Pecyn Dogfennau

Cyngor Sir Gâr
Carmarthenshire
County Council

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DYDD LLUN, 7 MEHEFIN 2021

AT: HOLL AELODAU'R **PWYLLGOR CRAFFU ADDYSG A PHLANT**

YR WYF DRWY HYN YN EICH GALW I FYNYCHU CYFARFOD RHITHWIR O'R **PWYLLGOR CRAFFU ADDYSG A PHLANT** SYDD I'W GYNNAL AM **10.00 YB** AR **DYDD GWENER, 11EG MEHEFIN, 2021** ER MWYN CYFLAWNI'R MATERION A AMLINELLIR AR YR AGENDA ATODEDIG.

Wendy Walters

PRIF WEITHREDWR

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PWYLLGOR CRAFFU ADDYSG A PHLANT

14 AELOD O'R CYNGOR, 2 AELOD ANETHOLEDIG SYDD Â PHLEIDLAIS A 3 RHIANT-LYWODRAETHWYR ETHOLEDIG SYDD Â PHLEIDLAIS

GRŴP PLAID CYMRU – 7 AELOD

1.	**Cynghorydd**	**Liam Bowen**
2.	**Cynghorydd**	**Kim Broom**
3.	**Cynghorydd**	**Betsan Jones**
4.	**Cynghorydd**	**Jean Lewis**
5.	**Cynghorydd**	**Darren Price (Cadeirydd)**
6.	**Cynghorydd**	**Emlyn Schiavone**
7	**Cynghorydd**	**Dorian Williams**

GRŴP LLAFUR – 3 AELOD

1.	**Cynghorydd**	**Dot Jones**
2.	**Cynghorydd**	**Gary Jones**
3.	**Cynghorydd**	**Bill Thomas**

GRŴP ANNIBYNNOL – 2 AELOD

1.	**Cynghorydd**	**Sue Allen**
2.	**Cynghorydd**	**Edward Thomas (Is-Gadeirydd)**

GRŴP ANNIBYNNOL NEWYDD – 1 AELOD

1.	**Cynghorydd**	**Shahana Najmi**

HEB GYSYLLTIAD PLEIDIOL – 1 AELOD

1.	**Cynghorydd**	**John Jenkins**

AELODAU ANETHOLEDIG SYDD Â PHLEIDLAIS (2)

1.	**Mrs V. Kenny**	**Yr Eglwys Gatholig Rufeinig**
2.	**Y Parch D. Richards**	**Yr Eglwys yng Nghymru**

RHIANT LYWODRAETHWYR ETHOLEDIG SYDD Â PHLEIDLAIS (3)

Cyfnod yn y swydd yn dod i ben ar y 31/03/2022

1.	**Lle Gwag**	**Ardal 1 – Dinefwr**
2.	**Mr A. Enoch**	**Ardal 2 – Caerfyrddin**
3.	**Lle Gwag**	**Ardal 3 – Llanelli**

AGENDA

1.	**YMDDIHEURIADAU AM ABSENOLDEB**	
2.	**DATGANIADAU O FUDDIANNAU PERSONOL GAN GYNNWYS UNRHYW CHWIPIAU PLEIDIAU A RODDIR MEWN YMATEB I UNRHYW EITEM AR YR AGENDA.**	
3.	**CWESTIYNAU GAN Y CYHOEDD (NID OEDD DIM WEDI DOD I LAW)**	
4.	**GWASANAETHAU CYMORTH IEUENCTID**	5 - 18
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Mae'r dudalen hon yn wag yn fwriadol

Pwyllgor Craffu Addysg a Phlant

25 Mai, 2021

Gwasanaeth Cymorth Ieuenctid Sir Gaerfyrddin – y Wybodaeth Ddiweddaraf **Y Pwrpas:** *Mae'r Pwyllgor Craffu Addysg a Phlant wedi gofyn am y wybodaeth ddiweddaraf am y maes gwasanaeth hwn*

Ystyried y materion canlynol a chyflwyno sylwadau arnynt: Ymateb y Gwasanaeth Cymorth Ieuenctid yn ystod pandemig COVID-19, ynghyd â gwybodaeth gefndir berthnasol.
Y rhesymau: Er mwyn i'r Pwyllgor gyflawni ei swyddogaeth graffu'n briodol ar feysydd sydd o ddiddordeb arbennig i Aelodau Etholedig. Gall y Pwyllgor Craffu hefyd helpu i nodi gwelliannau o ran darparu gwasanaethau.
Angen cyfeirio'r mater at y Bwrdd Gweithredol / Cyngor er mwyn gwneud penderfyniad: Nac oes

YR AELOD O'R BWRDD GWEITHREDOL SY'N DAL Y PORTFFOLIO: Y Cynghorydd Glynog Davies, yr Aelod o'r Bwrdd Gweithredol dros Addysg a Gwasanaethau Plant		
Y Gyfarwyddiaeth: Addysg a Gwasanaethau Plant	**Swydd:**	**Rhifau ffôn:** **Cyfeiriadau E-bost:**
Enw Pennaeth y Gwasanaeth: Aeron Rees	Pennaeth Cwricwlwm a Llesiant	01267 2246532 JARees@sirgar.gov.uk
Awdur yr Adroddiad: Gill Adams	Pen-reolwr y Gwasanaeth Cymorth Ieuenctid	01554 744322 GMAdams@sirgar.gov.uk

Cyngor Sir Gâr
Carmarthenshire County Council

EXECUTIVE SUMMARY

Education and Children Scrutiny Committee

25th May, 2021

Carmarthenshire Youth Support Service - Update

BRIEF SUMMARY OF PURPOSE OF REPORT

Carmarthenshire Youth Support Service

Carmarthenshire Youth Support Service brings together youth work and youth justice statutory provision under a single management structure. The Service allows for the development of a holistic approach to the delivery of youth support services across Carmarthenshire.

The Youth Support Service has sought to maintain consistent delivery of services and to be flexible and responsive to the needs of children and young people during the pandemic. The YSS Management Group has collaborated to ensure that staffing resources have been effectively managed and allocated, and this has included assisting with the staffing of school hubs; some staff were also directed to assist with food delivery duties.

The Service also has adapted policy and practice to be able continue to deliver services under relevant COVID-19 guidance. This has included use of door-stepping/garden visits as required across the service; better use of technology (Facebook; Instagram; phone call and text) was supported by staff being provided with smart phones.

A Youth Justice Contingency Plan and a Youth Justice Recovery Plan were produced in line with Youth Justice Board requirements during 2020. Additionally, the YSS Principal Manager attended a meeting with Estyn Local Authority Link Inspectors to discuss youth work delivery during COVID-19.

There has been an emphasis on the identification of vulnerable children and young people during the period, so that they can be offered appropriate guidance and support whether from the service or via onward referral/signposting. Safeguarding has remained of paramount importance and there has been good partnership working with Social Services, Health and Education. Reporting of performance against funding streams has continued as usual and staff have continued to receive an excellent range of training and Continuous Professional Development opportunities to maintain and develop a skilled workforce.

Non-school based staff have mainly worked from home during the period however, elements service delivery, such as youth justice duties, have included necessary attendance at court and at the police station. Staff have worked with managers to identify essential aspects of service delivery which has included checking in with children, young people and families, transporting children and young people to essential appointments, assisting with housing etc.

DETAILED REPORT ATTACHED ?	YES

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IMPLICATIONS

I confirm that other than those implications which have been agreed with the appropriate Directors / Heads of Service and are referred to in detail below, there are no other implications associated with this report:

Signed: *J. Aeron Rees* **Head of Curriculum and Wellbeing**

Policy, Crime & Disorder and Equalities	Legal	Finance	ICT	Risk Management Issues	Staffing Implications	Physical Assets
NONE	**NONE**	**NONE**	**NONE**	**NONE**	**NONE**	**NONE**

CONSULTATIONS

I confirm that the appropriate consultations have taken in place and the outcomes are as detailed below

Signed: *J. Aeron Rees* **Head of Curriculum and Wellbeing**

1.Local Member(s) - N/A

2.Community / Town Council - N/A

3.Relevant Partners - N/A

4.Staff Side Representatives and other Organisations - N/A

EXECUTIVE BOARD PORTFOLIO HOLDER(S) AWARE/CONSULTED	YES

Section 100D Local Government Act, 1972 – Access to Information
List of Background Papers used in the preparation of this report:

THERE ARE NONE

Mae'r dudalen hon yn wag yn fwriadol

Carmarthenshire Youth Support Service

Carmarthenshire Youth Support Service brings together youth work and youth justice statutory provision under a single management structure. The Service allows for the development of a holistic approach to the delivery of youth support services across Carmarthenshire.

Vision

A service that provides a robust range of support from open access to specialised support, enabling children, young people, and young adults (aged 8-25 years) to access *what* they need, *when* and *where* they need it so that they can reach their full personal, social, and educational potential.

Core Principles

Carmarthenshire Youth Support Service:

- Will promote Children's Rights and ensure that children and young people have a good, positive, and meaningful experience of participation
- Is innovative and creative in its service delivery
- Contributes to the Local Authority's delivery of early intervention, prevention, and support within the county
- Has well-trained staff and volunteers who can offer a range of services to children, young people and families in Welsh and English
- Uses restorative approaches in what we do
- Engages with families and carers for better outcomes

Service Priorities for 2021/23

- To ensure that the Service provides a high quality, responsive and accessible youth support provision for children, young people and young adults in Welsh and English
- To carry out a self-assessment against the National Participation Standards
- To support children and young people to access appropriate health and wellbeing services
- To support the process of curriculum development in schools and support educational attainment and attendance for children, young people, and young adults
- To become a Trauma Informed, Adverse Childhood Experiences Aware service
- To divert children and young people away from the criminal justice system
- To prevent offending and re-offending of children and young people
- To adopt holistic approaches in working with children, young people, and families

Youth Support Service - 4 Teams

Universal Support Team
Responsible for open access provision including:

- Leading on Participation and Children's Rights and supporting children and young people's participation in decisions that affect them
- Adventurous outdoor activities
- Term time and holiday programmes
- County Council youth clubs in Carmarthenshire
- Supporting the delivery of the Duke of Edinburgh's Award (Gold; Silver; Bronze Awards)
- Programmes of accredited learning e.g., Open College Network; ASDAN; John Muir Award
- Delivery of activities to support community safety and to reduce anti-social behaviour
- Co-ordination of staff training and professional development
- Residential programmes for young people both in the UK and abroad

Targeted Youth Support Team (16-25 years)
Responsible for the delivery of a range support for children, young people and young adults aged 16-25 years and their families. The team works with individuals, families and groups who are be affected by a broad range of issues associated with:

- Family relationships
- Emotional and mental health issues
- Homelessness
- Not being engaged in in education, employment, or training

Targeted Youth Support (8-18 years)
The team includes school-based youth workers in all county secondary schools and Coleg Sir Gâr, as well as peripatetic School Engagement Project staff.

- Staff work with children in all secondary schools, as well as those aged 10-16 who are educated other than at school
- The team supports children and young people at key transition stages from primary school to secondary school, as well as in relation to further and higher education and employment
- A variety of approaches are offered with 1-1 support
- Staff offer groupwork which may include accredited opportunities such as ASDAN or John Muir award, as well as non-accredited formal groupwork programmes such as the STAR programme (Safety Trust and Respect) and less formal, issue-based group learning opportunities
- Parents and carers can also be offered support and advice

Youth Justice Team
The team works with children and young people aged from 8-17 years. Staff carry out assessments of children which help in making decisions for a range of Out of Court Disposals via Bureau, as well as providing information to courts for sentencing

purposes. Staff can also offer support to prevent children from getting into trouble with the Police. The team is responsible for supervising children subject to orders made by the Youth Court as well as custodial sentences. Restorative Justice is central to the work of the team and this underpins support for identified victims within the criminal justice system.

Youth Support Service Response during Covid-19 – Service delivery across all 4 Teams

During the last year, there has been a service-wide emphasis on the identification of vulnerable children and young people so that they can be offered appropriate guidance and support either from the service or via onward referral/signposting. Safeguarding has remained of paramount importance and there has been good partnership working with Social Services, Health and Education.

During the early part of lockdown, a staff skills survey was completed by the Youth Support Service, as well as a record of staff needs/issues that may impact on any service delivery.

Reporting of performance against funding streams has continued as usual, and staff have continued to receive a wide range of training and Continuous Professional Development opportunities to maintain and develop a skilled workforce.

The Service achieved the Youth Work Quality Mark Silver Award (awaiting ministerial sign off) and has signed up to the National Participation Charter which has required commencement of a self-assessment against the National Participation Standards. This represents a very real commitment to improving participation across all aspects of service delivery and will make a significant contribution to the quality of service delivery.

A Youth Justice Contingency Plan and a Youth Justice Recovery Plan were produced in line with Youth Justice Board requirements during 2020. Additionally, the YSS Principal Manager attended a meeting with Estyn Local Authority Link Inspectors to discuss youth work delivery during COVID-19.

The schedule of YSS meetings normally held throughout the year has continued virtually, for example, Management Meetings, team meetings, staff supervision. Managers have also held regular catch-up sessions with teams to offer support and to bolster morale.

Staff were issued with smart phones to be able to be responsive and to make best use of social media and digital platforms when engaging with children and young people.

The service also:

- Supported staffing of the school hubs during lockdowns.
- Offered support to families as and when appropriate.
- Deployed some staff on a part-time basis for food delivery duties across the county.
- Conducted door- step/garden visits for those deemed vulnerable.
- Adapted quickly- with the aid of social media and technology- communication was maintained with children and young people and support was offered remotely. Letters were sent to young people who could not be contacted by these methods.

- Had staff trained in the safe use of social media such as Facebook messenger and Zoom to engage with children and young people.
- Engaged in close working with Children's Services to support the most vulnerable pupils/children.
- Assisted the Education and Children's Services Department to identify young people requiring IT support.
- Committed to joint working between staff across teams and indeed with other partners during the period.

The YSS Principal Manager has participated in County Council, as well as multi-agency recovery groups at a local, regional, and national level.

Youth Work Team Responses (Universal; 10-18 Youth Support and 16-25 Youth Support)

Youth Work Delivery during COVID

- School Based Youth Workers are directly supporting some vulnerable children and schools; they are also working with Heads and pastoral leads to identify children requiring additional contacts.
- Universal Team staff are being used flexibly across the services and are used to bolster additional support as and when required.
- Virtual Education, Training and Employment meetings are held with colleagues across Education and Children Services, alongside Careers Wales, to identify early those young people needing additional support and identified in respect of transition routes to Post 16 Work Based Learning provision.
- During lockdown/recovery, schools were contacted to identify any Year 11 pupils in need of support during the transitional period, working alongside colleagues at Careers Wales, colleges and EOTAS. Identified pupils were referred to the Youth Support Service's Post 16 Team, to establish engagement opportunities.
- The Make Your Mark Ballot was conducted.
- The Period Poverty Project continued for its 3rd year in succession
- Youth Health Worker sessions were delivered virtually– anxiety, stress management, anger management
- Welfare checks and keeping in touch via youth work were conducted – nearly 2,000 children and young person contacts throughout summer 2020.
- As lockdown was eased, outdoor visits were conducted with children and families assessed as highly vulnerable, and in September 2021, all School Based Youth Workers returned to their respective schools for the start of the Autumn term.
- Social distancing and health education messages were re-enforced because of the detached work undertaken. Young people were signposted to YSS social media accounts for further advice and guidance via a QR code and a number were also signposted to specialist services such as housing, substance misuse, domestic abuse etc.

Comments from YSS Youth Health Worker:

'During lockdown, I have made efforts to go far beyond what people might expect of youth work. I have been able to support young people and their families with a list of relevant topics including budgeting/ financial support, housing, and health issues. The significant psychological impacts of social distancing and quarantine measures on young people has caused stress, anxiety, and loneliness. The young people have reported that the lack of direct contact with their friends, family and social connections has been hardest thing to cope with, and that this has been seriously affecting their mental health and wellbeing. In this context, my greatest concern about the impact of COVID-19 has been mental well-being, employment, income loss, disruptions to education, familial relations, and friendships, as well as a limitation to individual freedoms'

Participation Work

The Participation and Engagement Team, and the YSS Participation Worker continue to support initiatives of the Carmarthenshire Youth Council.

Youth Work Response and Co-operation

Youth Worker comments:

'It has been more important than ever to link with other professionals to safeguard the young people we support. Due to the voluntary relationships, we have with the young people and the trust we have built; I have been successful in keeping constant engagement with the young people when some other services have struggled. It has been vital to work very closely with partner organisations and we have kept in regular contact via online forums to share information on young people who are at risk as well as more formal meetings…It has been important for services for young people to come together seamlessly.'

- YSS staff contribution to Summer programme 2020 for vulnerable pupils in partnership with Children's Services.
- YSS paid for Dr Mz staff member to have 3-day virtual training in Trauma Recovery Model.
- YSS Youth Work Quality Mark Assessor provided support to Dr Mz in their preparation for their entry for the Bronze Quality Mark. YSS Manager took part on assessor interviews.
- Detached work was carried out on a partnership basis with colleagues from CHOICES/BAROD (substance misuse service), young adult carers and Dr Mz all undertaking work with the YSS.
- The partnership between the Youth Support Service and Carmarthenshire YFC continues to strengthen and a pilot project was launched in September 2020, where YFC members will undertake a Junior Leadership Level 2 qualification delivered by Youth Support Service staff. Other areas under development include: - safeguarding training for leaders, youth work qualifications & the accreditation of wider opportunities through the YFC calendar.

- Cardiopulmonary Resuscitation (CPR) sessions for Young Carers were delivered in the county over summer period.
- The young person's Grant Panel with CAVS was re-established with YSS support.
- YSS assisted with consultations with young people about the impact of COVID on schooling.
- YSS revised SLA's with Dr Mz and Urdd and continues to offer funding support to them.

Dealing with Youth Homelessness during COVID 19

- YSS staff attended Youth Accommodation Panel meetings alongside representatives from Housing, Children's Services, support providers and commissioner from housing support grant.
- YSS representatives attended multi agency meetings for young people.
- YSS staff attended planning meetings for training flats.
- YSS attend review meetings for Llamau provision.
- YSS reps assessed suitability of new Llamau supported lodgings providers.
- YSS supported more than 40 homeless young people directly and indirectly.
- YSS staff advised colleagues and other agencies supporting young people who are homeless or at risk of homelessness.

New Approaches

- In collaboration with Post -16 colleagues a pilot project has been launched involving the creation and development of wellbeing activity packs. The packs were developed because of feedback from young people struggling with lockdown and the affects it had on their mental, emotional health and wellbeing. These packs have been distributed to young people currently accessing support and feedback is being sought to shape the next phase of the project.
- During the easing of lockdown, appointment only drop-in sessions were organised out of the 3 town centre youth centre sites. This is to be re-instated from 3/5/21.
- As a result of COVID, youth club provision was halted initially, before moving towards delivery of supporting young people online.

Social Media

- In the initial stages of the lockdown period, the service recognised the need to strengthen its social media interface, as a result, we developed our presence on Facebook and set up an Instagram page.
- We have a timetable offering themed days so that there is a consistent message via our social media. We reinforce the #ymaich #hereforyou on most posts.
- School Based Youth Worker contact details are pinned to the top of the page.
- We have mindfulness posts every Monday. To date, we have covered stress management, mental health awareness, suicide awareness, anger management, meditation, breast cancer awareness, learning Welsh week, healthy eating, LGBTQ+ posts, black history month, fearless, water safety, youth accommodation support, bullying, sexual health, back to school week, sports day, COVID-19 related posts (social distancing, handwashing etc), Funky Fridays/tik toks and weekday challenges – which are all about being active.
- We have also covered- Scroll free September, period poverty, plastic free July, national biscuit day, friend's day, National Youth Work Week, Pride month, sun safety, volunteering

week, deaf awareness, oral health, quarantine tips, Cam Nesa and Choices (substance misuse service) information.

- Other focus has included- GCSE and A level results support. Post 16 week – youth workers, careers, housing, and training providers all available for live chat.
- Social media has also been used to promote detached work, youth clubs, and competition. Halloween safety, firework safety, world kindness day, handwashing day, anti-bullying week, alcohol awareness week, eating disorders, no smoking day were also included.
- There was particular focus on water safety education and messages because of identified need linked to reports that there were large groups of young people jumping into sea/reservoirs/rivers/harbours etc.

Support offered:

- Support/Advice for schools in establishing LGBTQ+ groups
- LGBTQ – 2 groups running virtually
- Adaptation of Clwb Hwyl (after school club) to virtual delivery for pupils of Heol Goffa.

Training:

- Bespoke training delivered enabling staff to undertake adventurous activities with young people, as well as professional qualifications has taken place.
- Relevant staff have undertaken tutor training with Adult Learning Wales to ensure compliance with the recently updated qualifications.

Youth Engagement and Progression workstream:

- Vulnerability Assessment Profile Meetings under YEPF have been held remotely with Secondary Schools.
- Support into Employment Education and Training Meetings with stakeholders have been held virtually.
- Work based learning providers faced their own challenges as their centres had to close. This led to providers adapting their programmes and course delivery and offering support remotely for young people as well as by telephone. Some young people were offered IT equipment by providers so that they could participate remotely. Positive feedback was received from participants. During the recovery phase, centres have re-opened with appropriate measures in place to ensure the safety of staff and clients.

Youth Justice Team Response

The Youth Justice Team and the Youth Justice Management Board completed a self-assessment against the Youth Justice Board National Standards for Children in the Justice System in March 2020. The judgement of 'outstanding' against each of the 5 standards was ratified by the Youth Justice Board.

Pre-lockdown

Staff worked together to identify the risks and needs profile of the team's caseload to assist in prioritisation the type of contact/support each child needed.

Managers and staff completed a 'Red/ Amber/ Green' status on each Court and Out of Court case using a template which captured Risk of Serious Harm, Safety and Wellbeing concerns or any other need or required response.

The Youth Justice Team quickly adapted to guidance in relation to delivery of Appropriate Adult services at the police station and cooperated with HMCTS to deliver services at the Youth Court.

Bureau and Referral Order Panels have been conducted virtually/by phone. We are in the process of completing necessary arrangements for Bureau to be held on a face-to-face basis in May 2021.

Reparation work was successfully re-opened briefly via Gold Command (during the easing of rules); however, this was suspended in December 2020. To overcome the challenge of not being able to complete outdoor reparation activity, new projects have been developed, for example, the team worked in collaboration with Crimestoppers – Fearless project, to co-create a new resource, which can be used to discuss crime and related issues with children and young people in schools and youth organisations within the county. The resource created --a virtual/ actual playing card discussion pack-- will reflect local concerns that may affect children and young people in our area; generate discussion and promote positive engagement around safer communities, good citizenship, and children's rights. During the year a Reparation Project came runner up in the Hwb Doeth (Excellence Awards).

1:1 reparation work has been recommenced in April 2021

Sharing Insights

The Youth Justice Team, along with one other Welsh YOT was invited to contribute to a virtual seminar, 'Lockdown Lessons in Wales: a youth justice perspective' convened by the Welsh Centre for Crime and Criminal Justice and the University of South Wales.

In Conclusion

In the face of the many challenges encountered during this unprecedented episode, the response of the Youth Support Service has been significant. Managers and staff have shown strong commitment to being flexible and responsive to emerging need and have made a valuable contribution to service delivery in respect of children, young people, and families.

During the period, new and innovative approaches have developed which the service will adopt as standard practice. Currently, the service is working hard to identify key aspects of service delivery that can be safely re-started. Staff have expressed that they are very much looking forward to being able to revert a model of work incorporating elements of face-to-face delivery and direct work. It is recognised that whilst contact via virtual means has a place in modern-day service delivery, children, and young people by now, are experiencing a degree of 'virtual fatigue' and they would prefer blended approaches to meet their individual needs.

Current funding arrangements and various grant criteria require the Youth Support Service to provide a targeted youth support response across teams. This requires the development of different skill sets to effectively discharge a range of

responsibilities. It is significant to note that youth work is undergoing a period of significant change in line with the WG Youth Work Strategy which recommends the following:

- a national body to take responsibility for a programme of change with a regional partnership approach to inform and develop local delivery.
- the development of a new funding model
- an innovation and outcomes framework for youth work, and
- a new digital youth work offer to young people in Wales encompassing the establishment of a youth information service and youth entitlement card.

Her Majesty's Inspectorate of Probation have commenced their programme of Youth Offending Team inspections, and it is anticipated that the Youth Justice Team will be in line for inspection anytime within the next year or so. Therefore, work is being carried out to ensure that the Youth Justice Management Board and the Youth Justice Team self-assess against HMIP Inspection Standards in readiness.

The YSS Principal Manager is in the process of drawing up the YSS Business Plan which will include a focus upon the Youth Justice Plan for 2021/22, as well as an overview of the YSS during past year, as well as future planning.

Mae'r dudalen hon yn wag yn fwriadol

Y Pwyllgor Craffu Addysg a Phlant

11 Mehefin 2021

Y Pwnc

Y Pwrpas: Darparu adroddiad ar gynnydd Cynllun Gweithredu Trawsnewid ADY Sir Gaerfyrddin

Ystyried y materion canlynol a chyflwyno sylwadau arnynt:

- **Trawsnewid ADY - Datblygiadau Cenedlaethol**
- **Cynllun Gweithredu Lleol - adroddiad cynnydd**
- **Datblygu systemau All gefnogi'r holl randdeiliaid allweddol**
- **Hyfforddiant cyfreithiol ar oblygiadau Cod ADY newydd i ysgolion ac ALl**
- **Adolygiad o Gyllid Fformiwla ADY – darpariaeth ariannu ar gyfer pob PPI**

Y Rhesymau:

- **Cymeradwyodd a cyhoeddodd Llywodraeth Cymru y Cod ADY a'r rheoliadau ar[31] Mawrth 2021. Rhaid i Sir Gaerfyrddin weithredu'r System ADY newydd fesul cam o fis Medi 2021**
- **Bydd adroddiadau'n amlygu'r cynnydd a wneir i ddatblygu systemau AAA presennol i gefnogi cyflwyno'r system ADY newydd ar gyfer yr holl randdeiliaid allweddol**

Angen cyfeirio'r mater at y Bwrdd Gweithredol / Cyngor er mwyn gwneud penderfyniad: NAC OES

YR AELOD O'R BWRDD GWEITHREDOL SY'N GYFRIFOL AM Y PORTFFOLIO:- Nodwch enw'r Aelod o'r Bwrdd Gweithredol a'r portffolio Cynghorydd Glynog Davies

Y Gyfarwyddiaeth: Addysg a Phlant	**Swyddi:**	**Rhifau ffôn: / Cyfeiriadau E-bost:arthomas@sirgar.gov.uk**
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Awdur yr Adroddiad: Rebecca Williams Elinor Williams	Rheolwyr ADY	01267 246451/01267 246459 rawilliams@sirgar.gov.uk / erwilliams@sirgar.gov.uk

Cyngor Sir Gâr Carmarthenshire County Council

Executive Summary

Education & Children Scrutiny Committee

11th June 2021

To provide a report on the progress of Carmarthenshire's ALN Transformation Action Plan

The ALN system is the new statutory support system for children and young people aged 0 to 25 in Wales with ALN that is due to come into force in September 2021.

The legislative framework of the new system is created by the Additional Learning Needs and Education Tribunal (Wales) Act 2018 ('the Act'), the ALN Code for Wales and regulations made under the Act. Through this statutory framework the Welsh Government aims to ensure that all learners with ALN are supported to overcome barriers to learning and can achieve their full potential, by creating:

• a unified legislative framework to support all children of compulsory school age or below with additional learning needs (ALN) and to support young people with ALN who are in school or further education (FE);
• an integrated, collaborative process of assessment, planning and monitoring of the support provided to ALN learners which facilitates early, timely and effective interventions; and
• a fair and transparent system for providing information and advice, and for resolving concerns and appeals.

The purpose of this document is to outline how the local authority is supporting schools with their planning in the implementation of the Additional Learning Needs and Education Tribunal (Wales) Act (ALNET).

ALN is everybody's business, and it is important that all stakeholders are involved in the planning of ALN transformation. Each school should ensure that what is in place is appropriate for them and, more importantly, the learners within the school.

DETAILED REPORT ATTACHED ?	YES

Cyngor Sir Gâr
Carmarthenshire
County Council

IMPLICATIONS

I confirm that other than those implications which have been agreed with the appropriate Directors / Heads of Service and are referred to in detail below, there are no other implications associated with this report :

Signed: Aneirin Thomas **Head of Education and Inclusion**

Policy, Crime & Disorder and Equalities	Legal	Finance	ICT	Risk Management Issues	Staffing Implications	Physical Assets
NONE	**NONE**	**NONE**	**NONE**	**NONE**	**NONE**	**NONE**

CONSULTATIONS

I confirm that the appropriate consultations have taken in place and the outcomes are as detailed below

Signed: Aneirin Thomas **Head of Education and Inclusion**

1.Local Member(s)

N/A

2.Community / Town Council

N/A

3.Relevant Partners

N/A

4.Staff Side Representatives and other Organisations

N/A

EXECUTIVE BOARD PORTFOLIO HOLDER(S) AWARE/CONSULTED NO	**N/A**

Section 100D Local Government Act, 1972 – Access to Information **List of Background Papers used in the preparation of this report:** **THERE ARE NONE**		
Title of Document	**File Ref No.**	**Locations that the papers are available for public inspection**

Llywodraeth Cymru
Welsh Government

Additional learning needs (ALN) transformation programme

What's changing?

We want to transform expectations, experiences and outcomes for children and young people with additional learning needs (ALN).

To do so, we have developed the ALN transformation programme, which transforms the separate systems for special educational needs (SEN) in schools and learning difficulties and/or disabilities (LDD) in further education, to create a unified system for supporting learners from 0 to 25 with ALN.

The transformed system will:

- ensure that all learners with ALN are supported to overcome barriers to learning and achieve their full potential
- improve the planning and delivery of support for learners from 0 to 25 with ALN, placing learners' needs, views, wishes and feelings at the heart of the process
- focus on the importance of identifying needs early and putting in place timely and effective interventions which are monitored and adapted to ensure they deliver the desired outcomes.

New legislation and statutory guidance is only one aspect, albeit a fundamental one, of the wider package of reforms needed. The ALN transformation programme also focuses on skills development for the education workforce, to deliver effective support to learners with ALN in the classroom, as well as easier access to specialist support, information and advice.

Why it's changing

We are determined to deliver a fully inclusive education system for learners in Wales. A system where needs are identified early and addressed quickly, and where all learners are supported to reach their potential.

Around 22 per cent of all learners at maintained schools in Wales have SEN. Overall the academic attainment of learners with SEN is poor compared to the rest of the learner population.

Under the new system, planning will be flexible and responsive, our professionals will be skilled and confident in identifying needs and deploying strategies to help learners overcome their barriers to learning, and the learner will be at the centre of everything we do.

How it's changing

In order to effectively implement, support transition and deliver the new system, the ALN transformation programme will be delivered through the following five themes.

1. Legislation and statutory guidance

The Additional Learning Needs and Education Tribunal (Wales) Bill was passed by the National Assembly for Wales on 12 December 2017 and became an Act on 24 January 2018 after receiving Royal Assent. This will create the legislative framework to improve the planning and delivery of additional learning provision, through a person-centred approach to identifying needs early, putting in place effective support and monitoring, and adapting interventions to ensure they deliver desired outcomes.

The Act will be supported by:

- regulations – secondary legislation where further detail is required
- an ALN Code – statutory guidance and mandatory requirements to help people and organisations work within the law.

The 11 aims of the Act

1. **The introduction of the term 'additional learning needs (ALN)'**
   The Act replaces the terms 'special educational needs (SEN)' and 'learning difficulties and/or disabilities (LDD)' with the new term 'additional learning needs (ALN)'.

2. **A 0 to 25 age range**
   There will be a single legislative system relating to the support given to children and young people aged between 0 to 25 years who have ALN. This is instead of the two separate systems currently operating to support children and young people of compulsory school age who have SEN, and young people in further education who have LDD.

3. **A unified plan**
   The Act creates a single statutory plan (the individual development plan (IDP)) to replace the existing variety of statutory and non-statutory SEN or LDD plans for learners in schools and further education.

4. **Increased participation of children and young people**
   The Act requires that learners' views should always be considered as part of the planning process, along with those of their parents/carers. It is imperative that children and young people see the planning process as something which is done with them rather than to them.

5. **High aspirations and improved outcomes**
   The emphasis of IDPs will be on making provision that delivers tangible outcomes that contribute in a meaningful way to the child or young person's achievement of their full potential.

6. **A simpler and less adversarial system**
   The process of producing and revising an IDP should be much simpler than is currently the case with statements of SEN.

7. **Increased collaboration**
   The new system encourages improved collaboration and information sharing between agencies, which are essential to ensuring that needs are identified early and the right support is put in place to enable children and young people to achieve positive outcomes.

8. **Avoiding disagreements and earlier disagreement resolution**
The new system focuses on ensuring that where disagreements occur about an IDP or the provision it contains, the matter is considered and resolved at the most local level possible.

9. **Clear and consistent rights of appeal**
Where disagreements about the contents of an IDP cannot be resolved at the local level, the Act ensures that children and young people entitled to an IDP (and their parents/carers in the case of those that are under 16 years) have a right of appeal to a tribunal.

10. **The ALN Code**
The ALN Code will provide a set of clear, legally enforceable parameters within which local authorities and those other organisations responsible for the delivery of services for children and young people with ALN, must act.

11. **A bilingual system**
The Act requires that services must consider whether a child or young person needs additional learning provision in Welsh. If they do, this must be documented in the IDP and 'all reasonable steps' must be taken to secure the provision in Welsh.

2. Workforce development

This is a programme of skills development for education practitioners focused at three levels.

- **Core skills development** for all practitioners to deliver the new ALN system. This includes the roll-out of person-centred practice, which is a central aspect of our new approach, across all education settings/schools. We provided a two-year funding grant to local authorities and further education institutions (FEIs) for developing person-centred practice skills across the workforce.
- **Advanced skills development** through the development of the role of additional learning needs coordinators (ALNCos), who will replace current special educational needs coordinators (SENCos).
- **Specialist skills development** through funding to support post-graduate training for local authority-provided specialist support services available to education settings/schools, e.g. educational psychologists and teachers of the visually or hearing impaired.

3. Implementation/transition support

To ensure successful and consistent implementation of the new system, we have been helping services to prepare for the changes ahead and to develop closer multi-agency and cross-sector working practices, including the following.

Delivered

- **ALN Innovation Funding:** for regional partnership projects between local authorities; schools; FEIs; specialist providers; health services; social services; the early years sector; and the third sector.
- **ALN Strategic Implementation Group:** a joint working group between Welsh Government and local authorities, local health boards and the further education sector. The group considered practical solutions and provided advice and recommendations to the Welsh Government to support implementation of the ALN transformation programme.

In progress

- **Readiness, compliance, and impact monitoring and evaluation:** to ensure that implementation of the Act is monitored closely, that issues are effectively addressed for the benefit of children and young people, and that best practice is being identified and shared across Wales. The approach will consider implementation in stages.
  - **Readiness:** assessing the extent to which local authorities and other delivery agents are prepared for the changes ahead.
  - **Compliance:** how effectively they are complying with the new legislative requirements once they take effect.
  - **Impact:** how and the extent to which the changes are embedding and making an impact on outcomes for learners.
- **ALN Transformation Leads:** a team of five transformation leads who provide advice, support and challenge to local authorities, FEIs and other delivery partners in preparing for and managing transition to the new ALN system.
- **ALN Transformation Grants:** funding to support delivery partners (including local authorities, FEIs, local health boards, the Tribunal and Estyn) to prepare for transition to the new system.
- **ALN Implementation Guide:** a detailed implementation guide to explain the timescales for roll-out of IDPs to each cohort of learners in the phased approach, information on post-16 learners, and learners in specific circumstances.

4. Awareness raising

- Interactive materials to help all those in the system understand the evidence for best practice, what can be expected from interventions, the interventions that are likely to be most effective, and the role of professionals to help ensure realistic expectations and effective deployment of resources.
- Awareness-raising activities in preparation for implementation of the transformed system, focusing on engaging stakeholders about their new legislative duties, and explaining and promoting the system and the rights it confers to children, their parents/carers and young people.

5. Supporting policy

- As we move into the implementation phase, we will continue to ensure the existing special educational needs (SEN) and learning difficulties and/or disabilities (LDD) system operates smoothly until the new ALN system comes into effect.
- Local authorities and all those who work with children and young people with SEN must ensure that they continue to comply with the duties placed upon them by the Education Act 1996. They must also continue to have regard to the *Special Educational Needs Code of Practice for Wales* (2004) (gov.wales/special-educational-needs-code-practice)

When it's changing

In 2018, the draft ALN Code and regulations which support the Act were consulted on. The Welsh Government intends to lay the Code and regulations before Senedd Cymru for approval in spring 2021. To accompany the commencement of the statutory roles in January 2021, regulations will be laid in relation to the ALNCo role, together with guidance on all three statutory roles created under the Act. The guidance will include text from the aspects of the Code related to these roles and will clarify their responsibilities. The guidance and regulations will be informed by the responses to the consultation on the draft ALN Code and the ALNCo role regulations.

Implementation training will be rolled out in 2020 and 2021, and the new ALN system is expected to go live in September 2021. The implementation period will last three years until summer 2024, during which time existing statements of SEN, individual education plans, and learning and skills plans will be converted into individual development plans (IDPs). This will be done in a mandatory phased approach on the basis of particular age-based cohorts. During this time, the ALN system will operate in parallel to the SEN system.

ALN implementation timeline

January 2018
Additional Learning Needs and Education Tribunal (Wales) Act 2018 gained Royal Assent

March 2018
ALN Transformation Leads in post

December 2018
Consultation on draft ALN Code and regulations

September 2019
Minister for Education announced how and when the ALN Act will be implemented

2020–21
Implementation training on the new ALN system rolled out

Winter 2020–21
Supporting guidance on the new statutory roles published

January 2021
New statutory roles created under the ALN Act commence

Spring 2021
ALN Code and regulations laid before Senedd Cymru for approval

September 2021
New ALN system goes live on a three-year phased basis

Find out more

Online

www.gov.wales/additional-learning-needs-transformation-programme

Twitter

#additionallearningneeds #ALNWales #ALNAct

E-mail

SENreforms@gov.wales

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Mae'r dudalen hon yn wag yn fwriadol

Llywodraeth Cymru
Welsh Government

GUIDANCE

The additional learning needs transformation programme: frequently asked questions

Includes details of the new additional learning needs (ALN) system and how we will put in place the changes.

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The new system

1. What is the new additional learning needs (ALN) system?

The ALN system is the new statutory support system for children and young people aged 0 to 25 in Wales with ALN that is due to come into force in September 2021.

The legislative framework of the new system is created by the Additional Learning Needs and Education Tribunal (Wales) Act 2018 ('the Act'), the ALN Code for Wales and regulations made under the Act. Through this statutory framework the Welsh Government aims to ensure that all learners with ALN are

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supported to overcome barriers to learning and can achieve their full potential, by creating:

- a unified legislative framework to support all children of compulsory school age or below with additional learning needs (ALN) and to support young people with ALN who are in school or further education (FE);
- an integrated, collaborative process of assessment, planning and monitoring of the support provided to ALN learners which facilitates early, timely and effective interventions; and
- a fair and transparent system for providing information and advice, and for resolving concerns and appeals.

The Act replaces the terms ‘special educational needs (SEN)’ and ‘learning difficulties and/or disabilities (LDD)’ with the new term ‘additional learning needs (ALN)’. All children and young people with ALN regardless of the severity or complexity of their learning difficulty or disability will be entitled to a statutory support plan called an ‘Individual Development Plan’ (IDP). Children and young people with ALN will receive support called additional learning provision (ALP) which will be set out in their IDP.

2. What is ALN?

A learner has ALN if he or she has a learning difficulty or disability which calls for additional learning provision (ALP).

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

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

A child under compulsory school age has a learning difficulty or disability if he or

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she is likely to (or would be likely to if no ALP were made) have significantly greater difficulty in learning than the majority of their peers when they reach compulsory school age.

ALP for a learner aged over 3 years means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream school, FEI or nursery education setting In Wales.

For those under 3 years old it means educational provision of any kind.

It is possible for a child or young person to have a learning difficulty or disability that does not call for ALP. In these instances such a child or young people would not be considered to have ALN. Further it is important to note that not all learning difficulties or disabilities that arise from a medical condition will call for additional learning provision.

One of the principles of the draft ALN Code is inclusive education where children and young people are supported to participate fully in mainstream education, wherever feasible, and a whole setting approach is taken to meet the needs of learners with ALN. Where settings adopt a fully inclusive approach combined with universal learning provision that meets a broad range of learning needs, this can help to negate the need for ALP. The **draft ALN Code** provides guidance on the process for assessing and deciding whether a child or young person has ALN.

IDPs

3. Who will be entitled to an IDP?

The ALN Act creates a single legislative system for supporting children and young people aged between 0 to 25 years who have ALN. This is instead of the two separate systems currently operating to support children and young people of compulsory school age who have SEN, and young people in further education who have LDD.

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The new system replaces existing support plans (including Statements of SEN, individual education plans (IEPs) for learners on school action/ school action plus and Learning and Skills Plans for post-16 learners) with a new statutory plan called an Individual Development Plan (IDP). If it is decided that a child in Wales, of compulsory school age and below, has ALN, they will be entitled to an IDP, no matter where they are educated.

However, the Act does not give young persons with ALN a right to continuous education up to the age of 25. Rather, it is about providing access to further education or training on an equitable basis to young people who do not have ALN.

If a young person has ALN and attends a maintained school or FEI, they will always be entitled to an IDP. However, where a young person with ALN is not attending an FEI or maintained school, a local authority will need to decide, in accordance with regulations to be made under the Act, whether it is necessary to maintain an IDP for them.

It is intended that the regulations will set out matters that are relevant when a local authority is considering what, if any, reasonable needs for education or training the young person has. They will also deal with when it is necessary for the local authority to prepare and maintain an IDP for a young person who has a reasonable need for education or training. Chapter 12 of the draft ALN Code reflect what we intend to provide for in these regulations.

The Act does not extend to higher education, work-based learning or apprenticeships. The Welsh Government believes that it would not be appropriate to place duties on employers. If however a learner undertaking work-based learning or an apprenticeship is enrolled as a student at an FEI, the duties on the FEI apply. Also, if the young person agrees for the IDP to transfer with them to their higher education institution, work-based learning provider or apprenticeship it can be used for transition and to support planning. We are continuing to work with colleagues responsible for apprenticeships and work-based learning to identify the different scenarios and suggest best practice for dealing with them in the Code.

We believe effective use of contractual arrangements is the better way of

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protecting and promoting the interests of learners with ALN within the work based learning sector.

4. How long does it take to prepare an IDP?

The time taken to prepare an IDP will depend on the nature and scope of a child or young person's needs. Preparing a concise IDP for a child or young person with less severe or complex needs should be a relatively simple and quick process. Such IDPs should form a large majority of those that are prepared. An IDP for a child or young person with severe, complex or low incidence needs is likely to require specialist input and advice and detail a much wider range of interventions. This will necessarily require greater time and effort to prepare but should only be required in a minority of cases.

The draft ALN Code proposes that a school must prepare an IDP promptly, and in any event within 35 schools days from, in the case of a pupil who is a child, it being brought to the attention of or otherwise appearing to the school that person may have ALN, or, in the case of a pupil who is a young person, the pupil consenting to the decision being made. The equivalent period in the case of a local authority is 12 weeks (or seven weeks where the local authority is reconsidering a school's decision about whether a child or young person has ALN).

Under the current SEN system, the process of statutory assessment and issuing a statement can take up to 26 weeks. The proposed timescales for IDPs should help ensure that no child or young person with ALN goes for much longer than a whole school term without an IDP being put in place (a school term normally lasting about 13 weeks).

5. What is an IDP and how does it differ to a Statement?

An IDP is a statutory plan maintained by a school, FEI or local authority that sets out a description of a child or young person's ALN, the additional learning provision (ALP) called for by their learning difficulty or disability, and other associated information.

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Unlike a statement of SEN, IDPs will be provided to children and young people with ALN irrespective of the severity or complexity of their needs. The statutory status of the IDP will be the same irrespective of the child or young person's needs, with the same rights of appeal to the Education Tribunal for Wales for anyone with an IDP.

The IDP is intended to be a flexible document that will vary in length and complexity depending on the different needs of learners and the way in which an individual learner's needs develop and change over time.

6. How different is this Act to the one in England?

In England, the Children and Families Act 2014 reformed the SEN system and introduced new statutory plans called 'Education Health and Care Plans' (EHCPs) – however, these are only for learners with severe and complex needs (i.e. equivalent to Statements). In Wales, the ALN system will extend rights to statutory plans to all learners with ALN, not limited to only those with the most severe or complex needs.

7. What role do children, their parents, and young people have in the process of identifying and supporting ALN in the new system?

The new system puts the learner at the heart of everything that happens and we expect schools, FEIs and local authorities to take a person-centred approach to planning for and supporting children and young people.

The Act requires that the views, wishes and feelings of children, their parents and young people are considered at all stages of the IDP process. The proposed mandatory IDP template will include a one-page profile to ensure that IDPs reflect the child's or young person's needs and personality, including what is important to and for them.

8. Who is responsible for preparing, maintaining and

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reviewing IDPs and for identifying ALN?

ALN will be identified, and IDPs will be prepared and maintained, by either a school, FEI or local authority, depending on which educational institution a child or young person attends and the severity or complexity of their needs.

Maintaining an IDP means, securing the additional learning provision included in it, and reviewing the IDP as and when required to ensure the information in it, and the provision it describes, remains appropriate.

In the case of children or young people who are not a pupil at a maintained school or enrolled as a student at an FEI, or where they are a child looked after by a Welsh local authority, it will always be the local authority that maintains the IDP. This includes maintaining IDPs for children under compulsory school age if they are not attending a maintained school setting or young people attending an independent specialist post-16 institution.

9. Will there be a mandatory national IDP template?

The Act requires that the ALN Code includes one or more standard forms of IDP and requires governing bodies and local authorities to use this form or forms. The form's style may be adapted to suit local preferences or those of the child or young person.

All IDPs will contain certain key elements and have the same basic structure. This will ensure broad consistency and equality in terms of the way that learners are treated and will underpin the cohesion of the ALN system as a whole and the portability of individual plans.

The draft Code provides two mandatory IDP forms, one for use in the case of children who are not looked after by a local authority, and all young people; and another for use in the case of children who are looked after by a local authority. The headings and order of the mandatory forms reflect the detailed mandatory IDP content set out in Chapter 13 and 14 of the draft ALN Code.

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10. What is the difference between a local authority-maintained IDP and a school-maintained IDP?

An IDP maintained by a school and that maintained by a local authority will have exactly the same statutory standing. Whichever body prepares and maintains the IDP must ensure that the IDP describes the child or young person's ALN and the ALP that is called for by their ALN, and must then secure that ALP.

Local authorities rather than schools will maintain IDPs where the child or young person has ALN that calls for ALP it would not be reasonable for the governing body to secure.

Chapter 9 of the draft ALN Code provides clarity on when a school should refer a pupil to a local authority for it to decide whether the pupil has ALN and to decide whether the local authority or the school should have responsibility for maintaining an IDP. It provides guidance to local authorities on how they should determine whether it is reasonable for a school or the local authority to secure the ALP required by a child or young person. It also sets out that the local authority should establish a set of principles they will apply when determining whether it is reasonable for a school to secure the ALP or whether the local authority ought to do so.

Welsh Language

11. How will the Act help to create a bilingual system for supporting children and young people with ALN across Wales?

One of the core aims of the Act is to create a bilingual system of support for ALN. Services will be required to consider whether a child or young person needs ALP in Welsh; this duty will be an ongoing one, rather than a one-off decision. If they do, this must be documented in the IDP and all reasonable steps must be taken to secure the provision in Welsh. A mechanism is included in the Act to remove by regulations the 'all reasonable steps' test, so that the

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duties to provide ALP through the medium of Welsh become absolute over time.

A series of strategic duties are also aimed at driving progress towards a bilingual ALN system. In particular, when reviewing their arrangements for ALN, and the extent to which those arrangements are sufficient to meet the needs of children and young people, local authorities will be required to consider the sufficiency of ALP made in Welsh. If a local authority considers that the arrangements are not sufficient, including the availability of ALP in Welsh, it must take all reasonable steps to remedy the matter.

In doing so, local authorities should link their review of ALP with wider strategic duties including those under the School Standards and Organisation (Wales) Act 2013, which requires them to draft, consult on and publish Welsh in Education Strategic Plans (WESPs) demonstrating how they will aim to achieve the outcomes and targets for Welsh-medium provision in their area, including for learners with ALN.

Key roles

12. What is the Additional Learning Needs Co-ordinator (ALNCo) role and how does this differ to existing SENCos?

The ALNCo is a statutory role which will replace the existing non-statutory SENCo role that exists in most maintained schools in Wales and similar non-statutory roles that are undertaken in FEIs in Wales.

Section 60 of the Act requires FEIs and mainstream maintained schools, including maintained nurseries and pupil referral units to have a designated ALNCo. However this excludes maintained special schools where every staff member will have a focus on ALN.

The ALNCo is the individual who at a strategic level within a school or FEI ensures the needs of all learners with ALN within the education setting are met. The role is a strategic one within the education setting and should therefore,

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either form part of the senior leadership team or have a clear line of communication to the senior leadership team. This will support the setting to plan, manage and deliver its duties and responsibilities in identifying and meeting the needs of children and young people with ALN.

The **draft Additional Learning Needs Co-ordinator (Wales) Regulations 2019** prescribe the qualifications and experience required to be an ALNCo and the functions placed upon ALNCos.

13. What is the Designated Educational Clinical Lead Officer (DECLO) role?

The ALN Act places a duty on all local health boards to designate an officer to have responsibility for co-ordinating the health board's functions in relation to children and young people with ALN. That person is known as the Designated Education Clinical Lead Officer (DECLO).

The DECLO must either be a registered medical practitioner or a registered nurse or another health professional. The Local Health Board must only designate an officer as a DECLO it considers to be suitably qualified and experienced in the provision of health care for children and young people with ALN.

Chapter 15 of the draft Code sets out the proposed role of the DECLO, including:

- operating strategically to promote awareness of ALN at executive level within the Local Health Board and promote new ways of working;
- sharing best practice with the other DECLOs to help ensure standardised approaches across Wales;
- promoting a consistent strategic approach within the Local Health Board to the identification and assessment of ALN, the preparation and review of IDPs, the planning and delivery of ALP and the monitoring the effect of it on children and young persons;
- managing and monitoring compliance with Local Health Board duties under the Act, and measuring the success of the Local Health Board's

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interventions.

14. What is the Early Years ALN Lead Officer (ALNLO) role?

The 2018 Act requires each local authority to designate an Early Years ALNLO, who will have responsibility for co-ordinating the local authority's functions under the Act in relation to children under compulsory school age who are not attending maintained schools.

The role of the Early Years ALNLO is intended to be a strategic one. Responsibilities within the role are expected to include establishing effective collaborative working practices and arrangements with others who work with children below compulsory school age; raising awareness of the ALN system and how it applies to children under compulsory school age; promoting early identification and prevention of ALN; and other strategic responsibilities.

Chapter 8 of the draft ALN Code provides further detail on the expectations of the Early Years ALNLO.

Disagreement resolution and appeals

15. What happens if a child, parent or young person disagrees with a decision about ALN by a school, local authority or FEI?

In the first instance, the child, their parent or young person should ask for the matter to be reconsidered by the body that made the decision.

If a school is dealing with the request to reconsider the matter and the child, parent or young person concerned is unhappy with the decision following the reconsideration, they can refer the matter to the local authority.

If the child, parent or young person concerned is unhappy with a local authority's

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or FEI's decision, they can make an appeal to the Education Tribunal for Wales ('the Tribunal').

The child, their parent or the young person will be able to use the local authority's dispute resolution arrangements. These arrangements will attempt to resolve disagreements outside of Tribunal proceedings. Using these arrangements is not compulsory and does not affect a child's, their parent's or young person's right to take an appeal to the Tribunal. However, the Welsh Government wishes to encourage use of these arrangements, as they will generally reduce the need to take a dispute to the Tribunal and lead to quicker resolution of disagreements, which would minimise disruption to the child's or young person's learning and save significant time and money for the parties involved.

In addition, the 2018 Act places requirements on local authorities to make arrangements for the provision for independent advocacy services for children and young people where they might disagree with a decision.

Chapter 7 of the draft ALN Code sets out guidance and requirements relating to the duties on local authorities to make arrangements for avoiding and resolving disagreements and for the provision of independent advocacy services.

16. What is the remit of the Education Tribunal?

The 2018 Act renames the Special Educational Needs Tribunal for Wales ('SENTW') the Education Tribunal for Wales ('the Tribunal'). The Tribunal will hear and decide appeals and applications in relation to children and young people who have or may have ALN. Specifically, it will hear and decide appeals about the decisions of a governing body of a further education institution ('FEI') or a local authority in Wales. It will also hear disability discrimination claims in relation to schools.

The Tribunal will be able to make decisions about a child's ability to understand matters relating to the ALN system, including what it means to bring an appeal to the Tribunal. Where it declares that a child lacks such capacity to understand, the Tribunal will be able to appoint a case friend upon application for that child.

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The Tribunal will be independent of government, local authorities, schools and FEIs; and its decisions are legally binding on local authorities and FEIs.

It will also be able to require an NHS body to provide evidence regarding health related aspects of an appeal and can make recommendations to an NHS body about the exercise of its functions under the Act. If the Tribunal makes a recommendation to an NHS body, that body must report back to the Tribunal stating the action it has taken or proposes to take in response to the Tribunal's recommendation; or why it has not taken and does not propose to take any action in repose to the recommendation.

Regulations to be made under the Act will set out the provision of and procedure for appeals and claims to the Tribunal (**draft Education Tribunal for Wales Regulations** were previously published for consultation) and Chapter 26 of the draft ALN Code provides information about appeals and applications to the Tribunal.

Children and young people in particular circumstances

17. How will the system apply to children who are looked after by a local authority?

Children of compulsory school age or below living in Wales who have ALN and who are looked after by a Welsh local authority, will have an IDP maintained by that authority. The IDP will be incorporated in to the child's personal education plan (PEP). The PEP forms part of the child's care and support plan.

A child with ALN, looked after by a local authority in England but attending a maintained school in Wales, will normally have an IDP maintained for them by the school unless the English authority is maintaining an Education, Health and Care Plan for them.

A child who is looked after by a local authority will only have an IDP if they have ALN. They will not have an IDP simply because they are looked after by the

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local authority.

A child looked after by a Welsh local authority but living in England would come under the English special educational needs and disability system.

The definition of a looked after child for the purposes of the Social Services and Well-being Act 2014 includes young people over compulsory school age and others who would not be treated as looked after children for the purpose of the ALN Act and Code.

18. How does the Act apply to children who are educated otherwise than at school (EOTAS)?

In most cases, EOTAS learners will be the responsibility of the local authority who will be under a duty, where appropriate, to decide if the child or has ALN and if they have, to prepare and maintain an IDP for them.

In the case of pupils at pupil referral units (PRU), the duties in the 2018 Act placed on governing bodies of schools would be for the local authority to discharge. However, the Welsh Ministers are proposing to make regulations requiring a local authority to delegate to the management committee of a PRU it maintains, the functions under the 2018 Act given to governing bodies of schools. These duties would include duties to decide if a registered pupil has ALN and the duties to prepare, maintain, review and cease to maintain plans.

19. How does the Act apply to children and young people at independent schools?

If a local authority places a child or young person with ALN at an independent school for the purposes of receiving specialist ALP the local authority would continue to maintain the IDP. Where it is brought to the attention or otherwise appears to a local authority that a child attending an independent school may have ALN it would be for the local authority to determine whether they have ALN and prepare and maintain an IDP for them if they do. In the case of a young person in the same circumstances the local authority would need to decide

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whether or not, in accordance with regulations, it was necessary to maintain an IDP to meet their reasonable needs for education and training.

Post-16 specialist placements

20. How will the new system work with regards to post-16 specialist placements?

Local authorities will be responsible for securing education and training for young people who require specialist provision at independent specialist post-16 institutions (ISPIs). This duty currently rests with Welsh Ministers under the Learning and Skills Act 2000 ("the 2000 Act") but responsibility will transfer to local authorities upon implementation of the ALNET Act 2018.

Under the current system, Welsh Ministers approve approximately 100 new applications a year for programmes of study offered by independent specialist post-16 establishments. Around 300 specialist placements are funded at any given time.

Under the new system, local authorities will consider the needs of young people with complex needs in accordance with their duties to maintain individual development plans (IDPs) for those for whom it is necessary in accordance with regulations to be made under the Act.

The needs of young people will not be directly affected by the implementation of the Act. Therefore there is no reason for an increase in number of post-16 learners with severe and complex needs requiring access to specialist provision.

Careers Wales will continue to provide independent careers advice to all young people regardless of their needs and this will include advising young people with ALN on potential post-16 options. However, their current role in undertaking assessments of individuals needs (s140 of the 2000 Act) on behalf of Welsh Ministers will no longer be required.

The new system will mean that decisions regarding suitable educational

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provision for young people with complex needs will be taken locally by people who will usually have been involved in supporting the young person for their entire education. Local authorities will be familiar with the needs of the young people in the system and can plan years in advance for their transition to post-16 education. This will also encourage and enable local authorities and post-16 providers (both mainstream and independent) to work together to plan for and develop the future provision required to meet local needs.

For those young people who have secured a placement at an independent post-16 specialist establishment prior to the responsibility transferring to local authorities, they will remain with their provider for the duration of their existing agreed programme of study.

21. How will the funding for specialist post-16 placements be allocated to local authorities?

In transferring responsibility for securing specialist post-16 placements to local authorities, the Welsh Government will also be transferring funding to support local authorities to deliver this duty.

The Welsh Government is in continued discussions with the Distribution Sub Group on an agreed settlement and allocation of this funding across local authorities. At this time, it is not proposed for funding to be ring fenced. Instead it is likely to form part of the revenue support grant that is allocated to local authorities to provide them the flexibility to discharge a range of duties in accordance with local needs.

As is the case with Welsh Government under the current system, local authorities will wish to consider engagement with other agencies such or social service departments and local health boards on arrangements for securing joint funding of specialist placements in cases where social care provision is identified to support a learner's educational placement.

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Implementation

22. When and how will the new ALN system go live?

The Welsh Government intends to lay the Code and regulations before the Senedd Cymru for approval in spring 2021.

To accompany the commencement of the statutory roles in January 2021, Regulations will be laid in relation to the ALN Co-ordinator role, together with guidance on all three statutory roles. The guidance will include text from the aspects of the Code related to these roles and will clarify their responsibilities. The guidance and regulations will be informed by the responses to the consultation on the draft ALN Code and the ALNCo role regulations.

Implementation training will be rolled out in 2020 and 2021 and the new system is expected to go live in September 2021. The implementation period will last three years until summer 2024, during which time existing Statements of SEN, Individual Education Plans and Learning and Skills Plans will be converted to IDPs. This will be done in a mandatory phased approach on the basis of particular aged-based cohorts. During this time, the ALN system will operate in parallel to the SEN system which will gradually be phased out during the implementation period.

For the time being, local authorities and all those who work with children and young people with SEN, must ensure that they continue to comply with the duties placed upon them by the Education Act 1996. They must also continue to have regard to the **SEN Code of Practice for Wales** (2004).

An **ALN Implementation Guide** has been published that explains the timescales for the roll-out of IDPs to each cohort of learners in the phased approach. It is the first in a series of guides about how the Act is to be implemented, with subsequent guides relating to post-16 learners and those in specific circumstances due to be published in due course.

23. How is the Welsh Government supporting delivery

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partners to prepare for and manage transition to the new ALN system?

A £20m package of funding is being used to support implementation of the Act and delivery of the wider ALN Transformation Programme.

A large part of this funding will be used to develop the workforce so that all partners understand and are prepared for the changes being introduced. This includes workforce development to help build capacity and ensure practitioners have the skills to effectively operate the new system in order to meet learners' needs.

We are targeting workforce development at three levels; core skills development for all practitioners, advanced skills development through the establishment of the role of Additional Learning Needs Coordinators (ALNCos), which will replace the current SENCo role; and specialist skills development for local authority provided specialist support services available to education settings.

Five ALN transformation leads have been in post since April 2018. Their role is to provide advice, support and challenge to local authorities, schools, early years settings and further education institutions, as they prepare for implementation of the reforms. This includes through readiness self-assessments and the development of local implementation plans. The ALN transformation leads will be responsible for rolling out implementation training on a multi-agency regional basis from 2021.

24. Will the new ALN system cost more to operate than the existing SEN system?

The introduction of the new ALN system will not add to the number of learners who are supported currently. The new system places increased emphasis on working with learners and their families, and all agencies involved will be expected to plan in a person centred way. The schools and authorities that have adopted aspects of the new system have done so within existing budgets and tell us that the changes they have made are enabling them to make better,

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evidence-based decisions; reducing the potential for conflict; and lead ultimately to improvements in the quality of provision.

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Carmarthenshire : Inclusion Department

Area	Description	Activity	Outcomes/Progress to Date
A summary of activity undertaken in 2020/21.	This relates back to our Local Implementation Plan and reflects progress.	**Provision Mapping Tool** – we have developed a regional provision mapping tool which will allow all Carmarthenshire schools to record, monitor and evaluate both universal and additional learning provisions for learners within the new ALN system.	Pilot completed with 6 schools across Carmarthenshire and Ceredigion. Feedback shared with Teacher Centre developers in preparation for refinement of the tool in line with the new ALN Code. Pilot schools are now trialling the updated version. The electronic provision mapping tool is being showcased to Headteachers/ALNCos. Subsequently rolled out to all schools - training required.
		PCP Awareness/ALN Reform Training – Inclusion Officers have developed a regional training resource for PCP Awareness/ALN Reform which has been delivered to CCC's schools – headteachers and ALNCOs, LA Officers in Education and Social Care and to a wide audience of outside agencies including LHB staff.	PowerPoint has been completed and shared to the regional training group. This has been rolled out across local authorities and their partner agencies.
		Outcome Training – Playlist: Inclusion Officers have developed training resources for developing quality outcomes which can be delivered to schools, LA and health professionals.	English version of a playlist and supporting activities have been developed and rolled out to schools and LHB staff. Awaiting Welsh translation. A supplementary draft guidance document on 'How to Write Quality SMART Outcomes' has been developed and shared with schools in Carmarthenshire. Once feedback has been received it will be edited and shared regionally.
		Decision Making Process: A regional model has been developed which ensures that "person-centred practice" is integral to the ALN system and the process of making key decisions regarding provisions to meet a pupil's needs.	Task and Finish group led by Carmarthenshire has developed a regional model shared that is being rolled out across the region. An 'Expectations and Principles' draft guidance document for maintained schools has been produced based on both the regional work and the draft ALN Code. This document is being updated to reflect the changes in the final code and then shared regionally for feedback. Once feedback has been received it will be edited for final release and shared with Carmarthenshire's schools. It will form the basis for an Inclusion Handbook for schools updated to reflect the new ALN system.

		Regional IDP Template	Regional IDP template completed and trialled based on the draft ALN Code. Reference needs to be made to the final code to ensure it still meets the statutory requirements.
		IDP Platform	Representatives from Carmarthenshire have attended every WG expert group and contributed to the development of the IDP platform expectations document. Carmarthenshire has commissioned Teacher Centre in partnership with Ceredigion to scope out the development of an IDP platform and to meet the WG expectations and to deliver the requirements.
		Early Dispute Resolution	Carmarthenshire has participated in the development and completion of a regional training programme for Early Dispute and Resolution Training and accompanying resources for partners, local authorities and schools. This has been developed as a train the trainer model and Carmarthenshire Inclusion Officers have been trained.
		Roles & Responsibilities	Draft professional document which captures all staff roles and responsibilities within both the Inclusion and ECP service completed. These documents have been shared with other professionals within schools, LA and health to support collaborative work.
		Transition Protocol	Inclusion Officers have participated in a regional Task and Finish group focusing on Transition at all key stages – Early Years pathways into educational settings, across school phases and into Post 16 education. A Post 16 draft protocol started by the Post 16 local Implementation Plan sub-group has been shared regionally. The regional T&FG is developing a draft protocol for all transition points. Feedback given by regional group. Awaiting second draft. LA to provide feedback. Visuals to be produced. Resources to support stages of transition and specific areas of need are being collated and good practice examples shared. Easy read resources for families and children and young people to be developed.
		Communications Strategy Plan	Participated in the regional Communications group. Plan to be evaluated by each LA and feedback provided to the group. Focus to be placed on the regional work

			covered and how we can share this important work with children/young people, parents and schools in a way that can be easily accessible. Animations to be developed.
		Post 16 Transition projects	Audit developed and shared with Carmarthenshire School Secondary and specialist secondary settings ALNCOs. Audit evaluated and strategic plan developed on how to support schools to enhance their transition processes. Carmarthenshire is looking at the feasibility of developing local specialist pre-entry provision for post-16. This may include key elements such as: o Pre-entry education at CSG o Day service Support o Supported living o Developing supported employment opportunities through day services o Transition post college o Close working with the Speech and language service to establish a programme to support the development of communication skills. Local Post 16 Implementation Group has worked with CSG and Post 16 school providers to develop capacity, improve transition and extend courses and qualifications for learners with complex needs.
		Early Years • Development of an EY ALN pathway of identification and support. • Mapping and gapping the sector • Helping hands support has transferred to the Inclusion Department for management and allocation • Improved transition arrangements under development • Raise awareness of ALN system requirements in Early years settings. • Share digital resources and ALN training with Early Years settings.	• Currently consulting with all stakeholders in relation to the needs of the sector and alignment with new statutory requirements. • EYALNLO has completed a map and gap exercise, this information is being used to support the above target area. • Helping hands model under review. • New model of transition arrangements currently being formulated. • Sessions to raise awareness of the ALN code and its implications for EY's settings have been held with all Early Years providers i.e. funded and non-funded settings, childminders and family centres. This will continue on a regular basis. Sharing of good practice is part of this training.

		• Developing and providing quality information and consistent guidance through ALN resource packs /folders for every Early Years setting. • Early Years providers workforce training in ALN and PCP. **Developing Role of ALNCO:** • ALNCO Cluster Model established to support a collaborative, supportive and self-improving way of working in meeting the needs of pupils experiencing ALN and preparing for the new ALN system. • Half termly Cluster Meetings held and led by an ALN Advisor/Officer, ECP and ESA. Other Inclusion Team members attend as necessary. **Additional funded Posts within the Inclusion Department:** F1. ull time Early Years Additional Learning Need Coordinator in place 2. Seconded Assistant ALN Transformation Manager 3. Post 16 Lead Oficer	• The Early Years ALN Toolkit has been developed along with other sections of the pack e.g. one-page profiles, developing emotional and social skills, smooth transitions. This has been shared digitally with all of the above providers. Awareness raising sessions have been arranged for professionals who work with the ALNLO cohort e.g. health visitors, 3rd sector, speech therapists. • Comprehensive Early Years training packages and transition packs completed. • ALNCo Cluster Model working well and working on ALN School Implementation plans, readiness audits and staff training plans. We now have eleven ALNCO Clusters operating successfully. • Roadmap of information sharing and training events for ALNCOs and Headteachers. • Weekly Bitesize training on specific requirements relating to the new ALN system. • Drop-in sessions question and answer sessions for ALNCOs and headteachers. • ALNCO newsletters to update on developments and progress. Raising awareness in Early Years' settings. Development of guidance and pathways. Development and roll out of training, early identification and diagnostic assessments and resources with colleagues in Health. Leading T&FGs on PCP/IDP developments, decision-making processes, process development. Development of training packages and toolkits for schools and other stakeholders Development of parent/ carer information on understanding of reform Leading on Post 16 transition pathways

Bilingual case studies	Short, bilingual case studies where good practice has been identified.	All work currently done has been bilingual which includes resources and training. Although some resources are in the process of being translated. Examples of delivery of training through the medium of Welsh: • Decision making process to headteachers. • Supporting Welsh medium schools with developing PCP practice. • Case studies have been shared at a local and regional level to share identified good practice for local bespoke pre-entry provision for Post-16 young people with a learning disability and/or complex needs.	
Report on resources shared	Brief description of resources developed and shared with the region and delivery partners.	• PCP Awareness/ALN Reform Training • Outcome Training – Playlist • Decision Making Process Model and Expectations Guidance Document • Regional IDP Template • Post 16 Transition Protocol • Post 16 transition Audit Training playlists shared with ERW and regional partners: • ALN Transformation system • One-page profiles • How ALN Transformation blends with other educational reforms • Making Reasonable Adjustments • PCP overview for teachers. Training packages (Powerpoint presentations and Word docs) shared with ERW and regional partners: • Autism Champions training • Delivered training and shared resources relating to person centred planning and review meetings. • Shared resources developed to support transition and continue to work with partner agencies and or colleagues to develop a transition protocol and toolkit to support enhanced transition. • Currently developing training and resources:	PowerPoint has been completed and shared to the regional training group. Shared via regional training group. Shared via regional training group. Shared via regional training group. Shared via regional training group. To be shared via local post 16 local implementation plan sub-group. • Links for these playlists have been shared via email and they are also available on Dolen/ Carmarthenshire share point/regional sharepoint. • The Autism Champions training package materials have been saved on the regional share site. ASD transition resources shared • All resources shared

		○ To raise awareness of the Mental Capacity Act and implications regarding this relating to the ALN Code. ○ Support decision making and increase the voice of the young person ○ Facilitating the least restrictive approach/strategies. These resources will be shared and contribute to the toolkit for Post-16 transition. • Early Years ALN Toolkit has been shared with local and regional delivery partners. Parent and Pupil leaflets providing information on Person Centred Reviews and how to prepare for them developed.	• Work ongoing in these areas EY's ALN toolkit: ○ EYALNLO Carmarthenshire. ○ Mudiad Meithrin ○ Advisory teachers ○ Flying Start ○ Health visitors ○ Speech therapists
Sensory workforce course	Title of the course	Carmarthen: Course Title: Post graduate diploma for Teachers of Children with Hearing Impairment Start date: September 2018 Finish Date: September 2020 1 member of staff has completed course and is now a QTOD	

Mae'r dudalen hon yn wag yn fwriadol

Map Ffordd ADY / ALN Road Map

Cynllun Cymorth Ysgolion / School Support Plan

Tymor yr Haf 2021 – Summer Term 2021

Adran Gynhwysiant / Inclusion Team

Addas i Benaethiaid a Chydlynwyr ADY Cynradd ac Uwchradd /
Appropriate for Headteachers and ALNCos of Primary and Secondary Schools

carmarthenshire.gov.wales/education

Cyngor Sir Gâr
Carmarthenshire
County Council

Wythnos yn dechrau / Week beginning	Ebrill / April 2021				
	Llun / Monday	Mawrth / Tuesday	Mercher / Wednesday	Iau / Thursday	Gwener / Friday
12fed 12th			**Cyfarfod Penaethiaid** **Head Teacher Meeting (RD/MD)** 1. Ysgolion fel sefydliadau Person Canolog. Developing schools as a PC Organisation. **Ble? Where?** **HWB>ECS_SchoolLeaders**		
19eg 19th	**3:00 – 4:00** **Sesiwn Galw Heibio CADY ALNCo Drop-in (MD/RD)** **4:00 – 5:00** **Hyfforddiant Bitesize Training** Proffiliau Un Tudalen – Pwrpas, Datblygiad, Defnydd Effeithiol a Monitro Ansawdd. One Page Profiles – Purpose, Development, Effective Use and Quality Assurance. **Ble? Where?** **HWB>TimCADY/ALNCo Team>SianelDrop-in Bitesize channel.**		**Cyfarfod Penaethiaid** **Head Teacher Meeting (RW/EW/SC/+1)** 2. Llwybrau cymorth ac asesu / Rolau a Chyfrifoldebau Gwasanaethau Cymorth yr ALl. 2. Support Pathway and Systems / LA Support Services Roles and Responsibilities. **Ble? Where?** **HWB>ECS_SchoolLeaders**		

26ain **26th**	**<u>3:00 – 4:00</u>** **Sesiwn Galw Heibio CADY ALNCo Drop-in (MD/RD)** **<u>4:00 – 5:00</u>** **Hyfforddiant Bitesize Training** Rolau a Chyfrifoldebau Roles and Responsibilities **<u>Ble? Where?</u>** **HWB>TimCADY/ALNCo Team>SianelDrop-in Bitesize channel.**		**Cyfarfod Penaethiaid** **Head Teacher Meeting** 3. Hyfforddiant Gorfodol rhanbarthol I Benaethiaid a CADY (pob CADY i fynychu) – Gofynion cyfreithiol y Deddf a Chôd ADY 3. Mandatory Training - Legal requirements of the ALN Act and Code – Regional training for Headteachers and ALNCos – Full team to attend. All ALNCos to attend. **<u>Ble? Where?</u> I'w Gadarnhau/TBC**	**Cyfarfod Clwstwr ADY** **ALN Cluster Meetings** **(29/04 – 07/05)** **DYDDIAD I'W GADARNHAU GAN EICH CLWSTWR** **DATE TO BE CONFIRMED IN YOUR CLUSTER CHANNEL.** Pwyntiau 1, 2 a 3 o'r cyfarfodydd Penaethiaid i'w drafod. Points 1,2 and 3 from HTs meetings to be discussed.	**Cyfarfod Clwstwr ADY** **ALN Cluster Meetings** **(29/04 – 07/05)** **DYDDIAD I'W GADARNHAU GAN EICH CLWSTWR** **DATE TO BE CONFIRMED IN YOUR CLUSTER CHANNEL.** Pwyntiau 1, 2 a 3 o'r cyfarfodydd Penaethiaid i'w drafod. Points 1,2 and 3 from HTs meetings to be discussed.
	Mai / May 2021				
3rd	[redacted]		**Cyfarfod Clwstwr ADY** **ALN Cluster Meetings** **(29/04 – 07/05)** **DYDDIAD I'W GADARNHAU GAN EICH CLWSTWR** **DATE TO BE CONFIRMED IN YOUR CLUSTER CHANNEL.** Pwyntiau 1, 2 a 3 o'r cyfarfodydd Penaethiaid i'w drafod. Points 1,2 and 3 from HTs meetings to be discussed.	**Cyfarfod Clwstwr ADY** **ALN Cluster Meetings** **(29/04 – 07/05)** **DYDDIAD I'W GADARNHAU GAN EICH CLWSTWR** **DATE TO BE CONFIRMED IN YOUR CLUSTER CHANNEL.** Pwyntiau 1, 2 a 3 o'r cyfarfodydd Penaethiaid i'w drafod.	**Cyfarfod Clwstwr ADY** **ALN Cluster Meetings** **(29/04 – 07/05)** **DYDDIAD I'W GADARNHAU GAN EICH CLWSTWR** **DATE TO BE CONFIRMED IN YOUR CLUSTER CHANNEL.** Pwyntiau 1, 2 a 3 o'r cyfarfodydd Penaethiaid i'w drafod. Points 1,2 and 3 from HTs meetings to be discussed.

	[redacted]			Points 1,2 and 3 from HTs meetings to be discussed.	
10fed **10th**	**<u>3:00 – 4:00</u>** **Sesiwn Galw Heibio CADY ALNCo Drop-in (MD/RD)** **<u>4:00 – 5:00</u>** **Hyfforddiant Bitesize Training** Ymagwedd Ysgol Gyfan at 'PCP' Whole School Approach to PCP **<u>Ble? Where?</u>** **HWB>TimCADY/ALNCo Team>SianelDrop-in Bitesize channel.**		**Cyfarfod Penaethiaid** **Head Teacher Meeting** 1. Eich Cynnig – Gwasanaethau i gefnogi ysgolion, teuluoedd a phlant – ALl/Iechyd/Gofal Cymdeithasol (pa ddarpariaeth sy'n rhesymol i ysgol darparu a pha wasanaethau sydd ar gael). 1. Local Offer – Services to support schools, families and children - LA/Health/Social Care (what provision is reasonable for a school to deliver and what services are available). **<u>Ble? Where?</u>** **HWB>ECS_SchoolLeaders**		**<u>2:00 – 3:30</u>** **Sesiwn Galw Heibio i Benaethiaid gyda'r Reolwyr ADY, Swyddog Arweiniol Ymddygiad a Lles a Phrif Seicolegydd Addysg a Phlant.** **Drop-in Session for Head Teachers with ALN Managers, Behaviour and Wellbeing Lead Officer and Principal ECP.** Pwyntiau o eglurhad, datrys problemau a chefnogaeth ar gyfer gweithredu Trawsnewidiad ADY. Points of clarification, problem solving and support for implementation of ALN Transformation **<u>Ble? Where?</u>** **HWB>ECS_SchoolLeaders>ALNDrop-in**
17eg **17th**	**<u>3:00 – 4:00</u>** **Sesiwn Galw Heibio CADY ALNCo Drop-in (TD/CD/DL/FR)** **<u>4:00 – 5:00</u>** **Hyfforddiant Bitesize Training**	**Llyw / Gov Body** C4W through an ALN	**Cyfarfod Penaethiaid** **Head Teacher Meeting** **2.** Darpariaeth Dysgu Cyffredinol a Darpariaeth Dysgu Ychwanegol / Universal Learning Provision		**Fforwm CADY / ALNCo Forum** Pwyntiau 1, 2 a 3 o'r cyfarfodydd Penaethiaid i'w drafod. Points 1,2 and 3 from HTs meetings to be discussed.

	Adolygiadau Trosglwyddo Transitional Reviews **<u>Ble? Where?</u>** **HWB>TimCADY/ALNCo Team>SianelDrop-in Bitesize channel.**	Lens (VT/MD) 17:30 – Cym 19:00 - Eng	(ULP) and Additional Learning Provision (ALP) **3.** Mapio Darpariaeth / Provision Mapping. **<u>Ble? Where?</u>** **HWB>ECS_SchoolLeaders**		**Ble? Where?** **HWB>TimCADY/ALNCoTeam>SianelGeneralChannel** **Cyfarfod Clwstwr ADY / ALN Cluster Meeting** Gweithgareddau a thrafodaethau ymarferol yn seiliedig ar agenda blaenorol y Fforwm CADY. Practical activities and discussions based on prior ALNCo Forum agenda. **Ble? Where?** **HWB>TimCADY/ALNCoTeam> SianelClwstwr/ClusterChannel**
24ain **24th**	**<u>3:00 – 4:00</u>** **Sesiwn Galw Heibio CADY ALNCo Drop-in (VT/RD)** **<u>4:00 – 5:00</u>** **Hyfforddiant Bitesize Training** Holi ac Ateb – Dyslecsia Q&A - Dyslexia **<u>Ble? Where?</u>** **HWB>TimCADY/ALNCo Team>SianelDrop-in Bitesize channel.**				**Cyfarfod Clwstwr Uwchradd** **Secondary Cluster Meeting (SC/DL/RD)** **<u>Ble? Where?</u> HWB>TimCADY/ALNCo Team>SianelUwchraddSecondaryChannel**
Mehefin / June 2021					
31ain **1st**	**Hanner Tymor / Half Term**				

7fed **7th**	**<u>3:00 – 4:00</u>** **Sesiwn Galw Heibio CADY ALNCo Drop-in (HA/NT)** **<u>4:00 – 5:00</u>** **Hyfforddiant Bitesize Training** Adolygiadau Blynyddol Annual Reviews **<u>Ble? Where?</u>** **HWB>TimCADY/ALNCo Team>SianelDrop-in Bitesize channel.**				
14th	**<u>3:00 – 4:00</u>** **Sesiwn Galw Heibio CADY ALNCo Drop-in (FR/CD)** **<u>4:00 – 5:00</u>** **Hyfforddiant Bitesize Training** Ymglymiad Disgybl/Rhiant Pupil/Parent Engagement **<u>Ble? Where?</u>** **HWB>TimCADY/ALNCo Team>SianelDrop-in Bitesize channel.**		**Cyfarfod Penaethiaid** **Head Teacher Meeting** Proses gweithredol o wneud penderfyniadau. Decision making in practice. **<u>Ble? Where?</u>** **HWB>ECS_SchoolLeaders**		**<u>2:00 – 3:30</u>** **Sesiwn Galw Heibio i Benaethiaid gyda'r Reolwyr ADY, Swyddog Arweiniol Ymddygiad a Lles a Phrif Seicolegydd Addysg a Phlant.** **Drop-in Session for Head Teachers with ALN Managers, Behaviour and Wellbeing Lead Officer and Principal ECP.** Pwyntiau o eglurhad, datrys problemau a chefnogaeth ar gyfer gweithredu Trawsnewidiad ADY. Points of clarification, problem solving and support for implementation of ALN Transformation **<u>Ble? Where?</u>** **HWB>ECS_SchoolLeaders>ALNDrop-in**

21ain **21st**	**3:00 – 4:00** **Sesiwn Galw Heibio CADY ALNCo Drop-in (VT/EG)** **4:00 – 5:00** **Hyfforddiant Bitesize Training** Asesiadau Diagnostig Diagnostic Assessments **Ble? Where?** **HWB>TimCADY/ALNCo Team>SianelDrop-in Bitesize channel.**				**Cyfarfod Clwstwr Uwchradd** **Secondary Cluster Meeting (SC/DL/RD)** **Ble? Where? HWB>TimCADY/ALNCo Team>SianelUwchraddSecondaryChannel**
	Wythnos Clwstwr – Proses gweithredol o wneud penderfyniadau **Cluster Week -** Decision making in practice **DYDDIAD I'W GADARNHAU GAN EICH CLWSTWR** **DATE TO BE CONFIRMED IN YOUR CLUSTER CHANNEL**				
Gorffennaf / July					
28ain **28th**	**3:00 – 4:00** **Sesiwn Galw Heibio CADY ALNCo Drop-in (SC/RD)** **4:00 – 5:00** **Hyfforddiant Bitesize Training** Trefniadau Mynediad Access Arrangements **Ble? Where?** **HWB>TimCADY/ALNCo Team>SianelDrop-in Bitesize channel.**				

5ed **5th**	**<u>3:00 – 4:00</u>** **Sesiwn Galw Heibio CADY ALNCo Drop-in (HA/MD)** **<u>4:00 – 5:00</u>** **Hyfforddiant Bitesize Training** Holi ac Ateb ADHD ADHD Q&A **<u>Ble? Where?</u>** **HWB>TimCADY/ALNCo Team>SianelDrop-in Bitesize channel.**				**Cyfarfod Clwstwr Uwchradd** **Secondary Cluster Meeting (SC/DL/RD)** **<u>Ble? Where?</u> HWB>TimCADY/ALNCo Team>SianelUwchraddSecondaryChannel**
12fed **12th**	**<u>3:00 – 4:00</u>** **Sesiwn Galw Heibio CADY ALNCo Drop-in (HA/NT)** **<u>4:00 – 5:00</u>** **Hyfforddiant Bitesize Training** Gofal Personol a Chynlluniau Gofal Iechyd Intimate Care & HCPs **<u>Ble? Where?</u>** **HWB>TimCADY/ALNCo Team>SianelDrop-in Bitesize channel.**				**DIWEDD TYMOR!** **END OF TERM!**
	Wythnos Clwstwr – **Cluster week –** **DYDDIAD I'W GADARNHAU GAN EICH CLWSTWR** **DATE TO BE CONFIRMED IN YOUR CLUSTER CHANNEL.**				

Mae'r dudalen hon yn wag yn fwriadol

ALN Transformation

LEGAL TRAINING

with
Joanne Clement and
Ben Mitchell

11KBW

Understand the Legalities of the New ALN Code!

The Additional Learning Needs and Education Tribunal (Wales) Act 2018 sets out the statutory requirements for schools, local authorities and health. To ensure you are prepared and confident to implement these statutory requirements, so you can make sound decisions regarding Additional Learning Needs, the following **specialist legal training** is available.

Both sessions below are available for all schools in the SWMW Region.

SESSION 1: **Webinar** |
DATE: **28.04.21** | TIME: **10am - 12pm** | COST: **FREE**
AUDIENCE: **Head teachers, ALNCOs and LA staff.**

COURSE CONTENT

- The definition of Additional Learning Needs and Additional Learning Provision
- Duty to decide: when does it arise, who must decide?
- Duty to prepare and maintain an IDP.
- Procedure for producing an IDP: what evidence is required?
- Contents of an IDP in relation to which appeals to the Tribunal can be made.
- Who is responsible for what?
- Review, revision and reconsideration.
- Transition and cessation of IDPs
- LAC IDPs.
- Advocacy.
- Outline of appeals to tribunal.

SESSION 2: **Joanne** and **Ben** will address any questions arising from the earlier webinar.
DATE: **28.04.21** | TIME: **3pm - 4pm** | COST: **FREE**
AUDIENCE: **Head teachers, ALNCOs and LA staff.**

Joanne is an experienced public and education law barrister and has practised in special educational needs law in Wales and in England for the last 15 yrs. She regularly represents parties before the Special Educational Needs tribunal for Wales and the First Tier Tribunal in England

Ben Mitchell is junior counsel at 11KBW who advises and appears on SEN matters regularly, as well as working as a junior to Joanne Clement.

Save the date - sign up link to follow

Mae'r dudalen hon yn wag yn fwriadol

ALN Transformation: Everybody's Business

Additional Learning Needs and Educational Tribunal (Wales) Act 2018

School Implementation Planning Document

February 2021

Key Aims and Principles of the Code

Aim - To support the creation of a **fully inclusive education system** where all learners are given the opportunity to succeed, have access to an education that meets their needs and enables them to participate in, benefit from, and enjoy learning.

Principles

a) **Rights-based approach** where the views, wishes and feelings of the child, child's parent or young person are central to the planning and provision of support; and the child, child's parent or young person is enabled to participate as fully as possible in the decision-making processes and has effective rights to challenge decisions about ALN, ALP and related matters.
b) **Early identification, intervention and prevention** where needs are identified, and provision put in place at the earliest opportunity and where possible interventions are put in place to prevent the development or escalation of ALN.
c) **Collaboration and integration** where services work together to ensure ALN are identified early and appropriate co-ordinated support is put in place to enable children and young people to achieve positive expectations, experiences and outcomes.
d) **Inclusive education** where the majority of children and young people with ALN are supported to participate fully in mainstream education and a whole setting approach is taken to meeting the needs of learners with ALN.
e) **A bilingual system** where all reasonable steps are taken to deliver ALP in Welsh for children and young people who require support through the medium of Welsh, with scope for increasing the delivery of ALP in Welsh over time.

Carmarthenshire's Vision – ALN is everyone's business

Creating a fully **inclusive** education system where all learners are given the opportunity to succeed and have access to an education that meets their needs and which enables them to participate in, benefit from, and enjoy learning is the foundation on which Carmarthenshire Education Department will build its new Additional Learning Needs (ALN) Systems.

At all stages Carmarthenshire will promote the **independence** and **resilience** of all learners so they can lead dignified lives in their local community through the provision of **sustainable** and **integrated** services that support them. All services will be developed through the **person-centred** processes of **collaboration** and **co-production** which emphasise facilitated discussion about needs, outcomes and provision that consider **views, wishes and feelings** and are designed to avoid or resolve **disputes** and **disagreements** at an early stage**.**

Therefore, we want the process of creating individual development plans (IDPs) to be a dynamic one that encourages **participation** and **engagement** of children, their parents and carers and young people with the design of support and intervention to meet their additional learning needs, in an integrated way with their social and health care needs. This means a process of ongoing discussion over the period of the plan rather than producing information for an annual event.

Rationale

The purpose of this document is to support schools with their planning in the implementation of the Additional Learning Needs and Education Tribunal (Wales) Act (ALNET). The ALNET Act operates under three overarching objectives:

A unified legislative framework

An integrated collaborative process of assessment which facilitates early, timely and effective interventions

A fair and transparent system for providing information and advice

This document does not replace the objectives or actions laid out within the ALNET Act but is intended to work alongside these points to give a template and structure for the strategic introduction of the bill into schools within Carmarthenshire, highlighting available support and documentation in order to achieve this.

ALN is everybody's business, and it is important that all stakeholders are involved in the planning of ALN transformation. The document is set out into 4 priority areas, and how each priority area could be successfully introduced will vary from school to school. Each school should ensure that what is in place is appropriate for them and, more importantly, the learners within the school. For each of the priority areas, targets and outcomes are suggested, and key questions that planning can be structured around are given, with support and documentation available linked to these. The priority areas, targets and questions are all based on national, regional and local planning for ALN transformation.

Priority Areas for Carmarthenshire Schools

1. Improvement

Activity that supports the development of learning organisations through the processes of leadership, self-evaluation and professional development

2. Inclusion

Activity that supports an understanding and development of inclusive practice across the 0 – 25 age range

3. Integration

Activity that supports the development of integrated services and provision between key delivery partners

4. Independence

Activity that develops independence and resilience in learners across the 0 to 25 age range

Priority Area 1 - Improvement

Activity that supports the development of learning organisations through the processes of leadership, self-evaluation and professional development

Target	Outcome	Key Questions	Support Documentation
To provide ALNET implementation awareness raising opportunities to all stakeholders [staff, governors, parents, learners], providing opportunities for feedback and questions.	All stakeholders will understand the purpose and timescale of ALNET implementation and have input into this within the setting.	○ Are all school staff aware of the ALN Transformation plans? What evidence is there? ○ Are all school governors aware of the ALN Transformation plans? What actions have been undertaken? ○ Are all parents/carers aware of the ALN Transformation plans? What actions have been undertaken? ○ Are all pupils aware of the ALN Transformation plans? What actions have been undertaken? ○ Have the LA (or similar version) PowerPoints and briefs on ALNET been delivered to staff, governors and parents (e.g. in-person or virtually) with opportunities for plenary sessions? * ○ Has key documentation (Welsh Government FAQ sheet, ALNET easy reading guide and ALNET fact sheets) been shared with all stakeholders – staff, governors, parents and learners? ○ Has how the ALNET Act will affect learners been discussed with them (e.g., during IEP/IDP or Statement reviews)? ○ Have Welsh Government fact sheets been shared with learners and parents? ○ Have the Welsh Government tier 1 e-learning modules been shared with staff and with members of the governing body? ○ Does the school website give information about the changes to ALN for parents?	Governors' PowerPoint (EG/HA*) New Curriculum through an ALN lens *Regional PCP Awareness and ALN Reform PPT (SC)* *Regional Developing Quality Outcomes Playlist* How to Write Quality Outcomes Guidance Documents (in development. Expected completion date June 2021) Carmarthenshire's Expectations and Principles for Maintained Schools (In development. Will be shared incrementally (chapter by chapter) as draft versions and additional content added over time – chapter 1+2 (draft version) expected June 2021) WAG ALNET Maintained Schools Information Sheet WAG FAQ Sheet Welsh Government tier 1 e-learning modules

			LA ALNET for Parents PowerPoint (under development. Expected date TBA) WAG ALNET Information Sheet for Parents/Learners LLCC DADYTA Taflen wybodaeth ar gyfer rhieni / dysgwyr WAG ALNET Easy to Read Guide Welsh Assembly e-learning modules (Link) IDP Templates (English and Welsh) IDP Template LAC
To have a clear understanding of schools' readiness for ALN transformation, sharing information with relevant stakeholders.	Schools and stakeholders will have a clear understanding of the school's readiness for ALN transformation.	○ Has the LA school readiness audit been completed and returned to the LA (PCP readiness and Transformation readiness)? ○ Has the audit been revisited and used to show progress against the outlined actions? ○ Has progress been shared with relevant stakeholders (e.g., governing body)? ○ Has any additional support that is needed been sought from LA staff? ○ Has the school's progress with relation to ALN transformation been discussed in ALNCo cluster meetings? ○ Is the ALNCo aware of the standards with relation to ALN that are inspected by Estyn?	LA School Readiness Audit (Schools completed copy can be e-mailed on request scampbell@carmarthenshire.gov.uk) Estyn Supplementary Guidance on ALN (2018) PCP Audit
To ensure that all staff have undergone appropriate training to support those learners with additional	All staff within the school will have the skillset to support learners with additional learning needs.	○ Have the ALN training needs of all staff been identified through the performance management process? ○ Do all staff receive appropriate core professional development opportunities relating to ALN?	LA inclusion service training menu ALN Support Road Map

learning needs within the school.		○ Has a collaborative approach, with other schools, been adopted to share/view good practice (as advised by LA staff) to increase staff skills/confidence? ○ Is the ALNCo attending all LA ALN training events to receive key messages, guidance and updates? Are these messages shared with school staff, governors, parents and pupils? Are there planned opportunities for this? ○ Has the LA training menu been used to identify training gaps amongst staff? * ○ Has the ALNCo/HT referred to the LA ALN Support Road Map which provided additional training opportunities in readiness for ALN Transformation? ○ Is the LA training menu reviewed regularly to drive staff training in relation to ALN transformation? * ○ Has the LA inclusion/Behaviour and Wellbeing service training menu been shared with all staff within the school? * ○ Do staff within the school understand a wide range of ALN needs and how do you know? ○ Is a training log kept showing what training staff have had in relation to ALN? ○ How is the impact of staff professional learning on pupil learning measured? ○ Has the school completed or are there plans in place for working through the national 'Learning with Autism' programme? ○ Has the ALNCo attended Person Centred Practice (PCP) training? ○ Is the ALNCo accredited as a PCP Coach? ○ Has the head teacher/deputy head and/or members of the SMT attended the PCP training? ○ Have other key staff e.g., teaching assistants (TAs), pastoral staff etc attended the PCP training? ○ Are all teaching staff trained in PCP? What evidence is available?	

To ensure that ALN and ALN transformation are whole school priorities, with all stakeholders clear as to their roles and responsibilities and kept updated with progress made.	ALN and ALN transformation will be embedded within the improvement structure of the school.	○ How does ALN feature within the whole school development plan? ○ Is inclusive policy embedded into school policy? Is this evident in the ALN policy for the school? ○ Is the school's management structure appropriate to meet the needs of the ALN Education and Tribunal Act (Wales)? ○ How well do leaders /managers work alongside the ALNCo and class teachers to support effective provision and curriculum development for all learners with ALN? ○ Are all school staff, including the ALNCo and class teachers, aware of their duties and legal responsibilities in meeting the needs of learners with ALN as outlined in the ALN Code? What training evidence is there of this? ○ Are ALN transformation and the needs of ALN learners considered with other areas of planning, e.g. New Curriculum for Wales planning? ○ Do ALN and ALN transformation targets feature within the performance management structure of the school (where appropriate)? ○ Is the governor for ALN well-informed about the quality of the standards of provision, including teaching and learning in classrooms, for pupils with ALN? ○ How effectively do governors hold the school to account for the progress in learning of pupils with ALN?	Routes for Learning Guidance (Welsh Assembly Government) Routes for Learning Overview and Additional Information Briefing Document - Roles & Responsibilities for ALNCOs Roles and Responsibilities Bitesize Presentation
For the ALNCo to be part of the strategic planning and implementation of ALN and ALN transformation at a whole school level, having adequate time and resources to do so.	The ALNCo will be central to ALN planning at a whole school level.	○ Does the ALNCo have adequate non-contact time to carry out their role? ○ Is the ALNCo part of the senior management team or have clear lines of communication to the senior management team? ○ ***Does the current ALNCo have the leadership skills to undertake the new role of ALNCo?*** ○ Has the ALNCo enrolled on or completed the middle management training or other such relevant training (see link)?	ERW New and Aspiring Middle Leaders Course Information Briefing Document - Roles & Responsibilities for ALNCOs

		○ How has the middle managers' training impacted on their role across the school? ○ How does the headteacher monitor whether the ALNCo is effective in discharging their duties? ○ Have the ALNCo and Headteacher read the Welsh Government Guidance on the statutory role of the ALNCo? ○ Does the ALNCo have the resources they require to carry out their role successfully?	
For self-evaluation and quality assurance activities to drive improvement in support of learners and their outcomes.	Support and learner outcomes will be improved, removing barriers to learning.	○ How well does the school evaluate pupil progress and assess value for money to inform strategic improvement priorities? ○ How does the school identify the school's strengths and weaknesses in relation to support for pupils with ALN? ○ How does the school ensure and evaluate appropriate allocation of resources for learners with ALN? ○ Is relevant data used within the school for tracking and for decision making? ○ How is self-evaluation used to measure the effectiveness of interventions? ○ How does the school ensure TAs are deployed effectively to support learners with ALN? How is this monitored and quality assured? ○ What information does the school use to identify, track, monitor and review the progress of pupils with ALN? ○ Do all learners with ALN make progress relative to their starting point and in line with their agreed targets/outcomes? What evidence is available? How is this reviewed and monitored? ○ How do you monitor, evaluate and report on the progress of pupils with ALN? ○ How well do leaders monitor the effectiveness of teaching of those learners with ALN?	Carmarthenshire School Implementation Planning Document PCP Audit LA School Readiness Audit (Schools completed copy can be e-mailed on request scampbell@carmarthenshire.gov.uk)

Priority Area 2 - Inclusion

Activity that supports an understanding and development of inclusive practice across the 0 – 25 age range

Target	**Outcome**	**Key Questions**	**Support Documentation**
To promote a culture of inclusion, with inclusive practice embedded across all areas of the school.	All learners will reach their potential and achieve.	○ How is specialist capacity for all areas of need built and shared across the setting/school? ○ Has the ALNCo accessed the Welsh Government documentation for different additional learning needs? ○ Are the materials and methods of delivery suitably adapted or differentiated to make the curriculum accessible to all learners (for example, are suitable reasonable adjustments made to ensure wherever possible barriers to learning are reduced for pupils with ALN)? ○ During lessons, does the curriculum planned match the needs of all learners with ALN, and how do you know this is the case? ○ Are learners with ALN able to work in a range of ways, and how do you know this is the case? ○ Is teacher feedback effectively improving learning for ALN pupils? ○ Do teachers know how best to utilise teaching assistants within the classroom? ○ Do teaching assistants know how best to support the learners they work with?	LA Inclusion Service Training Menu Welsh Assembly Government ASD Document Welsh Assembly Government ADHD Document Welsh Assembly Government Hearing Impairment Document Welsh Assembly Government Visual Impairment Document WOW Training for Teachers and Teaching Assistants: Carmarthenshire's Expectations and Principles for Maintained Schools (In development. Will be shared incrementally (chapter by chapter) as

		○ Are statement/IEP/IDP reviews shared with teachers and teaching assistants? ○ How are the participation, engagement and enjoyment in learning of ALN pupils evaluated? ○ Are wellbeing audits undertaken, and how are the results of these used by the school? ○ Do groupings and support systems meet the range of pupils' needs? ○ How does the attendance of ALN learners: a) Compare with non-ALN learners? b) Compare with national figures and those of similar schools? Is there a clear trend of strong or weak attendance? ○ Are reasons for and frequency of fixed-term and permanent exclusions for pupils with ALN explored? ○ Are learners with ALN given the opportunity to take on leadership roles and responsibilities, and to play a full part in the life and work of the school?	draft versions and additional content added over time – chapter 1+2 (draft version) expected June 2021) Mike Gershon (Differentiation) Communication Friendly Classroom PCP Awareness
For Person-Centred Practices (PCP) to be embedded in practices across the school, involving all relevant stakeholders in decisions around the best support for learners.	Learners' voices will be central to all ALN decision making within the school, with all who work to support the learner involved in the process.	○ Has PCP training taken place for all staff within the school? Has a training log been kept for this? Will refresher training be taking place? ○ Has the ALNCo attended the PCP Coach training? ○ Does the ALNCo know how to access support from the LA PCP champion? ○ Has the ALNCo attended outcomes training, and do they understand how to use outcomes to promote learner progress? ○ Are statement/IEP/IDP reviews conducted using a person centred approach? ○ How well does the school involve the child/young person and their family in decision-making processes? ○ Has the WG PCP documentation been shared with staff, parents and learners?	Inclusion Service training menu (p.19) WG PCP toolkit PCP Tools Adapted Tools Good one-page profile examples IDP sample template WAG PCP Guidance documentation *Regional Developing Quality Outcomes Playlist*

		○ How well does the ALNCo ensure all staff involved with the learner contribute to statement and IEP/IDP reviews? ○ How well does the ALNCo involve external organisations working with the learner in statement or IEP/IDP reviews? ○ Do all ALN learners within the school have one-page profiles? ○ Are the one-page profiles that ALN learners have fit for purpose and to a high standard? ○ Are learners' one-page profiles shared with all staff who work with the learner? ○ Are interventions targeted and appropriate to meet the needs identified? ○ Do the targets in IEPs/ IDPs impact on the teaching methods employed? ○ Are the targets highlighted in IEPs/ IDPs addressed within the classroom and during intervention groups? ○ Where applicable, are examination access arrangements made for pupils well planned, discussed and agreed with learners, parents, and all staff, and based on their usual way of working? ○ Has the school trialled the use of IDPs in order to put relevant planning in place for their successful implementation? ○ Are electronic chronologies of significant events in a young person's life kept, for easy transfer to IDPs? Are these kept securely?	How to Write Quality Outcomes Guidance Documents (in development. Expected completion date June 2021) WAG guidance document for communicating with professionals in the PCP process. WAG Guidance Parental Booklet
To promote and support bilingualism in the introduction of the Additional Learning Needs and Tribunal (Wales) Act.	Documentation, support, and additional learning provision will be available in Welsh, should this be required.	○ Are reasonable steps taken to deliver ALP in Welsh for young people who require this? ○ Is the school looking at producing ALN information bilingually in compliance with the national Welsh language standards? ○ What support is available to provide staff with learning opportunities to develop their Welsh language skills?	https://learnwelsh.cymru/ WESP – Welsh in Education Strategic Plan (Porth)

		○ Are statement or IEP/IDP review meetings conducted in Welsh, where this is required for the learner and parent?	
To have systems and processes in place that allow the early identification of those learners who might have additional learning needs.	Learners' needs will be met as young as possible, or as early as possible, through early identification and intervention.	○ How effective are the school's early identification and intervention procedures? What are these procedures? ○ How effective is the school's current graduated response in meeting the needs of learners with ALN? ○ Has the ALNCo considered how the school will respond in relation to early intervention in relation to the ALNET Act?	Carmarthenshire's Expectations and Principles for Maintained Schools (In development. Will be shared incrementally (chapter by chapter) as draft versions and additional content added over time – chapter 1+2 (draft version) expected June 2021)

Priority Area 3 - Integration

Activity that supports the development of integrated services and provision between key delivery partners

Target	**Outcome**	**Key Questions**	**Support Documentation**
For appropriate interventions and support to be put in place for learners in a pupil-centred, timely manner, requesting additional help and support that is needed for learners.	All learners with additional learning needs will access the support that they need.	○ Are interventions provided in a timely manner for learners? ○ How are parents involved in planning of interventions for learners? ○ Are interventions informed by need and is their impact reviewed regularly as part of the school's monitoring and evaluation processes? What is the evidence of this? ○ Are all stakeholders consulted in considering external support requests made for learners? ○ Does regular feedback take place to learners and parents regarding the success of interventions?	Carmarthenshire's Expectations and Principles for Maintained Schools (In development. Will be shared incrementally (chapter by chapter) as draft versions and additional content added over time – chapter 1+2 (draft version) expected June 2021) Updated Inclusion Referral & Review Form (Under development. Expected date September 2021) Request for Help – OT Communication Forum request for help. Referral criteria document ADHD NDT Educational Psychology Full Consultation Dyslexia Advisory teacher Criteria document.

			Specialist settings criteria for entry and exit.
To strengthen partnership between schools and external agencies to provide the best holistic support for learners.	Strong partnership between school and external agencies will lead to an increase in support for learners.	○ Are external agencies involved in learner reviews, where appropriate, e.g., social services, medical, etc. ○ Is there regular liaison and joint planning with external agencies to provide effective support for learners with ALN? ○ How well is the information provided by LA services and outside agencies shared and used to inform teaching and learning?	Family Information Services WAG guidance document for communicating with professionals in the PCP process.
To strengthen partnership between schools to improve school performance and support for learners.	Strong partnership between schools will lead to an increase in holistic support for learners and increased provision and support planning.	○ Do integrated models of support/Clusters/TAPPAS work together towards a consistent approach to ALN reform, sharing resources and ideas in order to achieve consistency and share best practice?	Cluster model terms of reference Collegiate approach for supporting schools guidelines (Pilot) Roles and responsibilities document _ Inclusion Roles and responsibilities – ECP (Under development. Expected July 2021) Roles & Responsibilities – behaviour (Under development. Expected July 2021) Roadmap Training menu ERW – schools as learning organisations
For parents and learners to fully understand their legal rights, what support is	Parents and learners will understand the support that is available to them and how	○ Are parents informed of the LA parent forum programme?	For further information on the parent Forum Programme contact the Inclusion Department Family Liaison Officers

available to them and how they can access this.	they are able access this support.	○ Are parents made aware of support available to them via Family Liaison Officers, Team Around the Family and independent advocacy services? ○ Is the school aware of the children and young person's national participation standards?	SNAP Cymru Carmarthenshire's Expectations and Principles for Maintained Schools (In development. Will be shared incrementally (chapter by chapter) as draft versions and additional content added over time – chapter 1+2 (draft version) expected June 2021)
For early resolution to take place when disagreements arise, with key staff having the skills and training in order to conduct this.	Disagreements will reach an early resolution.	○ What is the current system for resolving disagreements within the school? i.e., restorative approaches. ○ Are there effective procedures for resolving disagreements? ○ Does the school monitor and evaluate trends in groups of learners who deregister (managed moves/EHE/Parental choice)? ○ Has the ALNCo registered or participated in the early resolution training?	Dispute resolution training (delivery details and dates TBA)

Priority Area 4 - Independence

Activity that develops independence and resilience in learners

Target	**Outcome**	**Key Questions**	**Support Documentation**
To trial the use of IDPs, using a holistic and pupil centred approach, and resolve any concerns with IDP implementation.	All concerns regarding IDP implementation will be removed, leading to IDPs successfully being introduced into schools on a rolling programme from Sept 2021.	○ Do staff know what IDPs look like and the information that is required for them? ○ Have schools trialled the use of IDPs, and evaluated the process for possible concerns pre-statutory implementation? ○ Do IDPs take a holistic approach, including all information relevant to the learner from all agencies involved? ○ How are IDPs (and current IEPs) quality assured within the school? ○ How does the school monitor whether pupils with ALN have challenging targets and have achieved their agreed targets? ○ Are those working with IDPs understanding of outcomes and how to write these in a pupil centred way? ○ Has the ALNCo attended the LA outcomes training?	IDP template *Regional Developing Quality Outcomes Playlist* Inclusion Dept Training Menu
To ensure that all stakeholders are involved in the transition of learners across key stages and settings.	Learners will be supported appropriately in their new setting.	○ Does the school have good arrangements in place to ensure effective transition across all stages (into school, across key stages, between schools/settings and post-16/18)? ○ How is the ALNCo involved in transition processes between different key stages? ○ What are your links with pre-school settings? ○ Do staff undertake link visits to pre-school settings/have detailed discussions with parents? ○ How is the ALNCo involved in the admissions process within the school (e.g., mid-term transfers)? ○ How does information exchange take place when a learner moves between schools (e.g., one secondary school to another in a mid-term transfer)? ○ Are there strong links between primary and secondary schools in terms of information sharing and collaborative working in looking at best support for	Regional Transition Protocol (In development. Expected July 2021)

		learners? How does information exchange take place between primary and secondary schools? ○ Are learners with more severe needs identified earlier for enhanced transition opportunities to take place? ○ What enhanced transition opportunities take place? ○ Is PCP embedded into transition and admission processes? ○ Are there strong links between secondary schools and college and/or sixth form? ○ How does information exchange take place between secondary and college or sixth form? ○ Are electronic records passed from one learning organisation to another? ○ Is any relevant documentation (e.g., IEPs, IDPs, statements, statement reviews, access arrangements) passed from one learning organisation to another?	
To ensure information sharing within schools allows all staff to have a good understanding of learners and how best to support their needs.	Staff will know how to support all ALN learners within the school.	○ Are person centred processes in place to keep one-page profiles live and updated? ○ How is documentation relating to ALN (one-page profiles, statements, IEPs) shared with staff throughout the school? ○ How do all stakeholders, including class teachers and teaching assistants, feed into the IEP/IDP/Statement reviews so that progress can be tracked? ○ How good is ALN information sharing within the school, e.g., information from Autism Aware Wales and HWB resources? ○ Have all staff who work with learners with ASD completed the Autism Awareness certification? Has the school applied for the Autism Awareness certification? ○ Are health care plans in place for pupils who need them? How are their contents communicated to all staff and reviewed?	Autism Wales Website Health care plan guidance / templates / examples. Intimate care policy Diabetes policy (Hywel Dda) Cluster Model TofR SharePoint ALNCo Fora (Teams)

		○ Are a range of plans in place for pupils who need them? How are their contents communicated to all staff and reviewed? ▪ risk assessment ▪ positive handling ▪ pastoral support ▪ emotional support ▪ behaviour support ▪ PEP	Communication Strategy (Under development. Expected date September 2021) Family Liaison Officers – Roles & Responsibilities Document Manual Handling Risk Assessments – Please contact Eddie Cummins ProAct ScIP – Please contact Paul Williams (EOTAS) Corporate Website - link
For all learners to develop life skills, in line with the four purposes of the new curriculum.	Pupils will be ambitious and capable, enterprising creative contributors, healthy and confident and ethically informed.	○ Are there opportunities for learners with ALN to develop life skills, in line with the four purposes of the new curriculum? ○ Are ALN learners considered in the planning processes for the new curriculum? ○ How do you ensure that provision prepares pupils with ALN to become active citizens, for example by making decisions about the life and work of the school? ○ Have key members of staff within the school (senior leaders, ALNCo, teaching assistants) undertaken the WOW training on HWB?	WOW Training for Teachers and Teaching Assistants: WOW Training for ALNCo and Senior Leaders: Curriculum for Wales Through an ALN lens

Mae'r dudalen hon yn wag yn fwriadol

Inclusion Service Delivery Schedule - Supporting ALN Agenda for Change

with effect from 1st August 2020

Themes and Activity Summary for LAs and Delivery Partners developed by the Region

Improvement Activity that supports the development of learning organisations through the processes of leadership, self-evaluation and professional development	**Inclusion** Activity that supports an understanding and development of inclusive practice across the 0 – 25 age range	**Integration** Activity that supports the development of integrated services and provision between key delivery partners	**Independence** Activity that develops independence and resilience in learners across the 0 – 25 age range

• *Awareness Raising*
  ○ On-going activity to raise awareness of the culture change and duties under the Act and Code.
 	
• *Self-evaluation and Development*
  ○ Work to ensure ALN is integrated into settings' self-evaluation and development and curriculum planning
 	
• *Leadership*
  ○ Ensuring there is appropriate leadership and governance arrangements in place to deliver the plan and implement the Act and Code.
 	
• *Monitoring and Moderation*
	• *Person Centred Practice (PCP)*
	  ○ Continuing activity to support the development of a PCP ethos across the region.
	
	• *Effective Differentiation*
	  ○ Work to develop rich, inclusive environments in all settings across the region.
	
	• *Understanding Inclusion*
	  ○ Work to promote inclusive policy and practice across the region.
	
	• *Equality Act 2010*
	  ○ Developing understanding of the duties under the Equality Act and links to the ALNET Act and Code
		• *Requesting Help and Advice*
		  ○ Developing protocols for responding to requests for help and advice between key delivery partners within statutory time frames.
		
		• *Developing Multi-agency Understanding*
		  ○ Work to develop an understanding of the roles, responsibilities and working frameworks of different practitioners.
		
		• *Independent Advocacy Services*
		  ○ Mapping independent advocacy services across the region and exploring opportunities for integration
		
		• *Early Disagreement Services*
		  ○ Work to develop integrated early disagreement services and processes.
			• *Individual Development Plans*
			  ○ Continuing activity to roll-out regional IDP format and effective writing of outcomes. Linking IDPs to other key health and social care plans
			
			• *Transition Planning*
			  ○ Ensuring there is developmentally appropriate activity that supports transition at each stage.
			
			• *Accessible Information and Advice*
			  ○ Ensuring there is accessible information and advice provided by LAs and their delivery partners
			
			• *Enabling Participation*
			  ○ Capacity building activity to ensure settings can support learners and their families

○ Ensuring there are appropriate monitoring and moderation arrangements in place in each LA to evaluate the impact of the Act and Code and keep ALP under review	• *Early Identification of Needs* ○ Work to develop an understanding of the definition of ALN and guidance on pathways to provision	• *Keeping ALP under review* ○ Work to develop guidance for LAs to work with their delivery partners to review ALP in their area	to actively engage and participate. • *Well-being and Resilience* ○ Capacity building activity to develop age appropriate independence, well-being and resilience skills and competencies.

Carmarthenshire Delivery Plan: 2020-2021

Key Area 1 - Improvement

Improvement - Activity that supports the development of learning organisations through the processes of leadership, self-evaluation and professional development

1. ***Awareness Raising - On-going activity to raise awareness of the culture change and duties under the Act and Code.***

2. ***Self-evaluation and Development - Work to ensure ALN is integrated into settings' self-evaluation and development and curriculum planning***

3. ***Leadership - Ensuring there is appropriate leadership and governance arrangements in place to deliver the plan and implement the Act and Code.***

4. ***Monitoring and Moderation - Ensuring there are appropriate monitoring and moderation arrangements in place in each LA to evaluate the impact of the Act and Code and keep ALP under review***

Activities

1. **Awareness Raising - On-going activity to raise awareness of the culture change and duties under the Act and Code.**

Early Years Activity: Distinct activities to raise awareness. Establish multi agency EY Strategic Group – ALNT workstream plan to include managers and operational. Focus on Inclusive practice, PCP, Integrated multi-agency Early Intervention, Help and Support, shared formative assessment, graduated response/decision making re ALP and LA IDP, transition process into school.

School based Activity: Whole school awareness raising e.g. WG fact sheet sharing, Sharing discussion sheet fact sheet through Cluster. Q&A session through Cluster Model. What is the role of the PCP Coach in doing this at a whole school level? Local offer/threshold/criteria. Compare contrast two models of graduated response/decision making process. Regional training

package. Ongoing DDA. Visual and practical awareness raising through live videos which could be recorder for future reference (better engagement with live sessions).

Post 16 Activity: Distinct activities. Standing agenda item in Secondary/FE ALNCo forum. Multi agency Post 16 Strategic Group – ALNT workstream plan to include managers and operational. Focus on Inclusive practice and Local Offer development, PCP, Integrated multi-agency Intervention, Help and Support, shared formative assessment, graduated response/decision making re ALP and LA IDP, transition process from school into FE and once we have WG regulations re Specialist Colleges.

Parent Partnership: Raising awareness pupils/parents/carers regarding statutory processes, Rights, PCP and transition into the new system. Social media account. Raising awareness amongst professionals of pupil/parent/carer rights in respect of the Act and Code.

Children and Young People: Raising children and young people's awareness of their rights to an inclusive education, regarding PCP and the ALNET Act and Code once available. Inclusion in co-constructing Local Offer process. Social media account.

LA Activity: Liaising with DECLO to form a cohesive working relationship. Further website development – ensuring an user friendly format which acts as a 'one stop shop' for all. ALNT Strategic group workshops to ensure all Services delivery readiness – Roles and Responsibilities, Inclusion in co-constructing Inclusive Local Offer and IDP process.

2. **<u>Self-evaluation and Development - Work to ensure ALN is integrated into settings' self-evaluation and development and curriculum planning</u>**

Early Years Activity: EYALNCo review transformation for under 5. Working closely with Pembs who lead on the early years in the regional workstreams. Promote use of EY self-evaluation ALNT readiness tool to plan development and inclusive curriculum.

School based Activity: ALN evaluation tools/readiness tools and p plans to utilise tools in their whole school planning. School to prioritise ALN transformation in their School Development Plan. Schools to include ALN as part of their plans for Schools as Learning Organisations.

Post 16 Activity: Sharing ALN evaluation tool with post 16 settings. Review current regional and local post 16 plan. Update the post 16 provision mapping tool.

Parent Partnership: Access to the provision mapping and information on the local offer with opportunities to provide 4 plus 1 feedback that feeds into setting's development plans.

Children and Young People: Opportunities to provide 4 plus 1 feedback that feeds into setting's development plans.

LA Activity: ERW Education Support Officers to monitor and review ALN transformation and PCP as part of their support and challenge (self-evaluation, SDP). ERW school improvement officers to join clusters. (ALN SLO -
Schools as Learning Organisations) Monitor and review implementation of ALN transformation and schools' readiness to implement PCP. Toolkit has been developed to be utilised by ESASA
Systemic planning of how self-evaluation tools are used to support core visits, action plan further activity and address areas for development. (core visit 2, spring term)

3. **<u>Leadership - Ensuring there is appropriate leadership and governance arrangements in place to deliver the plan and implement the Act and Code.</u>**

Early Years Activity: EYALNLO recruited and a programme of work for governance arrangements are in place and ongoing planning. Map out the different governance arrangements for the early years providers. Important to map out previous training and information shared within their groups.

School based Activity: Linking in with Education Support Officers when overlooking leadership role. Deliver new Code when it is released. Training needed for Heads and Governors. (Governor training 24/11/2020 + 02/12/2020). Should there been an identified Governor for Inclusion? What are the processes to challenge inclusive practices within a school? SDP? Audit Tools? How is this fed-back? Are the processes having an impact? All ALNCo will be familiar with the new regulations regarding their new roles and responsibilities.

Post 16 Activity: Post 16 lead role to be advertised. Deliver new Code and outline DDA duties and responsibilities.

Parent Partnership: Sharing information on the role of leaders (ALNCo, Head, Governor) Family Forum and ensure that all stakeholders can work collaboratively.

Children and Young People: Ensure Children and Young People's Participation Officer continues to promote Children's Rights and makes links with ALNET Act and Code.

LA Activity: Planning session with Heads regarding the role and responsibilities of the ALNCo under the new code. Once HT are aware activity of this nature needs to be fed through the cluster model – ESAS will be in attendance for the same activity. Do self-evaluation audits need to be amended to reflect the changes in the roles and responsibilities of the ALNCos? Activate the ALNT Strategic Group to ensure leadership re delivery across the LA Services and Multi-agency.

4. **Monitoring and Moderation - Ensuring there are appropriate monitoring and moderation arrangements in place in each LA to evaluate the impact of the Act and Code and keep ALP under review**

Early Years Activity: Local offer, Early Years ALNCo and IDP review process.

School based Activity: School to deliver a universal approach with inclusive classroom teaching. School Self Evaluation and provision maps to be in place and reviewed regularly.

Post 16 Activity: Local offer and IDP review process.

Parent Partnership: Family Forum enabled to influence processes and possible change by working collaboratively. The voice of children and young people to be included and reflected. Local offer and IDP review process.

Children and Young People: Local offer and IDP review process.

LA Activity: Complete the local offer for all key areas of ALN. Outline plan for universal inclusive classroom teaching. Sharing the minimum requirement for local offer with Education Support Officers. Self-evaluation audits to be updated to include this minimum requirement? Determine the Moderation process re LA IDPs e.g. Inclusion Panel. Establish the Learning Organisation role and responsibility of the ALNT Strategic Group re evaluating the impact of the ALNET Act and Code and keeping ALP under review.

Input/ Focus/Outputs	**Aug 20**	**Sept 20**	**Oct 20**	**Nov 20**	**Dec 20** **New ALN CoP due**	**Jan 21** **EYALNLO in post**	**Feb 21**	**Mar 21** **New ALN CoP finalised**
Improvement	Preparation research							

Key Area 2 - Inclusion

Inclusion: Activity that supports an understanding and development of inclusive practice across the 0 – 25 age range

1. ***Person Centred Practice (PCP) - Continuing activity to support the development of a PCP ethos across the region.***

2. ***Effective Differentiation - Work to develop rich, inclusive environments in all settings across the region.***

3. ***Understanding Inclusion - Work to promote inclusive policy and practice across the region.***

4. ***Equality Act 2010 - Developing understanding of the duties under the Equality Act and links to the ALNET Act and Code***

5. ***Early Identification of Needs- Work to develop an understanding of the definition of ALN and guidance on pathways to provision***

Activities

1. ***Person Centred Practice (PCP) - Continuing activity to support the development of a PCP ethos across the LA.***

Early Years Activity:

- Train preschool settings in person centred approaches
- Plan a PCP transition model/process

School based Activity:

- All schools to complete PCP Coach training
- Outcomes training for all (Fora, Clusters – reference videos)
- Ongoing update/refresh training
- Audit implementation – schools transformation audit – baseline and action planning/measuring progress.

Post 16 Activity:

- Continue to support the PCP Ethos/training within post 16 settings
- Plan a PCP transition model/process for complex ALN, Yr 9 onwards

Parent Partnership:

- Appropriate Training and information for pupils/parents/carers on PCP
- Explanation of terminology, preparation for meetings - explanatory videos on social media

Children and Young People:

LA Activity:

- Review social care person centred approaches across all social care teams.
- Support, model, challenge, advise.

2. ***Effective Differentiation - Work to develop rich, inclusive environments in all settings across the LA.***

Early Years Activity:

- Plan a training module/information to support effective differentiation in the early years

School based Activity:

- Rerun the differentiation conference and follow up with school-based activities to embed principles (N.B. ERW presentation available to all on line)
- Discuss and plan with ESAs a model to monitor the effective differentiation of skills/activities/curriculum

Post 16 Activity:

- Invite to the differentiation training

Parent Partnership:

- Pupil/parent/carer voice
- Family forum

- Local offer shared
- Parents/carers understand differentiation – have their own training to explain this
- Use of social media to share information
- Transparency and equity

Children and Young People:

LA Activity:

- *Produce supportive differentiation resources collaboratively with ESA and ECPS*

3. ***<u>Understanding Inclusion - Work to promote inclusive policy and practice across the region:</u>***

Early Years Activity:

- EYALNLO to plan support and guidance

School based Activity:

- Through the ALNCo Fora/Cluster model continue a rolling programme of examples of good practice and review. Updating of Inclusion Policy in line with the final CoP.

Post 16 Activity:

- PSALNLO to plan support and guidance (N.B. 16plus ALNT lead promoted last year and FE colleges have received common training) activity

Parent Partnership:

- Awareness raising to promote inclusive policy and practice, highlighting and showcasing good examples
- Family Forum – promoting the contribution of families
- Social media

Children and Young People:

LA Activity:

- Refresh Inclusion Strategy
- Rewrite updated version on the Inclusion Handbook/Guidance documentation
- Guidance/model on a good Inclusion Policy.

4. ***<u>Equality Act 2010 - Developing understanding of the duties under the Equality Act and links to the ALNET Act and Code</u>***

Early Years Activity:

School based Activity:
Engage with all legal training provided by the LA. Ensure that all key documentation i.e. policies, reference the legal expectation. Cascade the expectations throughout their setting.

Post 16 Activity:

Parent Partnership:

- Raising awareness
- Dispute resolution
- Family forum
- Social media
- Awareness of the terms used within the Equality Act and ALN Act and Code

Children and Young People:

LA Activity:

- To plan further legal training for Headteachers and ALNCos on the duties, all of the above to have access to the training and resources produced. Consider e learning module already available and adapt if needed.

5. ***Early Identification of Needs*- Work to develop an understanding of the definition of ALN and guidance on pathways to provision (local offers)**

Early Years Activity:

- EYALNLO to develop local offer/guidance on pathways to provision working collaboratively with ECP/EY Sector/Health/Social Care – disability services including identification of ALN process, tools and graduated response.
- EY LA IDP process
- Consider the model of ECP assessment and input for IDP/ALP

School based Activity:

- Cluster groups to consider and revisit the definition of ALN
- Share guidance on threshold criteria/IDP ownership/ IDP transfer
- Consider the model of ECP assessment and input for IDP/ALP
- Local offer for schools to be developed collaboratively with ECPS/Health

Post 16 Activity:

- P16ALNLO to develop local offer/guidance on pathways to provision from Yr 9 onwards, working collaboratively with schools/ECP/Heath/Social Care
- Consider the model of ECP assessment and input for IDP/ALP at post 16

Parent Partnership:

- Family Forum
- Awareness raising
- Social media

- FLO contact with individual families to address concerns and resolve potential disagreements at a local level using early intervention model
- Include in part of the Local Offer co-construction process

Children and Young People:

- Include in part of the Local Offer co-construction process

LA Activity:

- Create managers steering group to consider the LAs process for placement and ownership of IDPs an the above.
- Establish a task and finish group to complete thresholds for provision activity, process and guidance. Link to IDP workstream around IDP ownership.
- Review placement processes to reflect the change in ownership of IDP
- Review of funding mechanism for schools/settings to access provision
- Commission legal advice on funding/process of allocation of ALP

Input/ Focus/Outputs	Aug 20	Sept 20	Oct 20	Nov 20	Dec 20 New ALN CoP due	Jan 21 EYALNLO in post	Feb 21	Mar 21 New ALN Cop finalised
Inclusion	Preparation research							

Key Area 3 - Integration

Integration - Activity that supports the development of integrated services and provision between key delivery partners
1. ***Requesting Advice & Guidance*** **- Developing protocols for responding to requests for advice and guidance between key delivery partners within statutory time frames.** 2. ***Developing Multi-agency Understanding*** **- Work to develop an understanding of the roles, responsibilities and working frameworks of different practitioners.** 3. ***Independent Advocacy Services*** **- Mapping independent advocacy services across the region and exploring opportunities for integration** 4. ***Early Disagreement Services*****- Work to develop integrated early disagreement services and processes.** 5. ***Keeping ALP under review*** **- Work to develop guidance for LAs to work with their delivery partners to review ALP in their area**
Activities
1. **<u>Requesting Advice and Guidance - Developing protocols for responding to requests for advice and guidance between key delivery partners within statutory time frames.</u>** **Early Years Activity:** EYALNLO to map and review current services and existing protocols in conjunction with delivery partners and designated ECP and to devise any new or revised protocols that will be required in line with new ALN Code. **School based Activity:** To review and adapt current IDP practise and implementation in the light of the new guidance document and ALN Code. Inclusion Department support will be made available to support and monitor this process. **Post 16 Activity:** Recruit Post 16 Lead Officer. Post holder and designated ECP to map and review current Post 16 services and existing protocols in conjunction with schools, FEI's and other Post 16 providers that will be required in line with the new ALN Code.

Parent Partnership: Designated points of contact within the LA – FLO's. Share Carmarthenshire's Guidance with families and independent advocacy services. Establish Focus Group (Family Forum) to undertake consultation regarding new developments and subsequently regional Family Fora to share information disseminated at ALNCo Fora.

Children and Young People: Designated points of contact within the LA – FLO's and SNAP. Share Carmarthenshire's Guidance with children and young people and independent advocacy services.

LA Activity: LA to produce guidance document for EY practitioners/schools/ FEIs and all services as key delivery partners with regards to process and time frames. Guidance document to be agreed by LA's ALNET Strategic group and shared via Head Teachers' Meetings and Clusters for ratification. LA to produce guidance on Carmarthenshire's ALN processes for families and children and young people. LA to facilitate Young People's Participation Groups. LA to create guidance to schools on learner involvement in the process in line with the Welsh Government's Guidance and the UNCRC.

2. **Developing Multi-agency Understanding - Work to develop an understanding of the roles, responsibilities and working frameworks of different practitioners.**

Early Years Activity: Early years practitioners and organisations to be informed of the new roles, responsibilities and expectations of the ALNCo, DECLO and EYALNLO and all delivery partners. Early years providers to be informed of their roles and responsibilities in the coordination and delivery of the ALN Act.

School based Activity: Headteachers, Governing Bodies and school-based staff to be informed of the new roles, responsibilities and expectations of the ALNCo, DECLO, EYALNLO and Post 16 ALNLO and all delivery partners.

Post 16 Activity: Post 16 practitioners to be informed of the new roles, responsibilities and expectations of the ALNCo, DECLO, Post 16 ALNLO and all delivery partners. Post 16 providers to be informed of their roles and responsibilities in the co-ordination and delivery of ALP.

Parent Partnership: Families to be informed of the new roles, responsibilities and expectations of the ALNCo, DECLO, EYALNLO and Post 16 ALNLO and all delivery partners.

Children and Young People: Children and young people to be informed of the new roles, responsibilities and expectations of the ALNCo, DECLO, EYALNLO and Post 16 ALNLO and all delivery partners.

LA Activity: To update current departmental structure and to develop the understanding of the roles, responsibilities and working frameworks of different practitioners and to consider departmental steering and compliance approaches. To disseminate and inform ALNCOs and the EYALNLO of their roles and responsibilities. LA to gather information from partner services' requirement for further training and support in relation to ALN Transformation. Do we need workshops to explore together for each area/process our shared and distinct Roles and Responsibilities?

3. **Independent Advocacy Services - Mapping independent advocacy services across the region and exploring opportunities for integration**

Early Years Activity:

School based Activity:

Post 16 Activity:

Parent Partnership:

- SLA with SNAP Cymru
- Work closely and collaboratively with other independent advocacy services to achieve best possible outcomes for children and young people and their families.
- ???Mapping exercise???

Children and Young People:

LA Activity: ALN Managers to discuss, at a regional level, the concept of having a regional advocacy service.

4. **<u>Early Disagreement Services- Work to develop integrated early disagreement services and processes.</u>**

Early Years Activity:

School based Activity:
School to be aware of the support that is available – shared via clusters. Reference this when working with families.

Post 16 Activity:

Parent Partnership:

- SLA with SNAP Cymru around Dispute resolution
- Contact with FLO's using Early Intervention model
- Family Forum
- Sharing information with schools about the Early Intervention model

Children and Young People:

LA Activity: Create a document outlining how Carmarthenshire work effectively with families. Explore opportunities to work collaboratively with wider advocacy services available to families.

5. **<u>Keeping ALP under review - Work to develop guidance for LAs to work with their delivery partners to review ALP in their area</u>**

Early Years Activity: EYALN Lead officer / designated ECP to develop model of reviewing ALP in pre-school settings, to create set of key questions for a range of early years settings to support the delivery of ALP.

School based Activity: Reviewing ALP through provision mapping. Trial the provision mapping tool. Sharing and implementation of Local Offer through cluster working.

Post 16 Activity: Share review document. FEIs to consider if they are willing to adopt approach. Discussion regarding co-monitoring of ALP. Regular meetings with the Post 16 ALNLO regarding key areas of support. Liaising with FEIs regarding SENTW.

Parent Partnership: Sharing of Local Offer through a variety of means i.e. online etc. Share information about ALP and ensure that there is transparency. Understanding of new terminology and understanding the right to request a review of their child's ALP through the process of annual review. Process to engage in review of ALP through Local Offer 4 plus 1 evaluation.

Children and Young People: Sharing of Local Offer through a variety of means i.e. online etc. Share information about ALP and ensure that there is transparency. Understanding of new terminology and understanding the right to request a review of their ALP through the process of annual review. Process to engage in review of ALP through Local Offer 4 plus 1 evaluation.

LA Activity: Range of self-evaluation tools created/ ALN key questions for ESAs/ALN readiness tool/development of systemic approach to ALP review with delivery partners / completion and trial of provision mapping tool. LA to consider universal, targeted and specific intervention in mainstream and specialist settings. Co-construction of Local Offer re Inclusive Education and ALP process established with all delivery partners and parents and children and young people. Standing item on ALNT Strategic Group meetings.

Input/ Focus/Outputs	Aug 20	Sept 20	Oct 20	Nov 20	Dec 20 New ALN CoP due	Jan 21 EYALNLO in post	Feb 21	Mar 21 New ALN CoP finalised
Integration	Preparation research							

Key Area 4 - Independence

Independence - Activity that develops independence and resilience in learners across the 0 – 25 age range
1. ***Individual Development Plans- Continuing activity to roll-out regional IDP format and effective writing of outcomes. Linking IDPs to other key health and social care plans*** 2. ***Transition Planning- Ensuring there is developmentally appropriate activity that supports transition at each stage.*** 3. ***Accessible Information and Advice - Ensuring there is accessible information and advice provided by LAs and their delivery partners*** 4. ***Enabling Participation - Capacity building activity to ensure settings can support learners and their families to actively engage and participate.*** 5. ***Well-being and Resilience - Capacity building activity to develop age appropriate independence, well-being and resilience skills and competencies.***
Activities
1. **<u>Individual Development Plans- Continuing activity to roll-out regional IDP format and effective writing of outcomes. Linking IDPs to other key health and social care plans</u>** **Early Years Activity:** EYALNLO has recently been appointed and strategic planning and collaborative working is underway including with DECLO, Disability Lead and LACE. Develop a training programme to support process. **School based Activity:** ALNCo to start developing outcomes at annual reviews. Include details of health care plans and reference social care plans in the IDP. Include ALN transformation in the SDP. Review school readiness survey/PCP Audit? Develop action plan. **Post 16 Activity:** A new appointment of a P16ALNLO will soon be in place. Continued collaborative planning. Trial new IDP template.

Parent Partnership: Website. Sharing information on what an IDP will look like from Person centred planning, to quality outcomes to review.

Children and Young People: Sharing information on what an IDP will look like from Person centred planning, to quality outcomes to review.

LA Activity: Roll out of regional IDP template. Mop up training to target schools who have not undergone PCP training. Using ALNCo Cluster platform to quality assure outcomes for varying needs. Training on outcomes. Produce a guidance document for producing IDP. Easy read/IDP profile page/snapshot document? Quality assure outcomes from review from review paperwork. Amending inclusion paperwork? Liaising with DECLO

2. **Transition Planning- Ensuring there is developmentally appropriate activity that supports transition at each stage.**

Early Years Activity: EYALNLO to link in with all agencies supporting the early year sector. EYALNLO to coordinate the writing of IDPs for pupils requiring a specialist setting.

School based Activity: Ensuring a multi-agency approach to planning for transition. Inviting CDT Keyworker/ transition review officer to review for early planning.

Post 16 Activity: Early sharing of IDP with post school (including post 16, post 18 and 19) settings. Early planning with careers wales and CSG to map out potential key reviews. Clear and transparent guidance on pathways to transition between phases.
Parent Partnership:

Parent Partnership: Co-construct good person-centred transition guide (transition protocol) document.

Children and Young People: Co-construct good person-centred transition guide (transition protocol) document.

LA Activity: Develop good transition guide (transition protocol) document. Share with Headteachers – request ALNCo from CSG meet with school ALNCo each year for planning meeting. CSG ALNCo to attend identified reviews. Pupils identified from as early as Year 9.

3. **Accessible Information and Advice - Ensuring there is accessible information and advice provided by LAs and their delivery partners**

Early Years Activity: Entry to Education team meetings (West and East) – use to disperse information. EYALN Lead officer to coordinate information sharing.

School based Activity: IDP planning and review meetings to model good, person-centred practices, including sharing resources.

Post 16 Activity: 6th forms and College mentors to promote students' involvement in planning their provision and distribute information and resources. Post-16 implementation plan (working in liaison with Coleg Sir Gar and Ceredigion). ALN Advisory teacher to lead on post-16 – to be appointed – sharing information. Clear and transparent guidance on pathways to transition between phases to be shared.

Parent Partnership: Website, drop-in sessions. Child and parent friendly resources, including accessibility. Access to advice from FLOs and Parent Partnership Service.

Children and Young People: Website, drop-in sessions. Child and parent friendly resources, including accessibility. Access to advice from FLOs and Parent Partnership Service.

LA Activity: Primary and Secondary ALNCO fora, Secondary ALNCO forum, clusters, MS Team channels, sharepoint - use to share information. Training – PCP Coaches, Assistive Technology, CHATT, ELKLAN, Communication friendly classrooms. Literacy. ASD Info Wales. Bespoke ASD, Dyslexia, Sensory Impairment training around individuals. CCC website, FIS website etc re Local Offer re Inclusive Education, identification of ALN and ALP, Support Services, ALNET Act and Code local processes -> Revised Inclusion Handbook .

4. **<u>Enabling Participation - Capacity building activity to ensure settings can support learners and their families to actively engage and participate</u>.**

Early Years Activity: EYALN Lead officer to coordinate sharing of good practice and capacity building.

School based Activity: ALN Transformation readiness survey. Schools to complete again to monitor progress. Inclusive schools/PCP - embedded.

Post 16 Activity: Coleg Sir Gar have completed PCP audit and developed action plan – this to be taken forward, rolled out and monitored.

Parent Partnership: parental questionnaire developed and shared with parents. Young person advocacy service. Voice of the child. Access to advice from FLOs and Parent Partnership Service.

Children and Young People: Access to advice from FLOs and Parent Partnership Service, Children and Young People's Advocacy Service.

LA Activity: School readiness audit completed, and schools will be asked to re-visit the audit so progress can be monitored. Advisory teacher reviewed Coleg Sir Gar PCP audit/ action plan and supporting with monitoring of it. Also see Post-16 Local Implementation Plan. Training, as above.

5. **Well-being and Resilience - Capacity building activity to develop age appropriate independence, well-being and resilience skills and competencies.**

Early Years Activity: EYALNLO to coordinate.

School based Activity: Healthy schools wellbeing and anxiety packs (primary and secondary), EPS + Behaviour Manager have distributed wellbeing packages and training. School refusal through anxiety training to be delivered by ECP and School Safeguarding team. Emotional literacy screening tools and interventions. Daily check-ins, including for example SPEAKR, key adult. Use of person-centred tools with learners. Youth workers used to engage reluctant learners. Area 43 school based counselling, now rolling out to year 5 and below.

Post 16 Activity: Link with Health (DECLO) and post-16 providers.

Parent Partnership: Family Liaison Officers to support and promote independence for well-being.

Children and Young People:

LA Activity: Emotional literacy screening tool, restorative practice pilot schools, trauma informed trained schools. Cynydd emotional support element. Behaviour, Inclusion and ECPS working collaboratively to support children, under transformation of behaviour. Healthy Schools initiatives. Corporate Parenting Emotional Health Team support and LAC Emotional Support Plans.

Input/ Focus/Outputs	Aug 20	Sept 20	Oct 20	Nov 20	Dec 20 New ALN CoP due	Jan 21 EYALNLO in post	Feb 21	Mar 21 New ALN CoP finalised
Independence	Preparation research							

Input/ Focus/Outputs	Aug 20	Sept 20	Oct 20	Nov 20	Dec 20 New ALN CoP due	Jan 21 EYALNLO in post	Feb 21	Mar 21 New ALN CoP finalised
Improvement	Preparation research	Local Offer EY – LA and Health, including identification of ALN process/tools/ graduated response	LA IDP Process – ECP input into all U 5s IDPs	PCP Transition Process into school – ECP input	ETE and CDT Redesign – ECP input	Consult stakeholders and tweak – support EYALNLO	ALN Manual/Handbook Content – support EYALNLO	Training Content– support EYALNLO
Inclusion	Preparation research	Local Offer Schools; LA Specialist Setting and Specialist Support including EOTAS – LA and Health, including identification of ALN process/tools/ graduated response	LA IDP Process – ECP input into all Complex needs and EOTAS IDPs	PCP Transition Process KS2/3 – ECP input	Statement to IDP conversion process – ECP input	Consult stakeholders and tweak – support ALN Process Manager	ALN Manual/Handbook Content – support ALN Process Manager	Training Content– support ALN Process manager
Integration	Preparation research	Local Offer 16+ – LA and Health, to include current, developing and gaps to address	PCP Transition Process for complex ALN Year 9 on – ECP input	LA 16 Plus specialist ALP assessment IDP Process – ECP input into all IDPs for	Develop ECP Assesment toolkit and model reports in line with WG regulations	Consult stakeholders and tweak – support 16+ALNCO	ALN Manual/Handbook Content – support 16+ALNCO	Training Content– support 16+ALNCO

				Specialist College				
Independence	Preparation research	Agree Local Offer EY/School/16+ – LA and Health, including identification of ALN process/tools/ graduated response	Agree LA IDP Process – ECP input into all U 5s IDPs, LA IDP school, EOTAS and 16+	Agree PCP Transition Process – ECP input	Agree ETE and CDT Redesign etc. – ECP input	Consult stakeholders and tweak – support above and agree final	ALN Manual/Handbook Content – support above and agree final	Training Content– support above and agree final

N.B. Timeframes will need to be adjusted as some key ALN officers will not be in post at start of plan. Also Final ALNET Code will not be with us in September 20 due to COVID-19 delaying WG plan. It is likely that the Spring term 21 will require considerable activity and carry over into the Summer term 21.

Next Step: Summer Term Training all Partners and Stakeholders in ALN processes for September 2021 delivery.

Angela Davies, PECP with Elinor Williams and Rebecca Williams, ALN Managers 15/7/20

Supporting Schools to Keep ALP Under Review

ALN Support for Schools

- Collegiate Approach – Team Around the School Support Model
- Cluster Model
- Training menu (Porth) / Road map of support
- Headteacher/ALNCo drop in sessions
- Updated Inclusion Handbook
- ALNCo Fora
- PCP Audit
- PCP Coach in every school
- Quality Assurance Model to ensure Monitoring and Review of ALN is embedded in School Improvement/Self Evaluation cycle
- Assessment Framework
- Whole school strategic advice by Advisory Teachers
- Access to resource platform and training videos i.e. SharePoint/Porth/Google Site

Targeted ALN Support for Schools

- Cluster Model
- ALN TAPPAS/Wellbeing TAPPAS
- ALN Auditing
- ALN Transformation Audit Review
- Decision making model
- Support sequence model
- Provision Mapping Tools
- Advisory Teacher Advice and Support
- Bespoke training packages
- Targeted Advisory Support for specific Trends

Individual ALN Support

- Open Door Policy and Approach
- Individual and Direct Advisory Teacher support to aid good practice, resolution and problem solving
- Family Liaison Support and Advice
- Bespoke transition support
- Decision Making Model
- Support sequence model

Rhaglen Weithredu Trawsnewid ADY Sir Gar

Carmarthenshire ALN Transformation Action Programme

Update to Scrutiny Committee – May 2021

Rebecca Williams & Elinor Williams
ALN Managers

Adran Gynhwysiant / Inclusion Department

Cyngor Sir Gâr
Carmarthenshire County Council

Trawsnewid ADY – Datblygiad Cenedlaethol / ALN Transformation - National Development

Mae ADY yn gyfrifoldeb ar bawb

Y Sefyllfa Gyfredol:

- Cod Anghenion Dysgu Ychwanegol Cymru 2021 – Cyhoeddwyd Mawrth ’21.
- Trosolwg eang o'r trosglwyddiad a ddarparwyd, yn aros am ganllawiau gweithredu.
- Gorchmynion cychwyn yn amlinellu grwpiau pontio Blwyddyn 1.
- Rhaglen genedlaethol o hyfforddiant yn cael ei datblygu.
- Ionawr 2021 – Rolau statudol:

  - Cydlynydd Anghenion Dysgu Ychwanegol (CADY);
  - Swyddog ADY Blynyddoedd Cynnar;
  - DECLO.
- Medi 2021 - Dechrau Gweithredu’r Cod.
- Rhedeg dwy system ar y cyd hyd 2024, cyfnod pontio o 3 blynedd.

ALN is everybody's business

The current situation:

- The Additional Learning Needs Code for Wales 2021 – Published March ’21.
- Broad overview of transference provided, awaiting implementation guidance.
- Commencement orders outlining yr 1 transition groups.
- National programme of training being developed.
- January 2021 – Statutory Roles:
  - ALNCO;
  - EYALNCO;
  - DECLO;
- September 2021 – Begin to Implement the New ALN Code.
- Two systems will run in parallel until 2024, staged 3 year transition period.

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Adroddiad Cynnydd Sir Gaerfyrddin / Carmarthenshire Progress Report

Meysydd Datblygu Allweddol

Datblygu systemau mewn ysgolion -

- Datblygu rhaglen mapio darpariaeth ADY, model cyflawni gwneud penderfyniadau, darpariaeth gyffredinol ac ADY. Datblygu offeryn mapio electronig ar gyfer ysgolion.
- Ymarfer sy'n canolbwyntio ar ADY dull ysgol gyfan – hyfforddwr sy'n canolbwyntio ar yr unigolyn ym mhob ysgol.
- Cynllun Hyfforddiant – cyflwyno o bell; cymorth dwys i Benaethiaid/Cydgysylltwyr ADY a staff ysgol.
- Templed CDU rhanbarthol.
- Llwyfan CDU sy'n cefnogi prosesau Ymarfer sy'n Canolbwyntio are Unigolyn ar draws ysgolion, teuluoedd a'r ALl.
- Prosesau CDU wedi'u gwreiddio'n dda – arfer gyffredin ym mhob ysgol.
- Model ymyrraeth a chymorth ar gyfer ysgolion.
- Proffil rolau a chyfrifoldebau Cydlynwyr ADY.
- Fforwm a Model Clwstwr Cydlynwyr ADY i gefnogi datblygu ar y cyd.
- Sesiynau galw heibio.
- Prosesau cyfathrebu.
- Arian ychwanegol a roddir i ysgolion i ryddhau Cydlynwyr ADY i weithredu'r system.

Key Areas of Development

School based system development -

- Developing a ALN provision mapping programme, decision making delivery model, universal provision and ALP.
- Develop an electronic mapping tool for schools.
- ALN-person centred practice whole school approach – person centred coach in every school.
- Training Plan – remote delivery intensive support for Heads/ALNCos and school staff.
- Regional IDP Template.
- IDP Platform that supports PCP processes across schools, family and LA.
- IDP Processes are well embedded- common practice in all schools.
- Intervention and support model for schools.
- ALNCo roles and responsibilities profile.
- ALNCo Forum and Cluster model to support co-construction.
- Drop in sessions.
- Communication processes.
- Additional funding given to schools to release ALNCo to consider implementation.

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Datblygu systemau’r ALl i gefnogi'r holl randdeiliaid:

- Datblygu canllawiau cefnogol - dogfen disgwyliadau a fydd yn cefnogi Llawlyfr ADY/ Cynhwysiant/modelau gwneud penderfyniadau newydd.
- Datrys Anghydfodau’n Gynnar.
- Datblygu Llwybr y Blynyddoedd Cynnar. Swyddog Arweiniol y Blynyddoedd Cynnar yn ei swydd.
- Ailfodelu Ôl-16 - Protocolau Pontio/Ystyriaethau darpariaeth.
- Rolau a Chyfrifoldebau.
- Cynllun Strategaeth Gyfathrebu Ranbarthol.
- Ehangu'r tîm i fodloni gofynion statudol.
- Datblygu system ddata’r ALl.
- Pecyn Hyfforddiant i Lywodraethwyr.
- Mapio prosesau statudol ar waith.
- Dull Colegaidd Cyson gyda Gwasanaethau Addysg ehangach i gynorthwyo dulliau cefnogi/monitro.
- Adolygiad o ddulliau cyfathrebu ehangach.
- Adolygu'r fformiwla ariannu i gyd-fynd â’r system newydd.
- Rhaglen hyfforddi amlasiantaethol / cydweithredu amlasiantaethol - iechyd/gwasanaethau cymdeithasol/rhieni a gofalwyr.

LA based system development to support all stakeholders:

- Developing supportive guidance- expectations document that will support a new ALN/Inclusion Handbook/decision making models.
- Early Dispute Resolution.
- Early Years Pathway development. Early Years Lead Officer in post
- Post 16 Remodelling - Transition Protocols/Provision considerations.
- Roles and Responsibilities.
- Regional Communications Strategy Plan.
- Expansion of the team to meet statutory requirements.
- LA Data system development.
- Package of Governor training.
- Statutory process mapping in progress.
- Aligned Collegiate approach with wider Education Services to aid support/monitoring approaches.
- Review of wider communication approaches.
- Review of funding formula to align with new system.
- Multi agency training programme / multi agency collaboration health/social services/parents and carers.

Trawsnewid ADY / ALN Transformation ***

Nifer y disgyblion ar y gofrestr AAA ar hyn o bryd:

Adolygiad ar waith ym mhob ysgol ynghylch pa ddisgyblion y bydd angen CDU arnynt

Current numbers of pupils on the SEN register:

- **Review underway in each school as to which pupils will require an IDP**

SEN Category	School Year Group										
	R	Y1	Y2	Y3	Y4	Y5	Y6	Y7	Y8	Y9	Total
SA	108	208	279	332	416	412	364	338	365	367	3189
SAP	125	196	203	205	216	218	207	201	172	195	1938
Statement	15	20	28	40	42	55	62	92	111	131	596
Total	248	424	510	577	674	685	633	631	648	693	5723

Cynllun Gweithredu wedi'i gadarnhau:
O fis Medi 2021
GY + GYaM - Blynyddoedd 1,3,5,7 a 10 yn trosglwyddo i'r system ADY newydd

Confirmed Implementation plan:
From September 2021
SA + SAP - Years 1,3,5,7 and 10 transfer to the new ALN system

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Fformiwla Ariannu / Formula Funding

Ar gyfer y rhan fwyaf o blant mewn ysgolion prif ffrwd, gan gynnwys y rhai ag ADY ac anableddau, dyrennir cyllid iddynt drwy gyllideb yr ysgol ac fe'i gelwir yn gyllid fesul disgybl. Mae'r cyllid hwn yn cefnogi'r holl ddysgu ac fe'i defnyddir ar gyfer cyflog staff, gan gynnwys y CADY, cyfleusterau ac adnoddau ADY.

Dylid gwario canran o gyfanswm y cyllid fesul disgybl a dderbynnir gan ysgol, ar ddarparu ar gyfer disgyblion ag ADY. Disgwylir i ysgolion Sir Gaerfyrddin ddyrannu o leiaf 5% o'u cyllid fesul disgybl i'w cyllideb ADY.

Dyrennir gweddill y fformiwla ariannu drwy ychwanegion sy'n cefnogi'r categorïau gwariant a nodwyd na fyddai dyraniad ar niferoedd disgyblion yn briodol ar eu cyfer.

Darperir cyllid ychwanegol i ysgolion ar gyfer unrhyw Ddatganiadau newydd y cytunwyd arnynt yn ystod y flwyddyn ariannol.

For the majority of children in mainstream schools, including those with ALNs and disabilities, funding is allocated to them through the school budget and is known as the per pupil funding. This funding supports all learning and is used for staff salaries, including the ALNCO, facilities and ALN resources.

A percentage of the total amount of per pupil funding received by a school should be spent on providing for pupils with ALN. In Carmarthenshire schools are expected to allocate at least 5% of their per pupil funding to their ALN budget.

The remainder of the funding formula is allocated through supplements which support the identified categories of spend for which an allocation on pupil numbers would not be appropriate.

Additional funding is provided to schools for any new Statements agreed during the financial year.

Atodiadau ADY Ysgolion / ALN School Supplements

Mae ysgolion yn derbyn ychwanegiadau cyllid fel y ganlyn ar gyfer ADY:

- ADY
- AAA

Dyrennir ychwanegiadau ADY:

£1000 fesul plentyn mewn gofal 25% prydau ysgol am ddim
25% Gweithredu gan yr Ysgol 50% Gweithredu gan yr Ysgol a Mwy

Ychwanegiadau AAA

- Ychwanegiad 100% ar gyfer y rhai y cytunwyd arnynt hyd at fis Hydref 2019.
- O fis Hydref 2019: Cynradd - 50% ar gyfer Datganiadau newydd; Uwchradd - 40% neu 45% fesul Datganiad.

Cytunir ar yr uchod ar sail:

- Prydau am Ddim a gefnogir drwy linynnau eraill yn ogystal.
- Cofrestr AAA i'w monitro a'i herio.
- Pan fo'r gofyniad y Datganiad yn fwy nag 1 CD fesul disgybl, bydd yr ALl yn ariannu'r gofynion ychwanegol yn llawn.
- Wrth i Ddatganiadau leihau, y bwriad yw bod y cyllid yn trosglwyddo i'r ychwanegiad ADY.

Schools receive the following funding supplements for ALN:

- ALN
- SEN

ALN supplement is allocated:

£1000 per LAC child 25% FSM
25% School Action 50% School Action Plus

SEN supplement

- 100% supplement for those agreed up to October 2019
- From October 2019: Primary - 50% for new Statements; Secondary 40% or 45% per statement

The above is agreed on the basis of:

- FSM supported through other strands in addition.
- SEN register to be monitored and challenged.
- Where statementing requirement exceeds 1 TA per pupil, LA will fully fund additional requirements
- With the intention that as Statements reduce, funding will transfer to the ALN supplement.

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Cynnig ar gyfer Cyllido ADY o dan y Cod ADY newydd
Proposal for ALN Funding under the new ALN Code

Mae angen i unrhyw fecanwaith fformiwla cyllido newydd gefnogi a pharatoi ysgolion ar gyfer Trawsnewid ADY a fydd yn diwygio'r ffordd y caiff plant ag ADY eu nodi, eu hasesu a'u cefnogi. Bydd categorïau blaenorol ADY - Gweithredu gan yr Ysgol, Gweithredu gan yr Ysgol a Mwy a Datganiadau - yn dod i ben a bydd yn ofynnol i ysgolion wneud Darpariaeth Dysgu Ychwanegol statudol drwy Gynlluniau Datblygu Unigol (CDU).

Mewn ymgynghoriad â Phenaethiaid mae'r fformiwla isod a awgrymir wrth ini symud ymlaen, wedi ystyried amrywiaeth o ddangosyddion procsi sy'n adlewyrchu natur gyd-destunol ysgolion.

- Amddifadedd cymdeithasol
- Niferoedd disgyblion
- Prydau Ysgol am Ddim
- Plant Mewn Gofal
- Cynnig Dysgu Cyffredinol
- Nifer y plant ag anghenion sy'n dod i'r amlwg ac a nodwyd
- Gofyniad am GDU yn seiliedig ar feini prawf Llywodraeth Cymru
- Gofyniad am system ymatebol o gymorth

Any new formula funding mechanism needs to support and prepare school for ALN Transformation that will reform the way in which children with ALN are identified, assessed and supported. Previous categories of ALN - School Action, School Action Plus and Statements- will cease and schools will be required to make statutory Additional Learning Provision through Individual Development Plans (IDPs).

In consultation with Head teachers the below suggested formula going forward has considered a range of proxy indicators which reflect the contextual nature of schools.

- Social-deprivation
- Pupil numbers
- Free School Meals
- Looked After Children
- Universal Learning Offer
- Number of children with Emerging and Identified needs
- Requirement for IDPs based on the WG criteria
- Requirement for a responsive system of support

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Funding Provision for All Children

Which elements require funding

School held funding		Centrally held funding	
School decision making based on Local Authority guidance and support.		Central decision making via Inclusion Panel	
• Universal Learning Provision • Health Care Planning	• School based IDPs (ALP)	• LA held IDPs • In coming out of county pupils with complex needs requiring mid term transfer/LAC – Require LA held IDP	• Health Care Plans – Complex and/or over and above 1 TA
Up to 95% -98% possibly. Previously 86%. Schools should feel they are having a real growth of funding delegated at start of school year/financial year based on a funding formula that reflects agreed proxy indicators – school size /free school meals. Funding will not be allocated related to those children who have ALN requiring ALP = IDP. High level of delegation supporting long term planning and responsive decision making around changing cohorts. Funding will be made up of AWPU/School overall funding and previously allocated ALN funding which will now be known as ULP/Inclusion funding. Possibly consider extending the funding period.		2% - 5% of funding held centrally to fund: LA held IDP – identified via rigorous threshold. ECP assessment? This will include: EY/Specialist Provision(?) / LAC/ PRU / P16. Health care plans – where a child requires an additional adult to provide medical support/personal care evidenced through the HCP. Consider economies of scale in small and rural schools – pooled element to fund ALNCo/TAs across a school. Need to consider funding to provide intervention in schools under 100.	

Transition into this model – phased transition over 2 years for Primary / 3 for secondary.

Statementing money will have to remain available for 2/3 years until transfer programme to IDPs complete

Diolch | Thank you

Adran Gynhwysiant
Cyngor Sir Gâr

Inclusion Department
Carmarthenshire County Council

sirgar.llyw.cymru

carmarthenshire.gov.wales

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Y Pwyllgor Craffu Addysg a Phlant

11 Mehefin, 2021

Y Pwnc
Y Pwrpas: Papur trafod er mwyn ail sefydlu sesiynau ymrwymiad ysgolion

Ystyried y materion canlynol a chyflwyno sylwadau arnynt:

- **Rôl sgriwtini mewn gwella ysgolion**
- **Rôl sgriwtini yng nghyd-destun atebolrwydd**
- **Egwyddorion sylfaenol ar gyfer ymgysylltu gyda ysgolion**
- **Themâu posibl**

Y Rhesymau:

- **Yn sgil Pandemig, bu'n rhai oedi trefniadau ar gyfer ymweliadau ag ysgolion. Mae canllawiau newydd gan Lywodraeth Cymru yn rhoi arweiniad penodol ar gyfrifoldebau sgriwtini addysg.**

- **Mae'r canllawiau cenedlaethol yn amlinellu'n gadarn gyfrifoldebau sgriwtini yng nghyd-destun gwella ysgolion a sicrhau atebolrwydd am ansawdd gwasanaethau cefnogi addysg**

- **Er mwyn sicrhau fod sgriwtini yn cael y cyfle i ddeall beth yw effaith gwasanaethau cefnogi'r awdurdod ar gynnal darpariaeth o safon uchel yn ein hysgolion.Discussion paper to re-establish school commitment sessions**

Angen cyfeirio'r mater at y Bwrdd Gweithredol / Cyngor er mwyn gwneud penderfyniad: NA

YR AELOD O'R BWRDD GWEITHREDOL SY'N GYFRIFOL AM Y PORTFFOLIO:- Cynghorydd Glynog Davies

Y Gyfarwyddiaeth: Addysg a Phlant **Enw Pennaeth y Gwasanaeth:** Aneirin Thomas **Awdur yr Adroddiad:** Aneirin Thomas	**Swyddi:** Pennaeth Gwasanaethau Addysg a Chynhwysiad	**Rhifau ffôn:** **Cyfeiriadau E-bost:** 01267 246506 arthomas@sirgar.gov.uk

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Carmarthenshire County Council

Executive Summary
Education & Children Scrutiny Committee
11th June 2021

Re-establishing engagement sessions with schools.

Recent national guidance on self-evaluation and school improvement states that the focus of democratic accountability arrangements including education scrutiny should be on the quality and impact of governance and accountability arrangements with regard to schools and the effectiveness of local authority to support schools and learners.

This guidance therefore provides a new point of reference for the Carmarthenshire Education and Children Scrutiny Committee, outlining Welsh Government's expectations of them in contributing to school improvement.

It is vital that schools, especially those in need of greater support, are able to receive effective support from peers and the local authority, in order to bring about sustainable improvement. The role of this committee is key in ensuring that the appropriate support is reaching our schools and that the impact of this support is felt be practitioners and pupils alike.

DETAILED REPORT ATTACHED ?	YES

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Carmarthenshire County Council

IMPLICATIONS

I confirm that other than those implications which have been agreed with the appropriate Directors / Heads of Service and are referred to in detail below, there are no other implications associated with this report :

Signed: **Aneirin Thomas** **Head of Education and Inclusion**

Policy, Crime & Disorder and Equalities	Legal	Finance	ICT	Risk Management Issues	Staffing Implications	Physical Assets
NONE	**NONE**	**NONE**	**NONE**	**NONE**	**NONE**	**NONE**

CONSULTATIONS

I confirm that the appropriate consultations have taken in place and the outcomes are as detailed below

Signed: **Aneirin Thomas** **Head of Education and Inclusion**

1.Local Member(s)

N/A

2.Community / Town Council

N/A

3.Relevant Partners

N/A

4.Staff Side Representatives and other Organisations

N/A

EXECUTIVE BOARD PORTFOLIO HOLDER(S) AWARE/CONSULTED	**Include any observations here**
N/A	

Section 100D Local Government Act, 1972 – Access to Information
List of Background Papers used in the preparation of this report:

THERE ARE NONE

Title of Document	File Ref No.	Locations that the papers are available for public inspection
N/A		

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School Engagement Sessions (previously scrutiny school visits)

(For consideration from September 2021 onwards.)

Scrutiny and School Improvement

The overarching purpose of school improvement is to help schools give learners the best possible learning experiences and outcomes.

Within the context of the new curriculum, this guidance aims to clarify the role of the school engagement sessions in fostering sustainable school improvement through a clear framework for evaluation, improvement and accountability.

In our approach, there is a clear distinction between **evaluation and improvement activities** and **accountability**. The majority of the energy and focus in the Carmarthenshire schools system should be on delivering school improvement, guided by effective self-evaluation, improvement planning and support in all schools. As part of evaluation and improvement, practitioners and school leaders should have the support and confidence to learn and improve their practice continually. This will enable them to thrive in a supportive and collaborative environment that will raise standards and ensure every young person can fulfil their potential.

Fundamental to the new arrangements is robust and continuous **self-evaluation** by schools. Effective self-evaluation will be complemented by professional dialogue between schools and the local authority, to agree on schools' **improvement priorities and support**. Informed by this, all schools will have a single, School Development Plan they are working towards.

Scrutiny and Accountability

The **accountability system,** in contrast, is the safety net to ensure that evaluation and improvement is functioning effectively. It should not drive school improvement activity, although it should ensure that problems are identified and addressed.

Therefore, alongside the improvement and support roles played by the local authority, the system requires effective democratic accountability and governance arrangements.

Accountability is for governance purposes. Information available and used for this purpose will help scrutiny to oversee the quality of delivery by the local authority and, in doing so, to fulfil their democratic accountability functions.

Democratic accountability in the local authority is critical to strengthening the middle tier's role in supporting schools and to monitor, challenge and improve the work it does as part of this role.

Scrutiny School Engagement Sessions

Scrutiny should enhance both improvement, accountability, and transparency within the local authority. The Education Scrutiny Committee should focus on ensuring that schools are well supported to deliver high quality education to all pupils.

School engagement sessions should be used effectively as part of scrutiny's wider processes to:

1. hold Cabinet members to account for the quality and impact of the Council's services to support schools;

2. scrutinise the work of the Council with regard to the services provided to support schools, rather than using their accountability arrangements to hold schools to account;

3. scrutinise how effectively the local authority works with the regional consortium, understanding that accountability for regional consortia is through their Joint Committee or Company Board (see below);

4. monitor and scrutinise the use of statutory powers to support and improve schools causing concern, in particular secondary schools.

5. consider the impact of decisions to reorganise schools on the improvement of schools.

Direct and first-hand engagement with schools will provide valuable opportunities for members of scrutiny to better understand the impact that the local authority's support has on provision across our school system.

The **engagement sessions** can take the form of physical meetings to schools, use of digital technology or requesting schools to attend meetings in the council chamber.

Key themes for academic year September 2021.

	Theme	Approach
Autumn	1. Recovery from covid 2. Preparedness for ALN transformation 3. Wellbeing of staff	Currently remotely
Spring	1. Preparedness for Curriculum 2. WESP 3. Recovery from Covid	Currently remotely
Summer	1. MEP – buildings 2. Preparedness for New Curriculum	School Visits

Estyn

Estyn's inspections of local authorities will be regular. The focus should be on the quality and impact of governance and accountability arrangements with regard to schools and the effectiveness of local authority to support schools and learners. This will include evaluating the effectiveness of democratic accountability arrangements in supporting school improvement

EDUCATION & CHILDREN SCRUTINY COMMITTEE

EXPLANATION FOR NON-SUBMISSION OF SCRUTINY REPORT

ITEM	RESPONSIBLE OFFICER	EXPLANATION	REVISED SUBMISSION DATE
Children's Services (Increased Referral Rates)	Stefan Smith	Officer has advised that the report would not be ready in time due to the need to capture the end of year reporting cycle.	TBC

Mae'r dudalen hon yn wag yn fwriadol

EDUCATION & CHILDREN SCRUTINY COMMITTEE – 11TH JUNE 2021

FORTHCOMING ITEMS FOR THE NEXT MEETING – 8TH JULY 2021		
Proposed Agenda Item	**Background**	**Reason for report**
Cynllun Adfer Addysg / Education Recovery Plan	Covid-19 and related lockdown periods impacted on teaching and learning, and the progress achieved by some learners. Schools were physically closed for prolonged periods which impacted on educational progress and learner wellbeing.	Whilst schools delivered a blended, online offer when schools were closed it is imperative that we now identify the support learners require to enable further progress. The report will outline how the Department has worked to support schools with the 'Stepping Forward' agenda.
Cynllun Strategol Cymraeg mewn Addysg / Welsh in Education Strategic Plan	The County Council has a statutory responsibility to create and consult upon a Welsh in Education Strategic Plan. The Plan for 2022-2032 is currently being developed.	The '2022-2032 Draft Welsh in Education Strategic Plan' will be shared with Scrutiny Members for comment and feedback.
Gwasanaethau Plant (cyfraddau atgyfeirio uwch) Children's Services (increased referral rates)	Covid-19 has had an adverse impact on some children, young people and their families. Our Children's Social Services continued to fully function during Covid providing support and input where required.	At the request of the Education and Children's Services Scrutiny Committee this report is presented to outline the number of children referred to services and the type of support provide during Covid-19.

Items circulated to the Committee under separate cover since the last meeting
• Revenue and Capital Budget Monitoring Report 2020/21

Items attached for information
1. The latest version of the Education & Children Scrutiny Committee Forward Work Programme 2020/21 2. Forward Work Programme May to December 2021 3. The latest version of the Executive Board Forward Work Programme 2020/21

Education & Children Scrutiny Committee – Forward Work Programme 2021/22

~~25th May, 2021~~ (moved) to 11th June, 2021	8th July, 2021	6th October, 2021	30th November, 2021	23rd December, 2021
~~Gwasanaethau Plant (cyfraddau atgyfeirio uwch)~~ ~~Children's Services (increased referral rates)~~	Presenoldeb - Cynllun Adfer Addysg (dal i fyny) / Attendance - Education Recovery Plan (catch up)	Llesiant ac Iechyd Meddwl / Wellbing and Mental health / COVID19	Trefniadau Gwella Ysgolion / School Improvement Arrangements (linked to school visits)	ERW (effeithiolrwydd Model ERW newydd / effectiveness of new ERW Model)
Gwasanaethau Cefnogi Ieuenctid / Youth Support Services	Cynllun Strategol Cymraeg mewn Addysg / Welsh in Education Strategic Plan	Tackling NEETs and funding challenges	Rhaglen Moderneiddio Addysg / MEP	Ymgynghoriad ar y Gyllideb (Rhagfyr) / 'Budget Consultation (December)'
Cynllun Gweithredu Trawsnewid ADY / ALN Transformation Action Plan	Gwasanaethau Plant (cyfraddau atgyfeirio uwch) Children's Services (increased referral rates)			
Sesiynau ymgysylltu ag Ysgolion (Ymweliadau Ysgolion Craffu Blaenorol) / School Engagement Sessions (Previously Scrutiny School Visits)				

For information/update reports circulated to the Committee via e-mail throughout the year:-

- Budget Monitoring 2020/21
- Annual Performance Report (Half Yearly)
- Departmental Reorganisation

Additional reports requested by the Committee:-

- Scrutiny Annual Report
- Council Annual Report
- Budget Consultation (December)

Reports to be allocated in the FWP:-

- NEET – tackling NEETs and funding challenges
- School Improvement Arrangements linked to school visits)
- MEP
- Children's Services (increased referral rates)
- Welsh in Education Strategic Plan
- Attendance – Education Recovery Plan (catch up)
- ERW (effectiveness of new ERW Model)
- Wellbeing & Mental Health / COVID19
- Consultation on Changes to Schools
- Youth Support Services
- Departmental Self Evaluation

Workshops to be arranged during the year:-

- Self Evaluation

BLAENRAGLEN WAITH Y BWRDD 20/21

Cyhoeddwyd 23/03/2021 (ar gyfer y cyfnod Mawrth 2021 – Chwefror 22)

Cyflwyniad

Cyhoeddir y cynllun hwn er mwyn hybu a hyrwyddo gwell dealltwriaeth rhwng y Weithrediaeth, y Cynghorwyr, y cyhoedd a rhanddeiliaid eraill. Mae'n gymorth i'r Pwyllgorau Craffu wrth iddynt gynllunio eu cyfraniad tuag at ddatblygu polisïau a dwyn y weithrediaeth i gyfrif.

Mae'r cynllun yn gyfle i'r cyhoedd a'r rhanddeiliaid weld y penderfyniadau mawr y bydd y Bwrdd Gweithredol a'r Cyngor Sir yn eu gwneud yn ystod y deuddeng mis nesaf. Adolygir a chyhoeddir y cynllun bob chwarter i roi sylw i newidiadau a phenderfyniadau allweddol ychwanegol.

Drafft cychwynnol

BLAENRAGLEN WAITH Y BWRDD 20/21

Cyhoeddwyd 23/03/2021 (ar gyfer y cyfnod Mawrth 2021 – Chwefror 22)

PRIF WEITHREDWR				
Y testun a disgrifiad cryno o'r hyn sydd dan sylw yn yr adroddiad	**Y Swyddog Arweiniol**	**Yr Aelod o'r Bwrdd Gweithredol**	**Ymgynghoriad gyda'r Pwyllgor Craffu**	**Dyddiad y penderfyniad disgwyliedig gan y bwrdd gweithredol**
ASESIAD EFFAITH INTEGREDIG A THAFLEN GLAWR	**Wendy Walters, Prif Weithredwr/Gwyneth Ayres**	**Dirprwy Arweinydd**	**Nag oes**	**Mai 2021**
ADRODDIAD BLYNYDDOL Y CYNGOR	**Noelwyn Daniel -Pennaeth TG a Pholisi**	**Dirprwy Arweindydd**	**Gorffennaf**	**27/09/21**
AMCANION LLESIANT	**Wendy Walters Cyfarwyddwr Adfywio A pholis**	**Cymunedau a Materion Gwledig**		
DOGFENNAU YMGYNGHORI LLYWODRAETH CYMRU	**Wendy Walters Prif Weithredwr**	**Dirprwy Arweinydd**	**Os yw'n berthnasol**	**Os yw'n berthnasol**
ADOLYGU FFINIAU CYNGHORAU CYMUNED A THREFNIADAU ETHOLIADOL	**Wendy Walters, Prif Weithredwr**	**ADNODDAU**	**YN ÔL YR ANGEN**	**Yn ôl yr angen**
ADOLYGIAD O'R CYFANSODDIAD (NEWIDIADAU DEDDFWRIAETHOL) -GWC	**Linda Rees Jones Pennaeth Gweinyddiaeth a'r Gyfraith**	**AMH CRWG - FEB**	**AMH**	**Yn ôl yr angen**
Y WYBODAETH DDIWEDDARAF AM Y FARGEN DDINESIG (GAN GYNNWYS PENTREF AWEL)	**Wendy Walters Prif Weithredwr**	**Arweinydd**		**Fel y bod angen**
GORLLEWIN CAERFYRDDIN PRESWYL	**Jason Jones Pennaeth Adfywio**	**Adfywio/Eiddo**	**AMH**	**26/04/21**
PORTH TYWYN – RHYDDHAU TIR	**Jason Jones Pennaeth Adfywio**	**Adfywio/Eiddo**	**AMH**	**26/04/21**
8/12 HEOL VAUGHAN, LLANELLI	**Jason Jones Pennaeth Adfywio**	**Adfywio/Eiddo**	**AMH**	**26/04/21**
ADRODDIAD BLYNYDDOL AR YR IAITH GYMRAEG	**Wendy Walters, Prif Weithredwr/Gwyneth Ayres**	**Diwylliant, Chwaraeon a Thwristiaeth**	**Mehefin**	**Mawrth 22**
STRATEGAETH CORFORAETHOL	**Wendy Walters, Prif Weithredwr/Gwyneth Ayres**	**Diwylliant, Chwaraeon a Thwristiaeth**	**Mehefin**	**Mawrth 22**
CYDRADDOLDEB STRATEGOL	**Wendy Walters, Prif Weithredwr/Gwyneth Ayres**	**Diwylliant, Chwaraeon a Thwristiaeth**	**Mehefin**	**Mawrth 22**

Drafft cychwynnol

BLAENRAGLEN WAITH Y BWRDD 20/21

Cyhoeddwyd 23/03/2021 (ar gyfer y cyfnod Mawrth 2021 – Chwefror 22)

CYNLLUN GWEITHREDU NET ZERO - ADOLYGU	**Jason Jones, Pennaeth Adfywio**	**Cymunedau a Materion Gweledig**	**I'w gadarnhau**	**Mawrth 22**

Drafft cychwynnol

BLAENRAGLEN WAITH Y BWRDD 20/21

Cyhoeddwyd 23/03/2021 (ar gyfer y cyfnod Mawrth 2021 – Chwefror 22)

GWASANAETHAU CYMUNEDOL				
Y testun a disgrifiad cryno o'r hyn sydd dan sylw yn yr adroddiad	**Y Swyddog Arweiniol**	**Yr Aelod o'r Bwrdd Gweithredol**	**Ymgynghoriad gyda'r Pwyllgor Craffu**	**Dyddiad y penderfyniad disgwyliedig gan y bwrdd gweithredol**
DATBLYGU PANEL HER TENANTIAID NEWYDD	**Jonathan Morgan Tai a Diogelwch Cymunedau / Les James**	**Tai**		**24 Mai 2021**
DIWEDDARIAD CREDYD CYNHWYSOL A RHENTI – HOL-DDYLEDION RENT Y SEFYLLFA PERSNENOL.	**Tai a Diogelwch Cymunedau / Jonathan Willis**	**Tai**		**26 Ebrill 2021**
POLISI YMDDYGIAD GWRTH GYMDEITHASOL	**Tai a Diogelwch Cymunedau /Les James / Sue Watts/Robert David Williams**	**Tai**	**Amgylchedd 21/01/21**	**07/06/2021**
SAFON TAI SIR GAERFYRDDIN A MWY (STSG+) CYNLLUN BUSNES	**Tai a Diogelwch Cymunedau / Rachel Davies/ Gareth Williams**	**Tai**	**Ionawr 2022**	**Chwefror 2022 (Cyllidebt)**
ADRODDIAD BLYNYDDOL Y CYFARWYDDWR GWASANAETHAU DEMOCRATAIDD	**Jake Morgan - Cyfarwyddwr**	**Gofal Cymdeithasol ac Iechyd**		**I'w gadarnhau**
DIWEDDARIAD TRWYDDEDU BRIDWYR CŴN	**Jonathan Morgan – Pennaeth Tai a Diogelwch Cymunedau**	**Diogelu'r Cyhoedd**		**I'w gadarnhau**

Drafft cychwynnol

BLAENRAGLEN WAITH Y BWRDD 20/21

Cyhoeddwyd 23/03/2021 (ar gyfer y cyfnod Mawrth 2021 – Chwefror 22)

GWASANAETHAU CORFFORAETHOL

Y testun a disgrifiad cryno o'r hyn sydd dan sylw yn yr adroddiad	Y Swyddog Arweiniol	Yr Aelod o'r Bwrdd Gweithredol	Ymgynghoriad gyda'r Pwyllgor Craffu	Dyddiad y penderfyniad disgwyliedig gan y bwrdd gweithredol
ADRODDIADAU DEUFISOL YNGHYLCH MONITRO'R CYLLIDEBAU REFENIW A CHYFALAF	Chris Moore Cyfarwyddwr Gwasanaethau Corfforaethol	ADNODDAU	AMH	EBRILL MEHEFIN MEDI TACHWEDD IONAWR MAWRTH
ADRODDIAD CHWARTEROL YNGHYLCH Y DANGOSYDDION DARBODAETH A RHEOLI'R TRYSORLYS	Chris Moore Cyfarwyddwr Gwasanaethau Corfforaethol	ADNODDAU	AMH	GORFFENNAF HYDREF IONAWR EBRILL
ADRODDIAD BLYNYDDOL YNGHYLCH Y DANGOSYDDION DARBODAETH A RHEOLI'R TRYSORLYS	Chris Moore Cyfarwyddwr Gwasanaethau Corfforaethol	ADNODDAU	AMH	GORFFENNAF
RHAGLEN GYFALAF 5 MLYNEDD	Chris Moore Cyfarwyddwr Gwasanaethau Corfforaethol	ADNODDAU	HOLL RHAG/ IONAWR	IONAWR
SYLFAEN Y DRETH GYNGOR	Chris Moore / John Gravelle	ADNODDAU	AMH	RHAGFYR
CYNLLUN GOSTYNGIADAU'R DRETH GYNGOR	Chris Moore / John Gravelle	ADNODDAU	AMH	CHWEF
RHAGOLYGON CYLLIDEBOL (Refeniw a Chyfalaf)	Chris Moore Cyfarwyddwr Gwasanaethau Corfforaethol	ADNODDAU	ALL RHAG/ IONAWR	IONAWR
CYNLLUN RHYDDHAD ARDRETHI'R STRYD FAWR	Chris Moore /John Gravelle	ADNODDAU	AMH	MARTH
STRATEGAETH RISG CORFFORAETHOL	Chris Moore / Helen Pugh	ADNODDAU	Pwyllgor Archwilio – Mawrth & Medi	

Drafft cychwynnol

BLAENRAGLEN WAITH Y BWRDD 20/21

Cyhoeddwyd 23/03/2021 (ar gyfer y cyfnod Mawrth 2021 – Chwefror 22)

GWASANAETHAU CORFFORAETHOL				
Y testun a disgrifiad cryno o'r hyn sydd dan sylw yn yr adroddiad	**Y Swyddog Arweiniol**	**Yr Aelod o'r Bwrdd Gweithredol**	**Ymgynghoriad gyda'r Pwyllgor Craffu**	**Dyddiad y penderfyniad disgwyliedig gan y bwrdd gweithredol**
POLISI A STRATEGAETH RHEOLI'R TRYSORLYS	**Chris Moore Cyfarwyddwr Gwasanaethau Corfforaethol**	**ADNODDAU**	**AMH**	**CHWEFROR**
CYLLIDEB DERFYNOL	**Chris Moore Cyfarwyddwr Gwasanaethau Corfforaethol**	**ADNODDAU**	**AMH**	**CHWEFROR**
ADRODDIAD CYLLIDEB Y CYFRIF REFENIW TAI A PHENNU RHENTI	**Chris Moore Cyfarwyddwr Gwasanaethau Corfforaethol**	**ADNODDAU**	**TAI**	**CHWEFROR**
RHAGOLYGON CYLLIDEBOL	**Chris Moore Cyfarwyddwr Gwasanaethau Corfforaethol**	**ADNODDAU**	**AMH**	**TaCHWEDD**

Drafft cychwynnol

BLAENRAGLEN WAITH Y BWRDD 20/21

Cyhoeddwyd 23/03/2021 (ar gyfer y cyfnod Mawrth 2021 – Chwefror 22)

ADDYSG A PHLANT

Y testun a disgrifiad cryno o'r hyn sydd dan sylw yn yr adroddiad	Y Swyddog Arweiniol	Yr Aelod o'r Bwrdd Gweithredol	Ymgynghoriad gyda'r Pwyllgor Craffu	Dyddiad y penderfyniad disgwyliedig gan y bwrdd gweithredol
CYNNIG I ADLEOLI YSGOL HEOL GOFFA AC I GYNYDDU RHIFAU (CAM 2 A 3)	Simon Davies – Pennaeth Mynediad I Addysg	Addysg a Phlant	17/03/21 (Cam 3)	12 Ebrill 2021
CYNNIG I GAU YSGOL GYNRADD BLAENAU A CYNNIG I GYNYDDU NIFER Y LLEOEDD ANEWID NATUR Y DARPARIAETH YN YSGOL GYNRADD LLANDYBIE (CAM 1, 2 A 3)	Simon Davies – Pennaeth Mynediad I Addysg	Addysg a Phlant	N/A	TBC (Stage 2) I'W GADARNHAU (Cam 3)
CYNNIG I GAU YSGOL RHYDYGORS (CAM 1, 2 AND 3)	Simon Davies – Pennaeth Mynediad I Addysg	Addysg a Phlant	N/A)	I'W GADARNHAU (Cam 2) I'W GADARNHAU (Cam 3)
CYNNIG I NEWID YSTOD OEDRAN YSGOL DYFFRYN Y SWISDIR (I'W GADARNAU) (CAM 1, 2 A3)	Simon Davies – Pennaeth Mynediad I Addysg	Addysg a Phlant	N/A	I'W GADARNHAU (Cam 2) I'W GADARNHAU (Cam 3)
CYNNIG I GAU YSGOL GYNRADD MYNYDD Y GARREG (CAM 1, 2 AND 3)	Simon Davies – Pennaeth Mynediad I Addysg	Addysg a Phlant	N/A	I'W GADARNHAU (Cam 2) I'W GADARNHAU (Cam 3)
CYNNIG I GAU YSGOL Y FELIN (CAM 2 AND 3)	Simon Davies – Pennaeth Mynediad I Addysg	Addysg a Phlant		I'W GADARNHAU (Cam 2) I'W GADARNHAU (Cam 3)
CANLYNIADAU ARHOLIADAU 2019 A CATEGOREIDDIO YSGOLION	Simon Davies – Pennaeth Mynediad I Addysg	Addysg a Phlant		I'W GADARNHAU (Cam 2) I'W GADARNHAU (Cam 3)
DIWEDDARIAD YSGOLION – COVID & CYLLID	Gareth Morgans – Cyfarwyddwr	Addysg a Phlant	Amh.	I'w gadarnhau
HUNAN ASESU GWASANAETHAU ADDYG ALI	Aneirin Thomas – Pennaeth Gwasanaethau Addysg	Addysg a Phlant	I'w gadarnhau	I'w gadarnhau
ADDYSG ÔL 16	Aeron Rees – Pennaeth Cwricwlwm a Lles	Addysg a Phlant	I'w gadarnhau	I'w gadarnhau
CANLYNIADAU ARHOLIADAU 2021	Gareth Morgans – Director of Education and Children, and DMT	Addysg a Phlant	Amh.	I'w gadarnhau
PAPUR GWASANAETHAU PLANT – I'W GADARNHAU	Stefan Smith – Pennaeth Gwasanaethau Plant	Addysg a Phlant	Amh.	I'w gadarnhau
STRATEGAETH ADDYSG CYNGOR SIR GAR AR GYFER Y 10 MLYNEDD NESAF	Gareth Morgans – Cyfarwyddwr Addysg a Phlant	Addysg a Phlant	I'w gadarnhau	I'w gadarnhau
STRATEGAETH GYMRAEG MEWN ADDYSG 10 MLYNEDD	Gareth Morgans – Cyfarwyddwr Addysg a Phlant	Addysg a Phlant	I'w gadarnhau	I'w gadarnhau

Drafft cychwynnol

BLAENRAGLEN WAITH Y BWRDD 20/21

Cyhoeddwyd 23/03/2021 (ar gyfer y cyfnod Mawrth 2021 – Chwefror 22)

YR AMGYLCHEDD				
Y testun a disgrifiad cryno o'r hyn sydd dan sylw yn yr adroddiad	**Y Swyddog Arweiniol**	**Yr Aelod o'r Bwrdd Gweithredol**	**Ymgynghoriad gyda'r Pwyllgor Craffu**	**Dyddiad y penderfyniad disgwyliedig gan y bwrdd gweithredol**
REALM CYHOEDDUS	**Steve Pilliner Pennaeth Trafnidiaeth a Phriffyrdd / Richard waters**	**Amgylchedd**		**26/4/21**
GORCHMYNION DATBLYGU LLEOL	**Llinos Quelch, Pennaeth Cynllunio/ Ian R Llewellyn**	**Amgylchedd**		**10/5/21**
TRAWSNEWYD BWS	**Steve Pilliner Pennaeth Trafnidiaeth a Phriffyrdd**	**Amgylchedd**		**24/5/21**
SIARTER GWNEUD PACE	**Llinos Quelch, Pennaeth Cynllunio / Ian R Llewellyn**	**Amgylchedd**		**24/5/21**
LLAWLYFR CYNNAL A CHADW PRIFFYRDD	**Steve Pilliner – Pennaeth** Trafnidiaeth a Phriffyrdd **/ Richard Waters**	**AMGYLCHEDD**	**4/10/21**	**25/10/21**
STRATEGAETH MARCHNOGAETH	**Steve Pilliner – Pennaeth Trafnidiaeth a Phriffyrdd /Caroline Ferguson**	**Amgylchedd**	**4/10/21**	**25/10/21**
POLISI GRAFFITI	**Ainsley Williams Pennaeth Gwastraff a Gwasanaethau yr Amgylchedd**	**Amgylchedd**	**EPP 4/10/21**	**25/10/21**
YMATEB LLIFOGYDD	**Ainsley Williams Pennaeth Gwastraff a Gwasanaethau yr Amgylchedd**	**Amgylchedd**	**4/10/21**	**25/10/21**
LEQ	**Ainsley Williams Pennaeth Gwastraff a Gwasanaethau yr Amgylchedd**	**Amgylchedd**	**EPP 4/10/21**	**25/10/21**
STRATEGAETH CERBYD TRYDANOL	**Steve Pilliner , Pennaeth Trafnidiaeth a Phriffyrdd/ Simon Charles**	**Amgylchedd**	**EPP 12/11/21**	**6/12/21**
CYFLEUSTERAU CYHOEDDUS	**Ainsley Williams. Pennaeth y Gwasanaethau Amgylcheddol a Gwastraff/ Rhys Davies**	**Amgylchedd**	**16/12/21**	**Ionawr 22**

Drafft cychwynnol

BLAENRAGLEN WAITH Y BWRDD 20/21

Cyhoeddwyd 23/03/2021 (ar gyfer y cyfnod Mawrth 2021 – Chwefror 22)

Drafft cychwynnol

Mae'r dudalen hon yn wag yn fwriadol

PWYLLGOR CRAFFU ADDYSG A PHLANT

DYDD MERCHER, 21AIN EBRILL, 2021

YN BRESENNOL: Y Cynghorydd D. Price [Cadeirydd]

Y Cynghorwyr:
S.M. Allen, L. Bowen, K.V. Broom, D. Jones, J.P. Jenkins, B.W. Jones, G.R. Jones, M.J.A. Lewis, E.M.J.G. Schiavone, B. Thomas, E.G. Thomas a D.T. Williams

Aelodau Cyfetholedig:
A. Enoch - Rhiant-Lywodraethwr
Y Parch. D. Richards - Cynrychiolydd yr Eglwys yng Nghymru

Hefyd yn bresennol:
Y Cynghorydd G. Davies, Aelod y Bwrdd Gweithredol dros Addysg a Phlant

Yr oedd y swyddogion canlynol yn gwasanaethu yn y cyfarfod:
G. Morgans – Cyfarwyddwr Gwasanaethau Addysg a Phlant
S. Davies - Pennaeth Mynediad i Addysg
A. Rees - Pennaeth Cwricwlwm a Lles
A. Thomas - Pennaeth Gwasanaethau Addysg a Chynhwysiant
C. Griffiths - Rheolwr Datblygu'r Cymraeg
A. James - Cynghorydd Cymorth Addysgol
M. Evans Thomas - Prif Swyddog Gwasanaethau Democrataidd
E. Bryer - Swyddog Gwasanaethau Democrataidd
S. Rees – Cyfieithydd ar y Pryd
J. Corner – Swyddog Technegol

Rhith-Gyfarfod : 10.00 yb - 12.05 yp

1. YMDDIHEURIADAU AM ABSENOLDEB

Derbyniwyd ymddiheuriadau am absenoldeb gan Mrs V. Kenny, cynrychiolydd Yr Eglwys Gatholig Rufeinig.

2. DATGANIADAU O FUDDIANNAU PERSONOL GAN GYNNWYS UNRHYW CHWIPIAU PLEIDIAU A RODDIR MEWN YMATEB I UNRHYW EITEM AR YR AGENDA

Aelod	Rhif y Cofnod(ion)	Y Math o Fuddiant
Y Cynghorydd Dot Jones	4. Cwricwlwm i Gymru	Mae ei gŵr yn ddarlithydd ym Mhrifysgol Cymru y Drindod Dewi Sant.

Ni chafwyd dim datganiadau ynghylch chwipiaid y pleidiau.

3. CWESTIYNAU GAN Y CYHOEDD (NID OEDD DIM WEDI DOD I LAW)

Dywedodd y Cadeirydd nad oedd dim cwestiynau wedi dod i law gan y cyhoedd.

4. CWRICWLWM CYMRU

[NODER: Roedd y Cynghorydd D. Jones wedi datgan buddiant yn yr eitem hon yn gynharach.]

Bu'r Pwyllgor yn ystyried adroddiad a oedd yn rhoi trosolwg o'r cymorth ar gael i ysgolion a lleoliadau arbenigol Sir Gaerfyrddin gan y Cyngor Sir a'r consortiwm rhanbarthol, ERW, wrth iddynt roi'r Cwricwlwm i Gymru ar waith erbyn mis Medi 2022.

Mae'r Awdurdod yn datblygu cynnig dysgu proffesiynol ar gyfer y Cwricwlwm i Gymru sy'n ategu gwaith y Tîm Cynhwysiant. Ei nod yw sicrhau bod addysgeg dda yn bodloni anghenion disgyblion unigol ar bob lefel a bod ysgolion yn gwneud cynnydd effeithiol yn unol â nodau'r Genhadaeth Genedlaethol. Hefyd, mae Ymgynghorwyr Cymorth Addysg a swyddogion o'r Tîm Seicolegwyr Addysgol a'r Tîm Ymddygiad a Chynhwysiant yn cynnal trafodaethau cadarnhaol parhaus ag ysgolion unigol i drafod cynnydd o ran pontio i'r Cwricwlwm i Gymru, yn ogystal â phontio ar gyfer Anghenion Dysgu Ychwanegol.

Roedd yr adroddiad yn darparu manylion ynghylch y math o gymorth a oedd yn cael ei roi ac yn cynnig dulliau strategol ychwanegol/amgen i wella'r ddarpariaeth bresennol gan gynnwys y canlynol:-

- y cyd-destun presennol ac ymgysylltiad ysgolion â'r cwricwlwm newydd hyd yn hyn;
- dull strategol yr Adran Addysg a Gwasanaethau Plant;
- y cymorth sydd ar gael i ysgolion a lleoliadau arbenigol;
- ymgysylltiad ysgolion a lleoliadau arbenigol;
- cwestiynau ar gyfer llywodraethwyr wrth iddynt gefnogi eu hysgolion ar y daith hon;
- y Rhwydweithiau Ymchwil a Dysgu Proffesiynol;
- disgwyliadau;
- rôl ERW.

Codwyd y cwestiynau/sylwadau canlynol wrth drafod yr adroddiad:-

- Ar ôl gofyn beth oedd y cynlluniau tymor hir a thymor byr o ran ERW, esboniodd y Cyfarwyddwr fod pedwar Awdurdod Lleol yn dal i weithio mewn partneriaeth y tymor hwn a'u bod yn aelodau llawn o ERW o hyd - Sir Benfro, Sir Gaerfyrddin, Abertawe a Phowys. Er bod Castell-nedd Port Talbot a Cheredigion wedi gadael y bartneriaeth, daethpwyd i gytundeb i barhau i ddarparu rhai gwasanaethau iddynt, rhaglenni arweinyddiaeth yn bennaf. Y bwriad bellach yw aros i ERW ddod i ben ar 31 Awst eleni a dechrau partneriaeth newydd ar 1 Medi, 2021. Bydd y ddarpariaeth a'r gefnogaeth yn parhau i gael eu darparu gan y bartneriaeth newydd, ond o fis Medi ymlaen, gallai'r ddarpariaeth honno fod yn fwy lleol o bosibl, yn dibynnu ar ganlyniad y trafodaethau a gynhelir ar hyn o bryd. Bydd rhagor o wybodaeth am y strwythur newydd yn cael ei rhoi i'r partneriaid newydd cyn bo hir a gobeithio y bydd swyddogion mewn sefyllfa i roi rhagor o fanylion i'r Pwyllgor yn y cyfarfod nesaf. Ychwanegodd y Pennaeth Cwricwlwm a

Llesiant fod y Tîm Cwricwlwm o fewn ERW wedi bod yn gweithio'n galed i gefnogi ysgolion drwy'r cyfnod pontio hwn;

- Cyfeiriwyd at y rôl bwysig y mae llywodraethwyr yn ei chwarae yn y broses hon a gofynnwyd i'r swyddogion sut y bydd yr Awdurdod yn sicrhau bod cymorth yn cael ei ddarparu yn gyson ac yn deg i'r holl ysgolion ledled y sir. Sut y bydd llywodraethwyr yn gwybod i ba raddau y mae'r staff yn eu hysgolion wedi cymryd rhan mewn cyrsiau hyfforddiant rhithwir ac i ba raddau y mae'r staff yn deall yr heriau sydd i ddod ac ati. Cytunodd yr Aelod o'r Bwrdd Gweithredol dros Addysg a Phlant ei fod yn bwysig bod llywodraethwyr yn ymwybodol o'r wybodaeth ddiweddaraf. Bydd sesiynau hyfforddiant ar gyfer llywodraethwyr yn cael eu cynnal ym mis Medi i'w helpu i wybod pa fath o gwestiynau y dylent fod yn eu gofyn i'w penaethiaid. Ychwanegodd y Cyfarwyddwr y dylai fod gan yr holl ysgolion Gynllun Datblygu'r Ysgol a fydd yn cynnwys y cwricwlwm fel un o'i flaenoriaethau a ffocws ar ddatblygu. Cydnabu fod rhywfaint o waith i'w wneud o hyd o ran y broses werthuso ar gyfer y cwricwlwm newydd yr oedd yn sicr y byddai ar waith erbyn mis Medi 2022;
- Gofynnwyd am esiampl o'r ffordd newydd o addysgu o gymharu â'r hen ffordd, esboniodd yr Ymgynghorydd Cymorth Addysgol ei fod yn ymwneud â meithrin perthnasoedd â phlant a'u hannog i gymryd rhan yn y dosbarth yn bennaf. Ychwanegodd y Cyfarwyddwr ei fod yn ymwneud â symud o gwricwlwm penodol lle rydych yn ticio blychau o ran y cynnwys i gwricwlwm sy'n addas ar gyfer anghenion y dysgwyr, gan gynnwys hanes lleol, diwylliant lleol ac ati;
- Mynegwyd pryder ynghylch y risg y gallai rhai ysgolion barhau i ddefnyddio'r cwricwlwm presennol yn lle croesawu'r cwricwlwm newydd. Pwysleisiodd yr Aelod o'r Bwrdd Gweithredol pa mor bwysig yw sicrhau bod ein hysgolion yn ddewr ac yn edrych tua'r dyfodol. Mae sgiliau cyfathrebu yn hollbwysig, ac felly, mae'n rhaid i ni fagu hyder plant i siarad yn gyhoeddus. Mae mwy o bwyslais ar ddysgu a gweithio digidol a fydd yn datblygu ym maes addysg ac yn ffactor pwysig iawn ohono yn y dyfodol ac nid yn ystod y pandemig yn unig. Bydd dysgu o bell yn rhan o hynny ac mae angen i ni sicrhau bod gan ein plant y sgiliau angenrheidiol;
- O ran pryderon na fydd rhai ysgolion yn croesawu'r cwricwlwm newydd o bosibl, gofynnwyd i swyddogion sut y bydd hyn yn cael ei fonitro a sut y byddwn yn sicrhau bod arferion gorau yn cael eu rhannu ledled y sir. Rhoddodd yr Ymgynghorydd Cymorth Addysgol wybod i'r Pwyllgor fod gwybodaeth yn cael ei chasglu o bob ysgol yn barhaus. Roedd yn anodd cynnal unrhyw asesiadau yn ystod y cyfyngiadau symud, ond, caiff unrhyw esiamplau o arferion gorau eu rhannu â'r holl ysgolion. Caiff cymorth ychwanegol ei roi i unrhyw ysgolion lle bo angen. Ychwanegodd y Cyfarwyddwr ei fod yn hanfodol sicrhau bod yr holl ysgolion yn cael y cymorth sydd ei angen arnynt i wneud yn siŵr eu bod ar y trywydd iawn a'u bod yn barod ar gyfer mis Medi 2022, a fydd yn flaenoriaeth i'r tîm;
- Mynegwyd pryder mewn perthynas â'r pwysau sydd ar ysgolion ar hyn o bryd o ganlyniad i'r problemau a achosir gan y pandemig, yn ogystal â'r pwysau ychwanegol sylweddol o orfod ymdrin ag un o'r newidiadau mwyaf i faes addysg o fewn yr 20 mlynedd diwethaf ar yr un pryd. Mae angen gwneud mwy i gefnogi ysgolion, yn enwedig yr ysgolion llai nad oes ganddynt yr adnoddau. Esboniodd y Pennaeth Cwricwlwm a Llesiant y gallai'r cwricwlwm newydd gael ei ddefnyddio fel rhagflaenydd a ffordd allan o'r pandemig ac y gallai ddarparu glasbrint a fframwaith i ddatblygu cymorth

ar gyfer gwellhad dysgwyr. Roedd yn bwysig bod yn ymarferol o ran yr hyn y gellir ei gyflawni erbyn mis Medi 2021, ac roedd swyddogion yn cydlynu â'r Arolygiaeth o ran hynny yng ngoleuni'r tarfu ar eu blwyddyn pontio. Ychwanegodd ei fod yn bwysig canolbwyntio ar gael y weledigaeth iawn yn gyntaf cyn symud ymlaen;

- Mynegwyd pryder bod ysgolion dan straen am sut beth fydd arolygiadau Estyn. Rhoddodd y Pennaeth Cwricwlwm a Llesiant wybod i'r Pwyllgor y dylai'r rhain fod wedi'u cynnal yn ystod y flwyddyn pontio, ond, roedd yr Arolygaeth wedi gohirio arolygiadau ar gyfer y mwyafrif o ysgolion. Ychwanegodd y Cyfarwyddwr fod trafodaethau ag Estyn a Llywodraeth Cymru wedi'u cynnal dros yr wythnosau diwethaf ynghylch ailddechrau arolygiadau ysgol a'r hyn y dylai ysgolion ei ddisgwyl. Bydd Estyn yn edrych ar sut mae ysgolion wedi addasu i COVID a sut maent wedi ymdrin ag ef. Fodd bynnag, bydd hefyd yn gefnogol o unrhyw ysgolion sy'n treialu dulliau newydd o ddylunio a gweithredu cwricwlwm yr ysgol a bydd hynny'n rhan o'r broses arolygu. Nod yr arolygiad yw gweld sut mae ysgolion yn newid ac yn datblygu wrth baratoi ar gyfer mis Medi;
- Cyfeiriwyd at gynlluniau datblygu ysgolion a'r ffaith eu bod yn amrywio o ran ansawdd ledled Cymru. Gofynnwyd i'r swyddogion a oedd cyfle yn fan hyn i gadw golwg ar y cynlluniau hyn, sicrhau cysondeb ledled y sir a cheisio safonau uchel. Mae Ymgynghorwyr Her yn gwneud gwaith da ond a allant sicrhau bod yr holl Gyrff Llywodraethu yn cael adborth o ran yr hyn sydd wedi gweithio a'r hyn sydd heb weithio ac ati. Esboniodd y Cyfarwyddwr fod Llywodraeth Cymru yn gweithio ar gynllun newydd mewn perthynas â gwella ysgolion sy'n amlinellu cyfrifoldebau pawb yn glir, gan gynnwys llywodraethwyr, yr Awdurdod Lleol a Llywodraeth Cymru. Pwysleisiodd fod proses fonitro ar waith yn lleol o ran Cynlluniau Gwella Ysgolion.

PENDERFYNWYD YN UNFRYDOL dderbyn yr adroddiad.

5. CYNLLUN BUSNES ADRANNOL

Cafodd y Pwyllgor gynllun busnes adrannol y Gwasanaethau Addysg a Phlant ar gyfer 2021/2022 a oedd yn nodi sut mae'r gwasanaeth yn helpu i gyflawni'r Strategaeth Gorfforaethol.

Oherwydd pandemig COVID-19, roedd y cynllun a gyflwynwyd yn fersiwn fyrrach nad oedd yn cynnwys yr adran adolygu gan ei bod wedi'i chynnwys yn yr asesiadau o effaith COVID-19 ar wasanaethau a gyflwynwyd yn flaenorol i'r Pwyllgor i'w hystyried.

Nodwyd bod effaith y pandemig a Brexit wedi creu llawer o ansicrwydd o ran llywio cynlluniau yn y dyfodol ac, yn sgil hynny, gallai'r cynllun busnes newid.

Codwyd y cwestiynau/sylwadau canlynol wrth drafod yr adroddiad:-

- Cyfeiriwyd at y tabl ar dudalen 51 o'r pecyn agenda a gofynnwyd i'r swyddogion pam nad oedd yr amgylchedd wedi cael sylw oherwydd siawns bod yr adran wedi'i heffeithio e.e. Llwybrau Diogel i’r Ysgol. Pwysleisiodd yr Aelod o'r Bwrdd Gweithredol fod yr amgylchedd yn ffactor pwysig ym maes addysg. Esboniodd y Cyfarwyddwr fod y blychau perthnasol dim ond yn cael eu ticio os oes camau gweithredu penodol ar gyfer yr adran yn y

Cynllun Llesiant. Mae'r adran yn cyfrannu tuag at lawer o agweddau ar waith amgylcheddol yn ein hysgolion. Ychwanegodd y byddai'n cydlynu â'r swyddogion perthnasol ynghylch rhoi gwybod am yr amcan penodol hwnnw, gan gynnwys y mesurau a'r camau gweithredu allweddol;

- Cyfeiriwyd at y datganiad yn y cynllun y bydd y ddarpariaeth ôl-16 oed yn cael ei hadolygu er mwyn creu darpariaeth gynaliadwy, a mynegwyd pryder bod hyn yn awgrymu nad oedd y ddarpariaeth yn bodoli ar hyn o bryd. Esboniodd y Cyfarwyddwr fod adolygiad o'r ddarpariaeth ôl-16 oed wedi'i gynnal pan ddaeth i'r amlwg nad oedd niferoedd y chweched mewn rhai ysgolion yn gynaliadwy, ac felly, nid oeddent yn gallu cynnig yr amrywiaeth o bynciau gofynnol. Ychwanegodd y Pennaeth Cwricwlwm a Llesiant fod y ddarpariaeth ôl-16 oed yn faes allweddol gan ei fod yn pontio o addysg statudol i addysg bellach i'r gweithle, ac mae llawer o waith yn cael ei wneud yn y maes hwn. Bydd adroddiad yn cael ei gyflwyno i'r Pwyllgor ar y pwnc hwn yn y dyfodol agos;
- Cyfeiriwyd at allu cymunedau i ddefnyddio cyfleusterau ysgolion a'r heriau cysylltiedig a gofynnwyd i'r swyddogion pa gynnydd sydd wedi'i wneud o ran y cytundeb model. Eglurodd y Pennaeth Mynediad i Addysg, o ran gwneud y defnydd gorau o gyfleusterau i gefnogi gweithgarwch ehangach yn y gymuned, fod swyddogion yn ceisio sicrhau bod prydlesau priodol ar waith ar hyn o bryd i ddiogelu'r ysgolion a'r Awdurdod Lleol;
- Cyfeiriwyd at y ffaith fod pryderon wedi'u mynegi yn flaenorol ynghylch termau mewn perthynas â'r Model Buddsoddi Cydfuddiannol, a gofynnwyd i swyddogion a fyddai'r Pwyllgor yn cael y wybodaeth ddiweddaraf am fynd i'r afael â'r pryderon hynny. Esboniodd y Pennaeth Mynediad i Addysg y byddai angen cymeradwyo unrhyw brosiect a nodir ar gyfer y Model Buddsoddi Cydfuddiannol ac y byddent yn cael eu hadrodd i'r Pwyllgor Craffu;
- O ran Cynllun Adrannol y Gwasanaethau Plant, cyfeiriwyd at y ffaith nad oedd y canrannau yn yr adroddiad yn rhoi unrhyw wybodaeth mewn gwirionedd. Esboniodd y Cyfarwyddwr nad ydynt yn gamau gweithredu, ond yn hytrach, targedau statudol ydynt a gyflwynir i Lywodraeth Cymru yn rheolaidd. Ychwanegodd fod y targedau yn cael eu defnyddio fel mesurau, felly dim ond problem fformatio ydoedd y byddai'n sicrhau ei bod yn cael sylw;
- Mynegwyd pryder ynghylch yr elfennau risg amrywiol y cyfeiriwyd atynt yn yr adroddiad a'r ffaith y dylai'r Pwyllgor roi sylw manwl i'r rhain dros y misoedd nesaf. Esboniodd y Cyfarwyddwr fod adroddiad risg adrannol ar gael a bod trefniadau diogelu ar waith i gydnabod a mynd i'r afael â'r risgiau hynny. Ychwanegodd y gallai rannu'r ddogfen hon â'r Pwyllgor pe baent yn dymuno ei gweld;
- O ran yr adolygiad sydd i'w gynnal o holl ystodau oedran a dyddiadau derbyn yr ysgolion, gofynnwyd i'r swyddogion a ydynt yn fodlon â'r gallu i gynnal yr adolygiad hwn. Esboniodd y Pennaeth Mynediad i Addysg ei fod yn llunio adroddiad cynnig i'w ystyried gan y Tîm Rheoli Adrannol ar hyn o bryd er mwyn ystyried nifer o opsiynau. Bydd ymgynghori ar unrhyw ddiwygiadau arfaethedig i'r Polisi Derbyniadau yn cael ei gynnal y flwyddyn nesaf.

PENDERFYNWYD YN UNFRYDOL dderbyn Cynllun Busnes Adrannol y Gwasanaethau Addysg a Phlant 2021/22.

6. EGLURHAD AM BEIDIO Â CHYFLWYNO ADRODDIAD CRAFFU

Cafodd y Pwyllgor esboniad dros beidio â chyflwyno'r adroddiad craffu canlynol:-

- Cynllun Gweithredu Trawsnewid ADY

PENDERFYNWYD YN UNFRYDOL nodi'r wybodaeth.

7. BLAENRAGLEN WAITH

Bu'r Pwyllgor yn ystyried ei Flaenraglen Waith am y cyfnod rhwng mis Mai a mis Rhagfyr 2021, a baratowyd yn unol â Chyfansoddiad y Cyngor sy'n ei gwneud yn ofynnol i Bwyllgorau Craffu ddatblygu a chyhoeddi blaenraglenni gwaith bob blwyddyn gan glustnodi materion ac adroddiadau sydd i'w hystyried mewn cyfarfodydd yn ystod blwyddyn y Cyngor.

Penderfynodd y Pwyllgor mewn sesiwn datblygu'r flaenraglen waith bennu'r flaenraglen waith ar gyfer y cyfnod rhwng mis Mai a mis Rhagfyr 2021 i ddechrau, a phenderfynwyd y bydd y cyfnod rhwng mis Ionawr a mis Ebrill 2022 yn cael ei drafod yn ddiweddarach. Nid oedd hyn yn atal yr eitemau a nodwyd i'w hystyried yn y cyfarfodydd hyn yn ystod y flwyddyn rhag cael eu cynnwys a diweddarwyd y flaenraglen yn unol â hynny.

Cyfeiriwyd at y ffaith fod y Pwyllgor wedi gofyn am gynnal gweithdai ynghylch Hunanarfarnu a'r Rhaglen Moderneiddio Addysg a bod y rhain yn cael eu cynnal cyn mis Medi 2021 os yw'n bosibl.

PENDERFYNWYD YN UNFRYDOL gymeradwyo Blaenraglen Waith y Pwyllgor Craffu - Addysg a Phlant ar gyfer y cyfnod rhwng mis Mai a mis Rhagfyr 2021.

8. GORCHWYL A GORFFEN

Cytunodd y Pwyllgor Craffu - Addysg a Phlant i sefydlu Grŵp Gorchwyl a Gorffen i adolygu'r broses ymgynghori bresennol ar gyfer newid trefniadaeth ysgolion, gan gynnwys newidiadau i'r ddarpariaeth ieithyddol a chau ysgolion.

Mae trafodaethau'r Pwyllgor ynghylch nodau ac amcanion allweddol yr adolygiad Gorchwyl a Gorffen hwn wedi'u cynnwys a'u datblygu mewn dogfen gynllunio a chwmpasu ddrafft.

Bydd y Grŵp Gorchwyl a Gorffen yn cynnwys chwe aelod etholedig ac un aelod cyfetholedig, a bydd yn wleidyddol gytbwys gymaint ag sy'n bosibl. Bydd y Grŵp Gorchwyl a Gorffen yn trefnu cynnal y cyfarfod cyntaf cyn gynted â phosibl ac yn penodi Cadeirydd ac Is-gadeirydd o blith ei aelodau yn y cyfarfod hwn. Bydd swyddogion yr Adran Addysg a Gwasanaethau Plant a'r Uned Gwasanaethau Democrataidd yn Adran y Prif Weithredwr yn cefnogi gwaith y Grŵp Gorchwyl a Gorffen.

Cyfeiriwyd at y ffaith fod angen tynnu'r cyfeiriad at "eitem 6 ar yr agenda" sydd tuag at ddiwedd y ddogfen gwmpasu, yn y blwch sy'n cynnwys pa wybodaeth/ddogfennau sydd eu hangen i lywio gwaith yr astudiaeth.

PENDERFYNWYD YN UNFRYDOL

8.1 derbyn Dogfen Gwmpasu y Grŵp Gorchwyl a Gorffen;

8.2 cadarnhau nodau a chwmpas gwaith y Grŵp Gorchwyl a Gorffen;

8.3 bod yr aelodaeth o'r Grŵp Gorchwyl a Gorffen fel a ganlyn:-

- **Y Cynghorydd Kim Broom**
- **Y Cynghorydd Shahana Najmi**
- **Y Cynghorydd Darren Price**
- **Y Cynghorydd Emlyn Schiavone**
- **Y Cynghorydd Bill Thomas**
- **Y Cynghorydd Edward Thomas**
- **Mr Anthony Enoch**

9. LLOFNODI YN GOFNOD CYWIR COFNODION Y CYFARFOD A GYNHALIWYD AR 17EG MAWRTH, 2021

Cyfeiriwyd at dudalennau 3 a 4 o'r cofnodion o ran yr ymgynghoriad cenedlaethol ynghylch categoreiddio iaith. Nodwyd bod y Pwyllgor yn cytuno y dylai'r ymateb i'r ymgynghoriad nodi y dylai fod mwy o hyblygrwydd ar gyfer ysgolion uwchradd. Cadarnhaodd y Pennaeth Cwricwlwm a Llesiant fod hyn yn rhan o'r ymateb i'r ymgynghoriad.

PENDERFYNWYD YN UNFRYDOL lofnodi bod cofnodion cyfarfod y Pwyllgor a gynhaliwyd ar 17 Mawrth, 2021 yn gofnod cywir.

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CADEIRYDD **DYDDIAD**

Mae'r dudalen hon yn wag yn fwriadol