

Llunio Dyfodol
Addysg
Arbennig -
Rhaglen
Weithredu ar
gyfer Cymru



Shaping the
Future for
Special
Education -
An Action
Programme for
Wales

Ymateb gan y Swyddfa
Gymreig i'r
ymgyngoriad yng Nghymru
yngly^ n â'r
Papur Gwyrdd 'Y Gorau ar
gyfer
Addysg Arbennig' [Gorch
3792]

A Welsh Office Response to
'The BEST for Special
Education' Green Paper
consultation in Wales [CM
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Rhaglen BEST Adeiladu Ysgolion Ardderchog Gyda'n Gilydd

Ionawr 1999

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WELSH OFFICE

Y SWYDDFA GYMREIG

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The BEST Programme Building Excellent Schools Together

January 1999

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Cynnwys

Rhagair gan Peter Hain AS, Gweinidog Addysg Cymru

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RHAGAIR GAN WEINIDOG ADDYSG CYMRU, MR PETER HAIN, AS

Mae'r Llywodraeth wedi ymrwymo i godi safonau addysg ar gyfer pob plentyn yng Nghymru. Mae'r ymrwymiad hwn yn gymwys i'r 20 y cant o blant y gellir disgwyl y bydd ganddynt ryw fath o angen addysgol arbennig ryw bryd yn ystod eu hamser yn yr ysgol, fel y mae'n gymwys i'r 80 y cant arall o blant. Oni ddarparwn y cyfleoedd gorau posibl i bob un o'n plant ni fyddwn yn sicrhau cymdeithas holl-gynhwysol a chydlynol, sef ein gweledigaeth ni o'r dyfodol. Bydd cost methiant yn annerbyniol yn nhermau cymdeithasol ac economaidd.

Yn y Papur Gwyrdd, Y Gorau ar gyfer Addysg Arbennig, nodwyd ein cynlluniau ar gyfer dyfodol darpariaeth anghenion arbennig yng Nghymru gyda'r nod o godi safonau cyrhaeddiad ar gyfer pob plentyn ag AAA.

Er mwyn bwrw ymlaen yn effeithiol â'n cynlluniau yr oedd yn hanfodol cael sylwadau a chynghor oddi wrth y rhai a oedd yn ymwneud ag addysg plant ag AAA. Yr wyf yn ddiolchgar i'r nifer fawr o unigolion a chyrrff a ymatebodd i'n hymgyngoriad ynghylch y Papur Gwyrdd. Yr oeddwn yn fodlon iawn ar ansawdd yr ymatebion sydd wedi llywio'n meddwl yngly^n â'r ffordd ymlaen. Amlygwyd cefnogaeth gyffredinol i'n cynigion.

Yr wyf yn ddiolchgar hefyd i aelodau Grw^p Ymgynghorol Cymru ar Anghenion Addysgol Arbennig (GYCAAA) am roi eu hamser a'u harbenigedd wrth ddarparu cynghor.

Lle bo rhieni am ei gael a lle gellir ei ddarparu'n briodol, yr ydym yn credu y bydd amgylchedd addysgol mwy cynhwysol yn gwella datblygiad cymdeithasol ac addysgol disgyblion ag AAA. Bydd ysgolion arbennig yn parhau i chwarae rhan bwysig o fewn system gynhwysol. Maent yn ffynhonnell arbenigedd mawr a all fod o fantais i ysgolion y brif ffrwd drwy'r cysylltiadau gwaith agosach yr ydym am eu meithrin. Hwyl fydd y dewis addysgol cywir hefyd ar gyfer rhai disgyblion o hyd.

Mae rhieni yn chwarae rhan holl-bwysig yn addysg eu plant. Yn aml gellir anghofio anghenion rhieni â phlant ag AAA. Byddwn yn sicrhau ein bod yn gwrando ar eu sylwadau a'u bod yn cael y cymorth proffesiynol y mae arnynt ei angen.

Mae hyfforddiant a chymorth gwell i athrawon ac eraill sy'n gweithio gyda phlant ag AAA yn hanfodol er mwyn sicrhau bod ganddynt y medrau y mae eu hangen i gyflwyno'r cyfleoedd y mae gan y plant hyn a'u rhieni hawl i'w cael.

Mae angen i ni gydweithio'n agosach hefyd wrth gynllunio gwasanaethau AAA a gwneud y gorau o'r adnoddau sydd ar gael. Mae angen i ni adnabod AAA y plentyn cyn gynted â phosibl a mynd i'r afael â hwy. Gall cynllunio a chydweithredu rhanbarthol gwell sicrhau hyn a byddwn yn rhoi hwb i'r rheiny.

Mae'r Rhaglen Weithredu'n ymdrin â phob un o'r blaenoriaethau hyn ac yn darparu strategaeth hir-dymor glir ar gyfer eu sicrhau.

Mae'r Llywodraeth wedi ymrwymo i gynyddu'n sylweddol yr adnoddau sydd ar gael i'r ysgolion dros y tair blynedd nesaf. Daw'r penderfyniadau ar gyllid ar gyfer 2000/01 a'r tu hwnt i hynny yn gyfrifoldeb Cynulliad Cenedlaethol Cymru. Ar gyfer 1999/2000 yr ydym yn ategu'n hymrwymiad gyda chynnydd sylweddol yn y cyllid.

Yr ydym yn rhoi £70 miliwn yn ychwanegol i'r awdurdodau lleol ar gyfer gwariant addysg ym 1999/2000. Yr ydym yn trefnu bod £145 miliwn a £225 miliwn yn ychwanegol ar gael ar gyfer 2000/01 a 2001/02. Yr ydym yn disgwyl y bydd y rhan fwyaf o hyn yn bwydo i mewn i gyllidebau dirprwyedig yr ysgolion. Bydd pob disgybl gan gynnwys y rhai ag AAA yn elwa ar hyn. Yr ydym yn darparu £1 miliwn ychwanegol hefyd ar gyfer gweithgareddau AAA o dan y Rhaglen Grantiau Cynnal Addysg a Hyfforddiant (GCAH) i gefnogi'r Rhaglen Weithredu. £2.3 miliwn yw'r swm ar gyfer AAA yn Rhaglen GCAH 1999/2000 - cynnydd o dros 75 y cant ar yr £1.3 miliwn sydd ar gael yn y flwyddyn gyfredol. Dylai o leiaf yr un swm fod ar gael ar gyfer 2000/01 a 2001/02.

Bydd y trefniadau newydd ar gyfer ariannu ysgolion a gynhelir sy'n dod i rym o 1999-2000 ymlaen yn sicrhau mwy o eglurder o ran pennu'r swyddogaethau, gan gynnwys swyddogaethau AAA, y mae gan yr awdurdodau lleol hawl i gadw arian yn ganolog ar eu cyfer, a'r swyddogaethau hynny y disgwylir i'r ysgolion eu hariannu o'u cyllidebau dirprwyedig. Bydd hynny'n gwneud yr AALI a'r ysgolion yn fwy atebol ar gyfer ariannu darpariaeth AAA a dylai wneud llawer i osgoi sefyllfaoedd lle gall y naill honni mai'r llall sy'n gyfrifol am ddarparu ar gyfer disgyblion unigol.

Yr ydym am sicrhau'r cyfleoedd gorau posibl i blant ag AAA er mwyn rhoi bywyd ysgol gwerth chweil iddynt a'u paratoi ar gyfer bywyd fel oedolion. Mae'r Rhaglen Weithredu hon yn rhoi sylfaen gadarn i'r Cynulliad Cenedlaethol, awdurdodau lleol, awdurdodau iechyd, ysgolion, rhieni a chyrff gwirfoddol gydweithio i sicrhau hynny.

sylwadau

Cyflwyniad

1. Ymatebodd rhyw 200 o unigolion a chyrrff yng Nghymru i'r Papur Gwyrdd, *Y Gorau ar gyfer Addysg Arbennig*, a gyhoeddwyd ym mis Hydref 1997. Yr oedd y mwyafrif o'r ymatebwyr o blaid y cynigion yn y Papur Gwyrdd. Gwelwyd dymuniad clir i adeiladu ar gryfderau'r trefniadau sydd eisoes yn bodoli a datblygu gwell ymagweddau lle'r oedd gwendidau.
 2. Yr oedd i'r Papur Gwyrdd chwe thema allweddol:
 - rhoi hwb i gynnwys plant ag anghenion addysgol arbennig (AAA) o fewn ysgolion y brif ffrwd lle bynnag y bo modd;
 - gosod disgwyliadau uchel ar gyfer plant ag AAA, a'u hadlewyrchu yn arferion pob ysgol;
 - cynorthwyo rhieni plant ag AAA;
 - symud y ffocws wrth ddiwallu anghenion addysgol arbennig oddi ar weithdrefnau tuag at gymorth ymarferol, a lle bynnag y bo modd oddi ar gamau adferol tuag at atal ac ymyrraeth cynnar;
 - hybu cyfleoedd ar gyfer datblygiad proffesiynol, i athrawon ac eraill;
 - hybu partneriaeth mewn AAA, yn lleol, yn rhanbarthol ac yn genedlaethol.
 3. Cadarnhaodd yr ymatebion i'r ymarfer ymgynghori y farn mai 'cynnwys' y plant oedd yr agwedd gywir ond eto gan gydnabod yr angen parhaus am ysgolion arbennig i rai plant. Barnwyd mai diwallu anghenion plant unigol oedd y peth hollbwysig. Cydnabyddai'r ymatebwyr hefyd rôl holl-bwysig y rhieni, a'r angen i sicrhau bod gan rieni a phroffesiynolion, gan gynnwys llywodraethwyr ysgol, hyder yn y system ddarparu.
 4. Mae'r rhaglen weithredu hon ar gyfer Cymru wedi'i seilio ar y themâu allweddol ac mae'n cymryd i ystyriaeth yr ymatebion i'r ymarfer ymgynghori a barn Grw[^] p Ymgynghorol Cymru ar Anghenion Addysgol Arbennig (GYCAAA) a gyfarfu am y tro cyntaf yng Ngorffennaf 1998. Mae'n nodi'r amcanion allweddol, y cynnydd tuag atynt, ac amserlen ar gyfer gweithredu. Cydweithredu rhwng yr holl gyrff a'r unigolion sy'n ymwneud ag AAA sydd wrth galon y rhaglen.
 5. Ceir llawer o arferion da yng Nghymru i adeiladu arnynt. Mae athrawon, rhieni, awdurdodau lleol a gwasanaethau statudol a gwirfoddol eraill yn cydweithio i gynnig cymorth o ansawdd uchel i blant ag AAA. Ar yr un pryd mae yna faterion anodd y mae angen mynd i'r afael â hwy i sicrhau cydraddoldeb darpariaeth a chyfle i bob plentyn ag AAA. Lle ceir tystiolaeth o arferion gwael, byddwn yn eu herio. Mae'r rhaglen weithredu'n gofyn llawer gan ysgolion, AALL a phartneriaid eraill yng Nghymru.
 6. Rhaid i'r Swyddfa Gymreig, ac, yn ddiweddarach eleni, y Cynulliad Cenedlaethol, fod yn atebol am ei chyfrifoldebau. Yn Atodiad A ceir rhestr gyfeirio o'r hyn a wnaethpwyd eisoes a'r hyn y bwriedir ei wneud i fynd i'r afael â'r materion a drafodwyd yn y Papur Gwyrdd. Yr ydym yn gweld hwn fel y datganiad cyntaf mewn cyfres o ddatganiadau blynyddol a fydd yn adrodd am gynnydd.
- ### Ariannu
7. Yr ydym yn cynorthwyo'r cynllun gweithredu drwy gynyddu adnoddau yn sylweddol. Bydd y £70 miliwn ychwanegol yr ydym yn ei gynnwys yn asesiadau gwario safonol yr awdurdodau lleol ym 1999/2000 ar gyfer gwariant ar addysg yn galluogi ysgolion i ddiwallu anghenion plant AAA yn well. Yr ydym yn cynyddu'r arian sydd ar gael ar gyfer blaenoriaethau AAA o dan raglen Grantiau Cynnal Addysg a Hyfforddiant (GCAH) ar gyfer 1999/2000 £1 miliwn i £2.3 miliwn - cynnydd o dros 75 y cant. Bydd hyn yn ei gwneud yn bosibl gwneud cynnydd ar agweddau penodol ar y rhaglen weithredu megis mwy o bartneriaeth gyda rhieni; mwy o gynhwysiant; gwell hyfforddi; a gwell gweithio aml-asiantaeth, a nodir yn y penodau sy'n dilyn. Yr awdurdodau lleol a gaiff benderfynu sut mae defnyddio'r adnoddau hyn orau er lles plant AAA.
 8. Yr ydym wedi cynnal lefel uchel darpariaeth cymeradwyaeth credyd sylfaenol ar gyfer projectau cyfalaf addysg, sef bron £43 miliwn ar gyfer 1999/2000. Yr ydym hefyd yn trefnu bod £13.3 miliwn ar gael o dan y rhaglen Arian Cyfalaf ychwanegol ar gyfer Ysgolion. Gellir defnyddio'r adnoddau hyn ar gyfer projectau cyfalaf a all fod o les i blant AAA.

9. Y Cynulliad Cenedlaethol yn fydd gwneud y penderfyniadau ynghylch ariannu ar gyfer 2000/2001 ac wedi hynny, ond mae'r Llywodraeth wedi dyrannu £145 miliwn a £225 miliwn ychwanegol ar gyfer gwariant ar addysg mewn asesiadau gwario safonol ar gyfer 2000/01 a 2001/02 yn eu tro. Dylai gwariant AAA o fewn y rhaglen GCAH ar gyfer y blynyddoedd hyn gael ei gadw'n £2.3 miliwn o leiaf.



Peter Hain AS

sylwadau

Pennod 1

Cynorthwyo Rhieni a Phlant

Byddwn yn gwella ac yn ymestyn y cymorth a'r cyngor i rieni a gofalwyr plant ag AAA, a'u galluogi i chwarae rhan fwy gweithredol yn addysg eu plentyn, a chyfrannu at safonau uwch i bob plentyn, drwy wneud y canlynol:

- darparu addysg blynyddoedd cynnar a gofal plant o ansawdd uchel, gan gynnwys cymorth i rieni;
- hybu adnabod anawsterau'n gynharach ac ymyrraeth priodol cynnar;
- disgwyl i'r AAL sefydlu trefniadau sy'n cynnig cyngor a chymorth annibynnol i holl rieni plant ag AAA;
- ei gwneud yn ofynnol i'r AAL ddatblygu trefniadau cymodi i ymdrin ag anghydfodau;
- cryfhau'r trefniadau ar gyfer cynnwys plant yn y broses o asesu a diwallu eu hanghenion.

1. Mae rhieni a gofalwyr yn chwarae rhan allweddol yn addysg plant. Cadarnhaodd yr ymgynghori fod ar rieni eisiau:

- mwy o bwyslais ar adnabod ac ymyrraeth cynnar;
- cefnogaeth effeithiol, gan gynnwys cael gafael ar gyngor annibynnol, cyn gynted ag y caiff anghenion addysgol arbennig eu plentyn eu hadnabod;
- llais effeithiol yn y modd yr addysgir eu plentyn;
- mwy o sicrwydd ynghylch yr hyn y mae ganddynt hawl i'w ddisgwyl.

Y blynyddoedd cynnar

2. Mae Partneriaethau Datblygu'r Blynyddoedd Cynnar ym mhob awdurdod lleol wedi cynhyrchu cynlluniau ar gyfer sicrhau lleoedd o ansawdd dda mewn addysg gynnar i bob plentyn pedair oed, gan gynnwys plant ag AAA, o fis Medi 1998 ymlaen. *Yn sgil ymgynghori ar y Papur Gwyrdd ar Strategaeth Genedlaethol Gofal Plant yng Nghymru, byddwn yn ymestyn cylch gwaith ac aelodaeth y Partneriaethau i ddod yn Bartneriaethau Datblygu'r Blynyddoedd Cynnar a Gofal Plant.* Mae canllawiau i'r Partneriaethau ar baratoi cynlluniau gofal plant i ddod i rym o Ebrill 1999 ymlaen a chynlluniau diwygiedig ynglŷn ag addysg y blynyddoedd cynnar i ddod i rym o fis Medi 1999 un gael eu cyhoeddi yng Nghymru. Bydd y Cynlluniau hyn yn trafod datblygu gwasanaethau addysg i blant 3 a 4 oed a datblygu gofal plant fforddiadwy a hygyrch, o ansawdd dda, i blant 0-14 oed, gan gynnwys plant ag AAA, ym mhob cymdogaeth. Bydd y Cynlluniau hefyd yn cynnwys manylion am y wybodaeth a'r cyngor sydd ar gael i rieni am ofal plant ac addysg gynnar, gan gynnwys plant ag AAA, a'r gwasanaethau cymorth teuluoedd sydd ar gael.

3. Gofynnodd papur ymgynghori'r Swyddfa Gymreig, *Adolygiad o Reoleiddio Addysg y Blynyddoedd Cynnar a Gofal Dydd* sut y dylai anghenion plant ag AAA gael eu cymryd i ystyriaeth wrth ddatblygu fframwaith rheoleiddiol mwy unffurf ar gyfer addysg y blynyddoedd cynnar a gofal dydd. Mae'r ymatebion i'r ymgynghori yn cael eu hystyried a chaiff cynlluniau'r Llywodraeth eu cyhoeddi cyn hir.

Adnabod cynnar ac ymyrraeth cynnar

4. Tanlinellodd *Y Gorau ar gyfer Addysg Arbennig* bwysigrwydd adnabod cynnar ac ymyrraeth priodol i wella rhagolygon plant ag AAA, ac i leihau'r angen am ymyrraeth drutach yn nes ymlaen. Bydd anghenion arbennig y mwyafrif o blant ag anawsterau ac anableddau dwys yn amlwg ymhell cyn iddynt ddechrau'r ysgol - er enghraifft plant ag anableddau corfforol, nam ar eu synhwyrau, anawsterau dysgu dwys neu nam ar eu lleferydd a'u hiaith. Mae'n arbennig o bwysig i'r plant hyn gael gafael ar gymorth gan yr holl asiantaethau perthnasol, a bod cyfraniad yr asiantaethau wedi'i gydlynu'n dda.

5. Gall rhaglen *Cychwyn Cadarn* y Llywodraeth ar gyfer plant 0-3 oed a'u teuluoedd chwarae rhan bwysig. Mae'r Swyddfa'n sefydlu grw^p arbenigol i roi cyngor ar y ffordd orau i ddatblygu *Cychwyn Cadarn* yng Nghymru. Caiff cyllid ar gyfer *Cychwyn Cadarn* ei gadarnhau cyn hir.

6. Hwyrach na fydd anghenion arbennig rhai plant yn ymddangos nes iddynt ddechrau yn yr ysgol - er enghraifft anawsterau dysgu cymedrol neu benodol (gan gynnwys dyslecsia). Cyflwynir asesiadau sylfaenol statudol ym mhob ysgol gynradd yng Nghymru o Fedi 1999 ymlaen. Er na fydd asesiadau sylfaenol, ar eu pennau eu hunain, yn sefydlu a oes gan ddisgyblion unigol AAA, fe fydd y wybodaeth a ddarperir yn helpu'r athrawon i gynllunio i ddiwallu anghenion dysgu pob disgybl gan gynnwys y rhai ag AAA.

7. Bydd cyflwyno'r fframwaith strategol ar gyfer codi safonau llythrennedd yng Nghymru, ac o 1999 ymlaen, fenter gyffelyb ar gyfer rhifedd, yn darparu strwythur i helpu pob plentyn i gyflawni ei botensial. Mae'r Swyddfa yn bwriadu datblygu ac ymestyn rhwydweithiau lleol a chenedlaethol i rannu arferion da ar lythrennedd a rhifedd. Bydd dosbarthiadau babanod llai yn gymorth i ategu'r mentrau llythrennedd a rhifedd drwy alluogi'r disgyblion i gael yr addysgu y mae arnynt ei angen yn y blynyddoedd cynnar holl-bwysig. Bydd cwtogi'r Cwricwlwm Cenedlaethol yng Nghymru yng Nghyfnod Allweddol 2 hefyd yn rhyddhau rhagor o amser i'w dreulio ar waith llythrennedd a rhifedd.

8. O Fedi 1999 ymlaen, bydd yn ofynnol i bob AALl yng Nghymru nodi ei strategaeth ar gyfer diwallu anghenion plant ag AAA yn ei Gynllun Strategol Addysg (CSA), gan ganolbwyntio ar godi lefelau cyrhaeddiad y plant hyn. Bydd rhaid hefyd i'r Awdurdodau gynnwys gwybodaeth am niferoedd disgyblion AAA; manylion ynghylch camau penodol pellach i gynorthwyo disgyblion ag AAA; gwybodaeth am bolisi'r AALl ar gynhwysiant a gweithredu i'w hyrwyddo; a threfniadau ar gyfer monitro safonau ymysg disgyblion a nodwyd fel rhai ag AAA.

Cynorthwyo rhieni a gofawyr

9. Cyflawnir y canlyniadau mwyaf effeithiol pan fo rhieni, ysgolion ac AALl yn gweithio mewn partneriaeth, o fewn fframwaith clir. Ceir enghreifftiau da o bartneriaethau o'r fath ac yr ydym yn croesawu'r gwaith arloesol a wnaethpwyd yng Nghymru yn ystod y blynyddoedd diwethaf. Er hynny, o dan y ddeddfwriaeth bresennol, cynigir cyngor a chymorth Person Cyswllt annibynnol pan fydd datganiad o AAA yn cael ei roi i'w plentyn. Dywedodd llawer o'r ymatebwyr fod ar rieni angen cymorth yn gynharach; a bod ar ysgolion ac asiantaethau lleol (gan gynnwys y rheiny sy'n gweithio gyda phlant o dan oedran ysgol) angen gwell gwybodaeth ynghylch y gwasanaethau sydd ar gael.

10. O Ebrill 2000 ymlaen yr ydym yn disgwyl i AALl gynnig i rieni plant sydd ag AAA fynediad i gyngor a chymorth annibynnol; a chynnig gwasanaethau gwybodaeth i ysgolion ac asiantaethau eraill. Os bydd y Cynulliad Cenedlaethol yn ystyried ei bod yn angenrheidiol, fe fyddwn, gyda'r DfEE, yn ystyried deddfu er mwyn gwneud darpariaeth o'r fath yn ofynnol. Yn y cyfamser byddwn yn gwneud y canlynol:

- cryfhau Rhestr Argymhellion AAA er mwyn dweud y dylai rhieni gael eu hysbysu ynghylch trefniadau lleol ar gyfer derbyn cyngor annibynnol cyn gynted ag y sylwir bod AAA gan eu plentyn;
- ymgorffori canllawiau pellach yn Rhestr Argymhellion AAA ar gyfathrebu effeithiol gyda rhieni, wedi'u seilio ar arferion da mewn AALl ac ysgolion, a chan gynnwys y rhan a chwaraeir gan gyrff gwirfoddol.

11. Yr ydym yn disgwyl i'r awdurdodau lleol ddatblygu trefniadau addas ar gyfer darparu mynediad i gyngor annibynnol drwy '*gynorthwy-ydd rhieni annibynnol*' (CRhA). Gall CRhA fod yn bobl sydd ar hyn o bryd yn Bersonau Cyswllt, neu gallent ddod o grŵp/corff anabledd/AAA lleol neu genedlaethol. Bydd y Rhestr Argymhellion ddiwygiedig yn nodi'n glir y bydd disgwyl i'r awdurdodau lleol drefnu recriwtio a hyfforddi CRhA.

12. Gofynnodd y Papur Gwyrdd sut y gallem ddatblygu deialog rhwng rhieni, ysgolion ac AALl i ddatrys anghydfodau ynghylch anghenion addysgol arbennig mor gynnar â phosibl. Mae'r Swyddfa wedi rhoi cyllid i SNAP Cymru, sef prif ddarparydd gwasanaethau Personau Cyswllt yng Nghymru ar hyn o bryd, er mwyn datblygu cynlluniau cymodi peilot a all helpu i ddarganfod yr arferion gorau. Yng ngoleuni profiad cynlluniau peilot SNAP ac enghreifftiau o arferion da presennol mewn AALl, *byddwn yn diwygio'r canllawiau yn Rhestr Argymhellion AAA ac yn disgwyl i'r AALl sefydlu trefniadau cymodi lleol, gyda chanoli annibynnol, ar gyfer datrys anghydfodau â rhieni* cyn diwedd y Senedd hon. Byddwn hefyd yn gwella effeithiolrwydd y Tribiwnlys AAA (gweler Pennod 2).

Ymglymu'r plentyn

13. Mae Deddf Plant 1989 yn cynnwys dyletswydd ar y llysoedd i roi sylw i ddymuniadau a theimladau'r plentyn o dan sylw lle gellir eu casglu. Dylai'r egwyddor hon fod yn gymwys hefyd i blant ag AAA. Mae'r Rhestr Argymhellion AAA eisoes yn cyfeirio at yr angen i gymryd barn y plentyn i ystyriaeth. *Byddwn yn cryfhau'r canllawiau yn y Rhestr Argymhellion i sicrhau bod AALl ac ysgolion yn gofyn am farn y plentyn ac yn cymryd honno i ystyriaeth lle bynnag y bo modd wrth asesu a diwallu eu hanghenion.* Hwyrach y bydd rhai awdurdodau lleol yn dymuno arbrofi gyda fforymau lle caiff plant ag anawsterau dysgu neu anableddau gyfle i gyfarfod â gwneuthurwyr polisi lleol. *Byddwn yn diwygio'r rheoliadau i osod*

dyletswydd ar y Tribiwnlys AAA i roi sylw i farn y plentyn lle y gellir casglu'r farn honno.

sylwadau

Pennod 2

Datblygu Fframwaith AAA

Yn amodol ar farn y Cynulliad Cenedlaethol, yr ydym yn bwriadu adeiladu ar y darpariaethau statudol a'r arferion gorau sydd eisoes yn bodoli i wella fframwaith AAA ac i finiogi'r ffocws ar ddiwallu anghenion plant drwy wneud y canlynol:

- cyflwyno Rhestr Argymhellion AAA lai biwrocraidd yn 2001 a fydd yn diogelu buddiannau plant, yn canolbwyntio ar waith atal, ac yn hybu cymorth a monitro effeithiol wedi'u lleoli yn yr ysgolion;
- cyhoeddi canllawiau ar leoli plant o dan y Rhestr Argymhellion a'r ddarpariaeth sydd i'w gwneud ar eu cyfer, ac ar feini prawf ar gyfer gwneud datganiadau o AAA;
- gwella atebolrwydd drwy ei gwneud yn ofynnol i'r AALl gyhoeddi gwybodaeth fwy cynhwysfawr am eu polisiau AAA, gan gynnwys gwybodaeth am yr hyn y dylai'r ysgolion ei ddarparu fel rheol o'u cyllidebau, a'r cymorth ar gyfer AAA y bydd yr AALl yn ei ddarparu, a monitro'u perfformiad yn erbyn dangosyddion allweddol;
- gwella effeithiolrwydd y Tribiwnlys AAA.

Ateir y trefniadau hyn drwy gyfrwng trefniadau ariannu mwy tryloyw o dan y Rheoliadau newydd ar gyfer ariannu ysgolion a gynhelir.

1. Ym marn y mwyafrif mawr o rieni a phroffesiynolion, mae fframwaith deddfwriaethol presennol AAA yn diogelu buddiannau plant ac mae arnynt eisiau cadw'r prif nodweddion, sef:

- egwyddorion Rhestr Argymhellion AAA;
- hawliau i gael darpariaeth addysgol arbennig i ddiwallu anghenion y plentyn, gan gynnwys darpariaeth drwy gyfrwng y Gymraeg;
- hawliau i gael asesiad a datganiad statudol mewn achosion priodol;
- hawliau i fynegi dewis o blaid lleoliad naill ai mewn ysgol brif-ffrwd neu ysgol arbennig;
- mynediad i'r Tribiwnlys AAA fel y dewis olaf.

2. Bydd y mesurau diogelwch hyn yn parhau. Ond mae ymatebwyr i'r Papur Gwyrdd wedi cadarnhau bod angen gwella'r fframwaith presennol o ran rhai manylion er mwyn miniogi'r ffocws ar ddiwallu anghenion y plentyn.

Diffiniad 'anghenion addysgol arbennig'

3. Nid yw cymariaethau rhyngwladol yn syml, ond mae rhai astudiaethau'n awgrymu ein bod ni yng Nghymru a Lloegr yn adnabod nifer sylweddol uwch fel plant sydd ag anghenion addysgol arbennig na'r mwyafrif o wledydd eraill Ewrop. Awgrymwyd y dylid rhoi ystyriaeth o'r newydd i'r mathau o anghenion addysgol a drinnir fel rhai 'arbennig'. Er hynny nid ydym yn credu mai'r diffiniad cyfreithiol o anghenion addysgol yw'r ffactor holl-bwysig. Yn ddi-os mae ysgolion ac AALl yn dehongli'r term mewn gwahanol ffyrdd; ond nid yw'n debyg y byddai unrhyw ddiffiniad arall ynddo'i hun yn arwain at fwy o gysondeb. Yn hytrach, byddwn yn ceisio sefydlu dealltwriaeth fwy cyson o'r ddarpariaeth sy'n briodol i ddiwallu gwahanol lefelau o anghenion addysgol arbennig.

Diwygio Rhestr Argymhellion AAA

4. Ceir cytundeb cyffredinol bod y Rhestr Argymhellion wedi arwain at welliannau wrth addysgu plant ag AAA, ac y dylid ei hadolygu yng ngoleuni'r profiad ers 1994, er mwyn adeiladu ar arferion da. Yn amodol ar farn y Cynulliad Cenedlaethol a'i amserlen ar gyfer busnes, **yr ydym yn bwriadu cyflwyno Rhestr Argymhellion ddiwygiedig a fydd yn dod i rym yn ystod 2001**. Fe fyddwn:

- yn cyhoeddi Rhestr Argymhellion ddiwygiedig ddrafft at ddibenion ymgynghori manwl tua diwedd 1999;
- yn ymgynghori ar newidiadau cymharol fân i'r gyfraith er mwyn helpu i hybu'n hamcanion.

Gwella Cynlluniau Addysg Unigol (CAU)

5. Bydd ysgolion yn canolbwyntio yn rhy aml ar y gwaith papur sy'n gysylltiedig â'r Rhestr Argymhellion - yn enwedig mewn perthynas ag CAU ac adolygiadau blynyddol - ar draul rhoi cymorth ymarferol i blant ag AAA. Mae angen mynd i'r afael â'r anghydbwysedd hwn.

6. Credai llawer o'r ymatebwyr fod CAU yn gofnodion pwysig o anghenion plant o gyfnod 2 y Rhestr Argymhellion ymlaen. Er hynny, mae rhai ysgolion yn defnyddio ffurf ar gyfer eu CAU sy'n afraid o fanwl. Mae hyn wedi'i nodi gan Swyddfa Prif Arolygydd Ysgolion Ei Mawrhydi yng Nghymru (SPAEM). Yn gyffredinol mae CAU ar eu mwyaf defnyddiol pan gânt eu hysgrifennu'n gryno, gan ganolbwyntio ar dri neu bedwar targed byr-dymor i'r plentyn sef, yn nodweddiadol, dargedau'n ymwneud â medrau allweddol megis cyfathrebu, llythrennedd, rhifedd, ymddygiad a medrau cymdeithasol, gyda dyddiadau ar gyfer eu hadolygu. Dylai'r ysgolion gynnwys y rhieni wrth nodi anghenion eu plant ac wrth lunio a gweithredu CAU. Dylai rôl y rhiant gael ei chwarae gan riant maeth, gweithiwr cymdeithasol neu ofalydd arall yn achos plant sy'n 'derbyn gofal' gan yr awdurdod lleol yn unol ag ymrwymiad y Llywodraeth i wella cyrhaeddiad plant sy'n derbyn gofal.

7. **Bydd y Rhestr Argymhellion ddiwygiedig yn cynnwys cyngor newydd ar baratoi a gweithredu CAU.** Bydd yn tanlinellu pwysigrwydd cadw llygad yn rheolaidd ar CAU, er mai mater i'r ysgolion unigol fydd amllder yr adolygiadau a hynny'n dibynnu ar anghenion y plentyn.

Addasu'r model pum cyfnod

8. Mae'r Rhestr Argymhellion AAA yn nodi fframwaith ar gyfer diwallu anghenion addysgol arbennig plant, ar sail pum cyfnod. Credir weithiau mai cyfres o rwystrau yw'r cyfnodau hyn y mae'n rhaid i blant ag AAA eu pasio wrth symud tuag at ddatganiad. Mae'r gair Saesneg '*stage*' yn hybu'r disgwyliad hwn. Mae'n amlwg bod angen symud i ffwrdd o'r argraff hon, sef bod y cyfnodau'n ddilyniant, ac adeiladu hyder rhieni, ac athrawon, bod modd diwallu anghenion heb fynd o reidrwydd trwy'r holl gyfnodau tuag at ddatganiad.

9. Nid oes gan rai plant sydd wedi'u gosod ar hyn o bryd yng nghyfnod 1 anghenion addysgol arbennig fel y'u diffinnir gan y gyfraith. Er bod angen monitro'u cynnydd yn ofalus, ac y gall fod arnynt angen rhywfaint o wahaniaethu mewn gwaith dosbarth, nid oes arnynt angen darpariaeth sy'n 'ychwanegol at, neu fel arall yn wahanol' i'r hyn a ddarperir yn gyffredinol i blant o'r un oedran yn yr ysgolion lleol. Yr ydym yn credu y dylai'r Rhestr Argymhellion AAA fod yn gymwys i blant y ceir disgwyliad clir y bydd arnynt angen cymorth sydd yn wirioneddol 'ychwanegol at, neu fel arall yn wahanol'. Ar hyn o bryd, dim ond yng nghyfnod 2, pan gaiff CAU, y bydd plentyn yn dod i mewn i'r categori hwn fel rheol.

10. Wrth adolygu'r Rhestr Argymhellion, yr ydym yn bwriadu gwneud y canlynol:

- dileu'r cyfnod 1 cyfredol, gan leihau'r cyfnodau ysgol yn y Rhestr Argymhellion o dri i ddau - *Cymorth Ysgol*, yn cyfateb yn bennaf i'r cyfnod 2 cyfredol, a *Chymorth a Mwy*, yn cyd-fynd â'r cyfnod 3 cyfredol;
- ymgynghori ynghylch term arall yn lle 'cyfnodau' i ddynodi cydrannau'r fframwaith newydd;
- cadw a datblygu canllawiau ar y gweithdrefnau ar gyfer *Asesiadau Statudol a Datganiadau*, a'i gwneud yn glir na ddylid rhagdybio y bydd plentyn yn symud y tu hwnt i *Gymorth Ysgol a Chymorth a Mwy*;
- cynnig canllawiau ar y math o fonitro, darpariaeth a gwybodaeth i rieni sy'n briodol mewn cyfnod cyn troi at y Rhestr Argymhellion, cyn bod AAA wedi'u hadnabod yn glir;
- pwysleisio'r angen i asesu a monitro'r plentyn yn rheolaidd o dan *Gymorth Ysgol a Chymorth a Mwy*, gan gynnwys cyngor allanol fel y bo'n briodol.

Gwella darpariaeth adeg *Cymorth Ysgol a Chymorth a Mwy*

11. Gofynnodd y Papur Gwyrdd sut y gallai'r AALI helpu ysgolion i wella ansawdd y ddarpariaeth yng nghyfnodau cynnar y Rhestr Argymhellion. Dywedodd llawer o'r ymatebwyr y gallai'r AALI helpu drwy fonitro ansawdd darpariaeth yr ysgolion, a rhoi cymorth effeithiol drwy wasanaethau cynnal AAA, gan gynnwys seicolegwyr addysgol. Dywedodd yr ysgolion y byddent yn gwerthfawrogi'n arbennig gymorth gyda gwaith i atal plant rhag datblygu anghenion addysgol arbennig a rhoi'r wybodaeth a'r medrau angenrheidiol i athrawon i addysgu plant ag AAA. Bydd yn hanfodol i'r AALI gynnig cymorth digonol i'r ysgolion

o dan y *Cymorth a Mwy* newydd. ***Bydd cynlluniau newydd yr AALl ar gyfer ariannu ysgolion, a fydd yn dod i rym o Ebrill 1999 ymlaen, yn ei gwneud yn ofynnol i'r AALl nodi eu disgwyliadau ynghylch yr hyn y dylai'r ysgolion ei ddarparu fel rheol o'u cyllidebau dirprwyedig ar gyfer Cymorth Ysgol a Cymorth a Mwy a'r hyn y bydd yr AALl yn ei ddarparu.*** Bydd yn ofynnol o hyd i'r ysgolion gynnwys gwybodaeth am eu trefniadau eu hunain ar gyfer adnabod, asesu a darparu o fewn eu polisi AAA cyhoeddedig; a bydd angen iddynt roi cyfrif am y modd y byddant yn defnyddio arian.

12. Mae ar athrawon a rhieni angen bod yn hyderus bod anghenion plant yn cael eu diwallu. Yr ydym yn disgwyl y bydd y mesurau hyn yn gwella ansawdd y ddarpariaeth adeg *Cymorth Ysgol a Chymorth a Mwy* ac yn lleihau'r angen i rai plant symud i *Asesiad Statudol*.

Cydgysylltwyr AAA (CAAA)

13. Rôl allweddol CAAA yw cynllunio ar gyfer AAA mewn ysgolion prif ffrwd a'u diwallu. Defnyddir eu hamser yn rhy aml yn gwneud gwaith argyfwng ar gyfer plant unigol ar draul eu rôl reoli. O ganlyniad i hyn, sylwodd rhai ymatebwyr fod ar CAAA angen mwy o amser digyswllt i wneud eu gwaith yn effeithiol - angen a gydnabuwyd gan SPAEM. Mae angen i gyrff llywodraethu a phenaethiaid ystyried amserlen y CAAA yn ofalus yng ngoleuni amgylchiadau'r ysgol a'r adnoddau sydd ar gael. Mewn ysgolion sydd â nifer fawr o ddisgyblion ar y gofrestr AAA, fe allai hyn gynnwys ystyried a oes angen i rôl gydgysylltu AAA gael ei chyflawni gan fwy nag un CAAA dynodedig. Hefyd, dylai person gael cyfle i gyfrannu at drafodaethau ynghylch dyrannu adnoddau ar gyfer AAA. ***Byddwn yn rhoi canllawiau yn y Rhestr Argymhellion AAA ddiwygiedig ar rôl y CAAA a'r amser y mae ei angen i gydgysylltu AAA, gan gynnwys gwaith a wneir gan staff gweinyddol neu ysgrifenyddol.***

14. Yr ydym hefyd yn awyddus i annog gyrff llywodraethu a phenaethiaid i roi rhan fwy gweithredol i CAAA yn rheolaeth yr ysgol gyda mwy o lais mewn penderfyniadau pob dydd sy'n effeithio ar ddisgyblion ag AAA, a hynny er mwyn gwella'r ymateb i'w hanghenion.

15. Os yw'r rhieni'n gweld bod yr ysgolion yn cael digon o gymorth gan wasanaethau cynnal AAA a bod gan y CAAA ddigon o amser i ymgymryd â'u gwaith, byddant yn teimlo'n sicrach fod ysgolion yn gallu cynnig cymorth effeithiol a chyson. Yr ydym yn cytuno felly â'r mwyafrif o'r ymatebwyr mai ychydig fyddai'n cael ei ennill o gyflwyno contract rhwng ysgolion a rhieni yng nghyfnodau cynnar y Rhestr Argymhellion (yn y dyfodol *Cymorth Ysgol a Chymorth a Mwy*).

Dyfodol datganiadau

16. Tynnodd y Papur Gwyrdd sylw at y codi cyffredinol diweddar o ran cyfran y plant sydd â datganiadau a holodd ai datganiadau yw'r ffordd fwyaf effeithiol i sicrhau'r cymorth y mae ar rai plant ei angen. Mynegodd llawer o rieni bryder ynglŷn ag unrhyw ostyngiad yng nghyfran y plant sy'n cael datganiad. Yr oeddent yn credu ei bod yn bosibl na fyddai'r ddarpariaeth a gâi'r plant heb ddatganiad mor effeithiol.

17. Fel y'i disgrifir uchod, byddwn yn cryfhau'r cymorth a'r monitro a geir yn yr ysgol er mwyn galluogi'r rhieni, yr ysgolion a'r AALl i deimlo'n hyderus wrth symud yn raddol oddi wrth y ddibyniaeth bresennol ar ddatganiadau. Dros gyfnod o amser, disgwyliwn y bydd anghenion addysgol arbennig y mwyafrif o blant nad oes arnynt anghenion meddygol neu gorfforol dwys neu gymhleth yn cael eu diwallu heb fod angen datganiad. Wedyn byddai'r gyfran o gyfanswm poblogaeth oedran ysgol gyda datganiad yn is na'r lefel bresennol o fwy na 3 y cant yng Nghymru. Mae rhai AALl ac ysgolion eisoes yn amlygu ymagwedd gryfach yn yr ysgol a lleihau niferoedd datganiadau yn sgil hynny. Byddwn yn annog eraill i ddilyn eu harweiniad. ***Onid ni fyddwn yn cyfyngu ar fynediad rhieni i Asesiad Statudol, lle maent yn credu bod hynny'n angenrheidiol. Ni fyddwn ychwaith yn dileu'r diogelwch cyfreithiol a gynigir drwy gyfrwng datganiadau.***

18. Tynnodd y Papur Gwyrdd sylw at yr amrywiadau mawr rhwng AALl wrth wneud datganiadau, a gwahoddwyd sylwadau ar y posibilrwydd o gael meini prawf cenedlaethol ar gyfer datganiadau neu ar gyfer pob cyfnod yn y Rhestr Argymhellion. Cafwyd cefnogaeth i gyflwyno meini prawf cenedlaethol, neu o leiaf mwy o gysondeb. Er hynny, mae disgresiwn yr AALl ynglŷn â'r cydbwysedd rhwng y cyllid ar gyfer AAA a ddirprwyir i'r ysgolion a'r hyn a gedwir yn ganolog yn benderfynydd pwysig ynglŷn â'r pwynt lle y daw datganiad yn angenrheidiol. Yr ydym wedi dod i'r casgliad na fyddai'n ymarferol pennu meini prawf cenedlaethol statudol ar gyfer datganiadau. ***Byddwn yn cyhoeddi canllawiau anstatudol ar feini prawf ar gyfer datganiadau gan dynnu ar amrediad o enghreifftiau o arferion cyfredol.***

Gwella adolygiadau blynyddol datganiadau

19. Mae adolygiad blynyddol datganiad yn cynnig cyfle pwysig i ganolbwyntio ar gynnydd a chyflawniadau'r plentyn dros y 12 mis diwethaf, i adolygu'r ddarpariaeth arbennig a wneir ar gyfer y plentyn, ac i ystyried a oes angen newid y datganiad. Mae'n bwysig bod yr adolygiad yn ystyried yr holl wybodaeth berthnasol sydd ar gael. Dylai'r camau a gynigir yn y bennod

hon gynyddu hyder rhieni y bydd y cymorth o dan y *Cymorth a Mwy* newydd yn cynnal cynnydd eu plentyn. Byddwn yn adolygu'r Rhestr Argymhellion i'w gwneud yn amlwg:

- y dylai datganiadau gynnwys mwy o bwyslais ar y canlyniadau addysgol a ddisgwylir;
- mewn achosion priodol, y dylai datganiadau ddweud y bydd yr AALI yn disgwyl rhoi'r gorau i gynnal y datganiadau pan fydd y canlyniadau hyn wedi'u cyflawni (bydd rhieni yn gallu apelio i Dribiwnlys AAA os ydynt yn anghytuno);
- pan gaiff datganiad ei adolygu, y dylid rhoi mwy o ystyriaeth i a ddylai'r AALI barhau i gynnal y datganiad neu a ddylai'r plentyn gael cymorth o dan y *Cymorth a Mwy* newydd;
- lle bo plentyn â datganiad yn 'derbyn gofal' gan awdurdod lleol ac yn destun adolygiadau blynyddol gan ei adrannau gwasanaethau cymdeithasol (AGC), y dylai'r Awdurdod a'r ysgol gydweithio i gynnal yr adolygiadau hyn ar y cyd lle bynnag y bo modd.

Gwella adolygiadau pontio

20. Rhaid i'r adolygiad cyntaf a'r adolygiadau dilynol ar ôl pen-blwydd plentyn yn 14 oed ystyried cynllun pontio, gan edrych ymlaen at yrfa'r person ifanc ar ôl yr ysgol. O dan y rheoliadau cyfredol fe allai person ifanc sy'n ymadael â'r ysgol yn 16 oed gael cyn lleied ag un adolygiad pontio, neu gyntaf â thri ohonynt.

21. Yr ydym yn awgrymu mai ym Mlwyddyn 9 y dylai adolygiadau pontio gael eu cynnal. Mae'n ofynnol eisoes i'r Gwasanaeth Gyrfaoedd - y mae'n rhaid eu gwahodd i gael eu cynrychioli mewn adolygiadau pontio - gynghori pobl ifanc ym Mlwyddyn 9 ar oblygiadau dewisiadau ar gyfer pynciau a chysiau yng Nghyfnod Allweddol 4. Dylai safoni ym Mlwyddyn 9 arwain at well cydweithredu rhwng y ddau adolygiad.

22. Ar gyfer lleiafrif bach o bobl ifanc â datganiadau - y rhai ag anawsterau dwys, difrifol neu luosog - y mae eu hamgylchiadau'n golygu na fyddant yn ymadael â'r ysgol nes eu bod yn 18 neu 19 oed, yr ydym hefyd o'r farn y gall weithiau fod yn fwy ymarferol ac y gall osgoi pryder diangen os cynhelir yr adolygiad pontio ym Mlwyddyn 10 neu 11 yn hytrach nag ym Mlwyddyn 9. Byddwn yn ymgynghori yng nghyd-destun adolygu'r Rhestr Argymhellion ar ganiatáu hyblygrwydd o'r fath lle ceir cytundeb unfryd rhwng pawb o dan sylw, gan gynnwys y person ifanc, ei rieni, yr ysgol, yr AALI, y Gwasanaeth Gyrfaoedd, a'r gwasanaethau iechyd a chymdeithasol, y byddai'n gall gohirio'r adolygiad pontio am flwyddyn neu ddwy.

23. Ar hyn o bryd mae'n ofynnol i'r AALI gyflawni rhai swyddogaethau ar gyfer adolygiadau pontio - megis trefnu'r cyfarfod adolygu ac ysgrifennu'r adroddiad dilynol - sydd ar gyfer pob adolygiad blynyddol arall yn cael eu cyflawni gan yr ysgol. Mae nifer o AALI eisoes yn dirprwyo'r swyddogaethau hyn i'r ysgol. Ychydig o reswm sy'n bodoli pam y dylai rôl yr ysgol mewn adolygiadau pontio fod yn wahanol i'w rôl mewn adolygiadau blynyddol eraill. Yn dibynnu ar farn y Cynulliad Cenedlaethol, byddwn yn diwygio'r rheoliadau i sicrhau bod rôl ysgolion mewn adolygiadau pontio yn gyson â'i rôl mewn adolygiadau blynyddol eraill.

24. Lle caiff plant ag AAA eu gosod mewn lleoliadau megis ysgolion preswyl y tu allan i'w hardaloedd cartref, ni ddylid colli golwg ar anghenion tymor hirach plentyn. Mae'n hanfodol bod yr awdurdod cartref a phartneriaid eraill sydd â diddordeb yn iechyd a lles y plentyn neu gyfrifoldeb amdano yn gweithio gyda'i gilydd ar strategaethau effeithiol ar gyfer dychwelyd y plentyn i'w ardal cartref ar ddiwedd ei gyfnod yn yr ysgol. *Byddwn yn trafod gyda GYCAAA y potensial ar gyfer canllawiau, ar ffurf astudiaethau ar arferion da, ar gydweithredu effeithiol mewn achosion sy'n cynnwys lleoliadau y tu allan i'r ardal.*

Lleoliadau mewn ysgolion annibynnol yn darparu ar gyfer AAA

25. Mae ysgolion annibynnol yn gwneud cyfraniad pwysig at ddiwallu anghenion addysgol arbennig. Cafwyd ymateb cymysg i'r cynnig i newid y trefniadau presennol o dan y rhai y gellir rhoi plant â datganiadau mewn ysgolion annibynnol sydd heb gymeradwyaeth AAA benodol dim ond os bydd yr Ysgrifennydd Gwladol yn rhoi caniatâd ym mhob achos. Teimlai nifer o'r ymatebwyr fod caniatâd yn angenrheidiol yn nhermau cloriannu addasrwydd yr ysgol i ddiwallu AAA y plentyn. Awgrymodd eraill mai dim ond mewn ysgolion a oedd wedi cael cymeradwyaeth benodol o dan y ddeddfwriaeth i dderbyn disgyblion â datganiadau am AAA y dylai plant â datganiadau gael eu gosod (cyfeirir at hyn yn aml fel cymeradwyaeth 'flanced'). ***Byddwn yn ymgynghori maes o law ar gynigion i wella'r trefniadau presennol ar gyfer lleoliadau ar gyfer disgyblion â datganiadau AAA mewn ysgolion annibynnol nad oes ganddynt gymeradwyaeth benodol i dderbyn plant â datganiadau AAA.***

Y Tribiwnlys AAA

26. Lle na all ymdrechion lleol ddatrys anghydfod, bydd gan rieni hawl o hyd i apelio i'r Tribiwnlys AAA. Ar hyn o bryd nid oes canllawiau ar pa mor gyflym y dylai AALl weithredu penderfyniadau'r Tribiwnlys. Weithiau mae'r canlyniad yn syml, ac mae'r AALl yn gallu gweithredu ar unwaith. Mewn achosion eraill, er enghraifft lle mae'n ofynnol i'r AALl asesu anghenion plentyn, bydd hyn yn cymryd mwy o amser. ***Byddwn yn adolygu'r Rhestr Argymhellion AAA i gynnwys canllawiau ar amserlen resymol ar gyfer gweithredu gorchmynion y Tribiwnlys.*** Byddwn yn ystyried hefyd gyda'r DfEE a fydd yn angenrheidiol deddfu i'w gwneud yn ofynnol i AALl gydymffurfio â gorchmynion y Tribiwnlys yn unol â'r canllawiau newydd. Gofynnwyd eisoes i'r Tribiwnlys sicrhau bod y llythyr sy'n mynegi penderfyniad i rieni a'r AALl yn eu hatgoffa hefyd fod rhaid i'r AALl weithredu unrhyw benderfyniad sy'n galw am weithredu cyn gynted ag y bo'n ymarferol bosibl.

27. Byddwn yn gwneud gwelliannau pellach i effeithiolrwydd y Tribiwnlys AAA drwy sicrhau yr ymgynghorir â chorff llywodraethu ysgol a gynigir gan y rhiant neu'r AALl cyn i'r Tribiwnlys wrando apêl. Nid yw hyn yn digwydd bob tro ar hyn o bryd. Hefyd drwy ofyn i'r Tribiwnlys wahodd ei grwpiau defnyddwyr i ystyried nifer o faterion eraill sydd wedi codi yn ystod y pedair blynedd y bu'r Tribiwnlys ar waith, gan gynnwys:

- a oes angen egluro cyfrifoldebau pan fo rhieni'n symud rhwng ardaloedd AALl tra byddant yn disgwyl eu hapêl;
- lle gwneir apêl yn erbyn rhoi'r gorau i gynnal datganiad, a ddylai fod yn ofynnol i'r AALl gynnal y datganiad hyd nes y caiff yr apêl ei gwrando;
- sut y gallwn atgyfnerthu'r egwyddor y dylai athrawon a staff AALl y gofynnir iddynt ymddangos fel tystion i'r Tribiwnlys gael gwneud hynny yn ddirwystr;
- a ddylai fod gan rieni hawl i apelio i'r Tribiwnlys os yr ysgol, ac nid y rhiant, sydd wedi gofyn am yr asesiad yn wreiddiol.

28. Ar hyn o bryd, gall yr AALl gyflwyno tystiolaeth i'r Tribiwnlys ar bolisiau perthnasol, megis y rhai ar ddirprwyo arian, derbyniadau neu gynhwysedd. Gofynnodd y Papur Gwyrdd a ddylai'r Tribiwnlys, heb gael eu clymu ganddynt, gymryd i ystyriaeth bolisiau perthnasol yr AALl. ***Gofynnwyd i grwpiau defnyddwyr y Tribiwnlys ystyried y mater hwn a rhoi cyngor arno. Byddwn yn ystyried newidiadau yng ngoleuni'r cyngor hwnnw.***

Gwella atebolrwydd yr AALl

29. Tynnodd y Papur Gwyrdd sylw yn benodol at yr angen i wella perfformiad yr AALl wrth fodloni'r terfynau amser ar gyfer cynhyrchu datganiadau. Mae ffigurau'r Comisiwn Archwilio yn dangos mai dim ond 48 y cant ym 1996/97 o ddatganiadau drafft yng Nghymru a Lloegr a baratowyd o fewn yr amserlen statudol. Mae hyn yn annerbyniol. Yr ydym wedi ymrwymo i sicrhau gwelliant sylweddol. ***Byddwn yn cynnig canllawiau i'r AALl ar arferion da.*** Byddwn hefyd:

- fel rhan o'u polisi AAA, yn ei gwneud yn ofynnol i AALl gyhoeddi gwybodaeth am yr amser a gymerir i gwblhau asesiadau a datganiadau statudol;
- yn parhau i herio AALl sy'n tan-berfformio;
- yn ei gwneud yn ofynnol i'r AALl ddarparu darlun cynhwysfawr o'u polisiau AAA yn eu Cynlluniau Strategol Addysg;
- yn ei gwneud yn ofynnol o dan y trefniadau 'Ariannu Teg' newydd i'r AALl gyhoeddi gwybodaeth am yr hyn y byddai disgwyl i ysgolion fel rheol ei ddarparu o'u cyllidebau o dan *Cymorth Ysgol* a *Chymorth a Mwy* a manylion cefnogaeth AALl a ddarperir gan yr AALl;
- monitro perfformiad yr AALl yn erbyn dangosyddion allweddol cyhoeddedig, er enghraifft, yr amser a gymerir i gydymffurfio â gorchmynion y Tribiwnlys AAA;
- yn ystyried yn y tymor hirach gomisiynu SPAEM i ymgymryd ag arolygiad priodol o berfformiad AALl yn y maes hwn.

Gwella trefniadau ariannu

30. Er y dylai'r rhan fwyaf o'r arian ar gyfer cynnal disgyblion yng nghyfnodau 1-3 o'r Rhestr Argymhellion (sef *Cymorth Ysgol* a *Chymorth a Mwy* yn y dyfodol) fod o dan reolaeth yr ysgolion, fe fydd yr AALl yn gallu cadw arian yn ganolog ar gyfer gwasanaethau seicoleg addysgol; gweinyddiaeth yngly^n â datganiadau; monitro trefniadau AAA yr ysgolion; gwasanaethau cymorth AAA; darpariaeth yn yr ysgol ar gyfer disgyblion ag anawsterau gweld, clywed neu anawsterau

lleferydd ac iaith, neu namau cyfathrebu eraill gan gynnwys awtistiaeth; hybu cydweithredu rhwng yr ysgolion a chynwysoldeb; a chostau mawr ynglŷn â disgyblion penodol. Byddant hefyd yn gallu cadw arian ar gyfer gwasanaethau i rieni disgyblion ag AAA. ***I wella eglurder ac atebolrwydd ysgolion byddwn yn ei gwneud yn ofynnol i'r datganiadau cyllideb a gyhoeddir gan yr AALl ar gyfer pob ysgol o dan y fframwaith Ariannu Teg nodi'r gyllideb ddamcaniaethol a ddyrannwyd ar gyfer AAA.*** Mae'r corff llywodraethu yn dal i fod yn gyfrifol am benderfyniadau am wariant.

31. At ei gilydd, caiff ysgolion arbennig eu hariannu i ddiwallu anghenion eu holl ddisgyblion, er y gall yr AALl gadw arian yn ganolog ar gyfer costau mawr ynglŷn â disgyblion penodol neu i hybu cydweithredu rhwng yr ysgolion neu waith cenhadu.

sylwadau

Pennod 3

Symud tuag at Addysg Gynhwysol

Byddwn yn hybu rhagor o gynhwysiant ac yn datblygu rôl yr ysgolion arbennig trwy'r canlynol:

- o Fedi 1999 ymlaen, ei gwneud yn ofynnol i'r AALL gyhoeddi gwybodaeth am eu polisi ar gynhwysiant yn eu Cynlluniau Strategol Addysg;
- adolygu'r fframwaith statudol ar gyfer cynhwysiant (adran 316 o Ddeddf Addysg 1996);
- nodi a lledaenu arferion da yr ysgolion arbennig wrth ddatblygu cysylltiadau ymarferol ag ysgolion y brif ffrwd, a hybu cyfraniad ysgolion arbennig at system addysg sy'n gynyddol gynhwysol;
- sicrhau bod plant ag AAA yn cael eu trin yn deg yng ngweithdrefnau derbyn yr ysgolion.

1. Bydd hybu cynhwysiant o fewn ysgolion y brif ffrwd, lle mae'r rhieni'n dymuno hynny a lle y gellir darparu cymorth priodol, yn parhau'n un o gonglfeini ein strategaeth. Mae yna seiliau addysgol cryf, yn ogystal â rhai cymdeithasol a moesol, dros addysgu plant ag AAA, neu ag anableddau, gyda'u cyfoedion. Mae hyn yn rhan bwysig o adeiladu cymdeithas gynhwysol. Mae nifer cynyddol o ysgolion yn dangos y gall ymagwedd gynhwysol atgyfnerthu ymrwymiad i safonau uwch o gyrhaeddiad ar gyfer pob plentyn. Yr ydym am gynnal gynnydd a galluogi mwy o rieni i deimlo'n hyderus y caiff anghenion eu plentyn eu diwallu yn un o ysgolion y brif ffrwd.

2. Cytunodd y mwyafrif o'r ymatebwyr i'r Papur Gwyrdd â'r ymagwedd hon. Ond yr oedd llawer, yn enwedig athrawon dosbarth, yn bryderus na ddylem fychanu'r heriadau real sy'n wynebu'r ysgolion wrth iddynt ddod yn fwy cynhwysol. Bydd ein hymagwedd yn ymarferol ac nid yn ddogmatig, gan roi anghenion y plentyn unigol yn gyntaf.

Hybu system fwy cynhwysol

3. Proses, yn hytrach na chyflwr sefydlog, yw cynhwysiant. Gall y term gael ei ddefnyddio i olygu llawer o bethau gan gynnwys lleoli disgyblion ag AAA mewn ysgolion y brif ffrwd; cyfranogiad yr holl ddisgyblion yng nghwricwlwm a bywyd cymdeithasol ysgolion y brif ffrwd; cyfranogiad disgyblion mewn dysgu sy'n arwain at y lefel uchaf posibl o gyrhaeddiad; a chyfranogiad pobl ifanc yn yr amrediad llawn o brofiadau a chyfleoedd cymdeithasol pan fyddant wedi ymadael â'r ysgol. I'r mwyafrif o blant mae lleoliad mewn ysgol y brif ffrwd yn arwain yn naturiol at fathau eraill o gynhwysiant. Felly i'r mwyafrif mawr o blant ag AAA nid oes byth angen ystyried darpariaeth y tu allan i'r brif ffrwd.

4. I'r rhai ag anghenion mwy cymhleth, y cwestiynau, "A fyddai'r plentyn yma yn elwa o gael addysg mewn lleoliad yn y brif ffrwd? Os felly, pa gamau y mae eu hangen, a chan bwy, i wneud hyn yn bosibl? Beth yw barn y rhieni a'r plentyn?" yw'r man cychwyn bob amser. Nid yw'n ddigon da dweud nad yw ysgolion y brif ffrwd lleol erioed o'r blaen wedi cynnwys plentyn â'r anghenion hyn.

5. I rai plant, hwyrach na fydd lleoliad yn y brif ffrwd yn iawn, neu ddim yn iawn eto. Bydd darpariaeth arbenigol - yn aml, ond nid bob amser, mewn ysgolion arbennig - yn dal i chwarae rôl hanfodol. Y weledigaeth sydd gennym ni yw system addysg leol gynhwysol lle rhagdybir fel arfer bod plant yn treulio cymaint o amser ag y bo modd mewn lleoliad yn y brif ffrwd; a lle bo gan ysgol arbennig (neu ddarpariaeth arbenigol arall) os dyna sy'n iawn i'r plentyn, gysylltiadau agos â'r ysgolion prif-ffrwd cyfagos. Byddwn felly yn annog ysgolion arbennig i ddod yn llawer mwy integredig ym mhatriau lleol y ddarpariaeth a galluogi staff ysgolion arbennig ac ysgolion y brif ffrwd i weithio'n agosach i wneud y gorau o'r cyfleoedd ar gyfer cynhwysiant.

Cynllunio ar gyfer rhagor o gynhwysiant

6. I'r rhai ag anghenion mwy cymhleth, mae yna amrywiadau o ran cyfleoedd i fynychu ysgol y brif ffrwd. Mae amrywiadau o'r fath yn annerbyniol. Mae'n amlwg bod angen ystyriaeth fanylach ar y nifer fawr o faterion y mae angen mynd i'r afael â hwy i sicrhau bod y ddarpariaeth o ansawdd uchel ar gyfer plant ag anghenion cymhleth y mae rhai ysgolion y brif ffrwd yng Nghymru eisoes yn ei chynnig ar gael yn ehangach. Fel cam cyntaf, **byddwn yn ei gwneud yn ofynnol i'r AALL gyhoeddi gwybodaeth, yn eu Cynlluniau Strategol Addysg, am eu polisiâu ar gynhwysiant.** Byddwn yn monitro'r cynlluniau hyn, ac

yn annog yr holl AALl ac ysgolion i ddod mor gynhwysol â phosibl er mwyn ehangu dewis rhieni a disgyblion gymaint ag y gellir.

7. Dylai datganiad AALl ar ei bolisi cynhwysiant ymdrin â chydweithio rhwng ysgolion y brif ffrwd ac ysgolion arbennig lle bo'n ymarferol; ei gynlluniau i gynyddu mynediad i ysgolion y brif ffrwd; a threfniadau ar gyfer monitro'r safonau a gyrrhaeddir gan ddisgyblion ag AAA. Fe allai hefyd gynnwys nodau y cytunir arnynt yn lleol megis:

- camau i sicrhau y caiff cynifer o blant â phosibl eu haddysgu mewn lleoliadau sydd â chymorth priodol mewn ysgolion y brif ffrwd, yn unol â dewis y rhieni a, lle y gellir ei sicrhau, gan gymryd barn y plentyn i ystyriaeth;
- camau i sicrhau, lle bo'n briodol, y gall plant gael eu hailintegreiddio'n effeithiol o ysgolion arbennig;
- camau y bydd AALl ac ysgolion y brif ffrwd yn eu cymryd i sicrhau bod plant ag AAA yn treulio cymaint o amser ag y bo'n briodol mewn dosbarthiadau prif-ffrwd;
- trefniadau ar gyfer disgyblion mewn ysgolion y brif ffrwd iddynt gael gafael ar yr arbenigedd mewn ysgolion arbennig fel y bo'n briodol; a
- chyfleoedd ac anogaeth ar gyfer disgyblion mewn ysgolion arbennig ac unedau er mwyn cysylltu â'r brif ffrwd.

Nid ydym yn bwriadu pennu targedau cenedlaethol a lleol ar gyfer cynhwysiant ar hyn o bryd ond fe fyddwn yn cadw llygad ar eu gwerth posibl. Hwyrach y bydd y Cynulliad Cenedlaethol yn dymuno adolygu cwestiwn pennu targedau.

8. Tynnodd yr ymatebion ymgynghori sylw yn benodol at bwysigrwydd ymagwedd ysgol-gyfan tuag at feithrin agwedd gadarnhaol at blant ag AAA mewn ysgolion y brif ffrwd. Byddwn yn annog ysgolion i ddatblygu ethos gynhwysol, er enghraifft trwy gynnwys yr holl staff mewn gweithgareddau hyfforddi i hybu mwy o ddealltwriaeth o gynhwysiant ac anghenion plant ag AAA. Yr ydym wedi ymrwymo i gynyddu cyfleoedd ar gyfer datblygiad proffesiynol parhaus pob athro/athrawes (gweler Pennod 4).

Adolygu darpariaethau statudol

9. Mae Adran 316 o Ddeddf Addysg 1996 yn darparu y dylai plant â datganiadau gael eu haddysg mewn ysgolion y brif ffrwd fel rheol, oni bai bod eu rhieni'n dymuno fel arall, cyhyd ag y bodlonir rhai amodau. Mae rhai'n credu bod yr amodau - ynglŷn ag anghenion y plentyn, anghenion plant sy'n gyfoedion iddynt a defnyddio adnoddau - yn gyfystyr, naill ai o ran egwyddor neu yn y modd y cânt eu dehongli, â rhwystr i gynhwysiant. **Byddwn yn adolygu'r fframwaith statudol ar gyfer cynhwysiant.** Os bydd ein gwaith ni, neu waith y Tasglu Hawliau Anabledd wrth ystyried sut i gyflawni hawliau sifil cynhwysfawr a gorfodadwy i bobl anabl, yn cadarnhau bod angen newidiadau, fe wnawn newidiadau. Ond byddwn yn cadw hawl rhieni i fynegi dewis o blaid lleoliad mewn ysgol arbennig i'w plant ag anghenion addysgol arbennig.

Datblygu rôl ysgolion arbennig

10. Mae yna ysgolion arbennig ardderchog yng Nghymru sy'n darparu addysgu a chymorth da ac fe'u gwerthfawrogir gan rieni a disgyblion. Bydd yna rôl barhaus ar gyfer darpariaeth arbenigol gan gynnwys ysgolion arbennig. Mae rhaid i ysgolion arbennig fod yn ganolfannau hyderus ac eangfrydig ar gyfer arbenigedd. Yr ydym am adeiladu ar eu cryfderau, a sicrhau eu bod yn rhan annatod o system addysg gynhwysol ar gyfer y plant yn eu hardaloedd ac efallai y tu hwnt.

11. Bydd angen yn fwy ac yn fwy i ysgolion arbennig weithio'n hyblyg, gan gymryd rhai disgyblion efallai am gyfnodau cymharol fyr, yn hytrach nag ar gyfer y cyfan o'u gyrfa yn yr ysgol. Bydd angen iddynt fynd ati i weithio gydag ysgolion y brif ffrwd i gynllunio cymorth i blant a allai elwa o gael lleoliad yn y brif ffrwd. Bydd angen hefyd iddynt weithredu fel ffynhonnell arbenigedd, cyngor a datblygiad proffesiynol i gydweithwyr yn y brif ffrwd; ac mae'n bwysig i staff beidio â dechrau teimlo ar wahân i addysg y brif ffrwd. Yr ydym yn dymuno hybu rhagor o gyfnewid staff addysgu rhwng ysgolion prif-ffrwd ac ysgolion arbennig.

12. **Byddwn yn nodi ac yn lledaenu arferion da ac arloesol yr ysgolion arbennig wrth ddatblygu cysylltiadau ymarferol ag ysgolion y brif ffrwd, ac yn hybu cyfraniad ysgolion arbennig at system addysg sy'n gynyddol gynhwysol.** Byddwn hefyd:

- yn ei gwneud yn ofynnol i AALl, o fewn eu Cynlluniau Trefnu Ysgolion, gyhoeddi gwybodaeth am y ddarpariaeth arbenigol a wneir ar gyfer plant ag AAA gan yr AALl a datblygiadau arfaethedig yn y ddarpariaeth honno; ac
- yng ngoleuni'r gweithdrefnau newydd ar gyfer agor, cau ac addasu ysgolion arbennig, a nodir yn Neddf Safonau a Fframwaith Ysgolion 1998, yn ymgynghori ag AALl ac ysgolion arbennig ar reoliadau cysylltiedig a chanllawiau

Adnabod cyrhaeddiad Plant ag AAA

13. Mae llawer o ysgolion y brif ffrwd yn croesawu disgyblion o bob gallu a'r rhai ag anghenion arbennig. Mae'n bwysig cydnabod cyrhaeddiad pob disgybl. Mae tablau perfformiad ysgolion uwchradd yn cynnig gwybodaeth gefndir am nifer y disgyblion ag AAA gan gynnwys, am y tro cyntaf eleni, y nifer yn y garfan 15 oed sydd â datganiadau o AAA. Nodweddi newydd arall eleni yw mesur perfformiad wedi'i seilio ar sgôr bwyntiau gyfartalog TGAU/GNVQ. Mae'r tablau hefyd yn cynnwys nifer yr unedau/dosbarthiadau AAA dynodedig a'r nifer o blant ag AAA yn yr unedau hynny. Yng Nghymru yr ydym eisoes yn cynnwys gwybodaeth yn y tablau am y Dystysgrif Cyrhaeddiad Addysgol.

14. Mae Awdurdod Cymwysterau, Cwricwlwm ac Asesu Cymru (ACCAC) yn cynhyrchu deunyddiau asesu dewisol i gefnogi asesiadau cyson o ansawdd uchel gan athrawon ar gyfer pob disgybl, gan gynnwys y rhai ag AAA. Cyhoeddir canllawiau ar asesu disgyblion sy'n gweithio tuag at lefel 1 yn Nhymor Gwanwyn 1999. Cyhoeddir canllawiau pellach, a gynhyrchir gan ACCAC gyda QCA yn Lloegr, ar gynllunio'r cwricwlwm ar gyfer disgyblion â namau amlsynhwyrdd, yn y Gwanwyn hefyd a fydd gwaith pellach yn arwain at ganllawiau ar gynllunio'r cwricwlwm i ddisgyblion ag anhwylderau sbectrwm awtistig a disgyblion ag anawsterau emosiynol ac ymddygiadol.

Gwella trefniadau derbyn

15. Mae Deddf Safonau a Fframwaith Ysgolion 1998 yn gosod dyletswydd ar AAL i awdurdodau derbyn ysgolion i roi sylw i God Ymarfer statudol newydd ar Dderbyniadau i ysgolion y brif ffrwd. ***Ar gyfer plant sydd ag AAA ond sydd heb ddatganiadau, bydd y Cod yn ei gwneud yn glir bod rhaid trin plant o'r fath ar yr un sail ag ymgeiswyr eraill ac na ddylai trefniadau derbyn fod yn gamwahaniaethol.***

16 I blant â datganiadau, bydd y Cod yn atgoffa'r awdurdodau derbyn o'u dyletswydd i dderbyn plentyn os yw'r ysgol wedi'i henwi yn y datganiad. Bydd y Cod yn croes-gyfeirio at y Rhestr Argymhellion AAA i gael canllawiau ar y trefniadau derbyn i blant â datganiadau. Bydd y Rhestr Argymhellion AAA ddiwygiedig yn cynnwys rhagor o gyngor manwl ar drefniadau derbyn i blant â datganiadau sy'n trosglwyddo o'r naill ysgol i'r llall, fel bod y rhieni'n gwybod mewn da bryd i ba ysgol y mae eu plant yn mynd.

17. Mae'r trefniadau newydd ar gyfer derbyniadau o dan Ddeddf 1998 yn ei gwneud yn ofynnol i'r awdurdodau derbyn ymgynghori ag awdurdodau derbyn eraill yn yr ardal ynglyn â'u trefniadau derbyn arfaethedig. Bydd y Cod Derbyn yn annog awdurdodau derbyn, gan gydweithio â'i gilydd, i sicrhau bod eu trefniadau derbyn yn cymryd i ystyriaeth y polisiâu lleol ehangach ar anghenion addysgol arbennig. I gryfhau'r trefniadau hyn ymhellach, ***byddwn yn disgwyl i'r AAL fonitro derbyniadau plant ag AAA - gyda datganiadau a hebddynt - ar draws yr holl ysgolion a gynhelir yn eu hardal***, er mwyn bwydo trafodaethau lleol a helpu i sicrhau triniaeth gyfartal i blant ag AAA.

18. Mae Deddf Safonau a Fframwaith Ysgolion 1998 hefyd yn rhoi pw^er i'r Ysgrifennydd Gwladol wneud rheoliadau mewn cysylltiad â derbyn disgyblion i ysgolion arbennig cymunedol ac ar gyfer dyrannu swyddogaethau rhwng AAL a chyrff llywodraethu mewn cysylltiad â threfniadau derbyn. Caiff y manylion eu cynnwys yn y rheoliadau a'r canllawiau cydategol y cyfeirir atynt ym mharagraff 12 uchod.

Gwella trefniadau ar gyfer plant ag anawsterau emosiynol ac ymddygiadol

19. Mynegodd rhai ymatebion bryder am gynnwys plant ag anawsterau emosiynol ac ymddygiadol (AEY) yn ysgolion y brif ffrwd. Yr ydym yn cydnabod y problemau penodol a gyflwynir gan blant o'r fath, ac ymdrechion ymroddgar nifer fawr o athrawon i'w cadw yn y brif ffrwd.

20. Beirniadodd Adolygiad Syr William Utting o Amddiffynfeydd ar gyfer Plant sy'n Byw Oddi Cartref (Adroddiad Utting) y diffyg trylwyrdeb ac effeithiolrwydd yn y cydweithio ar gyfer plant ag AEY rhwng adrannau addysg a gwasanaethau cymdeithasol awdurdod lleol gan alw am gydweithio agosach. Un argymhelliad a gyflwynwyd ar gyfer cyflawni'r derbyniad hwn oedd dechrau rhannu cyllidebau. Trafodir y materion hyn ym Mhennod 5.

21. Nododd y Papur Gwyrdd strategaeth eang, sydd wedi ennyn cefnogaeth helaeth, ar gyfer gwella'r ddarpariaeth ar gyfer plant ag AEY a helpu i godi'u cyraeddiadau. Bydd hyn yn canolbwyntio ar ymyrraeth mwy effeithiol i blant ifanc sy'n dangos arwyddion cynnar o broblemau ymddygiad ac ar ddarpariaeth gryfach ar gyfer plant hyn. Caiff ei gydgyssylltu'n glos â mesurau yr ydym yn eu cymryd i helpu'r ysgolion i fynd i'r afael ag ymddygiad gwael yn gyffredinol a'r mesurau eraill a argymhellwyd yn adroddiad yr Uned Dieithrwch Cymdeithasol ar driwantiath a gwaharddiadau. Cyn bo hir byddwn yn cyhoeddi, at ddibenion ymgynghori, ganllawiau drafft newydd ar gynhwysiant cymdeithasol gan ddwyn ynghyd gyngor ar

bresenoldeb yn yr ysgol, ymddygiad a disgyblaeth, gwaharddiadau, addysg y tu allan i'r ysgol ac ailintegreiddio; ac yn cysylltu'r rhain ag AAA.

22. Mae llawer o ysgolion yn dangos ei bod yn bosibl gweithio gyda phlant anodd a gwella safonau. Ond i'r plant hynny na ellir diwallu eu hanghenion yn effeithiol yn y brif ffrwd, mae angen amrediad o ddarpariaeth briodol, gan gynnwys Unedau Cyfeirio Disgyblion (UCD) effeithiol, ysgolion arbennig AEY o ansawdd uchel, ac ymagweddau llawn dychymyg at y cwricwlwm, yn enwedig ym mlynnyddoedd 10 ac 11. Byddwn yn gwneud y canlynol:

- annog UCD i weithio mewn partneriaeth ag ysgolion lle mae disgyblion mewn perygl o gael eu gwahardd neu lle maent wedi'u gwahardd yn barhaol, i sicrhau eu hailintegreiddio i addysg y brif ffrwd cyn gynted â phosibl. Gall hyn gynnwys cofrestru deul mewn ysgol ac UCD;
- cyflwyno rhaglen o ymgynghori cyfoed ar gyfer ysgolion arbennig AEY, lle y gall penaethiaid ac eraill gael cefnogaeth a chynghor ar arferion da gan eu cyfoedion. Byddwn yn ymgynghori yn y man ar fanylion y rhaglen ymgynghori cyfoed;
- annog yr ysgolion i ddefnyddio'r hyblygrwydd newydd yn y cwricwlwm yn CA4 i gynnig cyfleoedd ar gyfer dysgu yn gysylltiedig â gwaith. Dylai'r AALl hefyd weithio gyda cholegau addysg bellach a'r sector gwirfoddol a allai gyfrannu at becynnau addas. Gall yr ymagweddau gwahanol hyn annog a chymell pobl ifanc sy'n anfodlon a'u helpu i ddeall perthnasedd ysgol i waith a dysgu yn y dyfodol;
- cyhoeddi, cyn gynted â phosibl, becyn gwybodaeth manwl ar gyfer athrawon ysgolion cynradd ac eraill sy'n gweithio gydag ysgolion yng Nghymru wedi'i anelu at helpu i adnabod plant sydd, efallai, yn profi anawsterau seicolegol ac emosiynol ac yn helpu athrawon ac eraill i ymyrryd yn effeithiol er mwyn mynd i'r afael ag amrediad eang o broblemau wrth iddynt godi.

sylwadau

Pennod 4

Datblygu Gwybodaeth a Medrau

Byddwn yn datblygu gwybodaeth a medrau'r holl staff sy'n gweithio gyda phlant ag AAA trwy'r canlynol:

- rhoi rhagor o bwyslais i AAA wrth hyfforddi, sefydlu a datblygu athrawon;
- cyhoeddi canllawiau ar arferion da yng ngwaith cynorthwywyr cynnal dysgu (CCD);
- ymgynghori ar ddisgrifiad o rôl seicolegwyr addysgol yn y dyfodol;
- ystyried ymhellach anghenion hyfforddi a datblygu penodol staff sy'n gweithio gyda phlant ag AAA yn enwedig yng ngoleuni'r ymgynghori ar ein Papur Gwyrdd ar ddyfodol y proffesiwn addysgu a'r angen i gynyddu nifer yr athrawon a'r staff arbenigol ym maes AAA sy'n gallu gweithio trwy gyfrwng y Gymraeg;
- ystyried anghenion hyfforddi llywodraethwyr ysgolion gyda chyfrifoldeb dros AAA.

1. Er mwyn gwella addysg ar gyfer plant ag AAA a gwneud y gorau o'u cyraeddiadau, mae angen i ni ddatblygu gwybodaeth a medrau amrediad o broffesiynolion addysgol - yn enwedig athrawon, cynorthwywyr cynnal dysgu (CCD - cynorthwywyr o bob math na fyddant yn dysgu ac a fydd yn cael eu cyflogi i weithio gyda phlant ag AAA mewn ysgolion y brif ffrwd ac ysgolion arbennig) a seicolegwyr addysgol; a llywodraethwyr ysgolion. Bydd ein Papur Gwyrdd ar ddyfodol y proffesiwn addysgu yn ymdrin â rôl a strwythur y proffesiwn addysgu, arweinyddiaeth, cyflog, strwythur gyrfa a datblygiad proffesiynol. *Byddwn yn ystyried anghenion hyfforddi a datblygu penodol yr holl staff sy'n gweithio gyda phlant ag anghenion addysgol arbennig yng ngoleuni'r cynigion hyn.*

Athrawon

2. Bydd gofynion newydd ar gyfer cyrsiau hyfforddi cychwynnol athrawon, a ddaeth i rym ym 1998, yn sicrhau bod pob athro ac athrawes sydd newydd gymhwyso yn deall eu cyfrifoldebau o dan y Rhestr Argymhellion AAA, yn gallu adnabod plant ag AAA, a phan gânt eu cefnogi'n ddigonol yn gallu defnyddio dulliau addysgu gwahaniaethol. Caiff athrawon newydd-gymhwyso flwyddyn sefydlu gyda chymorth. Mae'r safonau proffesiynol sydd i'w sefydlu ar gyfer y flwyddyn sefydlu newydd yn ceisio sicrhau bod pob athro ac athrawes newydd yn gallu adnabod a chynllunio'n effeithiol i ddiwallu anghenion disgyblion ag AAA, a gweithio'n effeithiol gyda rhieni a chyda staff cynnal yn yr ystafell ddosbarth. Mae'n bwysig bod athrawon yn ennill y medrau ymarferol angenrheidiol i weithio'n effeithiol gyda phlant AAA mor gynnar â phosibl yn eu gyrfa.

3. Mae rhai athrawon sy'n gwasanaethu yn bryderus am eu rôl, yn enwedig yn sgil cynnwys mwy a mwy o blant ag AAA yn ysgolion y brif ffrwd. Yr ydym wedi ymrwymo i sicrhau y caiff pob athro ac athrawes yr hyfforddiant a'r gefnogaeth angenrheidiol i wneud eu gwaith yn dda, a'u bod yn hyderus i ymgymryd ag amrediad eang o anghenion addysgol arbennig. Byddwn yn annog pob athro/athrawes i ymgymryd â datblygiad proffesiynol parhaus mewn anghenion addysgol arbennig gydol eu gyrfa - o'r rhai sy'n ymsefydlu i benaethiaid.

4. Yn Ebrill 1998, cyhoeddodd yr Asiantaeth Hyfforddi Athrawon (TTA) *Safonau Cenedlaethol ar gyfer Cydgysylltwyr Anghenion Addysgol Arbennig* gan nodi'r wybodaeth, y ddealltwriaeth, y medrau, y priodweddau a'r arbenigedd y mae eu hangen ar gydgysylltwyr darpariaeth AAA mewn ysgolion (CAAA). Mae'r safonau hyn yn darparu fframwaith ar gyfer datblygu hyfforddiant proffesiynol wedi'i dargedu mewn AAA.

5. Mae'r Asiantaeth Hyfforddi Athrawon ar hyn o bryd yn ystyried safonau ar gyfer arbenigwyr AAA a byddwn yn cymryd i ystyriaeth y gwaith hwn yng ngoleuni'r ymgynghori ar Bapur Gwyrdd y 'GORAU ar gyfer Addysgu a Hyfforddi yng Nghymru'. Mae'n hanfodol bod hyfforddiant ar gyfer arbenigwyr AAA yn rhan annatod o'r fframwaith cyffredinol ar gyfer hyfforddiant a datblygiad proffesiynol parhaus. Bydd y projectau peilot a ddisgrifir ym Mhennod 5 yn rhoi sylw i gydgysylltu rhanbarthol wrth gyflwyno hyfforddiant. Anogwn yr AALL, sefydliadau addysg uwch, gwasanaethau gyrfaoedd, cyrff gwirfoddol ac adrannau addysg a gwasanaethau cymdeithasol i gydweithio i ddatblygu a chyflwyno hyfforddiant arbenigol.

6. *Byddwn yn hybu mwy o hyfforddiant i bawb sy'n gweithio gyda phlant ag anghenion arbennig.* Gall yr hyfforddiant fod

mewn unrhyw faes o AAA a mater i'r AALl yw penderfynu ar eu blaenoriaethau eu hunain yng ngoleuni'r amgylchiadau lleol. Byddai'r hyfforddiant yn cynnwys: hyfforddiant yn y cymwysterau gorfodol i athrawon plant â nam ar eu clyw, nam ar eu golwg neu blant byddar-a-dall; hyfforddiant i staff sy'n ymwneud ag addysg plant ag anawsterau dysgu dwys, AEY (neu mewn perygl o ddatblygu AEY), awtistiaeth, dyslecsia, neu anawsterau cyfathrebu; a hyfforddiant i staff y brif ffrwd mewn meysydd megis cydraddoldeb anabledd a rheoli ymddygiad, er mwyn helpu ysgolion i weithio tuag at fwy o gynhwysiant.

7. Mae gan y rhieni rôl hanfodol yn addysg a chymorth plant ag AAA. Mae'u tasg yn ymestynnol ac yn aml yn llawn gofidiau. O gofio'r pwyslais dealladwy a roddir ar anghenion y plant, mae'n bosibl anghofio anghenion y rhieni. Dylai'r diwygiadau y bwriadwn eu gwneud i'r Rhestr Argymhellion alluogi rhieni i ddeall gweithdrefnau AAA yn well. Bydd y cynigion i gryfhau trefniadau partneriaeth rhieni yn rhoi mwy o bw[^] er iddynt a mwy o lais yn addysg eu plentyn. Byddwn hefyd yn gweithio i hybu mwy o ddealltwriaeth o anghenion bugeiliol rhieni ar ran yr holl staff sy'n gweithio gyda phlant ag AAA - o benaethiaid a llywodraethwyr i weithwyr atodol. Bydd GYCAAA yn rhoi ystyriaeth i'r modd y gellir cyflawni hyn.

Cynorthwyr Cynnal Dysgu

8. Mae CCD yn chwarae rhan allweddol mewn cynorthwyo disgyblion ag amrediad eang o anghenion, ac eto cyfyngedig yw'r cyfleoedd hyfforddi a datblygu a thameidiog yw'r ddarpariaeth. ***Byddwn yn cynhyrchu arweiniad i arferion da yng ngwaith CCD***, mewn ymgynghoriad ag AALl ac ysgolion. Bydd yr arweiniad yn tynnu ar enghreifftiau o'r arferion da sy'n bodoli eisoes, ac fe fydd:

- yn egluro rôl briodol yr CCD o dan amgylchiadau gwahanol;
- yn nodi'r medrau a'r hyfedreddau craidd;
- yn rhoi enghreifftiau o sut i ddefnyddio CCD yn effeithiol mewn dosbarthiadau ac fel aelodau o'r tîm ysgol ehangach;
- yn nodi rôl a chyfrifoldebau'r CAAA ac athrawon eraill mewn rheoli a chefnogi CCD;
- yn cynnig canllawiau ar sefydlu a hyfforddi CCD.

9. Byddwn yn ystyried sut y gallai'r arweiniad fod yn sail ar gyfer hyfforddiant a datblygiad mwy cyson a phendant ar gyfer CCD yn unol â'r Papur Gwyrdd ar y proffesiwn addysgu. ***Byddwn yn parhau i annog yr AALl i ddarparu hyfforddiant i CCD trwy'r Rhaglen GCAH.***

Seicolegwyr Addysgol

10. Mae gan Seicolegwyr Addysgol (SA) rôl hanfodol mewn gwella'r ddarpariaeth ar gyfer plant ag AAA. Mae eu gwaith ar asesiadau statudol yn swyddogaeth hanfodol ac allweddol. Ond dywedodd yr ymatebwyr nad oedd SA mewn llawer o achosion yn gallu rhoi digon o amser i agweddau eraill ar eu gwaith - yn enwedig i weithio gyda phlant y mae arnynt angen cymorth. Gall cymorth mwy effeithiol yng nghyfnodau cynnar y Rhestr Argymhellion (yn y dyfodol *Cymorth Ysgol* a *Cymorth a Mwy*) arwain dros amser at ostwng nifer yr asesiadau statudol. Dylai newidiadau o'r fath arwain at symud oddi wrth weinyddu datganiadau tuag at fwy o ymwneud â rhoi cymorth i blant, rhieni ac athrawon.

11. Rhaid i hyfforddiant SA adlewyrchu'r rôl esblygol hon. Ar hyn o bryd mae strwythur a chynnwys cyrsiau hyfforddi yn cael eu hystyried gan Gymdeithas Seicolegol Prydain, Cymdeithas y Seicolegwyr Addysgol a darparwyr hyfforddiant. Mae'r DfEE wedi sefydlu gweithgor i ystyried rôl a hyfforddiant SA yn y dyfodol. ***Byddwn yn ymgynghori ar ddisgrifiad o rôl seicolegwyr addysgol yn y dyfodol ym 1999.*** Byddwn hefyd yn gweithio gyda'r proffesiwn ar ddatblygu hyfforddiant i arfogi SA ar gyfer y rôl hon.

12. Yn ychwanegol, byddwn yn ystyried gyda chynrychiolwyr Cymreig Cymdeithas Genedlaethol y Prif Seicolegwyr Addysgol faterion ynglŷn ag argaeledd nifer penodol o leoedd hyfforddi SA ar gyfer siaradwyr Cymraeg. Ymateb yw hyn i bryder am y nifer gostyngol o SA yn Nghymru sy'n gallu gweithio drwy gyfrwng y Gymraeg. Byddwn yn cyflwyno cynigion ar gyfer diwallu'r prinder.

Llywodraethwyr ysgolion

13. Cafwyd cefnogaeth gyffredinol i wella cyfleoedd hyfforddi i helpu llywodraethwyr i ymestyn eu gwybodaeth am faterion AAA a'u hymwneud â hwy. ***Yn ystod 1999 byddwn yn adolygu anghenion hyfforddi llywodraethwyr gyda golwg ar gyhoeddi canllawiau. Bydd yr adolygiad yn cynnwys materion AAA a rôl llywodraethwyr mewn cynllunio a darparu ar gyfer AAA yn eu hysgolion.***

sylwadau

Pennod 5

Cydweithio i Ddiwallu Anghenion Arbennig

Byddwn yn helpu i wella'r modd y mae AAL yn cydweithio ac, mewn partneriaeth ag asiantaethau lleol eraill, yn cryfhau'r cymorth i blant ag anghenion addysgol arbennig trwy'r canlynol:

- cyflwyno dyletswyddau newydd o bartneriaeth a phwerau newydd i ganiatáu trefniadau cyllido mwy hyblyg rhwng yr NHS a'r awdurdodau lleol;
- gweithio i ddatblygu'r cydgysylltu rhanbarthol ar y ddarpariaeth ar gyfer AAA ar draws Cymru yng ngoleuni'r profiad a geir ar brojectau cynllunio peilot arfaethedig yn y rhanbarthau;
- gwella'r trefniadau ar gyfer darparu gwasanaethau therapi lleferydd ac iaith a gwasanaethau therapi eraill;
- casglu gwybodaeth am brofiadau pobl ifanc ag AAA pan fyddant wedi ymadael â'r ysgol er mwyn helpu ysgolion a cholegau i baratoi pobl ifanc yn fwy effeithiol ar gyfer bywyd oedolyn.

Gwell gweithio aml-asiantaeth

1. Yn aml mae ar blant ag AAA (a'u rhieni) angen cymorth gan ddarparwyr iechyd ac weithiau gan wasanaethau cymdeithasol. Er gwaethaf cytundeb helaeth am y manteision, bu cydweithio effeithiol yn anodd i'w gyflawni yn ymarferol. Yr ydym am ganolbwyntio ar adnabod anghenion plant ag AAA a'u gosod yng nghanol y ddarpariaeth gwasanaeth, yn hytrach na chanolbwyntio ar wahanol gyfrifoldebau statudol yr asiantaethau unigol.

2. Yr ydym wedi ymrwymo i hybu cydweithio effeithiol ar bob lefel i gynorthwyo plant ag AAA ac i gynnal mwy a mwy o gynhwysiant. *Byddwn yn hybu gwelliannau yn lleol ac yn rhanbarthol, mewn perthynas â chynlluniau strategol ar gyfer y ddarpariaeth AAA a chyflwyno gwasanaethau'n effeithiol fel ei gilydd.*

3. Ym Mhapurau Gwyn y Swyddfa Gymreig ar yr NHS a Llywodraeth Leol 'Rhoi Cleifion yn Gyntaf' a 'Lleisiau Lleol' ac yn fwy diweddar yn y papur trafod 'Partneriaeth ar gyfer Gwelliant', nodwyd ein bwriad i wella'r cydweithio rhwng yr awdurdodau iechyd a llywodraeth leol yng Nghymru. *Byddwn yn cyflwyno dyletswyddau partneriaeth newydd rhwng cyrff NHS a'r awdurdodau lleol; a phwerau newydd i ganiatáu trefniadau cyllido mwy hyblyg rhwng yr NHS a'r awdurdodau lleol.*

4. Yr ydym yn credu bod yna achos dros gael fframwaith cynllunio lleol cynhwysfawr ar gyfer gwasanaethau plant, yn enwedig mewn perthynas â phlant 'mewn angen' a chydag AAA, o gofio'r amrediad presennol o gynlluniau ac adolygiadau statudol sy'n effeithio ar blant a phobl ifanc. *Byddwn yn datblygu fframwaith cynllunio lleol mwy integredig ar gyfer yr holl wasanaethau plant, gan gynnwys gwasanaethau ar gyfer plant ag AAA.*

Cydgysylltu'r ddarpariaeth i blant ag AAA yn rhanbarthol

5. Nododd y Papur Gwyrdd, 'Y Gorau ar gyfer Addysg Arbennig', yr angen i'r awdurdodau lleol a buddiannau eraill gydweithio ar sail ranbarthol i sicrhau bod gwasanaethau ar gael yn gyffredinol, yn enwedig ar gyfer plant ag anableddau mynychder-isel, a bod gwasanaethau o'r fath yn cael eu darparu'n effeithiol. Yr ydym wedi sefydlu is-grŵp o GYCAAA i edrych ar y materion a'r problemau mewn perthynas â gwaith rhanbarthol yng Nghymru. Mae'r is-grŵp wedi cadarnhau'r angen am ymagwedd ranbarthol gref ac wedi nodi'r meysydd canlynol lle y byddai gwell cynllunio rhanbarthol yn gwella gwasanaethau:

- gwell mynediad i'r cronfeydd data gwybodaeth sydd gan yr asiantaethau sy'n cymryd rhan ynglŷn â phlant ag AAA (neu a allai fod ag AAA), a rhannu data'n fwy effeithiol at ddibenion cynllunio;
- cynyddu'r defnydd effeithiol ar ddarpariaeth arbenigol o fewn ardal, yn enwedig mewn perthynas ag anableddau mynychder-isel;
- lledaenu gwybodaeth am gyfleoedd hyfforddi i athrawon, llywodraethwyr a phroffesiynolion eraill sy'n ymdrin â

phlant AAA yn fwy effeithiol.

6. Mae GYCAAA yn llunio cylch gorchwyl ar gyfer projectau peilot rhanbarthol yng Nghymru a fydd yn mynd i'r afael â'r materion hyn ac eraill. Fe'u defnyddir i ddatblygu'r arferion gorau ar gyfer ymestyn cydgyssylltu rhanbarthol ar draws Cymru yn y ffordd sy'n gweddu orau i anghenion Cymru. Byddwn hefyd yn cymryd i ystyriaeth y gwersi sydd wedi deillio o'r projectau peilot rhanbarthol sydd eisoes ar waith yn Lloegr. Caiff projectau peilot yng Nghymru eu hariannu gan raglen GCAH.

Darparu gwasanaethau therapi i blant ag AAA

7. Tynnodd y Papur Gwyrdd sylw at y dystiolaeth gynyddol yng Nghymru o anawsterau mewn sicrhau gwasanaethau therapi i blant ag AAA. Mae hyn yn rhannol oherwydd gwahanol gyfrifoldebau statudol a blaenoriaethau'r awdurdodau iechyd a'r awdurdodau lleol, a diffyg eglurder ynglŷn â chyllid. Mae'r anawsterau ar eu mwyafrif amlwg ym maes therapi lleferydd ac iaith (SLT) ond mae materion tebyg yn codi wrth sicrhau therapi galwedigaethol, ffisiotherapi a gwasanaethau seicoleg clinigol.

8. Yn unol â'n hymrwymiad yn y Papur Gwyrdd, yr ydym wedi sefydlu gweithgor o dan GYCAAA sy'n cynnwys aelodau o Adranau Iechyd ac Addysg y Swyddfa Gymreig, AALL, rheolwyr Awdurdodau Iechyd ac Ymddiriedolaethau NHS ac ymarferwyr therapi, cyrff gwirfoddol a chyrff eraill. Tasg y Gweithgor fydd bwrw ymlaen â'n hadolygiad o'r trefniadau cyfredol ar gyfer cyflwyno gwasanaethau therapi i blant o oedran ysgol a chyflwyno argymhellion ar gyfer gwelliant. Cylch gorchwyl y Gweithgor yw:

- gweithredu fel ffynhonnell cyngor ac arbenigedd ar gyfer GYCAAA, a'r Swyddfa;
- adnabod amrediad y wybodaeth a'r data a fydd yn angenrheidiol i asesu'r ddarpariaeth gyfredol a bwydo'r trafod ar y dewisiadau posibl;
- datblygu set o egwyddorion ar gyfer cynllunio a chyflwyno therapi lleferydd ac iaith yn effeithiol i blant ag AAA, er mwyn helpu proffesiynolion addysg ac iechyd i ddatblygu eu trefniadau lleol;
- ystyried a oes angen projectau peilot penodol, gan gynnwys AALL a gwasanaethau iechyd mewn cydweithio, yn anelu at ddatblygu dulliau arloesol o ddarparu therapi lleferydd ac iaith, i blant cyn-ysgol a phlant o oedran ysgol;
- datblygu canllawiau i rieni ar wasanaethau therapi lleferydd ac iaith a rôl rhieni wrth gynorthwyo yn y therapi a gyflwynir.

9. Ymhellach, gofynnir i'r gweithgor a GYCAAA ystyried y cynnig yn y Papur Gwyrdd y dylid terfynu'r gwahaniaeth rhwng anghenion addysgol ac anaddysgol a darpariaeth mewn datganiadau. Bydd y gweithgor yn canolbwyntio i ddechrau ar ddarparu therapi lleferydd ac iaith ond fe fydd hefyd yn ystyried therapi galwedigaethol, ffisiotherapi a mynediad i wasanaethau seicoleg clinigol a gwasanaethau eraill iechyd meddwl plentynod a glasoes. Wrth ddatblygu'r gwaith hwn, byddwn yn rhoi sylw i oblygiadau cynhwysiant cynyddol a newidiadau i'r NHS.

Pontio ar ôl 16 oed

10. Paratoi plant ar gyfer bywyd oedolion, boed yn astudiaethau pellach, hyfforddiant, cyflogaeth neu, i'r rhai â'r anghenion mwyafrif dwys a chymhleth, byw yn annibynnol, yw un o amcanion hanfodol addysg ysgol. Tynnodd y Papur Gwyrdd sylw at bwysigrwydd y broses bontio ar gyfer plant ag AAA a'r angen am gydweithio effeithiol rhwng yr asiantaethau gwahanol. Byddwn yn cryfhau'r canllawiau yn y Rhestr Argymhellion AAA i danlinellu'r pwysigrwydd a rown ar y broses bontio. Gwelir ein cynigion ar gyfer gwella adolygiadau pontio plant â datganiadau ym Mhennod 2, paragraffau 20-23. ***Byddwn hefyd yn casglu gwybodaeth am brofiadau pobl ifanc ag AAA pan fyddant wedi ymadael â'r ysgol, er mwyn helpu'r ysgolion a'r colegau i baratoi pobl ifanc ar gyfer bywyd oedolion yn fwy effeithiol.***

11. Mae gan y Gwasanaeth Gyrfaoedd rôl hanfodol yn y broses bontio wrth ddarparu gwybodaeth a chymorth i bobl ifanc, gan eu galluogi i fynd i addysg bellach, hyfforddiant neu waith priodol. Argymhellwyd nifer o welliannau yn safonau cyfarwyddyd y gwasanaeth gyrfaoedd i bobl ifanc ag anghenion arbennig mewn adolygiadau diweddar yng Nghymru a Lloegr ar waith y gwasanaeth gyrfaoedd gyda chleientau ag anawsterau dysgu a/neu anabledau. Mae'r argymhellion hyn yn cael eu datblygu gan Dasglu Anghenion Arbennig y Gwasanaeth Gyrfaoedd. Byddwn yn cymryd argymhellion y Tasglu i ystyriaeth wrth benderfynu ar y ffordd ymlaen yng Nghymru.

12. Yr ydym wedi ymrwymo i gynyddu cyfranogiad a lledaenu mynediad i addysg bellach ac uwch ar gyfer y rhai ag anawsterau dysgu a/neu anabledau. Mewn addysg bellach, mae'r Cyngor Cyllido Addysg Bellach Cymru (CCABC) yn

gweithio gydag amrediad o asiantaethau statudol a gwirfoddol a sefydliadau arbenigol i sicrhau bod anghenion myfyrwyr ag anawsterau dysgu a/neu anableddau yn cael eu hasesu'n ofalus, gyda rhaglenni astudio wedi'u teilwra i ddiwallu eu hanghenion. Bwydir ei waith gan ddarganfyddiadau adroddiad Tomlinson '*Inclusive Learning*' a gynhyrchwyd gan Gyngor Cyllido Addysg Bellach Lloegr. Mewn addysg uwch, yr ydym wedi derbyn argymhellion Pwyllgor Ymchwil Cenedlaethol Addysg Uwch sy'n cynnwys terfynu'r profion ar foddion ariannol ynglŷn â Lwfansau Myfyrwyr Anabl; yr ydym yn gofyn i Gyngor Cyllido Addysg Uwch Cymru roi sylw i'r angen i ddarparu cyllid ar gyfer sefydliadau er mwyn darparu cymorth dysgu i fyfyrwyr anabl; ac yn gofyn i'r Sefydliad Addysgu a Dysgu newydd gynnwys anghenion dysgu pob myfyriwr ym mhob agwedd ar ei waith. Bydd y Tasglu Hawliau Anabledd hefyd yn ystyried sut i sicrhau hawliau sifil cynhwysfawr a gorfodadwy i bobl anabl mewn perthynas ag addysg bellach ac uwch.

sylwadau

Atodiad A - Rhestr Gyfeirio o'r Cynnydd wrth Ddiwallu'r Ymrwymïadau yn y Papur Gwyrdd 'Y Gorau ar gyfer Addysg Arbennig'

Nododd y Papur Gwyrdd yr hyn yr oeddem yn anelu at ei gyflawni ar ran plant ag AAA erbyn diwedd y Senedd. Mae'r rhestr gyfeirio hon yn dangos ein cynnydd hyd yn hyn.

1. Rhaglen ar gyfer Gweithredu Cynnar

Ystyriwn ymestyn y Rhaglen Grantiau Cynnal Addysg a Hyfforddiant (GCAH)

Diwygiwyd Cylchlythyr drafft GCAH 1999/2000 i gynnwys mentrau i hyrwyddo cynhwysiant a gwella, lle'r oedd hynny'n ymarferol, ar y cydweithredu rhwng ysgolion y brif ffrwd ac ysgolion arbennig. Ymhellach, mae'r cylchlythyr yn cynnwys maes blaenoriaeth newydd o dan Weithgarwch 9 wedi'i anelu at hybu ceisiadau consortïwm ar gyfer y projectau cynllunio rhanbarthol peilot a esbonnir ym Mhennod 5. Bydd dyraniad GCAH ar gyfer gweithgareddau AAA ym 1999/2000 - gweler y Cyflwyniad - yn codi o £1.3 miliwn i £2.3 miliwn i adlewyrchu blaenoriaethau'r rhaglen weithredu sy'n dod i'r amlwg.

Byddwn yn ystyried sefydlu grw^ p ymgynghorol AAA i Gymru

Dangosodd yr ymatebion i'r Papur Gwyrdd gefnogaeth gref i sefydlu grw^ p ymgynghori ar gyfer Cymru. Gofynnwyd am enwebiadau gan gyrrff gwirfoddol, awdurdodau/ ymddiriedolaethau iechyd a thrwy Gymdeithas Llywodraeth Leol Cymru (CLILC). Cyfarfu'r Grw^ p Ymgynghorol Cymreig ar AAA (GYCAAA) am y tro cyntaf ym mis Gorffennaf a chytunwyd ar y cylch gorchwyl canlynol:

- nodi'r materion allweddol y mae angen mynd i'r afael â hwy yng ngoleuni'r ymatebion i Bapur Gwyrdd y Swyddfa Gymreig ar AAA;
- sicrhau, trwy gynrychiolydd Cymreig y Grw^ p Ymgynghorol Cenedlaethol (y DfEE) ar AAA a swyddogion y Swyddfa Gymreig, fod materion sy'n berthnasol i Gymru yn cael eu hystyried yn llawn gan y Grw^ p hwnnw, yn eu rôl fel ymgynghorwyr Gweinidogion y DfEE a'r Swyddfa Gymreig ar ddatblygu polisi AAA, nes y bydd y Cynulliad Cenedlaethol yn ymgymryd â chyfrifoldebau Ysgrifennydd Gwladol Cymru;
- ystyried ymateb cychwynnol y Llywodraeth i'r Papur Gwyrdd;
- bwrw ymlaen â'r adolygiad arfaethedig o ddarpariaeth therapi lleferydd ac iaith a bwysleisiwyd yn y Papur Gwyrdd a gwneud argymhellion priodol i'r Adran;
- ystyried ac argymell strwythurau cynllunio rhanbarthol ar gyfer AAA yng Nghymru;
- ystyried a chynghori ar adolygiad arfaethedig y Rhestr Argymhellion AAA, i adlewyrchu'r newidiadau arfaethedig ym mholisi ac arferion AAA yn deillio o adolygiad y Papur Gwyrdd.

Mae hyfforddiant AAA a chynllunio rhanbarthol yn cael eu hystyried gan is-grwpiau o aelodau GYCAAA. Ceir rhestr o aelodau GYCAAA yn Atodiad B.

Gyda CLILC, byddwn yn archwilio ffyrdd o hybu mwy o gynllunio rhanbarthol ar gyfer darpariaeth AAA.

Un o dasgau GYCAAA yw gwneud argymhellion i'r Swyddfa ar gyfer cynllunio rhanbarthol effeithiol ar y ddarpariaeth AAA. Mae cylchlythyr GCAH ar gyfer 1999/2000 yn gwahodd ceisiadau am brojectau rhanbarthol aml-asiantaeth peilot yng Nghymru. Ymgynghorir â CLILC ar unrhyw gynigion am brojectau cynllunio rhanbarthol peilot a fydd yn deillio o geisiadau GCAH ac argymhellion GYCAAA.

Byddwn yn ystyried sefydlu grw^p i ystyried materion yngly^n â'r ddarpariaeth therapi lleferydd ac iaith a therapïau eraill.

Cytunodd GYCAAA y dylid sefydlu gweithgor arall yn cynnwys proffesiynolion/rheolwyr therapi, personél awdurdodau/

ymddiriedolaethau iechyd, awdurdodau lleol a swyddogion y Swyddfa Gymreig i ystyried amrediad o faterion ynglŷn â darparu gwasanaethau therapi i blant ag AAA. Nodir cylch gorchwyl y gweithgor therapi, a gyfarfu am y tro cyntaf yn Nhachwedd 1998, ym mhennod 5.

Byddwn yn ystyried y cyfle i ariannu projectau a fydd yn hyrwyddo datrys anghydfodau.

Mae'r Swyddfa Gymreig wedi cytuno i ddarparu cymorth grant i Broject Ymgynghorol Anghenion Arbennig (SNAP) Cymru ar gyfer eu 'Gwasanaeth Datrys Anghydfodau' a gynigiwyd ganddynt mewn ymateb i amcan y Papur Gwyrdd. Gwahoddwyd SNAP i sefydlu projectau peilot ar gyfer datblygu a chyflwyno gwasanaethau cymodi a datrys ar gyfer rhieni ac AALI a rhyngddynt. Bydd manylion am y projectau peilot y cytunir arnynt ar gael yn nes ymlaen eleni.

Bydd Swyddfa Prif Arolygydd Ysgolion Ei Mawrhydi yng Nghymru (SPAEM) yn cynnal arolwg o'r Cwricwlwm Cenedlaethol mewn Ysgolion Arbennig.

Mae SPAEM wedi cwblhau'r ymweliadau arolygu yn ddiweddar. Cyhoeddir eu hadroddiad i'r Ysgrifennydd Gwladol yn ddiweddarach eleni. Ar ôl ei gyhoeddi, bydd SPAEM yn cynnal cynhadledd ddethol i ledaenu eu canfyddiadau a'u hargymhellion.

Byddwn yn edrych ar ffyrdd i helpu ysgolion arbennig i bennu targedau.

Ran amlaf, mae pennu targedau yn gysyniad newydd i ysgolion arbennig. Bydd arolwg SPAEM o'r Cwricwlwm Cenedlaethol mewn ysgolion arbennig (gweler uchod) yn helpu i fwydo'r argymhellion ar gyfer targedau ysgolion arbennig.

Byddwn yn goruchwyllo gwaith i gynhyrchu pecyn gwybodaeth cynhwysfawr a anelir at helpu athrawon i nodi disgyblion â phroblemau seiciatrig, ac ymyrraeth priodol.

Mae arolwg athrawon wedi'i gwblhau. Mae pecyn gwybodaeth i athrawon ysgolion cynradd i'w gyhoeddi cyn gynted â phosibl, i'w helpu i nodi achosion ac ymyrryd lle gall plant fod yn profi anawsterau seicolegol ac emosiynol.

Bydd pob un o bolisiau'r Llywodraeth ar gyfer ysgolion yn cynnwys asesiad clir o'r goblygiadau i blant ag AAA.

Mae'r adrannau canlynol yn yr adroddiad hwn ar gynnydd yn cynnwys enghreifftiau o sut mae'r ymrwymiad hwn yn cael ei gadw.

2. Polisiau ar gyfer Rhagoriaeth

Bydd y polisiau a nodwyd yn y Papur Gwyn BEST ar godi safonau, yn arbennig yn y blynyddoedd cynnar, yn dechrau lleihau'r nifer o blant y mae arnynt angen darpariaeth addysgol arbennig ar eu cyfer yn y tymor hir.

- Gwell addysg gynnar - mae Partneriaethau Datblygu'r Blynyddoedd Cynnar ym mhob awdurdod lleol wedi cynhyrchu cynlluniau i sicrhau lleoedd o ansawdd dda mewn addysg gynnar i bob plentyn 4 oed y mae ar eu rhieni eu heisiau, gan gynnwys plant ag AAA, o fis Medi 1998 ymlaen.
- Adolygiad o Reoleiddio Addysg Gynnar a Gofal Dydd - gofynnodd ein papur ymgynghori ar ddatblygu fframwaith rheoleiddiol mwy unffurf ar gyfer addysg y blynyddoedd cynnar a gofal dydd sut y dylid cymryd anghenion plant ag AAA i ystyriaeth. Yr ydym wrthi yn penderfynu sut i ddatblygu'r awgrymiadau a gafwyd.
- Strategaeth Genedlaethol Gofal Plant - yn dilyn ein hymgynghoriad ar y Papur Gwyrdd Strategaeth Genedlaethol Gofal Plant yng Nghymru, byddwn yn ehangu cylch gorchwyl ac aelodaeth y Partneriaethau i ddod yn Bartneriaethau Datblygu'r Blynyddoedd Cynnar a Gofal Plant. Disgwylir iddynt gymryd i ystyriaeth farn rhieni plant ag anableddau a'r plant eu hunain wrth lunio'u cynlluniau gofal plant.
- Rhaglen Cychwyn Cadarn - bydd rhaglen Cychwyn Cadarn newydd o fudd i blant 0-3 oed a'u teuluoedd yng Nghymru yn yr ardaloedd lle ceir yr angen mwyaf. Canolbwyntir ar weithio gyda rhieni i sicrhau bod eu plant yn iach, yn hyderus ac yn barod i ddysgu pan fyddant yn mynd i'r ysgol. Caiff cyllid ar gyfer Cychwyn Cadarn ei gadarnhau cyn hir.

- Llythrennedd a Rhifedd - bydd cyflwyno'r fframwaith strategol ar gyfer codi safonau llythrennedd yng Nghymru, ac o 1999 ymlaen, fenter debyg ar gyfer rhifedd, yn cynnig strwythur i helpu pob plentyn i wireddu eu potensial. Mae'r Swyddfa'n bwriadu datblygu ac ymestyn rhwydweithiau lleol a chenedlaethol i rannu arferion da ar lythrennedd a rhifedd. Sefydlwyd sawl project Ysgol Haf Llythrennedd gan AALl a Chynghorau Hyfforddi a Menter ledled Cymru gan ddarparu cymorth a chefnogaeth ychwanegol i ddisgyblion sy'n gweithio ar lefelau llythrennedd is.
- Blwyddyn Darllen Genedlaethol yng Nghymru - yr ydym yn benderfynol o sicrhau bod y Flwyddyn Darllen Genedlaethol wedi'i chysylltu'n agos ag ymdrechion i ddatblygu medrau llythrennedd. Bydd llawer o fentrau lleol yn canolbwyntio ar yr ymdrech ehangach i gael safonau uwch mewn llythrennedd. Yr ydym yn disgwyl i ysgolion ac AALl ymgorffori eu cynlluniau ar gyfer y Flwyddyn Darllen Genedlaethol fel elfen yn eu strategaethau llythrennedd.
- Maint dosbarthiadau babanod - yr ydym wedi deddfu i ostwng maint dosbarthiadau i blant 5,6 a 7 oed i fwyafswm o 30 o ddisgyblion erbyn Medi 2001 fan bellaf. Byddwn yn darparu cyllid ym 1999/2000 i ddarparu athrawon a dosbarthiadau ychwanegol.

Bydd trefniadau cryfach a mwy cyson ar waith ledled Cymru ar gyfer adnabod AAA yn gynnar.

- Asesiadau Sylfaenol - byddwn yn cyflwyno asesiad sylfaenol statudol ym mhob ysgol gynradd o fis Medi 1999 ymlaen. Bydd y disgyblion a'r ysgolion ar eu hennill o gael asesiad clir a chyson ar y plant pan gyrhaeddant oedran ysgol gorfodol. Mae'n ofynnol yn ôl y Fframwaith Cenedlaethol ar gyfer asesiadau sylfaenol fod pob cynllun achrededig yn cynnwys agweddau ar iaith a llythrennedd, mathemateg a datblygiad personol a chymdeithasol. Bydd y wybodaeth o asesiadau o'r fath yn helpu athrawon i gynllunio i ddiwallu anghenion dysgu pob disgybl.
- Ymchwil i helpu athrawon i adnabod a chynorthwyo plant â dyslecsia - mae'r Llywodraeth wedi cefnogi ymchwil gan Brifysgol Fetropolitan aidd Manceinion a Chymdeithas Dyslecsia Prydain i adolygu dulliau o adnabod ac asesu anawsterau dysgu penodol/dyslecsia; a strategaethau ymyrraeth effeithiol y gellid eu defnyddio gan athrawon dosbarth ac athrawon pwnc yn ysgolion y brif ffrwd. Caiff y darganfyddiadau eu lledaenu i'r AALl yng Nghymru yn nes ymlaen eleni.

Mae'r Llywodraeth hefyd wedi cefnogi ymchwil gan Ganolfan Dyslecsia Helen Arkell sy'n anelu at ddarparu strategaethau dysgu i athrawon ar gyfer plant â dyslecsia. Bydd darganfyddiadau'r Ganolfan ar gael yn yr Haf.

Bydd gan ysgolion a rhieni ddisgwyliadau uwch o'r safonau y dylai plant ag AAA eu cyrraedd.

- Cynlluniau Strategol Addysg (CSA) - bydd yn ofynnol i bob AALl yng Nghymru nodi eu cynigion i godi safon addysg i bob plentyn yn ei ardal gan gynnwys y rhai ag AAA; ac am wella perfformiad ysgolion a gynhelir ganddynt, gan gynnwys ysgolion arbennig, fel rhan o'u CAS. Bydd atodiad AAA ar wahân yn cynnwys gwybodaeth ar y nifer o achosion o AAA yn yr AALl; gweithredu penodol pellach i gefnogi disgyblion ag AAA; gwybodaeth am bolisi'r AALl ar gynhwysiant a gweithredu i'w hyrwyddo; a threfniadau i fonitro safonau ymysg disgyblion a nodir sydd ag AAA.
- Mae ACCAC yn cynhyrchu deunyddiau asesu dewisol i gefnogi asesiadau cyson o ansawdd uchel gan athrawon ar gyfer pob disgybl, gan gynnwys y rhai ag AAA. Cyhoeddir canllawiau ar asesu disgyblion sy'n gweithio tuag at lefel 1 yn Nhyrnor Gwanwyn 1999.
- Cyhoeddir canllawiau ACCAC ar gynllunio'r cwricwlwm i ddisgyblion â namau amlsynhwyrdd, a gynhyrchir gyda QCA, yng Ngwanwyn 1999 a bydd gwaith pellach yn arwain at ganllawiau ar gynllunio'r cwricwlwm i ddisgyblion ag anhwylderau sbectrwm awtistig a disgyblion ag anawsterau emosiynol ac ymddygiadol.
- Tablau perfformiad - yr ydym wedi ymgynghori ar sut y gellir gwella tablau perfformiad ysgolion uwchradd a cholegau i adlewyrchu cyflawniadau disgyblion ar draws yr amrediad gallu yn well.

Wrth bennu targedau, yn ysgolion y brif ffrwd ac mewn ysgolion arbennig, cymerir y cyfle i wella cyraeddiadau plant ag AAA i ystyriaeth.

- Pennu targedau - yr ydym bellach yn ei gwneud yn ofynnol i ysgolion a gynhelir gyhoeddi targedau ar gyfer perfformiad disgyblion yn asesiadau'r Cwricwlwm Cenedlaethol ar ddiwedd Cyfnodau Allweddol 2 a 3 ac arholiadau cyhoeddus ar ddiwedd addysg orfodol.
- Dylai canllawiau ACCAC ar asesu disgyblion sy'n gweithio tuag at lefel 1 gynnal mwy o gysondeb mewn asesiadau athrawon a helpu ysgolion i bennu targedau clir sy'n ffocysu ar arferion yr ystafell ddosbarth a chanlyniadau

cadarnhaol i ddisgyblion. Bydd ACCAC yn darparu canllawiau ychwanegol drwy gynadleddau ar gyfer ysgolion arbennig, a fydd yn cynnwys Adran Addysg y Swyddfa Gymreig a SPAEM.

- Pennu targedau mewn Ysgolion Arbennig - ran amlaf bydd pennu targedau yn gysyniad newydd ar gyfer addysg ysgolion arbennig. Bydd arolwg SPAEM o'r Cwricwlwm Cenedlaethol mewn ysgolion arbennig yn helpu i fwydo'r argymhellion ar gyfer targedau ysgolion arbennig.

Bydd dyfarniadau Lefel Fynediad newydd ar gael i ddisgyblion nad yw GNVQ na TGAU yn briodol iddynt yn 16 oed.

- Dyfarniadau lefel fynediad - yr ydym wedi cefnogi datblygiad cymwysterau ar Lefel Fynediad. Er mai TGAU a GNVQ fydd y prif fesur o gyrrhaeddiad ar ddiwedd addysg orfodol i'r mwyafrif mawr o bobl ifanc o hyd, mae Tystysgrifau Cyrhaeddiad Addysgol yn gymwysterau cenedlaethol arall i lawer o ddisgyblion ag AAA.
- Cofnod Cenedlaethol o Gyrrhaeddiad - yr ydym wedi profi deunyddiau cyfarwyddyd newydd gyda disgyblion gan ddefnyddio'r enw Ffeil Cynnydd: Cynllunydd Cyflawniad. Dywedodd, athrawon fod y deunyddiau cyfarwyddyd newydd yn welliant ar y Cofnod Cenedlaethol presennol o Gyrrhaeddiad wrth helpu unigolion i nodi eu medrau, gosod nodau a chynllunio sut i'w cyflawni. Defnyddir y darganfyddiadau i ddatblygu canllawiau i helpu athrawon sy'n defnyddio'r deunyddiau newydd.

Defnyddir Technoleg Gwybodaeth a Chyfathrebu yn fwy effeithiol a helaeth i gynnal addysg plant ag AAA, yn ysgolion y brif ffrwd ac mewn ysgolion arbennig.

- Grid Cenedlaethol ar gyfer Dysgu (GCD) - mae'r Swyddfa Gymreig wedi darparu £3 miliwn ar gyfer yr AALl eleni i brynu caledwedd ac ar gyfer cysylltiadau'r ysgolion â'r Grid. Neilltuwyd rhyw £0.5 miliwn i gynnal 5 project ar draws Cymru yn sgil cystadleuaeth i ddod o hyd i ffyrdd arloesol o ddefnyddio TGC yn yr ysgol. Yn Nhachwedd 1998 lansiwyd Rhith-Ganolfan Athrawon Cymru, sy'n cynnig mynediad drwy'r Rhyngwrdd i'r GCD ac i wybodaeth a gwasanaethau addysg yng Nghymru, fel y'u darperir gan y Swyddfa Gymreig, SPAEM, y TTA, ACCAC, yr Amgueddfa Genedlaethol ac eraill. Gall y defnyddwyr gyrchu'r wybodaeth yn Gymraeg a Saesneg.
- Arian y Loteri Cenedlaethol - trefnir bod £230 miliwn ar gael yng Nghymru a Lloegr i gynnal hyfforddiant ar gyfer pob athro ac athrawes a llyfrgellwyr ysgolion ar ddefnyddio Technoleg Gwybodaeth a Chyfathrebu yn effeithiol yn y dosbarth, gan gynnwys y rhai sy'n gyfrifol am blant ag AAA. Bydd yr hyfforddi'n dechrau yn y gwanwyn ym 1999 a chaiff ei ariannu am dair blynedd.

3. Gweithio gyda rhieni

Cynigir cyfle i bob rhiant y mae eu plant yn cael eu hasesu ar gyfer datganiad o AAA i gael cymorth 'Person Cyswllt' annibynnol.

- Mae Pennod 1 yn esbonio y bydd disgwyl yn y dyfodol i AALl Cymru sicrhau bod gan rieni unrhyw blentyn a adnabyddir fel plentyn ag AAA gyngor gan gynorthwy-ydd rhieni annibynnol. Pan fydd amser y Seneddol yn caniatáu, ac yn amodol i farn y Cynulliad Cenedlaethol, bydd hyn yn disodli'r gofyniad statudol cyfredol bod AALl yn cynnig 'Person Cyswllt' i rieni pan fydd eu plentyn yn cael datganiad.
- Gweler y camau a gynigir ym Mhennod 1.

Bydd cyrff cymorth gwirfoddol ar waith ledled Cymru, ac yn chwarae rhan bwysig wrth helpu rhieni plant ag AAA.

- Ariannu Personau Cyswllt - Arian GCAH ychwanegol ar gyfer Personau Cyswllt - yn y dyfodol Cynorthwydd Rhieni Annibynnol (CRhA) - yn dal ar gael dros y 3 blynedd nesaf. Yn amodol ar farn y Cynulliad Cenedlaethol a diwygiadau i'r statudau, byddwn yn ystyried lefel yr arian a fydd ar gael o dan GCAH yn y blyneddoddd sydd i ddod i adlewyrchu unrhyw ddyletswydd statudol newydd ar yr AALl i ddarparu mynediad estynedig i CRhA.
- Gweler y camau a gynigir ym Mhennod 1.

Dylai gwell trefniadau ar gyfer hybu deialog rhwng rhieni, ysgolion ac AALl gael eu hadlewyrchu mewn gostyngiad yn nifer yr apelau at y Tribiwnlys AAA.

- Cymodi - mae'r Swyddfa wedi rhoi cyllid i SNAP Cymru, sef prif ddarparwydd gwasanaethau Person Cyswllt yng Nghymru ar hyn o bryd, i ddatblygu cynlluniau cymodi peilot a all helpu i sefydlu'r arferion gorau i ddatrys anghydfodau'n lleol rhwng rhieni ac AALI.

4. Cymorth ymarferol: fframwaith y ddarpariaeth AAA

Bydd fersiwn ddiwygiedig o'r Rhestr Argymhellion AAA wedi'i sefydlu, gan gadw egwyddorion a mesurau diogelwch y Rhestr Argymhellion bresennol, tra'n symleiddio'r gweithdrefnau a chadw'r gwaith papur i'r lleiafswm.

- Gweler y camau a gynigir ym Mhennod 2.

Ceir pwyslais newydd ar ddarpariaeth o dan gyfnodau'r Rhestr Argymhellion sydd wedi'u lleoli yn yr ysgol, gyda chymorth o du'r AALI a mwy o sicrwydd i rieni y ceir ymyrraeth effeithiol, yn enwedig yng nghyfnod 3.

- Gweler y camau a gynigir ym Mhennod 2.

Dylai'r AALI adolygu eu trefniadau ariannol o dan reolaeth leol ysgolion (RhLY) er mwyn adlewyrchu'r continwmm o AAA yn agosach, gan leihau'r cymhellion ariannol ar gyfer datganiadau.

- Ariannu Teg - mae'r Fframwaith Ariannu dirprwyedig newydd ar gyfer ysgolion a gynhelir yn symud hyn yn ei flaen, gweler Pennod 2.

O ganlyniad i'r gwelliannau hyn, bydd y gyfran genedlaethol o blant y mae angen datganiad ar eu cyfer yn symud yn ôl tuag at y 2 y cant a ragwelwyd yn Adroddiad Warnock.

Mae Pennod 2 yn cydnabod ei bod yn rhy gynnar i osod disgwyliad cenedlaethol ynglŷn â chyfran y plant a allai barhau i fod ag angen datganiad. Ein hymagwedd ni fydd cryfhau'r ddarpariaeth AAA a leolir yn yr ysgolion. Dros amser, mae hyn yn debygol o olygu y bydd ar lai o blant angen datganiad er mwyn diwallu eu hanghenion.

- Cynigir camau ym Mhennod 2.

Bydd y mwyafrif mawr o asesiadau AAA yn cael eu cwblhau o fewn yr amserlen statudol.

-
- Gweler camau a gynigir ym Mhennod 2 - 'Gwella Atebolrwydd AALI'.

5. Cynyddu cynhwysiant

Bydd cyfran gynyddol o'r plant hynny sydd â datganiadau o AAA a fyddai'n cael eu lleoli mewn ysgolion arbennig ar hyn o bryd yn cael eu haddysgu o fewn ysgolion y brif ffrwd.

- Ymchwil ar gynhwysiant - mae'r Llywodraeth wedi ariannu ymchwil gan Brifysgol Manceinion i sefydlu'r amodau sy'n angenrheidiol ar gyfer hybu cynhwysiant yn ehangach ac i ddarganfod ffyrdd i'r staff mewn ysgolion y brif ffrwd ac ysgolion arbennig helpu ei gilydd yn y modd mwyaf effeithiol. Caiff y prif ddarganfyddiadau eu cyhoeddi yn fuan iawn ac fe'u dosberthir yng Nghymru a Lloegr yn ddiweddarach eleni.
- Ymchwil i gost addysgu plant ag anghenion tebyg mewn gwahanol sefydliadau - mae'r Llywodraeth wedi ariannu ymchwil gan Brifysgol Newcastle i asesu costau cymharol addysgu plant ag anawsterau dysgu cymedrol mewn ysgolion y brif ffrwd ac ysgolion arbennig ac archwilio cwestiwn cymhleth y manteision addysgol cymharol. Cyhoeddir y canlyniadau yn ddiweddarach eleni.
- Cynigir gweithredu pellach ym Mhennod 3.

Sefydlir ystod o raglenni cenedlaethol a lleol i gefnogi mwy o gynhwysiant.

Bydd nifer cynyddol o ysgolion y brif ffrwd yn fodlon ac yn gallu derbyn plant ag ystod o AAA.

Bydd ysgolion y brif ffrwd ac ysgolion arbennig yn gweithio'n agosach ochr-yn-ochr â'i gilydd ac yn cefnogi ei gilydd.

- Cynigir camau ym Mhennod 3.

6. Cynllunio'r ddarpariaeth AAA

Bydd peirianwaith ar gyfer cynllunio AAA yn rhanbarthol wedi'i sefydlu yng Nghymru, gan helpu i gydgyssylltu'r ddarpariaeth ar gyfer anabledau anghyffredin, cymorth arbenigol i athrawon ac agweddau eraill ar AAA.

- Projectau peilot ar gynllunio rhanbarthol - mae GYCAAA wrthi yn llunio cylch gorchwyl ar gyfer projectau peilot cynllunio rhanbarthol yng Nghymru. Fe'u defnyddir i ddatblygu'r arferion gorau ar gyfer ymestyn cydgysylltu rhanbarthol ledled Cymru yn y modd sy'n gweddu orau i anghenion penodol Cymru. Yr ydym wedi darparu £2.3 miliwn o dan raglen GCAH y flwyddyn nesaf ar gyfer blaenoriaethau AAA, gan gynnwys hybu projectau peilot cynllunio rhanbarthol.
- Cynigir camau ym Mhennod 5.

Bydd yna ganllawiau clir i gefnogi datblygiad effeithiol ysgolion arbennig yng nghyd-destun polisi o gynnwys plant ag AAA yn fwy ac yn fwy.

- Cynigir camau ym Mhennod 3.
- **yna drefniadau newydd i ddiogelu buddiannau plant ag anghenion addysgol arbennig a leolir mewn ysgolion annibynnol.**
- Cynigir camau ym Mhennod 2.

7. Datblygu medrau

Bydd yna strwythur clir ar gyfer datblygiad proffesiynol athrawon mewn AAA, o sylw cryfach i faterion AAA mewn hyfforddiant cychwynnol i well hyfforddiant i benaethiaid, cydgysylltwyr AAA (CAAA) ac arbenigwyr eraill AAA.

Bydd y strwythur ar gyfer datblygiad proffesiynol athrawon mewn AAA yn y dyfodol yn adlewyrchu canlyniad yr ymgynghori ar y Papur Gwyrdd 'Y Gorau ar gyfer Addysgu a Dysgu yng Nghymru' ar ddyfodol y proffesiwn addysgu.

- Penaethiaid - yr ydym wedi cyhoeddi Safonau Cenedlaethol i Benaethiaid. Mae'r rhain yn hyrwyddo arferion da mewn addysgu a dysgu i bob disgybl, gan gynnwys y rhai ag AAA.
- Datblygiad proffesiynol parhaus - yr ydym wedi darparu £2.3 miliwn trwy Raglen GCAH ym 1999/2000 i gynnal AAA, gan gynnwys cynnydd mewn hyfforddiant i athrawon ac AALI.
- Safonau CAAA - mae'r TTA wedi cyhoeddi Safonau Cenedlaethol ar gyfer Cydgysylltwyr Anghenion Addysgol Arbennig. Mae'r rhain yn esbonio rôl a chyfrifoldebau CAAA.
- Safonau i arbenigwyr AAA - ar hyn o bryd mae'r TTA yn ymgynghori ar safonau i arbenigwyr AAA. Byddwn yn cymryd y gwaith hwn i ystyriaeth yng ngoleuni'r ymgynghoriad ar y Papur Gwyrdd 'Y Gorau ar gyfer Addysgu a Dysgu yng Nghymru'.
- Gweler y camau a gynigir ym Mhennod 4.

Bydd yna fframwaith ar gyfer hyfforddi cynorthwywyr cynnal dysgu (CCD).

Bydd y fframwaith ar gyfer hyfforddi cynorthwywyr cynnal dysgu yn y dyfodol yn adlewyrchu canlyniad yr ymgynghori ar y Papur Gwyrdd ar ddyfodol y proffesiwn addysgu ynglŷn ag anghenion hyfforddi a datblygu cynorthwywyr dosbarth yn fwy cyffredinol.

- Cynigir camau ym Mhennod 4.

Bydd yna ganllawiau ar hyfforddi llywodraethwyr i gyflawni eu cyfrifoldebau ar gyfer disgyblion ag AAA.

Ceir cytundeb ar ffyrdd o fanteisio i'r eithaf ar gyfraniad seicolegwyr addysg, a'r hyfforddiant sy'n angenrheidiol ar gyfer y newid yn eu rôl.

- Cynigir camau ym Mhennod 4.

8. Cydweithio

Ceir trefniadau newydd ar gyfer lledaenu'r wybodaeth ddiweddaraf ar arferion da yn y ddarpariaeth AAA.

- Lledaenu ymchwil AAA - byddwn yn ystyried gyda GYCAAA y ffordd fwyaf effeithiol o ledaenu gwybodaeth yng Nghymru am arferion da yn y ddarpariaeth AAA. Byddwn hefyd yn ystyried goblygiadau Cymreig trafodaethau sy'n cael eu cynnal ar hyn o bryd gan y DfEE gyda chyrrff sydd â diddordeb ynglŷn â sefydlu sefydliad cenedlaethol bach i ddidoli canlyniadau ymchwil AAA a lledaenu'r casgliadau.

Gwelir gwell cydweithredu a chydgyssylltu rhwng AALI, adrannau gwasanaethau cymdeithasol ac awdurdodau iechyd, gyda phwyslais ar ddiwallu anghenion arbennig plant yn fwy effeithiol.

- Partneriaeth ar gyfer Gwelliant - yr ydym wrthi yn ystyried ymatebion i'r ddogfen drafod hon, a gyhoeddwyd gan y Swyddfa ar ddiwedd y llynedd, i ymgynghori ar gynigion i symud y rhwystrau i gydweithio trwy gyflwyno pwerau newydd i ganiatáu ariannu mwy hyblyg a threfniadau rheoli mwy hyblyg ynglŷn â gwasanaeth plant rhwng yr NHS a'r awdurdodau lleol.
- Pobl ifanc sy'n derbyn gofal gan yr awdurdod lleol - mae'r DfEE wedi sefydlu fforwm rhyng-asiantaeth ar addysg pobl ifanc sy'n derbyn gofal gan yr awdurdod lleol. Mae'r fforwm wedi gwneud ei argymhellion cyntaf i'r Ysgrifennydd Gwladol, o blaid cyflwyno canllawiau statudol newydd ar gyfer y gwasanaeth addysg a'r gwasanaethau cymdeithasol a chamau i gryfhau addysg mewn unedau cadarn. Yn amodol ar farn y Cynulliad Cenedlaethol, fe fyddai'r canllawiau statudol yn gymwys yng Nghymru.
- Adroddiad Utting - cyhoeddwyd Adroddiad Utting ar amddiffynfeydd plant ar gyfer plant yn byw oddi cartref yn Nhachwedd 1997. Rhoes yr argymhellion sylw i amddiffyn plant rhag cael eu cam-drin ym mhob lleoliad lle byddent yn byw oddi wrth eu teuluoedd. Cyhoeddwyd ymateb y Llywodraeth i'r Adroddiad yn Nhachwedd 1998 [Gorch 4105] ac yn cynnwys ymrwymïadau i baratoi strategaeth ddraft i blant yng Nghymru ac i gyflwyno rhaglen i weddnewid ansawdd y gwasanaethau i blant yng Nghymru a ddarperir gan yr awdurdodau lleol.
- Cynigir camau pellach ym Mhennod 5.

Darperir therapi lleferydd ac iaith yn fwy effeithiol ar gyfer y plant y mae arnynt ei angen.

- Yr ydym wedi sefydlu gweithgor sy'n cynnys proffesiynolion/rheolwyr therapi, personél awdurdodau / ymddiriedolaethau iechyd, swyddogion yr awdurdodau lleol a'r Swyddfa Gymreig i ystyried amrywiaeth o faterion ynglŷn â darparu gwasanaeth therapi i blant ag AAA. Nodir cylch gwaith y gweithgor, a gyfarfu am y tro cyntaf yn Nhachwedd 1998, ym Mhennod 5.

Bydd y Swyddfa'n casglu gwybodaeth am brofiadau pobl ifanc ag AAA ar ôl iddynt ymadael â'r ysgol, er mwyn helpu ysgolion a cholegau i wella'r ffordd y maent yn paratoi pobl ifanc ar gyfer bywyd fel oedolyn.

- Cynigir camau ym Mhennod 5.

9. Egwyddorion ar Waith: Anawsterau Emosiynol ac Ymddygiadol

Bydd gwell cyfleoedd ar gyfer yr holl staff i wella'u medrau wrth addysgu plant ag anawsterau emosiynol ac ymddygiadol.

- Ymchwil Prifysgol Birmingham - mae'r Llywodraeth wedi comisiynu ymchwil i'r ddarpariaeth ar gyfer plant ag AEY yn ysgolion y brif ffrwd. Cyhoeddir y darganfyddiadau cyn hir a byddant yn awgrymu bod nodweddion ysgolion effeithiol yn cynnwys polisiâu ymddygiad clir, addysgu o ansawdd uchel, craidd o staff sy'n deall natur AEY ac arweiniad effeithiol gan yr uwch dîm reoli.
- Cynigir camau pellach ym Mhennodau 3a 4.

Ceir cymorth estynedig ar gyfer cynlluniau a ddyluniwyd i ail-ysgogi pobl ifanc ag anawsterau emosiynol ac ymddygiadol yng Nghyfnod Allweddol 4.

- Hyblygrwydd yn y cwricwlwm - mae'r Cwricwlwm Cenedlaethol yng Nghymru yng Nghyfnod Allweddol 4 eisoes

yn cynnig hyblygrwydd i'r ysgolion sefydlu amrediad ehangach o gyfleoedd dysgu yn gysylltiedig â gwaith neu weithgareddau anacademaidd.

- Cynigir camau pellach ym Mhennod 3.

sylwadau

Atodiad B - Grŵp Ymgynghorol Cymru ar Anghenion Addysgol Arbennig (GYCAAA)

Aelodau'r Grŵp

Mr Roger Bishop,
Cyfarwydd, Project Ymgynghorol Anghenion Arbennig (SNAP) Cymru

Mrs Joyce Chatterton,
Swyddog Addysg, Sefydliad Cenedlaethol Brenhinol y Deillion

Mr Mike De Val,
Cyfarwydd Addysg, Cyngor Bwrdeistref Sirol Tor-faen

Mr Gethin Evans,
Cyfarwydd Gwasanaethau Cymdeithasol, Cyngor Bwrdeistref Sirol Ceredigion

Mr Gareth Foulkes,
Rheolwr Datblygu Gwasanaethau, Sefydliad Cenedlaethol Brenhinol Pobl Fyddar

Dr James Hewitt,
Pennaeth, Ysgol Arbennig y Graig, Conwy

Mr Derryck Jones,
Swyddog Addysg (AAA), Cyngor Bwrdeistref Sirol Castell-nedd Port Talbot

Mrs Delyth Molyneux,
Cyd-gysylltydd AAA (CAAA), Ysgol Gyfun Bodedern, Ynys Môn

Mrs Claire Moyle,
Swyddog Datblygu Rhanbarthol, Cymdeithas Pob Plentyn â Nam ar eu Lleferydd (CPPNLI)

Mrs Delyth Parris,
Is-gadeirydd, Cymdeithas De Cymru ar gyfer Addysgwyr Pobl â Nam ar eu Golwg (CDCAPNG)

Mr Mark Provis,
Prif Seicolegydd Addysgol, Cyngor Bwrdeistref Sirol Caerffili

Mrs Mary Thorley,
Pennaeth a Chadeirydd Cymdeithas Ysgolion Cynradd Cymru, Ysgol Gynradd Johnstown, Caerfyrddin

Mrs Leena Wigham,
Swyddog Datblygu Comisiynu, Awdurdod Iechyd Bro Taf

Mr David Williams,
Cynrychiolydd Rhieni ar y Grŵp, Ynys Môn

Cynrychiolydd SPAEM

AEM Mr Andrew Large,
Swyddfa Prif Arolygydd Ysgolion Ei Mawrhydi (SPAEM), Bangor

Swyddogion y Swyddfa Gymreig

Mrs Elizabeth Taylor
(Cadeirydd y Grŵp), Pennaeth yr Adran Gweinyddu Ysgolion

Mr David Powell,
Adran Gweinyddu Ysgolion

Mr Alun Jenkins,
Adran Gweinyddu Ysgolion

Mr Tony Hicks,
Adran Gweinyddu Ysgolion

Copïau o'r Rhaglen Weithredu

Mae copïau o'r Rhaglen Weithredu hon yn cael eu hanfon i bob awdurdod lleol, pennaeth, cadeirydd corff llywodraethwyr, cydgysylltydd AAA, corff cenedlaethol sy'n ymwneud ag addysg plant ag AAA a phawb a ymatebodd i'r ymgynghori ar y Papur Gwyrdd AAA.

Bydd y Rhaglen Weithredu ar gael mewn Braille ac ar gasét sain cyn hir.

Mae copïau pellach ar gael yn ddi-dâl oddi wrth:

Adran Gweinyddu Ysgolion
Y Swyddfa Gymreig
Adeiladau'r Goron
Parc Cathays
Caerdydd
CF1 3NQ

Ffôn: 01222 826078
Ffacs: 01222 826111

Y Rhyngrwyd

Mae'r Rhaglen Weithredu ar gael ar y Rhyngrwyd yn: **<http://www.wales.gov.uk>**

Sylwadau

Mae croeso i'ch sylwadau ar y Rhaglen Weithredu hon. Dylid eu hanfon at:

Alun Jenkins
Adran Addysg y Swyddfa Gymreig
Adeiladau'r Goron
Parc Cathays
Caerdydd
CF1 3NQ

Ffôn: 01222 826081
Ffacs: 01222 826111

sylwadau

FOREWARD BY THE EDUCATION MINISTER FOR WALES, MR PETER HAIN MP

The Government is committed to raising educational standards for all children in Wales. This commitment applies to the 20 per cent of children who can expect to have some form of special educational need at some time in their school career, just as it does to the other 80 per cent of children. Unless we provide the best possible opportunities for all our children we will not achieve a fully inclusive, cohesive society which is our vision of the future. The cost of failure in social and economic terms will be unacceptable.

The Green Paper, *The BEST for Special Education*, set out our plans for the future of special needs provision in Wales with the aim of raising standards of achievement for all children with SEN.

To take forward our plans effectively it was essential to obtain the comments and advice of those involved in the education of SEN children. I am grateful to the numerous individuals and organisations who responded to our Green Paper consultation. I was very pleased with the quality of the responses which have shaped our thinking on the way forward. They showed broad support for our proposals.

I am also grateful to the members of the Welsh Advisory Group on Special Educational Needs (WAGSEN) for giving their time and expertise in providing advice.

We believe that, where parents want it and where appropriate provision can be made, a more inclusive educational environment will enhance the social and educational development of SEN pupils. Special schools will continue to play an important role within an inclusive system. They are a source of great expertise which can benefit mainstream schools through the closer working links we want to foster. They will also remain the right educational option for some pupils.

Parents play a vital role in the education of their children. The needs of parents with SEN children can often be overlooked. We will ensure that their views are heard and that they receive the professional support they need.

Better training and support for teachers and others working with children with SEN is essential to ensure that they have the skills needed to deliver the opportunities these children and their parents are entitled to.

We also need to work together more closely in planning SEN services and making the most of available resources. We need to identify and address a child's SEN as early as possible. Better regional planning and co-operation can achieve this and we will promote it.

The Action Programme deals with all of these priorities and provides a clear long-term strategy for their achievement.

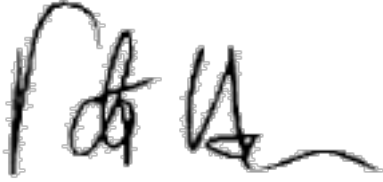
The Government has made a commitment to substantially increase the resources available to schools over the next three years. Decisions on funding for 2000/01 and beyond will be the responsibility of the National Assembly for Wales. For 1999/2000 we are backing our commitment with a substantial increase in funding.

We are giving local authorities an extra £70 million for education spending in 1999/2000. We are making available an extra £145 million and £225 million respectively for 2000/01 and 2001/02. We expect the bulk of this to find its way into delegated school budgets. All pupils including those with SEN will benefit from this. We are also providing an additional £1 million for SEN activities under the Grants for Education Training and Support (GEST) Programme to support the Action Programme. The amount for SEN in the 1999/2000 GEST programme is £2.3 million - an increase of over 75 per cent on the £1.3 million

available in the current year. At least the same amount should be available for 2000/01 and 2001/02.

The new arrangements for funding maintained schools which come into effect from 1999/2000 will achieve greater transparency in terms of specifying the functions, including SEN functions, for which local authorities are entitled to retain funding centrally, and those functions which schools are expected to fund from their delegated budgets. This will make both schools and LEAs more accountable for the funding of SEN provision and should go a long way to avoid situations where each can claim that the other is responsible for provision for individual pupils.

We want to achieve the best possible opportunities for children with SEN in order to give them a rewarding school life and to equip them for adult life. This Action Programme provides a solid foundation for the National Assembly, local authorities, health authorities, schools, parents and voluntary organisations to work together to achieve this.

A handwritten signature in black ink, appearing to read 'Peter Hain', with a stylized flourish at the end.

Peter Hain MP

Introduction

1. Some 200 individuals and organisations in Wales responded to the Green Paper, *The BEST for Special Education*, published in October 1997. The majority of respondents supported the Green Paper proposals.

There was a clear wish to build on the strengths of existing arrangements and to develop better approaches where there were weaknesses.

2. The Green Paper contained six key themes:

- promoting the inclusion of children with special educational needs (SEN) within mainstream schooling wherever possible;
- setting high expectations for children with SEN, reflected in all schools' practices;
- supporting parents of children with SEN;
- shifting the focus in meeting special educational needs from procedures to practical support, and wherever possible from remedial action to prevention and early intervention;
- boosting opportunities for professional development, for teachers and others;
- promoting partnership in SEN, locally, regionally and nationally.

3. Consultation responses endorsed the view that 'inclusion' provided the right approach but recognised the continuing need for special schools for some children. Meeting the needs of individual children was considered paramount. Respondents also acknowledged the crucial role of parents, and the need to ensure that parents and professionals, including school governors, have confidence in the system of provision.

4. This action programme for Wales is based on the key themes and takes account of consultation responses and the views of the Welsh Advisory Group on Special Educational Needs (WAGSEN) which met for the first time in July 1998. It sets out the key objectives, progress towards them, and a timetable for action. Co-operation between all the bodies and individuals involved in SEN is at the heart of the programme.

5. There is much good practice in Wales to build on. Teachers, parents, local authorities and other statutory and voluntary services are working together in offering high quality support to children with SEN. At the same time there are difficult issues that need to be addressed to ensure equality of provision and opportunity for all children with SEN. Where there is evidence of poor practice, we will challenge it. The action programme asks much of schools, LEAs and other partners in Wales.

6. The Welsh Office, and from later this year the National Assembly for Wales, must be accountable for its responsibilities. Annex A gives a checklist of action already taken and proposed to tackle the issues covered in the Green Paper. We see this as the first of what should become annual statements reporting progress

Funding

7. We are supporting the action programme with a substantial increase in resources. The £70 million extra we are including in 1999/2000 local authority standard spending assessments for education spending will enable schools to meet the needs of SEN children better. We are increasing the funding available for SEN priorities under the Grants for Education Support and Training (GEST) programme for 1999/2000 by £1 million to £2.3 million - an increase of over 75 per cent. This will enable progress to be made on the specific aspects of the action programme such as more parent partnership; more inclusion; better training; and improved multi-agency working, which are set out in the following chapters. It is for local authorities to decide how best these resources can be used to benefit SEN children.

8. We have maintained the high level of basic credit approval provision for education capital projects at almost £43 million for 1999/2000. We are also making £13.3 million available under the additional Capital Funding for Schools programme. These resources can be used for capital projects that can benefit SEN children.

9. The National Assembly for Wales will make decisions on funding for 2000/2001 and beyond, but the Government has

allocated an additional £145 million and £225 million for education spending in standard spending assessments for 2000/01 and 2001/02 respectively. SEN spending within the GEST programme for these years should at least be maintained at £2.3 million.

Chapter 1

Supporting Parents and Children

We will improve and extend the support and advice for parents and carers of children with SEN, enabling them to play a more active role in their child's education and contributing to higher standards for all children by:

- providing high quality early years education and childcare, including support for parents;
- encouraging earlier identification of difficulties and appropriate early intervention;
- expecting LEAs to have in place arrangements offering all parents of SEN children independent advice and support;
- requiring LEAs to develop conciliation arrangements for dealing with disputes;
- strengthening arrangements for involving children in the process of assessing and meeting their needs.

1. Parents and carers play a key part in children's education. The consultation confirmed that parents want:

- more emphasis on early identification and intervention;
- effective support, including access to independent advice, as soon as their child's special educational needs are identified;
- an effective say in the way their child is educated;
- greater certainty about what they have a right to expect.

Early years

2. Early Years Development Partnerships in every local authority have produced plans to secure good quality early education places for all four year olds whose parents want them, including children with SEN, from September 1998. ***Following our consultation on the National Childcare Strategy in Wales Green Paper, we will expand the remit and membership of Partnerships to become Early Years Development and Childcare Partnerships.*** Guidance to Partnerships on the preparation of childcare plans to take effect from April 1999 and revised early years education plans with effect from September 1999 is being issued in Wales. These Plans will cover the development of education services for 3 and 4 year olds and the development of good quality, affordable and accessible childcare for children aged 0 -14, including children with SEN, in every neighbourhood. The Plans will also include details of the information and advice available to parents about childcare and early education, including for children with SEN, and the availability of family support services.

3. The Welsh Office consultation paper *The Review of the Regulation of Early Years Education and Day Care* asked how the needs of children with SEN should be taken into account in developing a more uniform regulatory framework for early years education and day care. The responses to the consultation are being considered and the Government's plans will be published shortly.

Early identification and early intervention

4. *The Best for Special Education* stressed the importance of early identification and appropriate intervention to improve the prospects of children with SEN, and reduce the need for more expensive intervention later on. The special needs of most children with severe difficulties and disabilities will be apparent well before they start school - for example children with physical disabilities, sensory impairments, severe learning difficulties or speech and language impairments. It is particularly important that these children have early access to support from all relevant agencies, and that the input from these agencies is well co-ordinated.

5. The Government's *Sure Start* programme for children aged 0-3 and their families can play an important role. The

Department is establishing a specialist group to advise on how best Sure Start can be taken forward in Wales. Funding for *Sure Start* will be confirmed shortly.

6. Some children's special needs - for example, moderate or specific learning difficulties (including dyslexia) - may not emerge until children start school. Statutory baseline assessment will be introduced in all primary schools in Wales from September 1999. Although baseline assessments will not, on their own, establish whether individual pupils have SEN, the information they provide will help teachers plan to meet the learning needs of every pupil, including those with SEN.

7. The introduction of the strategic framework for raising standards of literacy in Wales and from 1999 a similar initiative for numeracy, will provide a structure to help all children achieve their potential. The Department plans to develop and extend local and national networks to share good practice on literacy and numeracy. Smaller infant class sizes will help underpin the literacy and numeracy initiatives by giving pupils access to the teaching they need in the crucial early years. The slimming down of the National Curriculum in Wales at Key Stage 2 will also free-up more time to be spent on literacy and numeracy work.

8. From September 1999, each LEA in Wales will be required to include in its Education Strategic Plan (ESP) its strategy for meeting the needs of children with SEN, with the focus on raising levels of attainment for such children. Authorities will also have to include information on numbers of SEN pupils; details of action to support pupils with SEN; information about the LEA's policy on inclusion and action to promote it; and arrangements for monitoring standards among pupils identified as having SEN.

Supporting parents and carers

9. The most effective results are achieved where parents, schools and LEAs work in partnership, within a clear framework. There are good examples of such partnerships and we welcome the innovative work which has been undertaken in Wales in recent years. Under existing legislation parents are offered the advice and support of an independent Named Person when their child receives a statement of SEN. Many respondents said that parents need help at an earlier stage; and that schools and local agencies (including local agencies working with pre-school children) need better information about the services available.

10. From April 2000 we expect LEAs to offer parents of all children with SEN access to independent advice and support; and to offer information services to schools and other agencies. If the National Assembly for Wales considers it necessary, we will consider with the DfEE, legislating to make such provision a requirement. In the meantime we will:

- strengthen the SEN Code of Practice to say that parents should be informed about local arrangements for receiving independent advice as soon as their child has been identified as having SEN;
- incorporate further guidance in the SEN Code of Practice on effective communication with parents, based on good practice in LEAs and schools, and including the role played by voluntary bodies.

11. We expect local authorities to develop suitable arrangements to provide access to independent advice through an '*independent parental supporter*' (IPS). IPSs might be people who are currently Named Persons, or belong to a local or national SEN/disability group or organisation. The revised Code of Practice will make clear that local authorities will be expected to arrange for the recruitment and training of IPSs.

12. The Green Paper asked how we could encourage dialogue between parents, schools and LEAs, to resolve disputes about special educational needs as early as possible. The Department has provided SNAP Cymru, currently the main provider of Named Person services in Wales, with funding to develop pilot conciliation schemes which can help establish best practice. In the light of the experience of the SNAP pilot schemes and other examples of existing good practice in LEAs, ***we will revise the guidance in the SEN Code of Practice and expect LEAs to establish local conciliation arrangements, with independent mediation, for resolving disputes with parents*** before the end of this Parliament. We will also improve the effectiveness of the SEN Tribunal (see Chapter 2).

Involving the child

13. The Children Act 1989 includes a duty on the courts to have regard to the ascertainable wishes and feelings of the child concerned. This principle should also apply to children with SEN. The SEN Code of Practice already refers to the need to take account of the child's views. ***We will strengthen the guidance in the Code to ensure LEAs and schools seek and take account of the child's views wherever possible in assessing and meeting their needs.*** Some local authorities may wish to experiment with fora in which children with learning difficulties or with disabilities, have an opportunity to meet local policy makers. ***We will amend regulations to place the SEN Tribunal under a duty to have regard to the views of the child, where***

these views can be ascertained.

Chapter 2

Developing the SEN Framework

Subject to the views of the National Assembly for Wales we propose to build on the existing statutory provisions and best practice to improve the SEN framework and to sharpen the focus on meeting children's needs by:

- introducing a less bureaucratic SEN Code of Practice in 2001 which safeguards the interests of children, focuses on preventative work, and promotes effective school-based support and monitoring;
- publishing guidance on the placement of children under the Code and the provision to be made for them, and on criteria for making statements of SEN;
- improving accountability by requiring LEAs to publish more comprehensive information about their SEN policies, including information about what schools should normally provide from their own budgets and the SEN support LEAs will provide, and monitoring their performance against key indicators;
- improving the effectiveness of the SEN Tribunal.

These improvements will be supported by more transparent funding arrangements under new Regulations for the funding of maintained schools.

1. The great majority of parents and professionals want to retain the main features of the existing legislative framework for SEN, which they see as safeguarding the interests of children. These are:

- the principles of the SEN Code of Practice;
- rights to special educational provision to meet the needs of the child, including provision in the medium of Welsh;
- rights to a statutory assessment and statement in appropriate cases;
- rights to express a preference for a placement in either a mainstream or a special school;
- access to the SEN Tribunal as a last resort.

2. These safeguards will remain. But respondents to the Green Paper have confirmed that in detailed respects the existing framework needs to be improved to sharpen the focus on meeting children's needs.

The definition of 'special educational needs'

3. International comparisons are not straightforward, but some studies suggest that in England and Wales we identify significantly more children as having special educational needs than most other European countries. It has been suggested that fresh consideration be given to the types of educational need which are regarded as 'special'. We do not however see the legal definition of special educational needs as the decisive factor. Schools and LEAs undoubtedly interpret the term in different ways; but it is unlikely that any alternative definition would in itself lead to greater consistency. We shall instead seek to establish a more consistent understanding of the provision that is appropriate to meet different levels of special educational needs.

Revising the SEN Code of Practice

4. There is widespread agreement that the Code of Practice has led to improvements in teaching children with SEN, and that the Code should be revised in the light of experience since 1994, to build on good practice. Subject to the views of the National Assembly for Wales and its timetable of business, *we propose to introduce a revised Code to come into effect in 2001*. We will:

- issue a draft revised Code for consultation towards the end of 1999;

- consult about relatively minor changes to the law to help promote our objectives.

Improving Individual Education Plans (IEPs)

5. Too often schools can focus on the paperwork associated with the Code of Practice - especially in relation to IEPs and annual reviews - at the expense of providing practical support for children with SEN. This imbalance needs to be addressed.

6. Many respondents considered IEPs to be important records of children's needs from stage 2 of the Code upwards. However, some schools use IEP formats that are unnecessarily elaborate. This has been highlighted by the Office of Her Majesty's Chief Inspector of Schools in Wales (OHMCI). IEPs are generally most helpful when they are crisply written, focusing on three or four short-term targets for the child, typically targets relating to key skills such as communication, literacy, numeracy, behaviour and social skills; with dates for review. Schools should involve parents in identifying their children's needs and in drawing-up and implementing an IEP. The parental role should be fulfilled by a foster parent, social worker or other carer for children who are 'looked after' by a local authority in keeping with the Government's commitment to improve the attainment of looked after children.

7. *The revised Code of Practice will contain new advice on preparing and implementing IEPs.* It will emphasise the importance of keeping IEPs under regular review, although the frequency of review will be a matter for individual schools depending on the needs of the child.

Adapting the five-stage model

8. The SEN Code of Practice sets out a framework for meeting children's special educational needs, based on five stages. These stages are sometimes seen as a series of hurdles which children with SEN have to pass as they progress to a statement. The word 'stage' encourages this expectation. There is a clear need to move away from this understanding of the stages as a progression and to build parents' - and teachers' - confidence that needs can be met without necessarily progressing through all stages to a statement.

9. Some children currently placed at stage 1 do not have special educational needs as defined in law. Whilst their progress needs to be carefully monitored, and they may need some differentiation of classroom work, they do not need provision which is 'additional to, or otherwise different' from that made generally for children of the same age in local schools. We consider that the SEN Code of Practice should apply to children for whom there is a clear expectation that they are likely to need help which is genuinely 'additional to, or otherwise different'. At present a child normally comes into this category only at stage 2, when he or she is given an IEP.

10. When revising the Code, we propose to:

- remove the current stage 1, thereby reducing the school-based stages in the Code from three to two - *School Support*, corresponding largely with the current stage 2, and *Support Plus*, corresponding with the current stage 3;
- consult on an alternative term for 'stages' to denote the components of the new framework;
- retain and develop guidance on the procedures for *Statutory Assessment and Statements*, and make clear that there should be no presumption of progression beyond *School Support* and *Support Plus*;
- offer guidance on the kind of monitoring, provision and information for parents which are appropriate at a 'pre-Code' stage, before there is clear identification of SEN;
- emphasise the need for regular assessment and monitoring of the child under *School Support* and *Support Plus*, involving external advice as appropriate.

Improving provision at *School Support* and *Support Plus*

11. The Green Paper asked how LEAs could help schools improve the quality of provision at the early stages of the Code. Many respondents said that LEAs could help by monitoring the quality of provision made by schools, and providing effective support through SEN support services, including educational psychologists. Schools said that they would particularly value assistance with work to prevent children developing special educational needs, and giving teachers the necessary knowledge and skills to teach children with SEN. It will be essential for LEAs to offer schools adequate support under the new *Support Plus*. *New LEA school funding schemes which come into effect from April 1999 will require LEAs to set out their*

expectations of what schools should normally provide from their delegated budgets for School Support and Support Plus and what the LEA will provide. Schools will continue to be required to include information about their own arrangements for identification, assessment and provision within their published SEN policy; and will have to account for their use of funding.

12. Teachers and parents need to have confidence that children's needs are met. We expect that these measures will improve the quality of provision at *School Support* and *Support Plus* and will reduce the need for some children to move to *Statutory Assessment*.

SEN co-ordinators (SENCOs)

13. SENCOs' key role is to plan for and meet SEN in mainstream schools. Too often their time is taken up in fire-fighting for individual children at the expense of their management role. As a result some respondents commented that SENCOs needed more non-contact time to carry out their jobs effectively - a need recognised by OHMCI. Governing bodies and headteachers need to give careful thought to the SENCO's timetable in the light of the school's circumstances and the resources available. In schools with larger numbers of pupils on the SEN register this could include consideration of whether the SEN co-ordination role needs to be carried out by more than one designated person. SENCOs should also have the opportunity to contribute to discussions on the allocation of resources for SEN. ***We will provide guidance in the revised SEN Code on the role of the SENCO and the time required for SEN co-ordination, including work undertaken by administrative or secretarial staff.***

14. We also want to encourage governing bodies and headteachers to give SENCOs a more active part in the management of the school with more say in day-to-day decisions affecting SEN pupils, so as to improve responsiveness to their needs.

15. If parents see that schools have adequate help from SEN support services, and that SENCOs have sufficient time to carry out their role, they will feel greater assurance that schools are able to offer effective and consistent support. We therefore agree with the majority of respondents, that there would be little to be gained from introducing a contract between schools and parents at the early stages of the Code of Practice (in future at *School Support* and *Support Plus*).

The future of statements

16. The Green Paper drew attention to the recent overall rise in the proportion of children with statements and questioned whether for some children statements are the most effective way of securing the support that they need. Many parents expressed concern at the prospect of any reduction in the proportion of children who are given statements. They felt that the provision which children would receive without a statement might not be as effective.

17. As described above, we will strengthen school-based support and monitoring to enable parents, schools and LEAs to feel confident in moving away gradually from the current reliance on statements. Over time, we expect that the special educational needs of most children who do not have severe or complex medical or physical needs will be met without the need for a statement. The proportion of the total school age population with a statement would then be lower than the present level of more than 3 per cent in Wales. Some LEAs and schools are already demonstrating a stronger school based approach and a consequent reduction in numbers of statements. We will encourage others to follow their lead. ***But we will not constrain parents' access to Statutory Assessment, where they believe it is necessary. Nor will we remove the legal protection offered by statements.***

18. The Green Paper drew attention to the wide variations between LEAs in making statements, and invited views on the possibility of national criteria for statements or for each stage of the Code of Practice. There was support for the introduction of national criteria or at least greater consistency. However, LEAs' discretion over the balance between funding for SEN delegated to schools and that held centrally is an important determinant of the point at which a statement becomes necessary. We have concluded that it would not be feasible to set statutory national criteria for statements. ***We will publish non-statutory guidance on criteria for statements, drawing on a range of examples of current practice.***

Improving annual reviews of statements

19. The annual review of a statement offers an important opportunity to focus on the child's progress and achievements over the previous 12 months, to review the special provision being made for the child, and to consider whether the statement needs amending. It is important that the review considers all the relevant information that is available. The action proposed in this chapter should increase parents' confidence that help under the new *Support Plus* will maintain their child's progress. We will revise the Code of Practice to make clear:

- that statements should include a greater emphasis on expected educational outcomes;

- that in appropriate cases statements should say that the LEA will expect to cease to maintain the statements when those outcomes have been achieved (parents will be able to appeal to the SEN Tribunal if they disagree);
- that when a statement is reviewed greater consideration should be given to whether the LEA should continue to maintain the statement, or whether the child should receive support under the new *Support Plus*;
- that where a child with a statement is 'looked after' by a local authority and is subject to annual reviews by their social services department (SSD), the Authority and schools should work together to undertake reviews in parallel wherever possible.

Improving transitional reviews

20. The first and subsequent annual reviews after a child's 14th birthday must consider a transition plan, looking ahead to the young person's post-school career. Under the current regulations a young person leaving school at 16 could have as few as one, or as many as three, transition reviews.

21. We suggest that transitional reviews should take place in year 9. The Careers Service - which must be invited to be represented at transition reviews - is already required to advise young people in year 9 on the implications of options for subjects and courses in Key Stage 4. Standardising on year 9 should result in better co-ordination between the two reviews.

22. We also consider that for a very small minority of young people with statements - those with very severe, profound or multiple difficulties - whose circumstances mean they will not be leaving school until age 18 or 19, it may sometimes be more practicable and avoid unnecessary anxiety if the transition review were held in year 10 or 11 rather than in year 9. We will consult in the context of revising the Code of Practice on allowing such flexibility where there is unanimous agreement between all those involved, including the young person, his or her parents, the school, the LEA, the Careers Service, and the health and social services that it would be sensible to postpone the transition review by one or two years.

23. At present the LEA is required to carry out certain functions for transition reviews - such as arranging the review meeting and writing the subsequent report - which for all other annual reviews are undertaken by the school. A number of LEAs already delegate these functions to the school. There is little reason why the school's role in transition reviews should be different from its role in other annual reviews. Subject to the views of the National Assembly, we will amend the regulations to ensure that the school's role in transition reviews is consistent with its role in other annual reviews.

24. Where children with SEN are placed in settings such as residential schools outside their home area, a child's longer-term needs should not be lost sight of. It is essential that the home authority and other partners with an interest in or responsibility for the child's health and welfare work together on effective strategies for a child's return to the home area at the end of their schooling. *We will discuss with WAGSEN the potential for guidance, in the form of good practice case studies, of effective co-operation in cases involving out-of-area placements.*

Placements in independent schools catering for SEN

25. Independent schools make an important contribution to meeting special educational needs. There were mixed responses to the proposal to change the current arrangements under which children with statements may be placed at independent schools which do not have specific SEN approval only if the Secretary of State gives consent in each case. A number of respondents felt that consent was necessary in terms of appraising the school's suitability to meet the child's SEN. Others suggested that children with statements should be placed only in schools that had obtained specific approval under the legislation to admit pupils with statements of SEN (often referred to as 'blanket' approval). ***We will consult in due course on proposals for improving the present arrangements for placements of pupils with statements of SEN in independent schools which do not have specific approval to admit pupils with statements of SEN.***

The SEN Tribunal

26. Where local efforts cannot resolve disagreement, parents will continue to have the right to appeal to the SEN Tribunal. At present, there are no guidelines on how quickly LEAs should implement Tribunal decisions. Sometimes the outcome is straightforward, and LEAs are able to act immediately. In other cases, for example where the LEA is required to assess a child's needs, this will take longer. ***We will revise the SEN Code of Practice to include guidance on reasonable timescales for implementing Tribunal orders.*** We will consider with the DfEE whether it may be necessary to legislate to require LEAs to comply with Tribunal orders in accordance with the new guidance. The Tribunal has already been asked to ensure that the letter which informs parents and the LEA of a decision, also reminds them that the LEA must implement any decision requiring their action as soon as practically possible.

27. We will make further improvements to the effectiveness of the SEN Tribunal by ensuring that the governing body of a school proposed by the parent or LEA is consulted before the Tribunal hears an appeal. This does not always happen at present. Also, by asking the Tribunal to invite its user groups to consider a number of other issues which have arisen during the four years of the Tribunal's operation, including:

- whether there is a need to clarify responsibilities when parents move between LEA areas while their appeal is pending;
- where an appeal is against ceasing to maintain a statement, whether the LEA should be required to maintain the statement until the appeal is heard;
- how we might reinforce the principle that teachers and LEA staff asked to appear as witnesses to the Tribunal should be unconstrained in doing so;
- whether parents should have a right to appeal to the Tribunal where the school, not the parent, originally asked for an assessment.

28. Currently, LEAs can present evidence to the Tribunal on relevant policies, such as those on financial delegation, admissions or inclusion. The Green Paper asked whether, without being bound by them, the Tribunal should take account of relevant LEA policies. ***The Tribunal user groups have been asked to consider this issue and advise. We will consider changes in the light of that advice.***

Improving LEA accountability

29. The Green Paper drew particular attention to the need to improve LEAs' performance in meeting the time limits for producing statements. Audit Commission figures show that in 1996/97 only 48 per cent of draft statements in England and Wales were prepared within the statutory deadline. This is unacceptable. We are committed to achieving a significant improvement. ***We will provide LEAs with guidance on good practice.*** We will also:

- as part of their SEN policy, require LEAs to publish information about the time taken to complete statutory assessments and statements;
- continue to challenge under-performing LEAs;
- require LEAs to provide a comprehensive picture of their SEN policies in their Education Strategic Plan;
- require LEAs under the new 'Fair Funding' arrangements to publish information about what schools should normally be expected to provide from their budgets under *School Support* and *Support Plus* and details of the SEN support the LEA will provide;
- monitor LEAs' performance against key published indicators, for example, the time taken to comply with SEN Tribunal orders; and
- consider in the longer term, commissioning OHMCI to undertake an appropriate inspection of LEA performance in this field.

Improving funding arrangements

30. While most funding to support pupils at stages 1-3 of the Code (in future under School Support and Support Plus) should be controlled by schools, LEAs will be able to hold centrally funds for educational psychology services; administration relating to statements; monitoring of schools' SEN arrangements; SEN support services; school-based provision for pupils with visual, hearing or speech and language difficulties, or other communication disorders including autism; promoting inter-school co-operation and inclusion; and large pupil-specific costs. They will also be able to hold funds for services to parents of pupils with SEN. ***To improve clarity and the accountability of schools we will require LEAs' published budget statements for each school under the Fair Funding framework to identify the notional budget allocated for SEN.*** Expenditure decisions continue to be the responsibility of the governing body.

31. Special schools will generally be funded to meet the needs of all their pupils, although LEAs may hold centrally funds for large pupil-specific costs or to promote inter-school co-operation or outreach work.

Chapter 3

Moving Towards Inclusive Education

We will promote further inclusion and develop the role of special schools by:

- from September 1999, requiring LEAs to publish information about their policy on inclusion in their Education Strategic Plans;
- reviewing the statutory framework for inclusion (section 316 of the Education Act 1996);
- identifying and disseminating good practice by special schools in developing practical links with mainstream schools, and promoting special schools' contribution to an increasingly inclusive education system;
- ensuring children with SEN are treated fairly in schools' admissions procedures.

1. Promoting inclusion within mainstream schools, where parents want it and where appropriate support can be provided, will remain a cornerstone of our strategy. There are strong educational, as well as social and moral, grounds for educating children with SEN, or with disabilities, with their peers. This is an important part of building an inclusive society. An increasing number of schools are showing that an inclusive approach can reinforce a commitment to higher standards of achievement for all children. We want to maintain progress and enable more parents to feel confident that their child's needs will be met in a mainstream school.

2. The majority of respondents to the Green Paper agreed with this approach. But many, particularly practising classroom teachers, were concerned that we should not under-estimate the real challenges schools face in becoming more inclusive. Our approach will be practical, not dogmatic, and will put the needs of individual children first.

Promoting a more inclusive system

3. Inclusion is a process, not a fixed state. The term can be used to mean many things including the placement of pupils with SEN in mainstream schools; the participation of all pupils in the curriculum and social life of mainstream schools; the participation of all pupils in learning which leads to the highest possible level of achievement; and the participation of young people in the full range of social experiences and opportunities once they have left school. For most children placement in a mainstream school leads naturally to the other forms of inclusion. Thus, for the great majority of children with SEN, there is never any need to consider provision outside the mainstream.

4. For those with more complex needs, the starting point should always be "Could this child benefit from education in a mainstream setting? If so, what action would be needed, by whom, to make this possible? What are the parent's and the child's views?" It is not good enough simply to say that local mainstream schools have not previously included a child with these needs.

5. For some children, a mainstream placement may not be right, or not right just yet. Specialist provision - often, but not always, in special schools - will continue to play a vital role. Our vision is of an inclusive local education system in which the normal presumption is that children spend as much time as possible in a mainstream setting; and where, when a special school (or other specialist provision) is right for a child, it has close links with neighbouring mainstream schools. We will therefore encourage special schools to become much more closely integrated into local patterns of provision and to enable staff in special and mainstream schools to work more closely together to maximise opportunities for inclusion.

Planning for more inclusion

6. For those with more complex needs, there are variations in opportunity to attend a mainstream school. Such variations are unacceptable. There is a clear need for detailed consideration of the many issues that need to be addressed to ensure that the high quality provision for children with complex needs which some mainstream schools in Wales are already making, is available much more widely. As a first step, *we will require LEAs to publish information, in their Education Strategic*

Plans, about their policy on inclusion. We shall monitor these plans, and encourage all LEAs and schools to become as inclusive as possible, to maximise choice for parents and pupils.

7. An LEA's statement on its inclusion policy should cover collaboration between mainstream and special schools where practicable; its plans for increasing access to mainstream schools; and arrangements for monitoring standards achieved by pupils with SEN. It could also include locally agreed goals such as:

- steps to ensure that as many children as possible are educated in properly supported placements in mainstream schools, consistent with parents' preferences and, where they can be ascertained, taking account of the views of the child;
- steps to ensure that, when appropriate, children can be effectively re-integrated from special schools;
- steps LEAs and mainstream schools will take to ensure that pupils with SEN spend the maximum appropriate time in mainstream classes;
- arrangements for pupils in mainstream schools to access the expertise in special schools as appropriate; and
- opportunities and encouragement for pupils in special schools and units to link with mainstream provision.

We do not intend to set national and local targets for inclusion at this time but will keep under review their possible value. The National Assembly may wish to review the issue of target setting.

8. The consultation responses drew particular attention to the importance of a whole-school approach to developing a positive attitude towards children with SEN in mainstream schools. We will encourage schools to develop an inclusive ethos, for example by involving all staff in training activities to promote a greater understanding of inclusion and the needs of SEN children. We are committed to increasing opportunities for continuing professional development for all teachers (see Chapter 4).

Reviewing statutory provisions

9. Section 316 of the Education Act 1996 provides that children with statements should normally be educated in mainstream schools, unless their parents wish otherwise, subject to certain conditions being met. Some believe the conditions - relating to the needs of the child, those of peer children, and the use of resources - operate, either in principle or in the way they are interpreted, as barriers to inclusion. ***We will review the statutory framework for inclusion.*** If our work, or that of the Disability Rights Task Force in considering how to achieve comprehensive and enforceable civil rights for disabled people, confirms a need for changes, we shall make them. But we shall maintain parents' right to express a preference for a special school placement for children with special educational needs.

Developing the role of special schools

10. There are excellent special schools in Wales which provide good teaching and support and are valued by parents and pupils. There will be a continuing role for specialist provision, including special schools. Special schools need to be confident outward-looking centres of excellence. We want to build on their strengths, and ensure that they are an integral part of an inclusive education system for children in their area, and perhaps beyond.

11. Special schools will need increasingly to work flexibly, taking some pupils perhaps for relatively short periods, rather than for their whole school careers. They will need to work actively with mainstream schools to plan support for children who could benefit from a mainstream setting. They will also need to act as a source of expertise, advice and professional development for mainstream colleagues; and it is important for staff not to become detached from mainstream education. We wish to encourage a greater interchange of teaching staff between mainstream and special schools.

12. We will identify and disseminate good and innovative practice by special schools in developing practical links with mainstream schools, and will promote special schools' contribution to an increasingly inclusive education system.

We will also:

- require LEAs, within their School Organisation Plans, to publish information about the specialist provision made for children with SEN by the LEA and proposed developments in that provision; and
- in the light of the new procedures for opening, closing and altering special schools, set out in the School Standards

and Framework Act 1998, consult LEAs and special schools on related regulations and accompanying guidance.

Recognising the achievement of SEN Children

13. Many mainstream schools welcome pupils of all abilities and those with special needs. It is important that the achievements of all pupils are recognised. Secondary school performance tables provide background information on the numbers of pupils with SEN including, for the first time this year, the number of the 15 year old cohort with statements of SEN. Another new feature this year is a performance measure based on the GCSE/GNVQ average points score. The tables also include the number of designated SEN units/classes and the number of SEN children in those units. We already include in Wales information in the tables about the Certificate of Educational Achievement.

14. The Qualifications, Curriculum and Assessment Authority for Wales (ACCAC) are producing optional assessment material to support consistent, high quality teacher assessment for all pupils, including those with SEN. Guidance on assessing pupils who are working towards level 1 will be published in the Spring Term 1999. Further guidance, produced by ACCAC with the QCA in England, on planning the curriculum for pupils with multi-sensory impairments will also be published in the Spring and further work will lead to guidance on planning the curriculum for pupils with autistic spectrum disorders and pupils with emotional and behavioural difficulties.

Improving admissions arrangements

15. The School Standards and Framework Act 1998 places a duty on LEAs and school admissions authorities to have regard to a new, statutory, Code of Practice on Admissions to mainstream schools. ***For children with SEN but without statements the Code will make it clear that such children must be treated on the same basis as other applicants and that admission arrangements must not be discriminatory.***

16. For children with statements, the Code will remind admissions authorities of their duty to admit a child where the school is named in the statement. The Code will cross-refer to the SEN Code of Practice for guidance on the admission arrangements for children with statements. The revised SEN Code of Practice will include more detailed advice on admission arrangements for children with statements who are transferring from one school to another, so that parents know in good time which school their child will attend.

17. The new arrangements for admissions under the 1998 Act require admissions authorities to consult other admissions authorities in the area on their proposed admissions arrangements. The Admissions Code will encourage admissions authorities, working together, to ensure that their admissions arrangements take account of wider local policies on special educational needs. To underpin these arrangements, ***we will expect LEAs to monitor admissions of children with SEN - both with and without statements - across all maintained schools in their area***, to inform local discussions and help to ensure the equal treatment of children with SEN.

18. The School Standards and Framework Act 1998 also gives the Secretary of State the power to make regulations in connection with the admission of pupils to community special schools and for the allocation of functions between LEAs and governing bodies in connection with admission arrangements. Details will be included in the regulations and accompanying guidance referred to in paragraph 12 above.

Improving arrangements for children with emotional and behavioural difficulties

19. Some responses expressed concern about the inclusion in mainstream schools of children with emotional and behavioural difficulties (EBD). We acknowledge the particular problems that such children present, and the dedicated efforts of many teachers to keep them in the mainstream.

20. Sir William Utting's Review of the Safeguards for Children Living Away From Home (The Utting Report) criticised the lack of thoroughness and effectiveness of joint working for children with EBD between local authority education and social services departments and called for closer working. One recommendation put forward for achieving this acceptance was the creation of budget pooling. These are issues which are dealt with in Chapter 5.

21. The Green Paper set out a broad strategy, which has received wide support, for improving provision for children with EBD and helping to raise their achievements. This will focus both on much more effective intervention for young children showing early signs of behavioural problems, and on strengthened provision for older children. It will be closely co-ordinated with measures we are taking to help schools tackle poor behaviour more widely, and the other measures recommended in the Social Exclusion Unit's report on truancy and exclusion. We will shortly publish for consultation, new draft guidance on social inclusion which brings together advice on school attendance, behaviour and discipline, exclusion, education outside school

and re-integration; and relates this to SEN.

22. Many schools show that it is possible to work with difficult children and improve standards. But for those children whose needs cannot be effectively met in the mainstream there needs to be a range of appropriate provision, including effective Pupil Referral Units (PRUs), high quality EBD special schools, and imaginative approaches to the curriculum, particularly in years 10 and 11. We will:

- encourage PRUs to work in partnership with schools where pupils are at risk of exclusion or, where they have been permanently excluded, to secure their re-integration into mainstream schooling as soon as possible. This might include the dual registration of pupils at a school and a PRU;
 - introduce a programme of peer consultancy for EBD special schools, through which heads and others can obtain support and advice on good practice from their peers. We will consult in due course on the details of the peer consultancy programme;
 - encourage schools to use the new curriculum flexibility at Key Stage 4 to provide opportunities for work-related learning. LEAs should also work with local further education colleges and the voluntary sector which may be able to contribute to suitable packages. These alternative approaches can encourage and motivate young people who are disaffected and help them to understand the relevance of school to future work and learning;
 - publish as soon as possible, a detailed information pack for primary school teachers and others working with schools in Wales aimed at aiding identification of children who may be experiencing psychological and emotional difficulties and help teachers and others to intervene effectively to tackle a wide range of problems as they occur.
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Chapter 4

Developing Knowledge and Skills

We will develop the knowledge and skills of all staff working with children with SEN by:

- giving greater emphasis to SEN within teacher training, induction and development;
- publishing good practice guidance on the work of learning support assistants (LSAs);
- consulting on a description of the future role of educational psychologists;
- considering further the particular training and development needs of staff working with children with SEN in the light of consultation on our Green Paper on the future of the teaching profession and the need to increase the number of teachers and specialist staff in the SEN field who are able to work through the medium of Welsh;
- considering the training needs of school governors with responsibility for SEN.

1. To improve education for children with SEN and to maximise their achievements, we need to develop the knowledge and skills of a range of education professionals - in particular teachers, learning support assistants (LSAs - non-teaching assistants of all kinds employed to work with children with SEN in mainstream and special schools) and educational psychologists; and of school governors. Our Green Paper on the future of the teaching profession will deal with on the role and structure of the teaching profession, leadership, pay, career structure and professional development. ***We will consider the particular training and development needs of all staff working with children with special educational needs in the light of these proposals.***

Teachers

2. New requirements for initial teacher training courses, which came into effect in 1998, will ensure that all newly qualified teachers understand their responsibilities under the SEN Code of Practice, are capable of identifying children with SEN, and when appropriately supported are able to differentiate teaching practice. Newly qualified teachers will have a supported induction year. The professional standards to be established for the new induction year seek to ensure that all new teachers are able to identify and plan effectively to meet the needs of pupils with SEN, and to work effectively with parents and with support staff in the classroom. It is important that teachers acquire the practical skills needed to work effectively with SEN children as early as possible in their career.

3. Some serving teachers are concerned about their role, particularly as a result of the increasing inclusion of children with SEN in mainstream schools. We are committed to ensuring that all teachers have the training and support they need to do their job well, and are confident to deal with a wide range of special educational needs. We will encourage all teachers to undertake continuing professional development in special educational needs throughout their careers - from induction to headship.

4. In April 1998, the Teacher Training Agency (TTA) published *National Standards for Special Educational Needs Co-ordinators* setting out the knowledge, understanding, skills, attributes and expertise required by SENCOs. They provide a framework for the development of targeted professional training in SEN.

5. The TTA is currently considering standards for SEN specialists and we will take account of this work in the light of the consultation on the 'BEST for Teaching and Learning in Wales' Green Paper. It is essential that training for SEN specialists is an integral part of the overall framework for training and continuing professional development. The pilot projects described in Chapter 5 will address regional co-ordination in the delivery of training. We will encourage LEAs, higher education institutions, careers services, voluntary bodies and health and social services departments to work together in developing and delivering specialist training.

6. ***We will promote increased training for all those working with children with special needs.*** The training may be in any area of SEN, and it is for LEAs to determine their own priorities in the light of local circumstances. Training would include: training in the mandatory qualifications for teachers of hearing-impaired, visually impaired or deaf-blind children; training for

staff involved in the education of children with severe learning difficulties, EBD (or at risk of developing EBD), autism, dyslexia, or communication difficulties; and training for mainstream staff in areas such as disability equality and behaviour management, to help schools to work towards greater inclusion.

7. Parents have a vital role in the education and support of SEN children. Their task is demanding and often fraught. Given the understandable emphasis that is placed on the needs of children, the needs of parents can sometimes be overlooked. The revisions to the Code of Practice we propose should enable parents to better understand SEN procedures. The proposals to strengthen parent partnership arrangements will give them greater empowerment and a greater say in their child's education. We will also work to encourage a greater understanding of the pastoral needs of parents on the part of all staff working with SEN children - from headteachers and governors to ancillary workers. WAGSEN will give consideration to how this can be achieved.

Learning Support Assistants

8. LSAs play a key role in supporting pupils with a wide range of needs, yet training and development opportunities are limited and provision is patchy. ***We will produce a guide to good practice on the work of LSAs***, in consultation with LEAs and schools. The guide will draw on existing examples of good practice, and will:

- clarify the appropriate role of the LSA in different circumstances;
- identify core skills and competences;
- give examples of effective deployment of LSAs in the classroom and as members of the wider school team;
- set out the role and responsibilities of the SENCO and other teachers in managing and supporting LSAs;
- give guidance on induction and training for LSAs.

9. We will consider how the guide might form the basis for more consistent and targeted training and development for LSAs in line with the Green Paper on the teaching profession. ***We will continue to encourage LEAs to provide training for LSAs through the GEST Programme.***

Educational psychologists

10. Educational psychologists (EPs) have a crucial role in improving provision for children with SEN. Their work on statutory assessments is a necessary and key function. But respondents said that in many cases EPs were unable to devote sufficient time to other aspects of their work - in particular to working with children needing support. More effective support at the early stages of the Code of Practice (in future at *School Support* and *Support Plus*) may lead over time to a reduction in the number of statutory assessments. Such changes should result in a shift away from administration of statements to greater involvement in supporting children, parents and teachers.

11. EPs' training must reflect this evolving role. The structure and content of training courses is currently being considered by the British Psychological Society, the Association of Educational Psychologists and training providers. The DfEE have established a working group to consider the future role and training of EPs. ***We will consult on a description of the future role of educational psychologists later in 1999.*** We will also work with the profession on the development of training to equip EPs for this role.

12. In addition, we will consider with Welsh representatives of the profession the availability of specified EP training places for Welsh speakers, in response to concern over diminishing numbers of EPs in Wales able to work through the medium of Welsh. We will bring forward proposals to meet the shortfall.

School governors

13. There was general support for the improvement of training opportunities to help governors extend their knowledge of and involvement in SEN issues. ***During 1999 we will be reviewing the training needs of governors with a view to issuing guidance. The review will cover SEN issues and the role of governors in planning and providing for SEN in their schools.***

Chapter 5

Working Together to Meet Special Needs

We will help improve the way that LEAs work together, and in partnership with other local agencies, to strengthen support for children with special educational needs by:

- introducing new duties of partnership and new powers to enable more flexible funding arrangements between the NHS and local authorities;
- working to develop regional co-ordination of SEN provision across Wales in the light of experience gained from proposed regional planning pilot projects;
- improving the arrangements for the provision of speech and language and other therapy services;
- collecting information about the experiences, once they have left school, of young people with SEN, to help schools and colleges prepare young people for adult life more effectively.

Improved multi-agency working

1. Children with SEN (and their parents) frequently need help from health providers and sometimes from social services. Despite widespread agreement about the benefits, effective joint working has often proved difficult to achieve in practice. We want to focus on identifying the needs of children with SEN and placing them at the centre of service provision, rather than concentrating on the different statutory responsibilities of individual agencies.
2. We are committed to encouraging effective joint working at every level to support children with SEN and to support increased inclusion. *We will promote improvements locally and on a regional basis, both in relation to strategic planning of SEN provision and effective delivery of services.*
3. The Welsh Office NHS and Local Government White Papers '*Putting Patients First*' and '*Local Voices*' and more recently the discussion document '*Partnership for Improvement*' signalled our intention to improve working between health authorities and local government in Wales. *We will introduce new duties of partnership between NHS bodies and local authorities; and new powers to enable more flexible funding arrangements between the NHS and local authorities.*
4. We believe there is a case for a comprehensive local planning framework for children's services, particularly in relation to children 'in need' and with SEN given the present range of statutory plans and reviews affecting children and young people. *We will develop a more integrated local planning framework for all children's services including services for children with SEN.*

Regional co-ordination of provision for children with SEN

5. The Green Paper '*The BEST for Special Education*', highlighted the need for local authorities and other interests to work together on a regional basis to ensure the general availability of services, particularly for children with low-incidence disabilities, and the efficient provision of such services. We have established a sub-group of WAGSEN to look at the issues and problems in relation to regional working in Wales. The sub-group has confirmed the need for a strong regional approach and has identified the following areas where improved regional planning would improve services:
 - better access to information databases held by participating agencies which relate to children with (or potentially with) SEN, and more effective sharing of data for planning purposes;
 - increasing the effective use of specialist provision within an area, particularly in relation to low- incidence disabilities;
 - more effective dissemination of information on training opportunities for teachers, governors, and other professionals dealing with SEN children.

6. WAGSEN is drawing-up terms of reference for regional pilot projects in Wales which will address these and other issues. They will be used to develop best practice for extending regional co-ordination across Wales, in a way that best suits the needs of Wales. We will also take account of the lessons which emerge from the regional pilot projects already in place in England. Pilot projects in Wales will be funded from the GEST programme.

Provision of therapy services to children with SEN

7. The Green Paper drew attention to the growing evidence in Wales of difficulties in securing therapy services for children with SEN. These are in part the result of the different statutory responsibilities and priorities of health authorities and local authorities, and of lack of clarity over funding. The difficulties are most pronounced in speech and language therapy (SLT) but similar issues arise in securing occupational therapy, physiotherapy and clinical psychology services.

8. In line with our Green Paper commitment, we have established a working group under WAGSEN drawn from the Welsh Office Health and Education Departments, LEAs, Health Authority and NHS Trust managers, therapy practitioners, voluntary and other organisations. The group is charged with taking forward our review of the current arrangements for delivering therapy services to school age children and making recommendations for improvement. The Group's terms of reference are:

- to act as a source of advice and expertise for WAGSEN and the Department;
- to identify a range of information and data needed to assess current provision and to inform discussion on possible alternatives;
- to develop a set of principles for the effective planning and delivery of SLT to children with SEN, to assist education and health professionals in developing their local arrangements;
- to consider whether there is a need for specific pilot projects, involving LEAs and health services in collaborative working, aimed at developing innovative approaches to the provision of SLT, for both pre-school and school age children;
- to develop guidance for parents on SLT services and parents' role in supporting the delivery of therapy.

9. Further, the working group and WAGSEN will be asked to consider the Green Paper proposal to end the distinction between educational and non-educational needs and provision in statements. The group will concentrate initially on the provision of SLT, but will also consider occupational therapy, physiotherapy and access to clinical psychology services and child and adolescent mental health services. In taking forward this work we shall have regard to the implications of increasing inclusion and of changes to the NHS.

Transition post 16

10. Preparing children for adulthood, whether this is further study, training, employment or, for those with the most severe and complex needs, independent living, is a fundamental objective of school education. The Green Paper drew attention to the importance of the transition process for children with SEN and the need for effective co-operation between the different agencies involved. We will strengthen the guidance in the SEN Code of Practice to underline the importance we attach to the transition process. Our proposals for improving transitional reviews for children with statements are contained in Chapter 2, paragraphs 20-23. ***We will also collect information about the experiences, once they have left school, of young people with SEN, to help schools and colleges prepare young people for adult life more effectively.***

11. The Careers Service has a vital role in the transition process in providing information and assistance to young people, enabling them to enter appropriate further education, training or work. Recent surveys undertaken in Wales and England of careers service work with clients with learning difficulties and/or disabilities recommended a number of improvements in the standard of careers service guidance for young people with special needs. These recommendations are being taken forward by a Careers Service Special Needs Task Force. We will take account of the Task Force recommendations when available, in deciding on the way forward in Wales.

12. We are committed to increasing participation and widening access to further and higher education for those with learning difficulties and/or disabilities. In further education, the Further Education Funding Council for Wales (FEFCW) is working with a range of statutory and voluntary agencies and specialist institutions to ensure that the needs of students with learning difficulties and/or disabilities are carefully assessed, with study programmes tailored to meet their needs. Its work is informed by the findings of the Tomlinson report 'Inclusive Learning' produced by the Further Education Funding Council in England. In higher education, we have accepted the recommendations of the National Committee of Inquiry into Higher Education which include ending the means testing of Disabled Students' Allowances; asking the Higher Education Funding Council for

Wales to have regard to the need to provide funding for institutions to provide learning support for disabled students; and asking the new Institute for Teaching and Learning to include the learning needs of students in all aspects of its work. The Disability Rights Task Force will also be considering how to secure comprehensive and enforceable civil rights for disabled people in relation to further and higher education.

Annex A - Checklist of Progress in Meeting the Commitments in the Green Paper 'The BEST for Special Education'

The Green Paper set out what we aimed to achieve for children with SEN by the end of the Parliament. This checklist shows our progress so far.

1. Programme for Early Action

We shall consider extending the Grants for Education and Training (GEST) Programme.

The 1999/2000 draft GEST Circular was amended to cover initiatives to promote inclusion and to improve, where practicable, co-operation between mainstream and special schools. Further, the circular includes a new priority area under Activity 9 aimed at encouraging consortium bids for regional planning pilot projects explained in Chapter 5. The GEST allocation for SEN activities in 1999/2000 - see Introduction - will increase from £1.3million to £2.3million to reflect emerging priorities under the action programme.

We shall consider the establishment of an SEN advisory group for Wales.

Responses to the Green Paper showed strong support for the establishment of an advisory group for Wales. Nominations were sought from voluntary organisations, health authorities/trusts, and through the Welsh Local Government Association (WLGA). The Welsh Advisory Group on SEN (WAGSEN) met for the first time in July and agreed the following terms of reference:

- to identify the key issues which need to be addressed in the light of responses to the Welsh Office Green Paper on SEN;
- to ensure, through the Welsh representative on the National (DfEE) Advisory Group on SEN and Welsh Office officials, that issues of particular relevance to Wales are fully considered by that Group in their role as advisers to DfEE and Welsh Office Ministers on the development of SEN policy, until the National Assembly takes over the responsibilities of the Secretary of State for Wales;
- to consider the Government's initial response to the Green Paper;
- to take forward the proposed review of speech and language therapy provision highlighted in the Green Paper and to make appropriate recommendations to the Department;
- to consider and recommend regional SEN planning structures for Wales;
- to consider and advise on the proposed revision of the SEN Code of Practice, to reflect recommended changes in SEN policy and practice stemming from the Green Paper review.

SEN training and regional planning are being considered by sub-groups of WAGSEN members. A list of WAGSEN members is attached at Annex B.

We shall explore with the WLGA ways of encouraging greater regional planning of SEN provision.

WAGSEN is tasked with making recommendations to the Department for effective regional planning of SEN provision. The GEST circular for 1999/2000 invites bids for regional multi-agency pilot projects in Wales. The WLGA will be consulted on any proposals for regional planning pilot projects resulting from GEST bids and WAGSEN recommendations.

We shall consider the establishment of a group to consider issues relating to the provision of speech and language therapy and other therapies.

WAGSEN agreed to the establishment of a working group comprising therapy professionals/managers, health authority/trust

personnel, local authority and Welsh Office officials to consider a range of issues relating to the provision of therapy services to children with SEN. The terms of reference for the therapy sub-group, which met for the first time in November 1998, are set out in chapter 5.

We shall consider the scope for funding projects which will promote resolution of disputes.

Welsh Office has agreed to provide grant assistance to the Special Needs Advisory Project (SNAP) Wales for their 'Conflict Resolution Service' proposed by them in response to the Green Paper objective. SNAP have been invited to establish pilot projects for the development and delivery of conciliation and resolution services for and between parents and LEAs. Details of agreed pilot projects will be available later this year.

The Office of Her Majesty's Chief Inspector of Schools in Wales (OHMCI) will be conducting a survey of the National Curriculum in Special Schools.

OHMCI have recently completed the survey visits. Their report to the Secretary of State will be published later this year. Following publication, OHMCI will hold a conference to disseminate their findings and recommendations.

We shall be looking at ways to help special schools set targets.

In most cases target setting is a new concept for special schools. OHMCI's survey of the National Curriculum in special schools (see above) will help inform recommendations for special school targets.

We shall oversee the production of a comprehensive information pack aimed at helping teachers identify pupils with psychiatric problems and appropriate intervention.

A teacher survey has been completed. An information pack for primary school teachers and others will be published as soon as possible, to aid identification and intervention in cases where children are or maybe experiencing psychological and emotional difficulties.

All Government policies for schools will include an explicit assessment of the implications for children with SEN.

The following sections of the progress report include examples of how this commitment is being maintained.

2. Policies for Excellence

The policies set out in the BEST White Paper for raising standards, particularly in the early years, will begin to reduce the number of children who require long-term special educational provision.

- Improved early education - Early Years Development Partnerships in every local authority have produced plans to secure good quality early education places for all 4 year olds whose parents want them, including children with SEN, from September 1998.
- The Review of Regulation of Early Education and Day Care - our consultation on developing a more uniform regulatory framework for early years education and day care asked how the needs of children with SEN should be taken into account. We are deciding how to take forward the suggestions received.
- National Childcare Strategy - following our consultation on The National Childcare Strategy in Wales Green Paper, we will expand the remit and membership of Partnerships to become Early Years Development and Childcare Partnerships. They will be expected to take account of the views of parents of children with disabilities and of the children themselves when drawing up their childcare plans.
- Sure Start Programme - a new Sure Start programme will benefit children aged 0-3 and their families in Wales in the areas of greatest need. The focus will be working with parents to ensure their children are healthy, confident and ready to learn when they get to school. Funding for *Sure Start* will be confirmed shortly.
- Literacy and Numeracy - the introduction of the strategic framework for raising standards of literacy in Wales and from 1999 a similar initiative for numeracy, will provide a structure to help all children achieve their potential. The Department plans to develop and extend local and national networks to share good practice on literacy and numeracy. Several Summer Literacy School projects have been established by LEAs and Training and Enterprise Councils (TECS) across Wales providing further help and support for pupils working at lower levels of literacy.
- National Year of Reading in Wales - we are determined to ensure that the National Year of Reading is strongly linked

into efforts to develop literacy skills. Many local initiatives will be focused around the wider drive towards higher standards of literacy. We expect that schools and LEAs will incorporate their plans for the National Year of Reading as an element of their literacy strategies.

- Infant class sizes - we have legislated to reduce class sizes for 5, 6 and 7 year olds to a maximum of 30 pupils by September 2001 at the latest. We will be providing funding in 1999/2000, to provide extra teachers and classrooms.

There will be stronger and more consistent arrangements in place across Wales for the early identification of SEN.

- Baseline Assessment - we will introduce statutory baseline assessment in all primary schools from September 1999. Pupils and schools will benefit from clear and consistent assessment of children when they reach compulsory school age. The National Framework for baseline assessment requires all accredited schemes to cover aspects of language and literacy, mathematics and personal and social development. The information from such assessments will help teachers plan to meet the learning needs of every pupil.
- Research to assist teachers to identify and help children with dyslexia - the Government has supported research by Manchester Metropolitan University and the British Dyslexia Association which reviewed methods of identifying and assessing specific learning difficulties/dyslexia; and effective intervention strategies which might be used by classroom and subject teachers in mainstream schools. The findings will be disseminated to LEAs in Wales later this year.

The Government has also supported research by the Helen Arkell Dyslexia Centre which aims to provide teachers with teaching strategies for dyslexic children. The Centre's findings will be available in the Summer.

Schools and parents will have higher expectations of the standards to be attained by children with SEN.

- Education Strategic Plans (ESPs) - each LEA in Wales will be required to set out its proposals for raising the standard of education for all children in its area, including those with SEN; and for improving the performance of schools it maintains, including special schools.
A separate SEN Annex will contain information on the incidence of SEN in the LEA; specific action to support pupils with SEN; information about the LEA's policy on inclusion and action to promote it; and arrangements for monitoring standards among pupils identified as having SEN.
- ACCAC are producing optional assessment materials to support consistent, high quality teacher assessment for all pupils, including those with SEN. Guidance on assessing pupils who are working towards level 1 will be published in Spring Term 1999.
- ACCAC guidance on planning the curriculum for pupils with multi-sensory impairments, produced with QCA will be published in Spring 1999 and further work will lead to guidance on planning the curriculum for pupils with autistic spectrum disorders and pupils with emotional and behavioural difficulties.
- Performance tables - we have consulted on how the secondary school and college performance tables can be improved to better reflect the achievements of pupils across the ability range.

Target setting, in both mainstream and special schools, will take explicit account of the scope for improving the achievements of children with SEN.

- Target setting - we now require maintained schools, to publish pupil performance targets for National Curriculum assessments at the end of Key Stages 2 and 3 and public examinations at the end of compulsory schooling.
- ACCAC's guidance on assessing pupils who are working towards level 1 should support greater consistency in teacher assessment and help schools set clear targets which focus on classroom practice and positive outcomes for pupils. ACCAC will provide additional guidance through conferences for special schools, involving WOED and OHMCI.
- Target Setting in Special Schools - In most cases target setting is a new concept for special school education. OHMCI's survey of the National Curriculum in special schools will help inform recommendations for special school targets.

New Entry Level awards will be available for pupils for whom GNVQs or GCSEs at 16 are not appropriate.

- Entry level awards - we have supported the development of qualifications at Entry Level. While GCSEs and GNVQs will remain the principle measures of attainment at the end of compulsory schooling for the vast majority of young people, Certificates of Educational Achievement provide alternative national qualifications for many pupils with SEN.
- National Record of Achievement - we have tested with pupils new guidance materials, using the trial name of Progress File: Achievement Planner. Teachers reported that the new guidance materials are an improvement on the current National Record of Achievement, in helping individuals to identify their skills, set goals and plan how to achieve them. The findings will be used to develop guidance to support teachers using the new materials.

There will be more effective and widespread use of Information and Communications Technology to support the education of children with SEN, in both mainstream and special schools.

- National Grid for Learning (NGFL) - The Welsh Office has provided £3 million to LEAs this year to fund the purchase of hardware and schools' connections to the Grid. Some £0.5 million of this funding was dedicated to supporting 5 projects across Wales following a competition to identify innovative uses of ICT in schools. In November 1998 we launched Virtual Teachers' Centre (VTC) Cymru. This provides Internet access to the NGFL and to educational information and services in Wales, as provided by the Welsh Office, OHMCI, the TTA, ACCAC, the National Museum and others. Users will be able to access material in both English and Welsh.
- National Lottery funding - £230 million will be made available in England and Wales to support the training of all serving teachers and school librarians in the effective use of Information and Communications Technology in the classroom, including those responsible for children with SEN. Training will begin in spring 1999 and will be funded for three years.

3 Working with parents

All parents whose children are being assessed for a statement of SEN will be offered the support of an independent 'Named Person'.

- Chapter 1 explains that LEAs in Wales will in future be expected to ensure the parents of any child identified as having SEN have access to advice from an independent parental supporter. When Parliamentary time allows and subject to the views of the National Assembly, this will replace the current statutory requirement for LEAs to offer a 'Named Person' to parents when their child receives a statement.
- See action proposed in Chapter 1.

Voluntary support bodies and organisations will be operating throughout Wales and will be playing an important part in helping parents of children with SEN.

- Funding for Named Persons - Increased GEST funding for Named Persons - in future Independent Parental Supporters (IPs) - will continue to be available over the next 3 years. Subject to the views of the National Assembly and revisions to statute, we will consider the level of funding made available under GEST in future years to reflect any new statutory duty on LEAs to provide extended access to IPs.
- See action proposed in Chapter 1.

Improved arrangements for encouraging dialogue between parents, schools and LEAs should be reflected in a reduction in the number of appeals to the SEN Tribunal.

- Conciliation - the Department has provided SNAP Cymru, currently the main provider of Named Person services in Wales, with funding to develop pilot conciliation schemes which can help establish best practice for resolving disputes locally between parents and LEAs.

4. Practical support: the framework for SEN provision

A revised version of the SEN Code of Practice will be in place, maintaining the principles and safeguards of the present Code, while simplifying procedures and keeping paperwork to a minimum.

- See action proposed in Chapter 2.

There will be renewed emphasis on provision under the school-based stages of the Code of Practice, with support from LEAs and greater assurance for parents of effective intervention, particularly at stage 3.

- See action proposed in Chapter 2.

LEAs should review their local management of schools (LMS) funding arrangements to reflect more closely the continuum of SEN, so reducing the financial pressures for statements.

- Fair Funding - the new delegated Funding Framework for maintained schools takes this forward, see Chapter 2.

The consequence of these improvements will be that the proportion of children nationally for whom a statement is necessary will be moving back towards the 2 per cent envisaged in the Warnock Report.

Chapter 2 accepts that it is too early to set a national expectation of the proportion of children who might continue to need statements. Our approach will be to strengthen school-based SEN provision. Over time, this is likely to mean that fewer children will require a statement to meet their needs.

- Action proposed in Chapter 2.

The great majority of SEN assessments will be completed within the statutory timetable.

- See action proposed in Chapter 2 - 'Improving LEA Accountability.'

5 Increasing inclusion

An increasing proportion of those children with statements of SEN who would currently be placed in special schools will be educated within mainstream schools.

- Research on inclusion - the Government has funded research by Manchester University to establish the necessary conditions for promoting inclusion more widely and to find ways in which staff in special and mainstream schools can most effectively support each other. The major findings are due to be published very soon and will be disseminated in England and Wales later this year.
- Research into the costs of educating children with similar needs in different settings - the Government has funded research by Newcastle University to assess the relative costs of educating children with moderate learning difficulties in mainstream and special schools and to explore the complex issue of relative educational benefits. The results will be published later this year.
- Further action proposed in Chapter 3.

A range of national and local programmes will be in place to support increased inclusion.

A growing number of mainstream schools will be willing and able to accept children with a range of SEN.

Special and mainstream schools will be working more closely alongside and in support of one another.

- Action proposed in Chapter 3.

6. Planning SEN provision

Regional planning machinery for SEN will be in place in Wales, helping to co-ordinate provision for low-incidence disabilities, specialist teacher support and other aspects of SEN.

- Pilot projects on regional planning - WAGSEN is drawing-up terms of reference for regional planning pilot projects in Wales. They will be used to develop best practice for extending regional co-ordination across Wales in a way that best suits the particular needs of Wales. We have provided £2.3 million under the GEST programme next year to support SEN priorities including the promotion of regional planning pilot projects.
- Action proposed in Chapter 5.

There will be clear guidance to support the effective development of special schools in the context of a policy of increased inclusion.

- Action proposed in Chapter 3.

New arrangements will be in place to safeguard the interests of children with special educational needs who are placed in independent schools.

- Action proposed in Chapter 2.

7. Developing skills

There will be a clear structure for teachers' professional development in SEN, from a strengthened attention to SEN issues in initial training through to improved training for headteachers, SEN co-ordinators (SENCOs) and other SEN specialists.

The future structure for teachers' professional development in SEN will reflect the outcome of consultation on the Green Paper on the future of the teaching profession 'The BEST for Teaching and Learning in Wales'.

- Headteachers - we have introduced National Standards for Headteachers. These promote good practice in the teaching and learning of all pupils, including those with SEN.
- Continuing professional development - we have provided £2.3 million through the GEST Programme in 1999/2000 to support SEN, including training for teachers and LSAs.
- SENCO standards - the TTA have published National Standards for Special Educational Needs Co-ordinators. These clarify the role and responsibilities of the SENCO.
- Standards for SEN specialists - the TTA is currently considering standards for SEN specialists. We will take account of this work in the light of the consultation on 'The BEST for Teaching and Learning in Wales' Green Paper.
- See action proposed in Chapter 4.

There will be a framework for training learning support assistants (LSAs).

The future framework for training learning support assistants will reflect the outcome of consultation in the Green Paper on the future of the teaching profession on training and development needs for classroom assistants more generally.

- Action proposed in Chapter 4.

There will be guidance on training required by governors to carry out their responsibilities for pupils with SEN.

There will be agreement on ways of maximising the contribution of educational psychologists, and the training necessary for their developing role.

- Action proposed in Chapter 4.

8. Working together

There will be new arrangements for disseminating up-to-date information about good practice in SEN provision.

- Dissemination of SEN research - we will consider with WAGSEN the most effective means of disseminating information in Wales about good practice in SEN provision. We will consider too the implications for Wales of discussions currently being held by the DfEE with interested organisations about establishing a small national institute to sift the results of SEN research and disseminate the conclusions.

There will be improved co-operation and co-ordination between LEAs, social services departments (SSDs) and health authorities, with the focus on meeting children's special needs more effectively.

- Partnership for Improvement - we are currently considering responses to this discussion document, published by the Department late last year, to consult on proposals to remove barriers to joint working by introducing new powers to enable more flexible funding and children's service management arrangements between the NHS and local authorities.

- Young people looked after by a local authority - the DfEE have established an inter-agency forum on the education of young people looked after by a local authority. The forum has made its first recommendations to the Secretary of State, supporting the introduction of new statutory guidelines for education and social services and steps to strengthen education in secure units. Subject to the views of the National Assembly, the statutory guidelines would apply in Wales.
- Utting Report - The Utting Report on child protection safeguards for children living away from home was published in November 1997. Recommendations covered the protection from abuse of children in all settings where they live away from their families. The Government's response to the Report was published in November 1998 [Cmd No. 4105] and includes commitments to prepare a draft strategy for children in Wales and to introduce a programme to transform the quality of services to children in Wales provided by local authorities.
- Further action proposed in Chapter 5.

Speech and language therapy will be provided more effectively for children who need it.

- We have established a working group comprising therapy professionals/ managers, health authority/trust personnel, local authority and Welsh Office officials to consider a range of issues relating to the provision of therapy services to children with SEN. The terms of reference for the therapy working group, which met for the first time in November 1998, are set out in Chapter 5.

The Department will be collecting information about the experiences of young people with SEN once they have left school, to help schools and colleges improve the preparation of young people for adult life.

- Action proposed in Chapter 5.

9. Principles into Practice: Emotional and Behavioural Difficulties

There will be enhanced opportunities for all staff to improve their skills in teaching children with emotional and behavioural difficulties.

- Research by the University of Birmingham - the Government has commissioned research into provision for pupils with EBD in mainstream schools. The findings will be published shortly and will suggest that effective schools are characterised by coherent behaviour policies, high quality teaching, a core of staff who understand the nature of EBD and effective leadership from the senior management team.
- Further action proposed in Chapters 3 and 4.

There will be expanded support for schemes designed to renew the motivation of young people with emotional and behavioural difficulties at Key Stage 4.

- Curriculum flexibility - the National Curriculum in Wales at Key Stage 4 already provides flexibility for schools to put in place a wider range of work-related learning opportunities or non-academic activities.
- Further action proposed in Chapter 3.

Annex B - Welsh Advisory Group on Special Educational Needs (WAGSEN)

Group Members

Mr Roger Bishop,
Director, Special Needs Advisory Project (SNAP) Cymru

Mrs Joyce Chatterton,
Education Officer, Royal National Institute for the Blind

Mr Mike De Val,
Director of Education, Torfaen County Borough Council

Mr Gethin Evans,
Director of Social Services, Ceredigion County Borough Council

Mr Gareth Foulkes,
Service Development Manager, Royal National Institute for Deaf People

Dr James Hewitt,
Headteacher, Ysgol Y Graig Special School, Conwy

Mr Derryck Jones,
Education Officer (SEN), Neath Port Talbot County Borough Council

Mrs Delyth Molyneux,
SEN Co-ordinator (SENCO), Ysgol Bodedern Comprehensive School, Anglesey

Mrs Claire Moyle,
Regional Development Officer, Association for All Speech Impaired Children (AFASIC)

Mrs Delyth Parris,
Vice-chair, South Wales Association for those who Teach the Visually Impaired (SWATVI)

Mr Mark Provis,
Principle Educational Psychologist, Caerphilly County Borough Council

Mrs Mary Thorley,
Headteacher and Chair of Wales Primary Schools Association,
Johnstown Primary School, Carmarthen

Mrs Leena Wigham,
Commissioning Development Officer, Bro Taf Health Authority

Mr David Williams,
Parent Representative on the Group, Anglesey

OHMCI Representative

HMI Mr Andrew Large,
Office of Her Majesty's Chief Inspector of Schools (OHMCI), Bangor

Welsh Office Officials

Mrs Elizabeth Taylor

(Group Chair), Head of Schools Administration Division

Mr David Powell,
Schools Administration Division

Mr Alun Jenkins,
Schools Administration Division

Mr Tony Hicks,
Schools Administration Division

Copies of the Action Programme

Copies of this Action Programme are being sent to all local authorities, headteachers, chairs of governing bodies, SEN co-ordinators, national bodies involved in the education of children with SEN and all respondents to the SEN Green Paper consultation.

The Action Programme will be available in Braille and on audio-cassette shortly.

Further copies are available free of charge from:

Schools Administration Division

Welsh Office
Crown Buildings
Cathays Park
Cardiff
CF1 3NQ

Tel: 01222 826078
Fax: 01222 826111

Internet

The Action Programme is available on the Internet at: **<http://www.wales.gov.uk>**.

Comments

We would welcome your comments on this Action Programme. Comments should be sent to:

Alun Jenkins
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Abbreviations

ACCAC Awdurdod Cymwysterau, Cwricwlwm a Asesu Cymru (*Qualifications, Curriculum and Assessment Authority for Wales*)

DfEE Department for Education and Employment

EBD Emotional and Behavioural Difficulties

ESP Education Strategic Plan

EP Educational Psychologist

GCSE General Certificate of Secondary Education

GNVQ General National Vocational Qualification

IEP Individual Education Plan

IPS Independent Parental Supporter

LEA Local Education Authority

LSA Learning Support Assistant

NGFL National Grid For Learning

NHS National Health Service

OHMCI Office of Her Majesty's Chief Inspector of Schools in Wales

PRU Pupil Referral Unit

QCA Qualifications and Curriculum Authority (England)

SEN Special Educational Needs

SENCO Special Educational Needs Co-ordinator

SLT Speech and Language Therapy

TTA Teacher Training Agency
