018)
- [Effaith y Mesur Dysgu a Sgiliau ar ddysgwyr sy'n agored i niwed](#) (Ebrill 2018)
- [Symudiadau rheoledig: defnydd effeithiol o symudiadau rheoledig gan awdurdodau lleol ac ysgolion](#) (Mawrth 2018)
- [Cynnydd a chyrchfannau dysgwyr mewn meysydd dysgu medrau byw yn annibynnol mewn colegau addysg bellach](#) (Mehefin 2017)
- [Readiness for additional learning needs reforms](#) (October 2018)
- [The impact of the Learning and Skills Measure on vulnerable learners](#) (April 2018)
- [Managed moves: effective use of managed moves by local authorities and schools](#) (March 2018)
- [Learner progress and destinations in independent living skills learning areas in further education colleges](#) (June 2017)

# Arfer effeithiol

- Lleihau ymddygiad heriol trwy strategaeth rheoli ymddygiad cadarnhaol Ysgol annibynnol Tŷ Bronllys
- Profiadau dysgu arloesol i'r holl ddisgyblion Ysgol Gynradd Cogan, Bro Morgannwg
- Amgylchedd cynhwysol ac anogol i bob plentyn Ysgol Gynradd Cwm Glas, Abertawe
- Datblygu medrau llefaredd disgyblion yn gyflym Ysgol Gynradd Heulfan, Wrecsam
- Sicrhau'r ddarpariaeth orau ar gyfer disgyblion ag anghenion dysgu ychwanegol Ysgol Gyfun Gymraeg Glantaf, Caerdydd

# Effective practice

- Reducing challenging behaviour through positive behaviour management strategy Ty Bronllys independent school
- Innovative learning experiences for all pupils Cogan Primary School, Vale of Glamorgan
- An inclusive and nurturing environment for all children Cwm Glas Primary School, Swansea
- Rapid development of pupils' oracy skills Ysgol Heulfan Primary School, Wrexham
- Ensuring the best provision for pupils with additional learning needs Ysgol Gyfun Gymraeg Glantaf, Cardiff

## Cadw mewn cysylltiad



Cofrestrwch i gael  
diweddariadau  
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RSS (Gwefan Estyn:  
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## Cwestiynau



## Questions



# Believe in every child

Positive approaches to behaviours that challenge



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