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Cyngor Bwrdeistref Sirol Pen-y-bont ar Ogwr

Bridgend County Borough Council



Swyddfeydd Dinesig, Stryd yr Angel, Pen-y-bont, CF31 4WB / Civic Offices, Angel Street, Bridgend, CF31 4WB

*Rydym yn croesawu gohebiaeth yn Gymraeg.
Rhowch wybod i ni os mai Cymraeg yw eich
dewis iaith.*

*We welcome correspondence in Welsh. Please
let us know if your language choice is Welsh.*



Annwyl Cyngorydd,

PWYLLGOR CRAFFU TESTUN 1

Cynhelir Cyfarfod Pwyllgor Craffu Testun 1 yn o bell - trwy Dimau Microsoft ar **Dydd Llun, 12 Gorffennaf 2021** am **14:30**.

AGENDA

1. Ymddiheuriadau am absenoldeb
Derbyn ymddiheuriadau am absenoldeb gan Aelodau.
2. Datganiadau o fuddiant
Derbyn datganiadau o ddiddordeb personol a rhagfarnol (os o gwbl) gan Aelodau / Swyddogion yn unol â darpariaethau'r Cod Ymddygiad Aelodau a fabwysiadwyd gan y Cyngor o 1 Medi 2008.
3. Cymeradwyaeth Cofnodion 3 - 14
I dderbyn am gymeradwyaeth y Cofnodion cyfarfod y 15 03 21
4. Deddf Anghenion Dysgu Ychwanegol a'r Tribiwnlys Addysg (ALNET) 2018 15 - 48

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Cyfnwidi testun: Rhowch 18001 o flaen unrhyw un o'n rhifau ffon ar gyfer y gwasanaeth trosglwyddo testun

Text relay: Put 18001 before any of our phone numbers for the text relay service

Rydym yn croesawu gohebiaeth yn y Gymraeg. Rhowch wybod i ni os yw eich dewis iaith yw'r Gymraeg

We welcome correspondence in Welsh. Please let us know if your language choice is Welsh

Gwahoddwyr:

Lindsay Harvey - Cyfarwyddwr Corfforaethol - Addysg a Chymorth i Deuluoedd
Cynghorydd Charles Smith - Aelod Cabinet Addysg ac Adfywio
Nicola Echanis - Pennaeth Addysg a Chefnogaeth i Deuluoedd
Michelle Hatcher - Rheolwr Grwp Cynhwysiant a Gwella Ysgolion
Kate Clarke - Swyddog Arweiniol Tim Cyfathrebu a Pherthnasoedd.
Rachel Garner - Arweinydd ADY Blynyddoed Cynnar, Gwybyddiaeth a Dysgu a NMMC
Kathryn Morgan - Prif Seicolegydd Addysgol

John Welch - Arweinydd Strategol ar gyfer Tegwch a Lles - Consortiwm Canolbarth y De

Francis Clegg - Prifathro dros dro, Ysgol Uwchradd Gatholig Archesgob McGrath
Ryan Davies - Prifathro, Ysgol Brynteg
Christopher Jones - Prifathro, Ysgol Gynradd Llangynwyd
Helen Jones - Headteacher, Ysgol Maesteg
Jonathan Lewis - Prifathro, Ysgol Gynradd Coety
Rhea Quinn - Cydlynnydd Anghenion Dysgu Ychwanegol, Ysgol Gynradd Blaengarw
Kate Sparkes - Cydlynnydd Anghenion Dysgu Ychwanegol, Ysgol Gyfun Maesteg

5. Diweddariad Rhaglen Gwaith 49 - 58
6. Materion Brys
I ystyried unrhyw eitemau o fusnes y, oherwydd amgylchiadau arbennig y cadeirydd o'r farn y dylid eu hystyried yn y cyfarfod fel mater o frys yn unol â Rhan 4 (pharagraff 4) o'r Rheolau Trefn y Cyngor yn y Cyfansoddiad.

Nodyn: Sylwch: Yn sgil yr angen i gadw pellter cymdeithasol, ni fydd y cyfarfod hwn yn cael ei gynnal yn ei leoliad arferol. Yn hytrach, bydd hwn yn gyfarfod rhithwir a bydd Aelodau a Swyddogion yn mynychu o bell. Bydd y cyfarfod yn cael ei recordio i'w ddarlledu ar wefan y Cyngor cyn gynted ag sy'n ymarferol ar ôl y cyfarfod. Os oes gennych unrhyw gwestiwn am hyn, cysylltwch â cabinet_committee@bridgend.gov.uk neu ffoniwch 01656 643147 / 643148

Yn ddiffuant

K Watson

Prif Swyddog – Gwasanaethau Cyfreithiol, Adnoddau Dynol a Rheoleiddio

Dosbarthiad:

Cynghowrwyr

TH Beedle
JPD Blundell
RJ Collins
PA Davies
SK Dendy
J Gebbie

Cynghorwyr

T Giffard
CA Green
DG Howells
M Hughes
M Jones
KL Rowlands

Cynghorwyr

B Sedgebeer
RME Stirman
T Thomas
JH Tildesley MBE

Cynrychiolwyr Cofrestredig

Tim Cahalane – Eglwys Babyddol
Rev. Canon Edward Evans – Eglwys Yng Nghymru
Ciaron Jackson – Sector Ysgolion Cynradd
Lynsey Morris – Sector Ysgolion Uwchradd

PWYLLGOR CRAFFU TESTUN 1 - DYDD LLUN, 15 MAWRTH 2021

COFNODION CYFARFOD Y PWYLLGOR CRAFFU TESTUN 1 A GYNHALIWDYD YN O BELL TRWY MICROSOFT TEAMS DYDD LLUN, 15 MAWRTH 2021, AM 14:30

Presennol

Y Cynghorydd T Giffard – Cadeirydd

JPD Blundell
AJ Williams
TH Beedle

RJ Collins
KJ Watts
A Williams

J Gebbie
PA Davies
KL Rowlands

SK Dendy
RME Stirman

Ymddiheuriadau am Absenoldeb

M Jones, B Sedgebeer a/ac SE Baldwin

Cynrychiolwyr Cofrestredig

Rev Canon Edward Evans

Yr Eglwys yng Nghymru

Swyddogion:

Meryl Lawrence
Tracy Watson
Nicola Echanis
Lindsay Harvey

Uwch Swyddog Gwasanaethau Democrataidd - Craffu
Swyddog Cymorth Craffu
Pennaeth Addysg a Chymorth Cynnar
Cyfarwyddwr Corfforaethol – Addysg a Chymorth i Deuluoedd

Gwahoddedigion:

Cynghorydd Charles Smith

Aelod Cabinet - Addysg ac Adfywio

19. DATGANIADAU O FUDDIANT

Datganodd y Cynghorydd JPD Blundell fuddiant personol yn eitem 4 oherwydd ei fod yn Llywodraethwr Cymunedol yn Ysgol Babanod Cefn Glas.

Datganodd y Cynghorydd TH Beedle fuddiant personol yn eitem 4 am ei fod yn Gadeirydd Cymdeithas Llywodraethwyr Pen-y-bont ar Ogwr.

Datganodd y Parch. Ganon E Evans, Cynrychiolydd Cofrestredig yr Eglwys yng Nghymru, fuddiant personol yn eitem 4 oherwydd ei fod yn Llywodraethwr Cymunedol yn Ysgol Gyfun Bryntirion.

Datganodd y Cynghorydd RJ Collins fuddiant personol yn eitem 4 oherwydd ei fod yn Llywodraethwr Cymunedol yn Ysgol Gatholig y Santes Fair a Sant Padrig.

Datganodd y Cynghorydd SK Dendy fuddiant personol yn eitem 4 am ei bod yn Llywodraethwr Cymunedol yn Ysgol Gynradd Blaengarw.

Datganodd y Cynghorydd AJ Williams fuddiant personol yn eitem 4 am fod ganddi 2 o blant mewn Ysgolion Uwchradd ac 1 mewn Ysgol Gynradd o fewn y Fwrdeistref Sirol oedd i gyd yn ymgymryd â dysgu cyfunol.

20. CYMERADWYAETH COFNODION

PENDERFYNWYD: Bod Cofnodion cyfarfod y Pwyllgor Trosolwg a Chraffu Pwnc 1, dyddiedig 7 Rhagfyr 2020, yn cael eu cymeradwyo fel cofnod gwir a chywir.

21. DYSGU CYFUNOL YN YSGOLION PEN-Y-BONT AR OGWR ERS MIS MAWRTH 2020

Rhoddodd y Prif Bartner ar gyfer Gwella - Consortiwm Canolbarth y De (CCD), Cyfarwyddwr Cynorthwyol ar gyfer y Cwricwlwm – CCD, Rheolwr Grŵp ar gyfer Gwella Ysgolion Cyngor Bwrdeistref Sirol Pen-y-bont ar Ogwr (y Cyngor) a Rheolwr Swyddfa Cefnogaeth a Digidol y Cyngor gyflwyniad PowerPoint yn rhoi trosolwg ar yr adroddiad ar Ddysgu Cyfunol yn ysgolion Pen-y-bont ar Ogwr ers mis Mawrth 2020.

Diolchodd y Cadeirydd i'r Swyddogion am y cyflwyniad. Gofynnodd yr Aelodau'r cwestiynau canlynol:

Diolchodd Aelod i holl staff y rheng flaen, a rhoddodd adborth oddi wrth rieni a gofalwyr yn ei etholaeth oedd, yn y rhan fwyaf o achosion, yn dweud bod athrawon wedi bod yn anhygoel o gefnogol, yn ogystal ag adborth ardderchog ynghylch y defnydd o'r Hwb ac Ystafell Ddosbarth Google. Y brif thema o'r adborth a dderbyniwyd oedd ei bod yn ymddangos bod yna raddau o anghysondeb rhwng yr hyn yr oedd ysgolion yn ei ddarparu drwy gyfrwng dysgu rhithiol ac eraill yn cynnig taflenni gwaith neu fideos oedd wedi cael eu cofnodi ymlaen llaw, tra roedd yn well gan y rhieni wersi byw. Teimlai fod hyn yn arbennig o wir ar gyfer y rheiny oedd yn llai galluog gyda rhai rhieni yn dweud y gallai hyn, mewn rhai achosion, fod yn eithaf unig a digalon. Gofynnodd i'r Swyddogion am eu sylwadau a sut y gellid newid y dull i gymryd hyn i ystyriaeth. Gofynnodd hefyd sut yr oedd y dull ym Mhen-y-bont ar Ogwr yn gwahaniaethu oddi wrth rannau eraill o Gymru.

Dyweddodd y Rheolwr Grŵp (Cefnogi Ysgolion) ei bod yn falch i glywed am yr adborth cadarnhaol ac eglurodd fod safbwyntiau cymysg wedi bod ynghylch ffrydio byw. Roedd athrawon hefyd wedi bod yn addysgu, weithiau gyda'u plant eu hunain gartref tra'n cyflwyno gwersi, oedd yn her. Roedd dysgu'n mynd ymlaen yn barhaus, a bu newidiadau yn ystod y flwyddyn ddiwethaf wrth i ymarfer gael ei fireinio, ac felly roedd hi'n sicr yn ymwybodol o'r anghysondeb, oedd yn faes targed ar gyfer gwella. Cawsai llawer o athrawon eu huwchsgilio yn gyflym i gyflwyno gwersi yn y ffordd yma ac roedd hwn yn faes cwbl newydd i lawer ohonynt.

Dyweddodd Prif Bartner ar gyfer Gwella CCD, ei fod ef wedi gwrandao ar lawer o ysgolion ar draws y rhanbarth yn siarad am eu dull o gyflwyno dysgu cyfunol, a'i fod mor arbennig i'w gyd-destun. Nid oedd cymhariaeth o angenrheidrwydd rhwng Pen-y-bont ar Ogwr ac awdurdodau lleol eraill. Roedd yr hyn yr oedd un ysgol yn ei wneud yn aml yn wahanol iawn i un arall oherwydd ei fod mor lleol a hyn oedd yr arweiniad a roddwyd i'r ysgolion, ynghylch cwrdd ag anghenion y dysgwyr, sef y peth allweddol.

Esboniodd Cyfarwyddwr Cynorthwyol ar gyfer y Cwricwlwm CCD nad oedd data ar gael ar hyn o bryd ond bod Llywodraeth Cymru (LIC) wedi comisiynu ymchwil, y gobeithiai hi fyddai ar gael yn fuan. Roedd y map ffordd yn seiliedig ar wneud penderfyniadau ar bob lefel i ysgolion ac ar bwynt mewn amser, sef yr hyn yr oedd y ddogfen parhad dysgu yn sôn amdano. Roedd hi'n bwysig ei gwneud yn glir beth oedd disgwyliadau a blaenoriaethau LIC ac i ysgolion wedyn wneud penderfyniadau seiliedig ar anghenion eu dysgwyr. Os mai'r adborth gan rieni oedd bod yn well ganddynt hyn, yna gallai dewis, sut a pham, ei gwneud yn bosibl i hynny ddigwydd. Efallai bod ysgolion oedd wedi mabwysiadu dulliau mwy cyson, wedi newid neu ddatblygu dros amser oherwydd pethau oedd wedi newid yn y system. Nid oedd data ar gael i ddweud bod canrannau o ysgolion yn symud yn y ffordd honno, oherwydd bod pethau mor gyfnewidiol. Roedd llawer o ysgolion wedi rhoi cynnig ar ddysgu byw neu wedi cynnal peilot dysgu byw ers

mis Ionawr ac roedd hyn wedi cael derbyniad da mewn rhai ardaloedd er bod rhai ysgolion wedi newid yn ôl. Roedd yn ymddangos i fod yn bwynt mewn amser i ysgol unigol, yn dibynnu ar yr adborth yr oedd wedi ei dderbyn.

Diolchodd Aelod y Cabinet dros Addysg ac Adfywio i'r Aelod a dywedodd ei bod yn bwysig cael sylwadau gan rieni a myfyrwyr. Roedd hi'n bwysig cofio bod rhai rhannau o Gymru wedi cael y blaen o ran dysgu cyfunol, am eu bod eisoes wedi bod yn ymwneud ag e-ddysgu oherwydd eu lleoliadau gwledig. Roedd anghysondeb yn rhywbeth oedd wedi cael ei ddisgwyl, gan mai un rhan o'r gwaith oedd dehongli'r cyngor a'r rheoliadau gan LIC ar ddechrau'r pandemig, oedd wedi canolbwyntio ar faterion diogelu i gychwyn, a chanlyniad nas rhagwelwyd i hynny oedd yr amharodrwydd i ffrydio'n fyw. Roedd adolygiad y cyngor hwnnw gan LIC dros yr haf wedi cael ei groesawu. Roedd hi'n bwysig peidio â chymryd pethau'n ganiataol, o ran gwersi byw, ond edrych ar ymchwil ac arfer gorau, fel yr oedd CCD wedi gwneud. Roedd y Cabinet wedi bod yn bryderus ynghylch cysondeb ac a oedd gwersi a recordiwyd yn well na gwersi byw. Roedd CCD wedi nodi nad oeddent yn arbenigwyr mewn dysgu cyfunol, ond eu bod yn arbenigwyr ar ddod â'r ymchwil at ei gilydd ac fel Cadeirydd CCD cafodd ei synnu ar yr ochr orau gan y gwaith a wnaed eisoes. O ran y cymariaethau ledled Cymru, nid oedd ond tystiolaeth storïol ar gael, gyda rhai siroedd ymhell ar y blaen, rhai yn edrych ar ddysgu cyfunol gyda rhywfaint o bryder gan ragdybio na ellid ei ddefnyddio gyda disgyblion iau ac roedd angen egluro hyn a gweithio arno gydag ysgolion mewn ffordd broffesiynol. Y ffordd ymlaen oedd y byddai angen llawer o ddysgu addysgeg a DPP ymhlith staff addysgu ac roedd angen rhannu technegau addysgu ymhlith cydweithwyr.

Diolchodd yr Aelod i'r Swyddogion am eu hatebion cynhwysfawr. O'i adborth ef, dywedwyd wrtho nad oedd dim cyswllt o gwbl na gwiriadau lles mewn rhai achosion, yn enwedig i'r rheiny ag anghenion dysgu ychwanegol (ADY). Roedd yn cydnabod y gallai hyn fod yn ddigwyddiad eithriadol ond gofynnodd am sylwadau'r Swyddogion. Yn ogystal, a oedd unrhyw gynllun i gyflwyno sesiynau dal i fyny gyda disgyblion neu ysgolion haf?

Esboniodd y Cyfarwyddwr Corfforaethol - Addysg a Chymorth i Deuluoedd fod cefnogi dysgwyr ag ADY yn faes allweddol ond ei bod yn deg dweud bod ysgolion ar y dechrau wedi bod yn dal i geisio canfod eu traed. Roedd adborth gan rai rhieni wedi nodi eu bod yn teimlo bod angen i'r cynnig dysgu fod yn fwy pwrpasol a thrafodwyd hyn gydag ysgolion, lle cawsant wybod, i drefnu newid y technegau, mecanweithiau cyflwyno a newid addysgeg, a'r adborth gan rieni oedd bod hyn wedi gwella'n sylweddol dros amser. Roedd yn bwysig iddynt gael eu rhoi mewn cysylltiad â rhieni i sicrhau bod eu plant yn cael y fargen orau bosibl.

Esboniodd Cyfarwyddwr Cynorthwyol Cwricwlwm CCD fod arweiniad, ochr yn ochr â chanllawiau dysgu, wedi ei gynhyrchu gan LIC ar ddysgwyr agored i niwed gan gynnwys plant ag ADY. Roedd y disgwyliad yn glir gan LIC, pa ddarpariaeth neu ddysgu ychwanegol bynnag yr oedd ei angen ar ddysgwr unigol, fod hynny'n cael ei gydnabod gan ysgolion a'u bod yn darparu ar ei gyfer, ac roedd hyn yn cynnwys plant a allai fod ag anghenion ychwanegol erbyn hyn oherwydd y broses a'r system hon. Roedd yn ymwneud â sicrhau bod y ddarpariaeth yn deg a bod y ddarpariaeth yn ardderchog i'r holl ddysgwyr a bod anghenion pob plentyn yn cael eu hystyried a bod unrhyw anawsterau o ran rhwystrau i ddysgu yn cael eu goresgyn yn y ffordd orau bosibl ar hyn o bryd.

Esboniodd y Rheolwr Grŵp (Cymorth i Ddysgwyr) fod timau, drwy nodi dysgwyr agored i niwed, wedi gweithio'n agos iawn gydag ysgolion i nodi'r rhai a fyddai'n elwa o ddod i mewn i amgylchedd yr ysgol a bod hyn wedi digwydd drwy gydol y broses. Lle roedd plant a phobl ifanc wedi cael eu haddysgu gartref, roedd timau wedi ymateb mewn gwahanol ffyrdd, ee, roedd y gwasanaeth synhwyrdd wedi ymweld y tu allan i gartrefi a

chynhaliwyd asesiadau o bell, ac yn y blaen. Roedd y gwasanaeth cynhwysiant wedi ymateb yn hyblyg gydag ysgolion a rhieni er mwyn cwrdd â'r anghenion unigol ac yna roedd cefnogaeth wedi'i haddasu yn unol â hynny. Lle roedd angen cefnogaeth ychwanegol ar gyfer unrhyw ddysgwyr, roedd hyn wedi mynd i mewn, gyda chyllid yn cael ei ddefnyddio mewn gwahanol ffyrdd, i wneud hynny. Yn ogystal, roedd y Gwasanaeth Cynhwysiant wedi prynu llyfrau crôm ar gyfer y canolfannau adnoddau dysgu er mwyn sicrhau nad oedd yr un dysgwr yn cael ei adael allan yn ddigidol. Y peth pwysig oedd partneriaeth a chadw llygad ar y dysgwyr unigol hynny a chwrdd â'u hanghenion lle bo hynny'n briodol. Roedd hynny wedi bod yn allweddol iawn i gadw mesurydd tymheredd ar sut roeddent yn cael eu cefnogi ac roedd ysgolion wedi gweithio'n agos iawn gyda'r timau. Roedd yn broses barhaus, a oedd wedi gwella, ac os oedd rhieni wedi dod ymlaen, roedd yr awdurdod lleol wedi ymateb yn unol â hynny.

Esboniodd Aelod o'i phrofiad personol ei hun pa mor wych yr oedd y staff addysgu wedi bod ac roedd yn falch o safon y gwaith a sylweddolai y fath gamp o gydbwysio oedd hyn wedi bod i bob cartref. Gofynnodd a oedd gan y Cyngor dull cyffredin o fesur ymgysylltiad oddi wrth y dysgu ar-lein o ysgol i ysgol. A oedd unrhyw ddata gan bob ysgol i nodi'r nifer oedd yn manteisio ar ddysgu cyfunol ac a oedd cymhariaeth rhwng ysgolion? Hefyd, a oedd yna unrhyw batrymau lle roedd dysgwyr yn gymwys i gael prydau ysgol am ddim (eFSM), fod llai o blant yn cymryd rhan ynteu a oedd yn gyffredinol i'r plant i gyd? Yn olaf, a oedd hyn i gyd yn cael ei ddefnyddio i wella'r ddarpariaeth?

Esboniodd Prif Bartner Gwella CCD, o ran mesur ymgysylltiad, y gofynnwyd i bartneriaid gwella ddarganfod sut roedd ysgolion yn cyflwyno dysgu cyfunol ar rai pwyntiau. Roedd yr ymgysylltu wedi digwydd gyda Phrifathrawon ym mis Mehefin, yn fuan ar ôl dod allan o'r cyfnod clo ac yna o gwmpas mis Tachwedd, lle roedd yn hybrid iawn, gyda disgyblion yn ôl yn yr ysgol. Y duedd yn ysgolion cynradd Pen-y-bont ar Ogwr oedd bod yr ystod o ymgysylltu yn eithaf eang, er nad oedd ffigurau ar gael ond y gellid eu rhannu'n ôl-weithredol. O ran ymgysylltu â dysgu cartref mewn ysgolion cynradd, roedd yr ystod yn rhywle oddeutu 32% i 90% o ymgysylltu. Roedd nifer y dysgwyr a oedd yn gymwys i gael prydau ysgol am ddim (eFSM) yn uwch yn gyffredinol yn y sector cynradd gydag ymgysylltu ychydig yn is. Roedd yn ddiddorol sut y gwnaeth ysgolion newid dulliau o ddarparu dysgu gartref er mwyn ceisio cynyddu ymgysylltiad â dysgu a'r effaith ddilynol, ers mis Tachwedd. Yn y sector uwchradd, roedd yr ystod ychydig yn llai oddeutu 50% i 70% o ymgysylltu, eto'n dilyn patrwm oedd yn debyg yn fras. O ran y sector cyfrwng Cymraeg yn benodol, yn y cynradd a'r uwchradd, roedd ymgysylltiad llawer uwch yn y cyfnod clo cyntaf mewn dysgu gartref waeth beth oedd eu cefndiroedd eFSM. Gwnaed y gwaith hwn er mwyn deall ymgysylltiad a sut y byddai ysgolion yn defnyddio'r wybodaeth honno i newid eu harfer.

Dywedodd Cyfarwyddwr Cynorthwyol ar gyfer Partneriaethau a Gwelliant CCD fod amrywiaeth eang iawn o wahanol fathau o ymgysylltu ledled y rhanbarth. I ddechrau, roedd ymgysylltu yn ymwneud â sicrhau bod dysgwyr yn gallu cael defnyddio dyfeisiadau, yn gallu cysylltu, ac yn y blaen, ac wedyn yn ddiweddarach symud i weld sut olwg oedd ar ansawdd yr ymgysylltu ac a oedd yr ymgysylltiad yn ystyrion ac yn arwain at ddysgu. Symudodd sgysiau o gwmpas gan edrych ar dystiolaeth o ymgysylltiad o safon yn hytrach na dweud bod pobl ifanc wedi mewngofnodi i'r cyfrifiadur a'u bod yn eistedd yno heb ymgysylltu â dim o'r dysgu nac unrhyw un o'r gwersi. Yn rhanbarthol roedd gwahaniaeth enfawr o ran sut roedd ysgolion yn gallu cynorthwyo dysgwyr i ymroi i ymgysylltu. O ran ymgysylltu ag ysgolion, roedd yn fater o fod yn ymwybodol yn gyson o'r heriau sy'n wynebu ysgolion. Roedd yn rhy hawdd, pan nad oeddech yn y swyddi hynny, dechrau llunio barn nad oedd o reidrwydd yn gywir ac felly roedd yn ymwneud â sicrhau bod CCD yn cael cyswllt ystyrion â Phrifathrawon ac ysgolion, i ddarganfod ble roeddent, fel bod y gefnogaeth a ddarperid yn briodol ac nad

oedd yn mynd i achosi unrhyw bryder ychwanegol mewn lleoliad, ond y byddai'n ychwanegu gwerth.

Gofynnodd yr Aelod a oedd gan y Cyngor weledigaeth glir ar gyfer dysgu cyfunol ar-lein, oedd wedi'i chyfleu i ysgolion, ac a oedd isafbwynt disgwyliad o sut byddai hynny'n edrych?

Dywedodd Pennaeth Ysgol Brynteg ei fod ef yn teimlo bod gweledigaeth glir iawn ar gyfer dysgu cyfunol / addysgu o bell ym Mhen-y-bont ar Ogwr a bod ansawdd yr addysgu o bell yn bendant yn bwysicach na'r ffordd y câi ei ddarparu. O'r dechrau, rhoddwyd hyblygrwydd i ysgolion i weithredu felly a dyna pam roedd cymaint o ysgolion yn gweithredu mewn cymaint o wahanol ffordd. Yr hyn oedd yn ddiddorol oedd bod y broses gyfan wedi gadael athrawon yn agored oherwydd bod llawer o bobl yn dechrau cael rhoi llawer o fewnbwn i'r ffordd y mae cyfleoedd addysgu a dysgu yn cael eu cynllunio, ac efallai'n hollol gywir felly. Efallai bod hynny'n rhywbeth i ysgolion ei gadw mewn cof fel arwydd o'r dyfodol o ran hunanarfarnu. Roedd llawer o rieni / gofawyr a disgyblion yn dweud sut roedd arnyn nhw eisiau cael eu haddysgu. Weithiau, nid oedd yr ysgol yn cytuno'n llwyr gan nodi na fyddai cael athro / athrawes ar-lein am 5 awr y dydd yn gweithio. Y weledigaeth gan Ben-y-bont ar Ogwr, ac o weithio gyda CCD, oedd ei bod yn ymwneud â'r ansawdd. Nid oedd ots a oedd hyn yn cael ei wneud yn rhithiol neu yn y fan a'r lle, yr hyn oedd fwyaf pwysig oedd p'un a oedd yr hyn oedd yn cael ei wneud yn adeiladu ar ddysgu blaenorol ai peidio. Roedd disgwyl i staff ym Mrynteg fod yno'n fyw ym mhob gwrs ond nid oedd hynny'n golygu eu bod yn eistedd yno o flaen camera, gallent fod yno, neu o gwmpas, yn ateb ymholiadau ar-lein drwy'r blwch sgwrsio, ac yn y blaen, ond nid oedd bod yn fyw a rhedeg gwrs fyw o reidrwydd yn gwneud honno'n wers wych.

Dywedodd Pennaeth Ysgol Gynradd Bracla ei bod yn cytuno â'i chydweithiwr a bod y cyfan yn ymwneud ag ansawdd, gan egluro bod yr ysgol yn cyflwyno'r holl ddeunyddiau wedi eu recordio ymlaen llaw oherwydd mai dyna'r hyn yr oedd yr athrawon yn teimlo'n hyderus yn ei wneud. Roedd yr hyn a gynigid wedi esblygu dros y misoedd, roedd y gwrsi a recordiwyd ymlaen llaw yn hollol wych, ac roedd yr ansawdd yn llawer gwell na'r hyn a fu. Roedd yr ysgol wedi gweithio'n agos gyda CCD a oedd wedi bod yn gefnogol iawn. Roedd dull Tîm Pen-y-bont ar Ogwr wedi bod yn gryfder i Ben-y-bont ar Ogwr gyda swyddogion yn gwrando ar yr hyn oedd gan ysgolion i'w ddweud ac roedd yr ymgysylltiad wedi cynyddu dros y misoedd oherwydd yr ansawdd oedd ar gael. Roedd ysgolion yn gweithio'n llawer mwy cydweithredol ac yn rhannu arfer da ac roedd uwchsgilio staff wedi bod yn rhyfeddol. Roedd y weledigaeth wedi'i chyfleu'n glir iawn ond roedd i raddau helaeth ar sail ansawdd a'r hyn a oedd yn gweddu i gyd-destun ysgol benodol.

Esboniodd Pennaeth Ysgol Gynradd y Pîl fod y Grŵp Strategaeth TGCh yn edrych ar ddatblygiad o amgylch polisi dysgu cyfunol, ond wedi ei chael yn anodd oherwydd cydnabyddid bod pawb yn cychwyn o fan gwahanol. Cytunid bod egwyddorion dysgu cyfunol yma i aros ac yn ymwneud â cheisio edrych ymlaen yn hytrach nag yn ôl, a sut y gellid cael dysgu di-dor rhwng y cartref a'r ysgol yn y dyfodol. Roedd y grŵp strategaeth yn cydnabod bod cael dull un maint i bawb yn anodd iawn a'i fod yn ymwneud fwy â datblygu cymorth, fel yr oedd CCD a'r awdurdod lleol wedi'i wneud wrth gefnogi ysgolion i geisio cyrraedd y man lle roedd arnyn nhw eisiau bod. Byddai'r grŵp yn parhau i edrych ar greu dull cyffredin ond roedd yn anodd oherwydd bod pob ysgol ar ei thaith unigol ei hun.

Gofynnodd yr Aelod a fu cynnydd yn nifer y staff oedd yn defnyddio gwasanaeth lles Gofal yn Gyntaf o ganlyniad i bwysau (e.e. marcio gwaith y tu allan i'w diwrnod gwaith arferol).

Dywedodd y Cyfarwyddwr Corfforaethol - Addysg a Chymorth i Deuluoedd nad oedd cydweithwyr Adnoddau Dynol yn bresennol ond bod y pwynt ynglŷn â lles staff yn hynod o bwysig nid yn unig o ran staff yr ysgolion ond swyddogion awdurdodau lleol a chydweithwyr o'r CCD hefyd. Un o'r heriau dros y flwyddyn ddiwethaf oedd cynnal y cydbwysedd cywir rhwng bywyd a gwaith pan nad oedd wedi'i amlinellu mor hawdd ag yr oedd o'r blaen, felly roedd hwn yn bwynt pwysig. Roedd Cyfarwyddwr Corfforaethol Addysg a Chymorth i Deuluoedd yn bwriadu mynd yn ôl at Adnoddau Dynol er mwyn parhau i ddarparu cyngor diweddar arbenigol.

Esboniodd Pennaeth Ysgol Gynradd Bracla, o ran lles y staff, y bu cryn dipyn o gefnogaeth mewn perthynas â Gofal yn Gyntaf gyda gweminarau wythnosol yn cael eu cynnig, ar amrywiaeth o bynciau, y mae staff wedi manteisio arnynt ac wedi bod yn gadarnhaol iawn. Hefyd, bu grwpiau ffocws llesiant bob tymor drwy Dîm Pen-y-bont ar Ogwr, felly roedd llawer o gefnogaeth ar gael.

Esboniodd y Maer leuenctid ei bod hi'n fyfyrwraig Blwyddyn 11 ar hyn o bryd, oedd wedi dychwelyd i'r ysgol y diwrnod hwnnw. Fel myfyrwraig, roedd hi'n teimlo nad oedd hi wedi gweld llawer o ddysgu cyfunol yn ei hysgol hi a bod y dysgu naill ai'n wersi wyneb yn wyneb, ar-lein neu wedi'u recordio ymlaen llaw yn unig. Roedd llawer o fyfyrwyr yr oedd hi wedi siarad â nhw wedi gweld ysgolion yn gwneud dysgu cyfunol, ond roedd hi'n teimlo ei bod hi'n cael ei chyfeirio i un math o ddysgu yn unig, felly roedd hynny wedi bod yn anodd. O ran y pwynt blaenorol, roedd y Cyngor leuenctid wedi trafod y pwynt am anghydraddoldebau dysgu. Cafodd rhai myfyrwyr y blaen yn eu hasesiadau, ond nid oedd eraill wedi eu cychwyn. Teimlai fod problemau gyda chyfathrebu ac na fu llawer o wybodaeth mewn perthynas â dewis pynciau Safon Uwch, oedd wedi achosi problemau mewn perthynas â therfynau amser caeth. Nid oedd hi'n teimlo y bu unrhyw gyfathrebu rhwng ysgolion ynghylch yr hyn yr oedd gwahanol ysgolion yn ei wneud, yr hyn y rhoddwyd cynnig arno a'r hyn oedd wedi gweithio'n dda. Roedd hi'n deall bod hon wedi bod yn flwyddyn anodd ond gofynnodd beth oedd yn cael ei wneud i helpu i atal yr anghydraddoldebau.

Diolchodd y Cadeirydd i'r Maer leuenctid am ei chyfraniad a dywedodd ei fod yn ddefnyddiol iawn ac yn fewnwelediad da cael clywed gan rywun oedd yn profi hyn bob dydd.

Diolchodd yr Aelod Cabinet dros Addysg ac Adfywio i'r Maer leuenctid am ei chyfraniad a nododd ei bod yn bwysig iawn i athrawon weld sut roedd pethau'n edrych o safbwynt y cwsmer. Yn hanesyddol, bu tueddiad i athrawon hunanarfarnu o ran sut roeddent yn perfformio, ond gallai adborth gan fyfyrwyr ddangos bod eu canfyddiad hwy yn wahanol iawn. Nododd ei bod wedi gwneud 3 phwynt mewn perthynas â dysgu cyfunol, dal i fyny / asesiadau a chysondeb. O ran y cyntaf, dysgu cyfunol oedd yr allwedd. Nid yr ateb o reidrwydd oedd ei fod yn ymwneud â ffordd benodol, ond y dylai fod yn ddull cyfunol ac felly, os nad oedd hynny'n digwydd, roedd hynny'n destun pryder ac roedd ef yn sicr y byddai'r staff cymorth a'r staff addysgu oedd yno yn edrych ar hynny. O ran dal i fyny / asesiadau, roedd arno eisiau sicrhau myfyrwyr nad oedd yn rhaid iddynt ddal i fyny mewn ystyr ac nad oedd arno eisiau i fyfyrwyr ddychwelyd i'r ysgol yn meddwl bod angen iddynt lyncu llawer o wybodaeth. Roedd angen dull mwy goleuedig yng Nghymru ac ar y top roedd athroniaeth wahanol iawn gyda phanel arbenigol o weithwyr proffesiynol yn edrych ar hyn mewn ffordd fwy trugarog a mwy blaengar a realistig. Gobeithio y byddai hyn yn fwy calonogol pan gyhoeddid trafodaethau'r panel hwnnw. O ran cysondeb, roedd yn ymwneud ag annog athrawon i ddod yn llawer mwy medrus yn yr addysgeg neu'r dulliau addysgu a dysgu mewn dysgu cyfunol.

Diolchodd Cyfarwyddwr Corfforaethol Addysg a Chymorth i Deuluoedd hefyd i'r Maer leuenctid am ei hangerdd a'i hymrwymiad gwirioneddol i'w dysgu hi ei hun ac i'r eiddo Aelodau Cyngor leuenctid Pen-y-bont ar Ogwr a hefyd ei chyfoedion. Roedd y dysgwyr

wedi dangos gwytnwch ac amynedd rhyfeddol dros y flwyddyn ddiwethaf ac roedd gwaith gwych wedi'i wneud ganddyn nhw, gan gydnabod ei fod wedi bod yn gyfnod anodd iawn iddyn nhw. Un peth o bwys canolog drwyddo draw oedd ceisio barn y dysgwr, felly roedd llais y dysgwr yn allweddol i hyn. Cydnabyddai nad oedd rhai o'r newidiadau wedi cael eu cyfleu'n effeithiol i fyfyrwyr a chymerodd sylw o hyn. Y meysydd allweddol yr oedd y Maer leuenctid wedi'u nodi oedd o ran anghysondeb gyda golwg ar fabwysiadu arddull debyg o ran y cwricwlwm ac asesiadau. Nododd fod pob Cyfarwyddwr yng Nghymru wedi mynychu cyfarfod gyda Chymwysterau Cymru, cyn y cyfarfod hwn, ac y ceid cyhoeddiad yn fuan yn nodi sut y byddai asesiadau'n rhedeg o amgylch amnewid graddau, a'r arfer o'i gwmpas, ar gyfer yr haf. Byddai ef yn fwy na pharod i rannu hyn nid yn unig â Phrifathrawon ond â dysgwyr hefyd. Y peth arall oedd yn bwysig oedd sicrhau bod arfer effeithiol yn cael ei rannu. Roedd un o elfennau allweddol cyllid LIC yn ymwneud ag arian ychwanegol i gynorthwyo athrawon i gefnogi eu dysgwyr a gobeithio y ceid gweld dros yr ychydig fisoedd nesaf sut roedd hynny wedi gwella pethau. Cydnabu Cyfarwyddwr Corfforaethol Addysg a Chymorth i Deuluoedd fod dau gam gweithredu iddo ef sef sicrhau bod hyn yn cael ei gyfleu'n fwy effeithiol i bobl ifanc ac o ran canlyniadau'r cyfarfod heddiw â Chymwysterau Cymru.

Cydnabu Aelod fater cysylltedd y rhyngrwyd, yn enwedig yn y ward yr oedd hi'n ei chynrychioli, lle nad oedd band eang ffibr optig, a gofynnodd a oedd unrhyw wybodaeth am sawl diwrnod neu awr yr oedd disgyblion wedi eu colli oherwydd nad oedd cysylltedd rhyngrwyd ar gael. Gofynnodd sut y byddai hyn, yn y tymor hir, yn effeithio ar gyfraddau absenoldeb unigolion ac ysgolion pe na bai plentyn yn gallu cysylltu ar-lein neu fod ganddo liniadur wedi torri, heb unrhyw fai arno ef ei hun.

Esboniodd Cyfarwyddwr Corfforaethol Addysg a Chymorth i Deuluoedd y cydnabuwyd ar y cychwyn cyntaf y byddai cysylltedd rhyngrwyd yn fater allweddol yn enwedig o ran toreth o adnoddau ar-lein a'r angen i sicrhau bod gan bob dysgwr, waeth beth fo'i gefndir daearyddol neu economaidd, fynediad at fand eang dibynadwy. Dosbarthwyd dros 300 o ddyfeisiadau rhyngrwyd cludadwy (MiFis) i ddysgwyr ac os oedd angen hyn wrth symud ymlaen byddai cais yn cael ei wneud yn gorfforaethol am gyllid ychwanegol i'w gefnogi. Roedd hyn yn ganolog a lle bynnag yr oedd ei angen ar ddysgwr, roedd un wedi cael ei ddarparu. Pe bai angen adnoddau ychwanegol, roedd MiFis ychwanegol a gliniaduron ychwanegol ar gael. Roedd y broblem ynghylch anwadalrwydd band eang yn un allweddol ac roedd angen yn amlwg sicrhau bod pob dysgwr yn profi dull cyson, er nad oedd ef yn ymwybodol o unrhyw broblemau yn ymwneud ag argaeledd Mifi. Pe bai problemau cysylltedd unigol mewn cartrefi yn ward yr Aelodau, roedd yn hapus i gysylltu â phartneriaid economaidd yn y Cyngor ac yn ehangach os oedd angen. Er ei fod yn cydnabod bod yr Aelod wedi codi rhai pwyntiau perthnasol mewn perthynas â chysylltedd ehangach ar gyfer cymunedau gwahanol, roedd hynny y tu allan i faes y Gyfarwyddiaeth Addysg a Chymorth i Deuluoedd, er y byddai'n fwy na pharod i ymchwilio i hynny.

Cadarnhaodd Rheolwr y Swyddfa Cymorth a Digidol fod 310 MiFis wedi cael eu harchebu ar ddechrau'r flwyddyn a bod un neu ddau ar gael o hyd os oedd angen o hyd gyda thaliadau cysylltiad wedi cael eu talu tan ddiwedd mis Gorffennaf.

Gofynnodd Aelod sut y byddai'r awdurdod lleol yn sicrhau nad oedd plant oedd yn mynd yn ôl i ddysgu yn yr ysgol yn cael eu gwahardd yn ddigidol, gan y byddai'n rhaid iddynt wneud gwaith cartref o hyd. Sut câi hyn ei reoli ar lefel rheoli cyllideb oherwydd ei bod yn bwysig i'r awdurdod lleol ac i ysgolion gan y byddai'n dod yn bwysau yn y dyfodol gyda mwy a mwy o ddysgu ysgol gartref.

Esboniodd Cyfarwyddwr Corfforaethol Addysg a Chymorth i Deuluoedd, mewn perthynas â'r cwestiwn cyntaf, fod LIC wedi buddsoddi'n sylweddol ym mhob awdurdod lleol mewn perthynas â Grant Seilwaith yr Hwb, cyllid dros sawl blwyddyn ar gyfer

Ilwyfan cenedlaethol yr oedd pob ysgol yn ei ddefnyddio i liniaru'r risg o gostau ychwanegol o ran meddalwedd a thrwyddedu. Roedd buddsoddiad wedi canolbwyntio ar gynaliadwyedd gan y byddai offer yn mynd yn ddiangen ac roedd yn arfer da adeiladu ar hynny. Roedd rhan o gyllidebau'r holl ysgolion yn cynnwys cyllid i edrych i'r dyfodol a sicrhau bod offer ar gael a bod staff yn cael eu huwchsgilio drwy gydweithwyr yn y consortiwm rhanbarthol, ac mewn mannau eraill, fel bod ganddyn nhw'r sgiliau ar gyfer y dyfodol. Y gair allweddol oedd cynaliadwyedd, o safbwynt cyllido, o safbwynt hyfforddi a hefyd o safbwynt caledwedd. Roedd y cwestiwn nesaf yn un pwysig iawn yn edrych ar gynaliadwyedd tymor hir. Bu gwelliant sylweddol yn y ffordd yr oedd busnes yn cael ei gynnal ar-lein drwy fformatau dysgu cyfunol a byddai hyn yn cael ei ddatblygu a'i wella er mwyn ei wneud yn addas ar gyfer y dyfodol. Felly, bu buddsoddiad yn y weledigaeth hirdymor, buddsoddiad mewn hyfforddiant tymor hir a'i mabwysiadu gan staff a dysgwyr a hefyd drwy amrywiol fecanweithiau cymorth, ar gael trwy LIC, i gefnogi buddsoddiad mewn caledwedd a meddalwedd. Roedd hwn yn gwestiwn pwysig oherwydd unwaith eto roedd hyn yn gostus ac roedd angen cynllun i ategu hyn fel na fyddai'n disgyn drosodd yn y dyfodol.

Dywedodd Aelod ei fod yn dweud yn y cyflwyniad y cyhoeddwyd cyllid LIC ar gyfer rhaglen yr Hwb yn 2019, oedd cyn Covid-19. Felly a oedd hyn yn golygu bod ysgolion wedi cynnig dyfeisiadau i ddisgyblion oedd wedi eu bwriadu yn wreiddiol i'w defnyddio yn yr ysgol. A oedd yr awdurdod lleol yn hapus gyda'r cyflenwadau mewn ysgolion, gan y byddai rhai yn cael eu dileu yn y pen draw?

Esboniodd Cyfarwyddwr Corfforaethol Addysg a Chymorth i Deuluoedd, mewn perthynas ag offer, ei fod yn rhagweld y byddai rhai yn cael eu dychwelyd heb fod mewn cyflwr addas i'w defnyddio mewn ysgolion. Byddai yna hefyd elfen o offer wedi mynd yn rhy hen, po hiraf y byddent allan o'r system. Yn ogystal, efallai y byddai rhai ohonynt wedi eu difrodi a derbynid hyn yn rhwydd. Rhan o raglen seilwaith yr Hwb, oedd yn mynd yn ôl i 2019, oedd y bwriad i adnewyddu TGCh ysgolion, oedd yn ymddangos fel rhan o'r grant. Y ddealltwriaeth oedd nad buddsoddiad cyfalaf un-ergyd yn unig oedd hwn, y byddai'n dod dros nifer o flynyddoedd. Yn amlwg, roedd angen cwrdd ag ystod o delerau ac amodau a gwneud y gwaith i alinio prosesau o amgylch y buddsoddiad.

Cadarnhaodd Pennaeth Ysgol Gynradd Litchard fod offer wedi'i nodi ar gyfer ysgolion trwy brosiect yr Hwb, a ariannwyd gan LIC, ond nad oedd llawer o ysgolion, gan gynnwys ei ysgol ef ei hun, wedi derbyn eu dyraniadau ar ddechrau'r pandemig. Roedd y dull tîm yn gryf iawn yma gan fod ysgolion yn ildio'r offer oedd ganddyn nhw ac yna'n ei ailddosbarthu i ysgolion oedd angen yr offer hwnnw. Cyrhaeddodd pecyn yr Hwb wedi hynny, ond byddai rhieni a oedd wedi derbyn y gliniaduron yn eu cadw ar gyfer cynaliadwyedd wrth symud ymlaen. Hefyd o ran cynaliadwyedd, gwnaed llawer i addysgu rhieni am offer oedd ganddyn nhw eisoes gan gynnwys defnyddio PlayStations ac Xboxes i gael mynediad at ddysgu o bell, oedd yn rhoi mwy o degwch.

Dywedodd yr Aelod fod CCD wedi dweud bod y rhan fwyaf o ysgolion wedi cymryd rhan, felly gofynnodd a oedd pob ysgol wedi prynu i mewn i gael eu cefnogaeth a defnyddio eu gwasanaethau.

Cadarnhaodd Prif Bartner Gwella CCD fod pob ysgol wedi ymgysylltu â phartneriaid gwella a'r ystod lawn o wasanaethau eraill a ddarperir ar ran y Cyngor. Yna roedd y rhan fwyaf o ysgolion wedi ei symud ymlaen ychydig ymhellach os oeddent yn teimlo bod angen ac mae rhai ysgolion wedi bod mewn sefyllfa, trwy sesiynau gwirio rheolaidd, eu bod yn eithaf hapus gyda'r gefnogaeth yr oeddent yn ei chael ac nad oeddent yn teimlo bod arnynt angen rhagor. Roedd CCD wedi bod yno ar alwad i ysgolion ymhob cyfarfod ymhob ffordd bosibl ac ymhob ffordd.

Dywedodd Pennaeth Ysgol Brynteg ei fod yn teimlo ei fod yn ddatganiad ynghylch ble roedd ysgolion. Byddai rhai ysgolion yn defnyddio llawer o gefnogaeth gan CCD, roedd rhai ysgolion yn teimlo nad oedd angen iddynt wneud hynny, ar bwynt penodol. Roedd yn mynd yn ôl i'w bwynt cynharach ynglŷn â cheisio cefnogi anghenion disgyblion unigol ac nad oedd angen yr un mewnbwn o reidrwydd ar yr un pryd.

Gofynnodd yr Aelod, beth oedd yn cael ei wneud i edrych ar les disgyblion ac i sicrhau eu bod yn cael cefnogaeth lawn?

Esboniodd y Cyfarwyddwr Corfforaethol - Addysg a Chymorth i Deuluoedd, mewn perthynas â lles, y byddai Penaethiaid a chydweithwyr yn gwybod bod gan Ben-y-bont ar Ogwr dri amcan strategol ym maes Addysg, sef lles, llythrennedd a diogelwch, a bod diogelwch yn ymwneud ag iechyd a diogelwch ac amddiffyn. Roedd lles wedi bod yn flaenoriaeth strategol allweddol ers 2017, ymhell cyn y pandemig, ac roedd wedi rhoi'r Gyfarwyddiaeth mewn lle da oherwydd roedd hyn wedi bod yn ganolbwynt go iawn i bopeth oedd yn cael ei wneud, gan gynnwys o amgylch lles staff a dysgwyr. Nododd fod cydweithwyr Estyn yn bresennol yn y cyfarfod ac yn sicr roeddent yn cydnabod, yn yr adroddiad arolygu, y gwaith rhagorol yr oedd yr Awdurdod Lleol gyda phartneriaid yn CCD, wedi'i wneud o ran amddiffyn lles staff a dysgwyr.

Esboniodd Pennaeth Ysgol Gynradd Litchard o ran lles, pan na allai plant gael mynediad at waith, wrth i fis Ionawr fynd rhagddo, y galwyd dysgwyr i mewn fel y gallent ddal i fyny â'u gwaith ar safle'r ysgol. Dosbarthwyd offer a oedd ar gael hefyd iddynt ei ddefnyddio. Felly gwnaed dau beth, gan eu cefnogi'n academaidd ar y safle os nad oeddent yn ymgysylltu, yn ogystal ag ymweliadau cartref hefyd, fel y gwnaeth llawer o ysgolion eraill, ynghyd â gweithio gydag asiantaethau eraill i'w helpu a'u cefnogi gyda'u lles.

Dywedodd Pennaeth Ysgol Brynteg o ran lles y gallai'r cysyniad o ddal i fyny fod yn eithaf brawychus i ddisgyblion ac y byddai'n anodd i ddisgyblion ddal i fyny ar eu holl waith yn ystod y 3 neu 4 wythnos nesaf, a bod unrhyw un a oedd yn meddwl y gallent yn anffodus yn cyfeiliorni. Roedd yn ymwneud â lles a sicrhau bod disgyblion yn ailddysgu sut i fod yn rhan o gymuned yr ysgol a mwynhau bod gyda'i gilydd ac roedd cael yr amser hwnnw gyda'u ffrindiau yn bwysig iawn. Roedd yn ymwneud â'u cael at y pwynt lle roeddent yn hapus ac yn teimlo'n ddiogel ac yna byddent yn gallu ymroi i ddysgu, felly roedd lles yn ganolog i'r ffordd o feddwl ar hyn o bryd. Yn yr ysgol dros yr wythnosau diwethaf, cydnabuwyd bod pawb angen seibiant oddi wrth sgriniau cyfrifiadu, ac yn y blaen, ac felly roedd diwrnodau lles wedi eu cynnwys bob wythnos. Roedd y rhain yn ddyddiau pan nad oedd unrhyw waith wedi'i osod ar y sgrin o gwbl, a dewislen o weithgareddau yn cael ei rhoi i'r disgyblion, oedd yn mynd â nhw i ffwrdd oddi wrth y sgrin. Nid y disgyblion yn unig oedd wedi ymateb yn dda i hynny, ond hefyd roedd rhieni a gofalwyr wedi dweud ei fod wedi cymryd llawer o bwysau oddi arny'n nhw gartref, oherwydd nad oedd yn rhaid iddyn nhw boeni am edrych ar eu mab neu ferch, o ran gwneud y peth iawn ar yr amser iawn. Roedd yr un mor bwysig ynglŷn â rhoi amser i athrawon a staff cymorth feddwl am eu lles eu hunain, a lles yn bendant fyddai'r sbardun allweddol i bob Pennaeth yn ystod yr ychydig fisoedd nesaf.

Esboniodd Pennaeth Dros Dro Ysgol Uwchradd Gatholig yr Archesgob McGrath mewn perthynas â lles fod disgyblion yn mwynhau Diwrnod y Llyfr a'r Eisteddfod a chynulliadau byw ond ei bod hi'n ymwybodol nad oedd llawer o ddisgyblion wedi gallu mynd i'r digwyddiadau cyfunol hynny ac wedi cael eu cau allan am ba reswm bynnag. Roedd yr ysgol wedi gweithio gyda disgyblion i ddatblygu grŵp llysgenhadon ysgol yn fforymau ar-lein i edrych ar yr hyn yr oedd pob grŵp blwyddyn yn ei deimlo fyddai'n helpu i ddod â nhw ymlaen ac a oedd yn fwyaf priodol. Roedd yr ysgol yn ffodus i fod yn rhan o beilot model PERMA a weithiodd yn dda iawn gyda disgyblion cam allweddol 3. Yn ogystal, roedd disgyblion cyfnod allweddol 4 ac ôl-16 wedi gofyn i sesiynau lles

ddigwydd y tu allan i'r diwrnod ysgol ac roeddent yn hapus i gael mynediad at sgysiau, gweminarau a sesiynau holi ac ateb gan ddefnyddio technoleg a dull dysgu cyfunol. Yn draddodiadol, byddai gweithgareddau allgyrsiol wedi bod ar y safle ar ddiwedd y diwrnod ysgol. Wrth symud ymlaen, roedd yn ymwneud â defnyddio'r pythefnos nesaf i edrych ar sut y gallai gweithgareddau lles gael eu teilwra ar gyfer disgyblion yn nhymor yr haf.

Gofynnodd Aelod a oedd y ffigur yn hysbys am y cyllid ychwanegol a addawyd gan LIC i lenwi'r bwlch a chaniatáu i blant ddal i fyny. Yn ogystal, eglurodd ei bod wedi llofnodi i dderbyn hysbysiadau CCD ac felly roedd wedi bod yn derbyn y diweddariadau rheolaidd gan LIC ynghylch rôl newidiol cyrff llywodraethu. Gofynnodd a oedd dull cyffredin o ymdrin â hyn ac a oedd yna ganllawiau penodol ac a oedd Cyrff Llywodraethu yn cael y gefnogaeth a'r wybodaeth yr oedd ei hangen arnynt.

Esboniodd y Cyfarwyddwr Corfforaethol - Addysg a Chymorth i Deuluoedd nad oedd hyn yn hysbys ar hyn o bryd mewn perthynas â'r cyllid ychwanegol fesul awdurdod lleol neu fesul ysgol; fodd bynnag, y newyddion da oedd bod lefel y cyllid a nodwyd gan LIC yn sylweddol ac yn debygol o fod dros £100 miliwn ar draws yr awdurdodau lleol yng Nghymru. Yn amlwg, roedd angen gweld y dadansoddiad oherwydd ei fod yn ddibynnol nid yn unig ar y pen, ond hefyd yr angen e.e. cyllid diwygio ADY. Cyn gynted ag y byddai hyn yn hysbys, byddai'n cael ei gyfleu.

O ran y cwestiwn ynghylch llywodraethwyr, roedd hwn yn gwestiwn amserol gan mai rhan o gynllun busnes y CCD gynt oedd nodi 5 blaenoriaeth allweddol i'r awdurdod lleol wrth symud ymlaen, gydag un ohonynt yn golygu cael eglurder ynghylch rôl llywodraethwyr, gan gynnwys recriwtio, cadw a datblygiad proffesiynol. Yn fwy diweddar, roedd hyn wedi dod i ffocws amlwg gyda golwg ar rôl y corff llywodraethu a llywodraethwyr, o ran asesiadau risg. Nododd canllawiau gweithredol LIC i raddau, bod angen miniogi'r rôl. Un o'r pethau yr oedd yr awdurdod lleol yn ei wneud, fel yr oedd dyletswydd arno i wneud, oedd edrych ar ganllawiau Estyn mewn perthynas ag adolygiadau thematig a hefyd gyfarwydddebau LIC ynghyd â chyingor gan CCD i sicrhau bod hyn yn cael ei drosglwyddo i ysgolion.

Esboniodd Cyfarwyddwr Cynorthwyol ar gyfer Partneriaethau a Gwella CCD fod CCD wedi recriwtio 13 o Arweinwyr Rhanbarthol ar gyfer Llywodraethu, oherwydd y cydnabyddid bod gwir angen datblygu o fewn y cyrff llywodraethu ledled y rhanbarth. Roeddent yn offeryn pwysig iawn yn y blwch gwella oherwydd ei bod yn wirioneddol allweddol cael y bobl iawn i'w defnyddio. Felly, yn dilyn proses asesu drylwyr, cawsant eu recriwtio ac roeddent wedi bod yn rhan o raglen hyfforddi. Byddent yn eistedd fel rhan o'r Tîm Gwella Ysgolion a byddent yn ddarostyngedig i'r holl brosesau sicrhau ansawdd a ddilynai ar gyfer yr holl staff gwella ysgolion. Yn y pen draw, byddent yn cael eu cefnogi yn y gwaith yr oeddent yn ei wneud gyda chyrrff llywodraethu mewn ysgolion ac edrychid ar effaith eu gwaith. Yn ogystal, roedd yn ymwneud â gwella a datblygu cefnogaeth a hyfforddiant CCD ei hun ar gyfer llywodraethwyr ysgolion, drwy'r offeryn hunanarfarnu ar gyfer cyrff llywodraethu. Un o'r arfau cyntaf y byddai arweinwyr rhanbarthol yn gweithio arnynt gydag ysgolion fyddai dull i gyrff llywodraethu hunanwerthuso eu perfformiad eu hunain yn effeithiol ac o'r pwynt hwnnw adeiladu cynllun i allu datblygu a gwella y ffordd yr oeddent hwy eu hunain yn gweithredu.

Gofynnodd Aelod a oedd Penaethiaid yn teimlo bod yna unrhyw fuddion penodol yr oeddent wedi'u canfod o ddysgu ar-lein, gydag unrhyw enghreifftiau, ac wrth feddwl am yr addysgu a wnaed cyn hynny a oedd yna unrhyw beth y byddai'n well ganddynt fod wedi ei wneud neu wedi elwa o'i wneud ar-lein.

Awgrymodd Aelod y Cabinet dros Addysg ac Adfywio y dylai'r Aelod edrych ar yr adroddiad ysgrifenedig ar gyfer y cyfarfod, ac yn benodol, ar bwyntiau 4.6 a 4.7 oedd yn rhestru anfanteision a manteision dysgu ar-lein a dysgu cyfunol, a oedd yn ddiddorol iawn, meddai.

Esboniodd Pennaeth Ysgol Brynteg fod llawer i'w ddysgu yn ogystal â phwyntiau da hefyd. Byddai athrawon mewn ystafell ddosbarth oedd yn cyflwyno cysyniad anodd mewn ffordd gydamserol yn gwneud hynny gyda'r dosbarth o'i gwmpas a gobeithid y byddai'r disgyblion wedi deall ac yn mynd â'r wybodaeth honno i ffwrdd. Gyda recordio fideo, gallai disgyblion ei chwarae ar adeg oedd yn gyfleus iddynt, gallent ei chwarae dro ar ôl tro, os nad oeddent efallai yn deall cysyniad neu ei stopio ar bwynt penodol, ac roedd hynny'n bwynt dysgu allweddol. O ran y dyfodol, wrth symud ymlaen, hwn oedd y cysylltiad â chwricwlwm Cymru a sut y byddai cyfleoedd dysgu cyfunol yn caniatáu creu cyfleoedd dysgu i ddisgyblion fel y gallent symud ar bwynt a oedd yn addas iddynt, yn lle bod rhaid iddynt, er enghraifft, aros nes bod angen i weddill y dosbarth symud ymlaen. Roedd rhywfaint o feddwl cyffrous iawn ynghylch dysgu cyfunol ac addysgu fertigol e.e. dod â gwahanol grwpiau blwyddyn o ddisgyblion ynghyd i greu cyfleoedd dysgu cyffrous iddynt.

Esboniodd Pennaeth Ysgol Gynradd Bracla mai un o fuddion addysgu a dysgu o safbwynt dysgu cyfunol oedd hyder plant, nad fyddent efallai wedi bod yn ddigon hyderus i siarad yn yr ystafell ddosbarth, yn enwedig dysgwyr cyfnod sylfaen. Cawsant lawer mwy o gefnogaeth gan oedolion ar yr aelwyd ac felly sylwyd ar hyn o ran buddion i hyder a gwelwyd dilyniant penodol o ran sgiliau cymdeithasol hefyd. Roeddent hefyd wedi elwa o ddarpariaeth yr Hwb yn ogystal, os oedden nhw wedi bod yn yr ysgol, mewn grwpiau bach.

Adleisiodd Pennaeth Dros Dro Ysgol Uwchradd Gatholig yr Archesgob McGrath sylwadau cydweithwyr, yr hyder oedd y peth. Roedd yn ddi-ddorol iawn edrych ar ddosbarth o ddisgyblion, a disgyblion na fyddent fel rheol yn cyfrannu'n barod iawn yn yr ystafell ddosbarth oedd yn eithaf hapus i gyfrannu ar-lein, p'un a oedd hynny yn y sgwrs neu i gyfathrebu trwy eu microfônau. Yn yr un modd, o ran y syniad fertigol, roedd wedi bod yn ddi-ddorol iawn gyda gwersi blasu, o ran dewisiadau, i roi cyfle i blant eistedd mewn gwersi Safon Uwch neu TGAU, rhywbeth na fyddent fel arfer wedi cael cyfle i'w wneud.

Dywedodd Cynrychiolydd Cofrestredig yr Eglwys yng Nghymru y bu trafodaethau hir, llawer o sylwadau, rhai yn gadarnhaol a rhai yn negyddol. Teimlai ei bod yn hanfodol cofnodi pleidlais enfawr o ddiolch i staff ysgolion, gan eu bod wedi gwneud swm anhygoel o waith a bod y mwyafrif llethol ohonynt wedi mynd ymhell y tu hwnt i'r hyn a ddisgwylid. Roedd wedi bod yn gyfnod anodd iawn i bawb, i ddisgyblion, ie, i rieni, ie ond i staff yr ysgol hefyd; felly diolch enfawr i bawb.

Dywedodd y Cadeirydd fod hon yn ffordd dda iawn o ddod â'r sesiwn holi i ben heddiw ac roedd yn cytuno'n llwyr â sylwadau'r cynrychiolydd cofrestredig. Yr adborth a gafodd gan rieni yn ei ward oedd bod y newid yn ôl i'r ysgol wedi bod yn ddi-dor. Diolchodd i holl staff yr ysgol ond hefyd staff o'r CCD a staff yn y Cyngor, yn enwedig yn y Gyfarwyddiaeth Addysg a Chymorth i Deuluoedd a gofynnodd i Gyfarwyddwr Corfforaethol Addysg a Chymorth i Deuluoedd drosglwyddo diolch y pwyllgor am y ffordd yr oedd y staff, yn amryw o wahanol leoliadau, wedi delio â chyfnod hynod heriol.

Diolchodd y Cadeirydd i'r holl wahoddedigion oedd wedi ymuno â'r cyfarfod a nododd ei bod wedi bod yn sesiwn wirioneddol dda gydag ystod o wahanol safbwyntiau a diolchodd i'r Maer leuenctid, ar ran y Pwyllgor am ei sylwadau craff.

Gadawodd y Gwahoddedigion y cyfarfod.

Argymhellion:

PWYLLGOR CRAFFU TESTUN 1 - DYDD LLUN, 15 MAWRTH 2021

Ar ôl ystyried yr adroddiad ar Ddysgu Cyfunol yn Ysgolion Pen-y-bont ar Ogwr ers mis Mawrth 2020, ac ymatebion y gwahoddedigion i gwestiynau Aelodau gwnaeth y Pwyllgor y sylwadau a'r argymhellion a ganlyn:

Roedd ar y Pwyllgor eisiau diolch yn ffurfiol i holl staff yr ysgolion a'r athrawon addysgu am eu gwaith caled drwy gydol yr amser anodd hwn.

Gofynnodd y Pwyllgor:

- I Gonsortiw Canolbarth y De rannu data o'r ymchwil a gomisiynwyd gan Llywodraeth Cymru i Ddysgu Cyfunol pan fyddai ar gael.
- I ffigurau ynghylch yr ystod eang o ymgysylltu gael eu darparu gan Gonsortiw Canolbarth y De.
- I Gyfarwyddwr Corfforaethol Addysg a Chymorth i Deuluoedd sicrhau bod Adnoddau Dynol yn parhau i ddarparu cyngor diweddar i'r ysgol a staff addysgu ynghylch lles.
- I Gyfarwyddwr Corfforaethol Addysg a Chymorth i Deuluoedd roi mwy o wybodaeth i'r Aelodau ynghylch y strategaeth y soniodd fod ei hangen i ddelio ag Allgau Digidol a hefyd sut y bydd yn cael ei hariannu wrth symud ymlaen fel blaenoriaeth bwysig i'r Awdurdod.
- I'r Awdurdod ymgysylltu â Llywodraeth Cymru lobbio am well cysylltedd rhyngwyd (e.e. band eang ffibr optig) a chynnwys y Sir gyfan gan ganolbwyntio ar gymunedau gwledig a chymoedd, gan y bydd hyn yn ased allweddol i barhad cadarnhaol dysgu cyfunol.
- I Gyfarwyddwr Corfforaethol Addysg a Chymorth i Deuluoedd roi eglurder y bydd gan ysgolion ddigon o offer cyfrifiadurol, gan eu bod wedi cronni eu hoffer yn seiliedig ar gyhoeddiad LIC 2019 bod TGCh yn cael ei uwchraddio ar gyfer ysgolion.
- Am ystyried diwygio cofnodi absenoldeb i ganiatáu ar gyfer y disgyblion hynny nad ydynt efallai'n gallu cymryd rhan mewn diwrnod ysgol ar-lein oherwydd cysylltedd rhyngwyd neu broblemau dyfeisiadau.
- Yn deillio o sylwadau'r Maer leuenctid:
 - Bod anghydraddoldebau a gwahaniaethau rhwng yr un ysgol a grwpiau blwyddyn, o ran cynnydd neu wahaniaeth yn y gwaith sy'n cael ei gwblhau, yn cael ei asesu a bod dull o ddysgu gwersi yn cael ei fabwysiadu.
 - Bod y wybodaeth honno ynghylch sut y bydd dysgu'n newid, y gweithdrefnau newydd a'r newidiadau sydd ar ddod i addysg yn cael ei rhannu'n briodol â disgyblion yn ogystal â staff a chyrrff eraill.

22. MATERION BRYS

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BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 1

12 JULY 2021

REPORT OF THE CORPORATE DIRECTOR EDUCATION AND FAMILY SUPPORT

ADDITIONAL LEARNING NEEDS AND EDUCATIONAL TRIBUNAL (ALNET) ACT 2018

1. Purpose of report

1.1 The purpose of this report is to inform the Committee of:

- the developments of the ALNET Act (2018) in Wales; and
- the work undertaken across the region to prepare for the implementation of the Act and how as a local authority we are preparing for it.

2. Connection to corporate well-being objectives/other corporate priorities

2.1 This report assists in the achievement of the following corporate well-being objectives under the **Well-being of Future Generations (Wales) Act 2015**:

- **Supporting a successful sustainable economy** – taking steps to make the county borough a great place to do business, for people to live, work, study and visit, and to ensure that our schools are focussed on raising the skills, qualifications and ambitions for all people in the county borough.
- **Helping people and communities to be more healthy and resilient** - taking steps to reduce or prevent people from becoming vulnerable or dependent on the Council and its services. Supporting individuals and communities to build resilience, and enable them to develop solutions to have active, healthy and independent lives.
- **Smarter use of resources** – ensure that all resources (financial, physical, ecological, human and technological) are used as effectively and efficiently as possible and support the creation of resources throughout the community that can help to deliver the Council's well-being objectives.

3. Background

3.1 The Additional Learning Needs and Education Tribunal (Wales) Act 2018 was implemented on 24 January 2018. In addition there are two sets of regulations namely the Additional Learning Needs(Wales) Regulations 2021 and the Education Tribunal (Wales) Regulations 2021. There is also the Additional Learning Needs Code. The Act makes provision for a new statutory framework for supporting children and young people with additional learning needs (ALN) from the age of 0-

25. This is to replace existing legislation surrounding special educational needs (SEN) and the assessment of children and young people with learning and/or disabilities in post-16 education and training. The Act is not yet in force for children over compulsory school age. The Special Education Needs Tribunal (SENTW) which provides for parents/carers to appeal decisions made by the Council about their child's learning needs has been renamed the Education Tribunal for Wales.

- 3.2 The ALN Code and regulations were approved by the Senedd on 23 March 2021. Along with the ALN Act 2018, the Code and regulations will create the statutory ALN system in Wales. The ALN Code provides statutory guidance on the exercise of functions under Part 2 of the 2018 Act and on other matters connected with identifying and meeting ALN.
- 3.3 The ALN system aims to transform the expectations, experiences and outcomes for children and young people with ALN. It places the learners' views, wishes and feelings at the heart of the process of planning the support required to enable them to learn effectively and achieve their full potential.
- 3.4 From September 2021, the ALN system will come into force over a three-year phased implementation period.
- 3.5 Three new statutory ALN co-ordinating roles came into force on 4 January 2021 ahead of the planned introduction of the ALN system in September 2021. The three co-ordinating roles are as follows:
- Additional Learning Needs Co-ordinator (ALNCO). Each school has a named ALNCo. will have responsibility for co-ordinating additional learning provision
 - Designated Education Clinical Lead Officer (DECLO); will have responsibility for co-ordinating the Health Board's functions, who is essentially the Health Board's appointed ALN officer and the
 - Early Years Additional Learning Needs Lead Officer (Early Years ALNLO) who will have responsibility for co-ordinating the authority's functions for children who are under compulsory school age who are not attending maintained schools"
- 3.6 Since 4 September 2018, there has been an Additional Learning Needs and Education Tribunal Wales Act Central South Regional Transformation Plan written and submitted to Welsh Government on an annual basis. The Regional Implementation Plan aligns support to the objectives of the ALNET Act so that local authorities, CSC, schools, Further Education (FE) colleges and local health boards collaborate to transform the expectations, experiences and outcomes for children and young people with ALN.

4. Current situation/proposal

4.1 The following four high-level regional priorities were detailed in the Additional Learning Needs and Education Tribunal Wales Act Central South Regional ALN Transformation Plan 2020-2021 (Appendix A).

- Ensure that all local authorities develop consistent practices and collaborate effectively with key partners to prepare for the new ways of working.
- Ensure that local authority maintained schools develop consistent approaches to improving practice for learners with ALN that meet the expectations of the Act and are complementary to the wider national education reforms.
- Develop support and provision for post compulsory-aged learners through identifying local and potential regional offers.
- Develop health board preparedness for implementation of the Act

4.2 Bridgend County Borough Council Regional Transformation Plan 2020-2021 (Appendix B) outlines the work undertaken by the local authority in preparation for the implementation of the Act.

- Piloting the roll out of individual development plans (IDPs) on a pre-determined cohort through 0 to 25 including early years, further education and health.
- Development of information technology (IT) infrastructure to support the planned transfer from the old to the new system.
- Embedding and refining the early year's training programme. The Early Years ALNLO was appointed to meet the statutory timeframe of the 4 January 2021.
- Creating guidance on what provision should ordinarily be made available by schools. This is a regional document that is at the final stage of consultation and will be in place for schools for September 2021.
- Provision of advice and guidance for parents/carers on the local authority website about the new way of working and what support they can expect from schools. The local authority web page will be launched towards the beginning of July 2021, which is in conjunction with a regional launch.
- Involving independent parent support services in updating guidance materials. This has been actioned regionally.
- Continuation of professional learning opportunities for ALNCoS that focus on developing skills and expertise to carry out the new statutory duties. There has been a rolling programme of ALN cluster leads' meetings and ALNCo forums.

- Continue to develop strategic links with further education colleges to develop an agreed vision for inclusion and supporting the needs of learners with additional learning needs. Transition guidance has been developed.
- Develop a shared understanding between the health board and Local authorities for supporting identifying and supporting the needs of learners with ALN (0-25). The DECLO was appointed to meet the statutory timeframe of 4 January 2021.
- Local authority legal departments to increase knowledge of the ALNET Act and its implications. This has been done regionally with a training event held in June 2021.
- Develop a regional approach to increase the ALN provision available to Welsh-medium schools. Bridgend County Borough Council is represented in this regional training programme with a member of staff from the Learner Support Service.

4.3 The Additional Learning Needs and Education Tribunal Wales Act Central South Regional Transformation Plan 2021-2022 is awaiting final approval from Welsh Government. The priorities identified in the plan are:

- Through partnership working, develop understanding across agencies of person-centred practice to facilitate collaborative discussion about needs, outcomes and provision with all concerned.
- Develop consistency of practice in the production of high-quality individual development plans (IDPs) and the corresponding arrangements necessary for monitoring and reviewing their impact on learner progress.
- Explore arrangements between the local authority and its delivery partners for keeping under review the quality and sufficiency of additional learning provision to meet the current and future needs of its population of learners with ALN.
- Establish a set of principles that articulate when it would be reasonable for the local authority to secure additional learning provision (ALP).
- Provide consistent and transparent information and advice about the new ALN system and develop an integrated approach to address disputes and disagreements so that they can be avoided or resolved at an early stage.
- Develop processes to support the new way of working and improve management information systems, including IT infrastructure to ensure that both the new ALN arrangements and the old SEN arrangements can co-exist over the implementation period.

5. Effect upon policy framework and procedure rules

5.1 There is no effect upon the policy framework or procedure rules.

6. Equality Act 2010 implications

- 6.1 As this is an information report, an equalities impact assessment is not required at this stage. The protected characteristics identified within the Equality Act, Socio-economic Duty and the impact on the use of the Welsh language have been considered in the preparation of this report. As a public body in Wales, the Council must consider the impact of strategic decisions, such as the development or the review of policies, strategies, services and functions. This is an information report, therefore it is not necessary to carry out an EIA in the production of this report. It is considered that there will be no significant or unacceptable equality impacts as a result of this report.
- 6.2 The ALNET Act and Code of Practice clearly articulate the Equalities Act (2010) statutory requirements.

7. Well-being of Future Generations (Wales) Act 2015 implications

- 7.1 The well-being goals and principles prescribed for within the Well-being of Future Generations Act 2015 connect directly to the objectives of the ALNET Act. The ALNET Act is consistent with the five ways of working as defined within the sustainable development principle and more specifically as follows:

Long-term	The ALNET Act focuses on meeting the needs of children and young people from the age of 0-25.
Prevention	The focus of the ALNET Act is upon early identification of need and ensuring that there is appropriate learning provision in place to meet individual needs.
Integration	The ALNET Act addresses the need for a coherent delivery of economic, social, environmental and cultural outcomes.
Collaboration	A fundamental principal of the ALNET Act focuses on improving collaboration and creating a unified system.
Involvement	Ensuring that children and young people, parents and carers are at the heart of the system and that needs are discussed in a person centered way.

8. Financial implications

- 8.1 In order to support the implementation of this new system, Welsh Government is providing financial assistance through the ALN Transformation Grant. This is the fifth year of the five financial years that the grant will be available. The finance is delegated via a host local authority acting on behalf of the local authorities in the region, using the same footprint as the four regional education consortia. The grant must be used on a regional strategic basis and consideration should be given to regional sustainability beyond the life time of the grant.

8.2 Previously, Welsh Government has provided funding for local authorities to develop the person-centered planning (PCP) approach. As part of CSC, Bridgend County Borough Council received £26k over a two-year period to develop this approach with staff within Bridgend County. This continues to be embedded as key staff have been trained to cascade the approach in order to provide sustainability.

8.3 The full cost of implementing the Act and phasing it in over three years from September 2021 will be monitored and reviewed. The following financial implications have been identified. Two additional IDP Co-ordinators to support the increase of age range of 0-25, at a cost of £76,590 with oncosts. An ALP Co-ordinator to support the duty upon local authorities of keeping under review the quality and sufficiency of additional learning provision, at a cost of £68,720 with oncosts. A higher-level teaching assistant (HLTA) to support the work of early years at a cost of £24,850 including oncosts. A budget pressures bid will be submitted as part of the MTFs 2022-26 process. If the bid is unsuccessful then any additional costs will have to be met from within the directorate budget or other external funding sources.

9. Recommendation(s)

9.1 The Committee is requested to:

- note the content of this report in relation to the ALNET Act;
- consider and agree any recommendations the committee may wish to make consistent with its challenge and support role in light of this report; and
- consider the progress to date and to be aware of the continued expectations on local authorities and other strategic partners to deliver against the wide-ranging transformation programme.

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Background documents:

Welsh Government Website
<https://gov.wales/additional-learning-needs>

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Introduction

The purpose of this project is to ensure that the Central South Region is able to meet the requirements of the Additional Learning Needs and Education Tribunal Act in transforming expectations and outcomes for children and young people with additional learning needs (ALN). The Act aims to create:

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

The Act is supported by a statutory ALN Code (currently in draft) which details the following five principles that will underpin the ALN system:

- a) A rights-based approach where the views, wishes and feelings of the child, child's parents/carers or young person are central to planning and provision of support.
- b) Early identification, intervention and effective transition planning
- c) Collaboration where all involved work together in the best interests of the child or young person
- d) Inclusive education supporting participation fully in mainstream education, wherever, feasible and a whole setting approach to meeting the needs of learners with ALN.
- e) A bilingual system where all reasonable steps are taken to deliver additional learning provision (ALP) in Welsh for children and young people who require support through the medium of Welsh.

The Act and Code coupled with the wider elements of the ALN Transformation Programme of workforce development, transition support and supplementary supporting policy will transform ways of working so that the new ALN system will:

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

Implementation of the new system will begin in September 2021 and be completed by the end of 2024 with the additional expectation that new the statutory roles introduced through the Act, namely the Local Authority Additional Learning Needs Lead Officer (LA ALN LO), the school Additional Learning Needs Co-ordinator (ALNCo) and the Health Board Designated Educational Clinical Lead Officer (DECLO) are in post by January 2021.



Regional Context

The following four high-level regional priorities details how the Central South region will prepare for the implementation of the act during 2020-21:

1. Ensure that all local authorities develop consistent practices and collaborate effectively with key partners to prepare for the new ways of working.
2. Ensure that local authority maintained schools develop consistent approaches to improving practice for learners with ALN that meet the expectations of the Act and are complementary to the wider national education reforms.
3. Develop support and provision for post compulsory-aged learners through identifying local and potential regional offers.
4. Develop Health Board preparedness for implementation of the Act

In order to be able to deliver on all aspects of the regional plan collaboration is required at all levels of the system within and between local authorities, school improvement services, FE colleges and the Health Boards. A central theme that runs throughout the regional plan is developing a shared and joint understanding of high quality and effective support and provision for children and young people with ALN and the co-dependency on partnership working to deliver this vision.

This project plan is funded by the Transformation Grant and allocated on a formula funding basis (70% pupil numbers and 30% school numbers). The Central South region has £809,562 this financial year to support the above priorities. The Transformation Grant is administered and monitored by the host authority, Rhondda Cynon Taf County Borough Council. The method of payment to partners will be done through a combination of journal transfers, direct invoicing or service level agreements depending on the activity.

Allocation of grant spend 2020-21

Local Authorities	Schools	FE	Health	Centrally retained	Total
£248,487	£388,575	£80,000	£60,000	£32,500	£809,562

This project plan is supported by service level agreements with the local authorities of Bridgend, Cardiff, Merthyr, Rhondda Cynon Taf and the Vale of Glamorgan, the health boards of Cwm Taf Morgannwg and Cardiff and the Vale, and the further education institutes of Bridgend College, Cardiff and the Vale College, Coleg y Cymoedd and Merthyr College.



Each high level action is underpinned by detailed plans within local authorities, further education colleges, UHBs that identify timescales, outputs, products and outcomes which are subjected to termly monitoring arrangements. Progress against the plan is monitored by the Regional ALN Transformation Project Board.

This Central South Region ALN Transformation Plan has been created during a time of considerable turmoil and uncertainty following the impact of the Covid-19 pandemic. The ability to deliver on the plan in its entirety is dependent on services and settings being able to commit suitable time and effort to the ALN Transformation Programme. All partners have expressed an intention to make best endeavours to achieve the identified objectives, but because of the continuing disruptions caused by the pandemic these may need to be amended as implications become manifest, in response to the recovery plans in place across all settings, health boards and local authorities



PRIORITY 1: Ensure that all local authorities develop consistent practices and collaborate effectively with key partners to prepare for the new ways of working

Objectives:	
1.1	<p>Develop consistency of practice across the region in relation to Individual Development Plans through:</p> <ul style="list-style-type: none"> • Piloting the roll out of Individual Development Plans on a pre-determined cohort within each LA • Improving inclusion officer knowledge of IDPs, their role in contributing to the process and how to collaborate in writing effective and appropriate recommendations that address identified specific barriers to learning • Ensuring that quality assurance processes are in place so that recommendations by inclusion officers concerning ALP are research-informed and evidence-based • Collaboration with Early Years settings, mainstream and special schools and FEIs on pilot IDPs within each LA • Involving health and social care on appropriate cases within each LA • All LAs sharing the feedback from each IDP pilot to inform regional best practice • Exploring the changes needed in internal LA processes for identifying, maintaining an IDP and securing ALP • Disseminating the learning from the IDP pilot with teaching practitioners and providing exemplar guidance on effective IDP processes • Improving practitioners' skills in writing effective IDPs that inform teaching and learning and address specific barriers to learning
1.2	<p>Develop management information systems, including IT infrastructure to support improvement of provision for learners through:</p> <ul style="list-style-type: none"> • Each LA refining current arrangements or if necessary exploring new electronic systems for collecting and managing information in readiness for the new way of working. • The use of the electronic platform is consistent across all inclusion teams/officers • Exploring the developments needed to allow other stakeholders to access and contribute using the electronic platform • Refining LA based monitoring processes to gather information about the progress of learners with LA maintained IDPs/statements • Consideration of staffing needs to enable timely transfer of information from the old system to the new system, as well as continuing to manage the old system until the end of the mandatory roll out in 2024 • Identification of a lead in each LA as the main point of contact to receive and transfer information with the health and FEIs • Use of process maps to ensure compliance with the prescribed timescales for identifying ALN and creating and reviewing IDPs.



1.3	<p>Develop consistency of practice across the region for Early Years through:</p> <ul style="list-style-type: none"> • Ensuring that LA ALN Lead Officers are in place by January 2021 and that the duties and responsibilities reflect the regional job description • The delivery of the regional training modules to early years practitioners/settings • Continued involvement of a multi-disciplinary, multi-agency approach in evaluating and refining the EY training modules • Integration of the Early Years training offer into the LAs continuing professional development training plan as a rolling programme • Improving LA monitoring systems and process to ensure consistency of practice across EY settings • Updating/creating Early Years toolkit that reflects both regional expectations and provision at a local level • Ensure engagement of social care and health in developing the EY toolkit with consideration given to working at an inter-regional level, for example on a health board footprint
1.4	<p>Developing a joint and agreed approach on what provision schools should ordinarily be expected to make available for learners with ALN through:</p> <ul style="list-style-type: none"> • Collaboration between LAs and the Central South Consortium in developing an understanding of their reciprocal and co-dependent roles in promoting consistent practice across all schools • Exploring operational arrangements between the LA and the CSC to ensure that the LA will be able to undertake its statutory duty to review ALP and have a view on the extent to which schools provide: high quality, differentiated teaching for learners with ALN; targeted intervention and support for learners with ALN; effective systems for monitoring the progress and achievement of learners with ALN and their inclusion in the everyday life of the school; processes for reviewing the effectiveness of interventions used to support learners with ALN and the skills and expertise of staff; and methods for involving learners and parents at every stage • Designing joint arrangements between LAs and the CSC so that schools are effectively and consistently held to account for the progress of learners with ALN and the quality of provision and leadership for ALN • Joint working between the LA and the CSC in promoting a school-to-school approach to building capacity and improvement planning for ALN based on a wide range of quality assured information • Training opportunities to support school governors in providing strategic direction for schools in line with the legally enforceable parameters of the Act. • Co-construction of regional guidance for schools between LAs, CSC and practitioners on universal teaching and learning and additional learning provision. • Continued joint working between LAs in creating a regional definition of ALN and criteria for IDPs • Updating the graduated response of each LA so that it reflects local ALP and corresponding service pathways • Each LA to revisit criteria for school/LA maintained IDPs and if appropriate refine in the light of the regional definition



1.5	<p>Continuation of professional learning opportunities for ALNCoS that focus on developing skills and expertise to carry out the new statutory duties through</p> <ul style="list-style-type: none"> • Co-ordination of approach between LAs and the CSC in providing a coherent and comprehensive professional learning programme to support ALN Act school readiness for leaders and practitioners • Analysis of a wide range of sources including reviews/ audits/surveys to inform collaborative LA and CSC improvement planning for ALN at school, cluster, LA and regional level • LA-led training for schools on their statutory duties and the legally enforceable parameters of the Act • LA-led training for schools on the statutory duties on LAs and the local arrangements in place to comply with all requirements • Developing quality assured processes between LAs and the CSC that identify excellence to support capacity building through a school-led, school to school approach
1.6	<p>Develop a shared understanding between Health Board and LAs for supporting identifying and supporting the needs of learners with ALN (0-25).</p> <ul style="list-style-type: none"> • Engagement with health in LA-led working party to consider and refine the graduated response from occupational therapy, physiotherapy, speech and language therapy and CAHMS and ensure that proposals are fit for purpose and deliverable in all educational settings. • LAs and health professionals to co-create a regional document detailing expectations on provision in mainstream and specialist settings and how the respective support is provided to develop the graduated response as identified. • LAs to contribute to Health Board training plan to increase capacity about universal, inclusive provision and joint approaches to early intervention for children and young people with ALN
1.7	<p>Continue to develop strategic links with post 16/19 providers and settings to develop an agreed vision for inclusion and supporting the needs of learners with additional learning needs through:</p> <ul style="list-style-type: none"> • Engagement with colleges on LA-led working party to complete a joint graduated response for FE and LA maintained IDPs • LAs to scope and cost proposals, including commissioning arrangements for supporting ALN practice in FE • Agreeing and implementing the LA multi-agency Transition Protocol/Guidance • LAs to identify future local needs and secure early engagement with FEIs on potential action planning • Regional collaboration on the development of guidance/protocol into employment and work-based learning other than FE • LAs to work together to identify any collective gaps in specialist provision and work with the FE Transformation Lead to explore regional solutions.
1.8	<p>Provision of advice and guidance for parents/carers through:</p>



	<ul style="list-style-type: none"> • Publication of accessible information about the new way of working to include the statutory duties on LAs and the corresponding local operational arrangements • Use of regionally agreed easy read resources to promote the same message across the region • Consideration given to the identification and resource implications of a named contact point so that parents/carers have access to objective advice and guidance promote avoiding dispute and early resolution • Continued use of parent/carer focus groups to inform the development of LA information, guidance and advice so that is shaped by service users
1.9	<p>Improving independent parent/carer/young person support services through:</p> <ul style="list-style-type: none"> • Partnership with the independent parent/carer service to review and amend the current regional guidance • Each LA to review current parent partnership and advocacy services in line with the ALN Code • Extending the provision to include the service for young people up to the age of 25
1.10	<p>Continue to develop a regional approach to support Welsh medium provision and increase consistency and sharing of best practice by:</p> <ul style="list-style-type: none"> • Maintaining a regional training that is accessible to all Welsh medium schools • Delivery of the regional training plan • Development of Welsh medium resources • Evaluating the success of the training plan and planning to meet future needs. • Collaboration between Cardiff University, CSC, LAs and schools to pilot the roll-out of the regional commissioned standardised Welsh medium reading test
1.11	<p>Improving knowledge on the legal implications of the new ALN system through:</p> <ul style="list-style-type: none"> • Regional training for legal services on the statutory duties • Consultation between legal departments and other directorates and services within LAs on the implications of the Act and Code • Review and update council policies to reflect the new ALN system • Raise awareness of implications of the new duties to all stakeholders
1.12	<p>Improving the capacity of the sensory specialist work force by:</p> <ul style="list-style-type: none"> • Continuation of training programme to meet demand as identified in each LA



PRIORITY 2: Ensure that local authority maintained schools develop consistent approaches to improving practice for learners with ALN that meet the expectations of the Act and are complementary to the wider national education reforms.

Objectives:	
2.1	<p>ALNCoS will need to be in post in all schools by January 2021. School leaders will need to ensure that the ALNCo has the necessary skills to enable the school to deliver the functions prescribed in law. Professional learning activities will focus on the development of the strategic role of the ALNCo in:</p> <ul style="list-style-type: none"> • Helping schools plan, manage and deliver their duties and responsibilities in identifying and meeting the needs of pupils with ALN. • Guiding the senior leadership team in advising, supporting and challenging the systems and process to identify and meet the needs of pupils with ALN. • Involvement in the strategic co-ordination of ALN resources and decisions about budgets and resources and to have a view on value for money. • Ensuring that they are not directly involved in day to day process for supporting pupils ALN and that all teachers are held to account for the progress of learners with ALN in all lessons. • Providing professional guidance to class teachers on effective pedagogical practice that accelerates learning for pupils with ALN. • Reporting to governors on the quality of progress, provision and leadership for ALN.
2.2	<p>Develop consistency across the region in relation to school practice for meeting the needs of learners with ALN through joint collaboration between:</p> <ul style="list-style-type: none"> • Schools and LAs on pilot IDPs. • Schools, LAs and the CSC on good quality universal teaching and learning and evidence-based additional learning provision. • Schools, LAs and CSC on improving quality assurance systems for evaluating learner progress, provision and leadership. • Schools, LAs and CSC in promoting the regional ALN Transformation resources and guidance.
2.3	<p>Guidance for governors on providing strategic direction for schools in line with the legally enforceable parameters of the Act. This will focus on the duties of:</p> <ul style="list-style-type: none"> • Identifying ALN • Preparing, creating and maintaining Individual Development Plans • Ceasing IDPs • Holding schools to account for the educational provision and leadership for ALN as well as the progress of learners with ALN.



	<ul style="list-style-type: none"> • Providing accessible information to parents/carers, children and young people • Ensuring that children, young people and their parents/carers are fully involved in decisions that affect them • Inclusive whole-school practices that ensure the full involvement of learners with ALN in all aspects of school life
2.4	<p>Schools to support parents/carers and children and young people in:</p> <ul style="list-style-type: none"> • Understanding the new ways of working • Providing information about processes at school for identifying ALN and providing ALP. • Promoting regionally created easy read and accessible resources. • Signposting to the LA for further information, advice and support • Avoiding disputes and early dispute resolution • Promoting the rights of appeal • Signposting to independent parent/carer services



PRIORITY 3: Develop support and provision for post compulsory-aged learners through identifying local and potential regional offers.

Objectives:	
3.1	<p>Develop consistency of practice across the college in relation to Individual Development Plans through:</p> <ul style="list-style-type: none"> • Collaborating with LAs on pilot IDPs • Disseminating learning from previous college-based IDP pilot in terms of effectiveness of impact on outcomes and progress of learners • Improving lecturers' knowledge of IDPs, and how they inform teaching and learning • Developing processes that allow lecturers to contribute to the IDP process • Ensuring that quality assurance processes are in place so that the ALP provided is research-informed and evidence-based
3.2	<p>Develop management information systems, including IT infrastructure to support improvement of provision for learners so that:</p> <ul style="list-style-type: none"> • Each department/subject area contributes to the information gathering on learners and that arrangements are in place to let staff know about the needs of learners and how to meet those needs • Quality assurance processes are refined and that college-based monitoring of teaching and learning demonstrates that all lecturers address the barriers to learning in their subject area • Monitoring and tracking the effectiveness of the ALP ensures accelerated learning • A college lead is identified as the main point of contact to receive and transfer information with the LA • The prescribed timescales for identifying ALN and creating and reviewing IDPs are met.
3.3	<p>Provide advice and guidance for young people about the new ALN system and what support they can expect from the college and its partners through:</p> <ul style="list-style-type: none"> • Completion of the national Pathfinder website • Ensuring that college websites display what is available to learners with ALN • Providing accessible information about the new way of working and processes at the college for identifying ALN and appropriate ALP • Putting in place arrangements for avoiding disputes and early dispute resolution • Signposting to the LA for further information, advice and support • Promoting the rights of appeal • Engaging with the LA to secure access to independent advocacy services



3.4	<p>Continuation of professional development for staff that focuses on developing skills and expertise to support young people with ALN through:</p> <ul style="list-style-type: none"> • Creating and delivering a training plan for staff that emphasises inclusive practices and focuses on pedagogical approaches to mitigate barriers to learning • Ensuring that all staff have access to a central bank of quality-assured, resources/information to support professional development • Evaluating the effectiveness of the training plan on improving outcomes for learners
3.5	<p>Continue to develop strategic links with LAs and UHBs to establish an agreed vision for inclusion and supporting the needs of young people with additional learning needs by:</p> <ul style="list-style-type: none"> • Engaging in LA-led working party to refine FE Universal and ALP and collaborate on a joint graduated response • Inclusion officers and college staff co-creating a local document detailing expectations for provision and how the respective support is provided to develop the graduated response as identified. • Collaborating with the LA on the Transition Protocol • Continuing to host events that promote the college offer with schools and wider partners • Strengthening links between colleges and adult health services through the identification of key leads • Working with other colleges to compare and contrast ALP and where appropriate share good practice to develop capacity



PRIORITY 4: Develop Health Board preparedness for implementation of the Act

Objectives:	
4.1	<p>Ensure that a Designated Educational Clinical Lead is in post by January 2021 through:</p> <ul style="list-style-type: none"> • Collaboration between Cwm Taf Morgannwg UHB and Cardiff and the Vale UHB to secure a DECLO to cover both areas
4.2	<p>Develop consistency of practice across the Health Board in relation to Individual Development Plans through:</p> <ul style="list-style-type: none"> • Collaboration with LAs and schools on pilot IDPs • Identification of capacity within services to support engagement in the LA IDP pilot • Improving professionals' knowledge of IDPs, their role in contributing to the process and how to write effective and appropriate health specific recommendations for ALP • Ensuring that quality assurance process are in place so that all recommendations for ALP are research-informed and evidence-based • Improving collaboration between children and adult departments to create a seamless approach for children and young people with ALN within the 0-25 age range
4.3	<p>Develop management information systems, including IT infrastructure to support the planned new way of working to:</p> <ul style="list-style-type: none"> • Scope and develop IT infrastructure requirements • Explore possibility of single point of entry and exit in terms of communicating with LA • Increase consistency of operating processes across and between different therapies and disciplines of managing referrals within prescribed timescales. • Create reporting mechanisms that analyse performance of effectiveness of managing referrals, providing advice where appropriate and providing ALP when necessary.
4.4	<p>Continue to provide a professional development programme for staff to support the new way of working by:</p> <ul style="list-style-type: none"> • Developing a training plan, based on internal audit, for key staff that is linked to performance management • Ensuring that all relevant staff have access to and engage with the Eliesha e-training modules in line with their development need
4.5	<p>Collaborate with LAs and FEIs to develop a shared and joint understanding of meeting the needs of children and young people with ALN between the ages of 0-25 by:</p>



	<ul style="list-style-type: none"> Engaging in LA-led working party to refine and improve the graduated response from occupational therapy, physiotherapy, speech and language therapy and CAHMS Inclusion officers and health specialists co-creating a regional document detailing expectations on provision in mainstream and specialist settings and how the respective support is provided to develop the graduated response as identified. Strengthening links between adult health services and local colleges through the identification of relevant personnel in the adult teams Working with FE to increase understanding of how best to support the health needs of young people
4.6	<p>Embed the regional multi-agency, multi-disciplinary Early Years training programme</p> <ul style="list-style-type: none"> Key health professional to deliver the training modules in-house Identify and release key health professionals to continue working with LA officers to refine the training programme
4.7	<p>Increase knowledge of the Act and its implications for those with Putting it Right responsibilities through:</p> <ul style="list-style-type: none"> Providing training for key professionals on the Act Identify potential resource implications and risks for the Health Board
4.8	<p>Improve effectiveness and efficiency of internal health arrangements for early identification of ALN to provide timely information for LAs by:</p> <ul style="list-style-type: none"> Refining health multiservice identification processes Collaboration with LAs on discreet pilots, for example special school triage/ Early Years



Bridgend County Borough Council

ALN Regional Transformation Plan

2020/2021

Key priorities have been identified as follows:

1. Ensure that all local authorities develop consistent practices and collaborate effectively with key partners to prepare for the new ways of working.
2. Ensure that local authority maintained schools develop consistent approaches to improving practice for learners with ALN that meet the expectations of the Act and are complementary to the wider national education reforms.
3. Develop support and provision for post compulsory-aged learners through identifying local and potential regional offers.
4. Develop Health Board preparedness for implementation of the Act

Actions	Costings	Milestones/Sub Actions that will help to achieve the Action	Start Date	Delivery Date	Accountable Officer	Impact Measures	Evaluation RAYG
Piloting the roll out of Individual Development Plans on a pre-determined cohort	Officer time School staff time	Work with special schools and a cohort of mainstream settings to pilot IDPs for transition pupils	September 2020	March 2021	LA Inclusion Lead Principal Educational Psychologist Link Educational Psychologists Specialist Teacher Cognition and Learning	<ul style="list-style-type: none"> • IDPs to replace statements • List of statements that have been transferred to IDPs • Guidance process document 	
	Officer time	Pilot IDPs for cohort of pupils who will access a	January 2021	March 2021	LA Inclusion Lead	<ul style="list-style-type: none"> • IDPs to replace statements 	

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	School staff time	new special school placement and transition to FEI			Principal Educational Psychologist Link Educational Psychologists Specialist Teacher Cognition and Learning	<ul style="list-style-type: none"> List of statements that have been transferred to IDPs Guidance process document 	
Development of IT infrastructure to support the planned transfer from the old to the new system.	Officer Time	Develop use of special educational needs portal (SEN) within each local authority.	October 2021	March 2021	LA Inclusion Lead Group Manager Business Support Principal Educational Psychologist Local authority officers	<ul style="list-style-type: none"> Attendance at the IDP Expert Group Develop an electronic platform. Trial the electronic platform Use of the electronic platform by all stakeholders. 	
Embedding and refining the EYs	Officer Time	EYs sub-regional group to develop EYs toolkit & ensure that it aligns with	November 2020	March 2021	Early years' regional	<ul style="list-style-type: none"> Early Years Toolkit Training offer 	

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training programme Merthyr Local Authority to lead		Bridgend working practices			working group Early Years EPS Early Years and Childcare Manager		
Joint Project Board with Merthyr and RCT	Officer Time School staff time	Roll-out of training to all early years settings and schools	November 2020	March 2021	Early years' regional working group Early Years EPS Early Years and Childcare Manager	<ul style="list-style-type: none"> • Training offer • 75% of registered setting trained • 100% of schools trained 	
	Officer Time	Include EYs training in the Inclusion Service training offer	Sept 2020	November 2020	Early years' regional working group Early Years EPS Early Years and Childcare Manager	<ul style="list-style-type: none"> • Training offer 	

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		EYs ALN LO to establish an agreed provision map and pathway for early years settings and transition into school	January 2021	March 2021	Early years' regional working group Early Years EPS Early Years and Childcare Manager	<ul style="list-style-type: none"> • Early Years Toolkit • Training offer • Provision map and pathway 	
Creating guidance on what provision should ordinarily be made available by schools	Officer Time	Ensure a shared understanding between Central South Consortium (CSC) and Inclusion teams in each local authority to provide effective collaborative support and challenge to schools regarding universal provision / good quality teaching and learning.	September 2020	November 2020	Transformation Lead / Principal Engagement Officer LA Inclusion Lead	<ul style="list-style-type: none"> • Agreed joint protocol for support and challenge to schools 	
		Produce a regional document on effective universal provision.	Sept 2020	November 2020	Transformation Lead	<ul style="list-style-type: none"> • Regional document on effective universal provision 	
		Agree on a regional definition of ALN and criteria for school and local authority based IDPs	Sept 2020	Nov 2020	Transformation Lead	<ul style="list-style-type: none"> • Agreed regional definition of ALN 	

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	Officer Time	LA graduated response for universal provision and ALP (school & LA based IDPs)	December 2020	March 2021	LA Inclusion Lead ALN Inclusion Leads Principal Educational Psychologist	<ul style="list-style-type: none"> Evaluate and develop a graduated response for Bridgend 	
	Officer Time	Revised LA criteria for school and LA based IDPs and service pathways	December 2020	March 2021	LA Inclusion Lead ALN Inclusion Leads Principal Educational Psychologist	<ul style="list-style-type: none"> Revise ALN criteria documentation for Bridgend 	
Provision of advice and guidance for parents/carers on LA website about the new way of working and what support they can expect from schools	Officer Time	Publish advice and guidance to parents on the statutory duties upon local authorities under the Act and ALN Code	December 2020	March 2021	LA Inclusion Lead ALN Inclusion Leads	<ul style="list-style-type: none"> Parent friendly advice and guidance Bridgend Communication Strategy 	
	Officer Time	Publish advice and guidance regarding local operational arrangements for ALN	December 2020	March 2021	LA Inclusion Lead ALN Inclusion Leads	<ul style="list-style-type: none"> Parent friendly advice and guidance Bridgend Communication Strategy 	

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the LA and its partners	Officer Time	Launch Bridgend Communication Strategy following publication of the final Code	December 2020	March 2021	LA Inclusion Lead ALN Inclusion Leads	<ul style="list-style-type: none"> • Parent friendly advice and guidance • Bridgend Communication Strategy 	
Involving independent parent support services in updating guidance materials		Review current SNAP guidance materials and identify any areas for modifying to reflect local / regional context	September 2020	December 2020	Transformation Lead	<ul style="list-style-type: none"> • Local guidance materials • Arrangements in place for advocacy and revised arrangements for PPS 	
	Officer Time	Review parent partnership & advocacy arrangements in line with the requirements of the ALN Code	December 2020	March 2021	LA Inclusion Lead ALN Inclusion Leads	<ul style="list-style-type: none"> • Local guidance materials • Arrangements in place for advocacy and revised arrangements for PPS 	
Continuation of professional learning opportunities for ALNCoS that focus on developing skills and expertise to	Officer Time	Align the work of CSC engagement partners and local authority officers to ensure an agreed understanding and common approach to ALN readiness of schools	November 2020	March 2021	LA Inclusion Lead / Principal Engagement Officer	<ul style="list-style-type: none"> • Agreed role and responsibilities reflected in business plans 	
		Devise ALN readiness audits tailored to different	September 2020	December 2020	Transformation Lead	<ul style="list-style-type: none"> • Group specific audit tools 	

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carry out the new statutory duties		key professionals (e.g. ALNCo, head teachers, governing bodies, elected members) to inform actions / intervention at school, local authority and regional level					
	School Staff Time	Develop the role of ALN Cluster Leads as Pathfinders.	September 2020	March 2021	Transformation Lead LA Inclusion Lead ALN Inclusion Leads Principal Educational Psychologist	<ul style="list-style-type: none"> ALN Cluster Leads meetings ALNCo Forums 	
		Training programme devised for ALNcos, head teachers and governing bodies on statutory requirements of ALN Code	December 2020	January 2021	Transformation Lead	<ul style="list-style-type: none"> Analysis of audits Training programme 	
	School staff time	Training programme delivered for all ALNcos and other relevant professionals on compliance with statutory	January 2021	March 2021	LA Inclusion Lead ALN Inclusion Leads	<ul style="list-style-type: none"> Delivery of training 	

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		duties in the Code within Bridgend context.			Principal Educational Psychologist		
<p>Continue to develop strategic links with further education colleges to develop an agreed vision for inclusion and supporting the needs of learners with additional learning needs.</p> <p>Joint Project Board with Merthyr and RCT</p>		Agreed multi-agency post 16-19 transition guidance	September 2020	November 2020	Transformation Lead	<ul style="list-style-type: none"> • Final post 16-19 transition guidance • Agreed graduated response documentation for FE • Agreed local offer • Costed proposals for LA support to local FEIs • Analysis of regional demand, map & gap analysis of current provision and costed proposals 	
	Officer Time	Pilot transition guidance	December 2020	March 2021	Bridgend College Lead LA Inclusion Lead Bridgend working party		
		Agreed graduated response for FEI & LA maintained IDPs	December 2020	January 2021	Transformation Lead		
		<i>From 2019/2020 action plan (carried over):</i> Work with FEI to agree on current local offer, identify potential future needs and create action plan	September 2020	December 2020	Transformation Lead		
		<i>From 2019/2020 action plan (carried over):</i> Scope and cost proposals for supporting ALN practice in FE,	January 2021	March 2021	Transformation Lead		

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		including commissioning arrangements					
Develop a shared understanding between the Health Board and LAs for supporting identifying and supporting the needs of learners with ALN (0-25). CTM Joint Project Board	Officer Time	CTM Health Board to devise protocol for involvement of all relevant service areas in supporting learners - e.g. referral and service delivery pathway, including arrangements for transition from paediatric to adult services.	September 2020	December 2020	Transformation Lead	<ul style="list-style-type: none"> Agreed service delivery/graduated response for all relevant Health services with published documentation Strategy agreed and implemented. 	
	Officer Time	Agreed graduated response for all relevant Health Services (paediatric and adult services) to support learners (0 – 25)	December 2020	January 2020	Transformation Lead		
		Devise strategy to raise awareness of the complaints process for Health-based issues	September 2020	December 2020	Transformation Lead		
LA legal departments to increase knowledge of the ALNET Act		Consult legal department on implications of ALN Code for Council Policies and for School Policies, including: admissions; complaints	November 2020	December 2020	Transformation Lead	<ul style="list-style-type: none"> Training programme or presentation for legal 	

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and its implications. CTM Joint Project Board	Officer time	Review council policies and model policies commended to governing bodies as required	January 2021	March 2021	ALN Inclusion Lead Legal department	<ul style="list-style-type: none"> Updated policies and protocols in line with ALNET 	
		Raise awareness of implications of the new duties: Governors, Headteachers, Engagement Partners, HR and Social Services	January 2021	March 2021	Transformation Lead	<ul style="list-style-type: none"> Training programme 	
Develop a regional approach to increase the ALN provision available to Welsh-medium schools.	Officer Time	Deliver regional training programme.	November 2020	March 2021	LA Inclusion Lead Local Authority Officers	<ul style="list-style-type: none"> Regional training programme directory Central resource bank available Regional audit report. 	
	Officer Time	Develop Welsh- medium resources	November 2020	March 2021	LA Inclusion Lead Local Authority Officers	<ul style="list-style-type: none"> Regional training programme directory Central resource bank available Regional audit report 	

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BRIDGEND COUNTY BOROUGH COUNCIL

REPORT TO SUBJECT OVERVIEW AND SCRUTINY COMMITTEE 1

12 JULY 2021

REPORT OF THE CHIEF OFFICER - LEGAL, HR & REGULATORY SERVICES

FORWARD WORK PROGRAMME UPDATE

1. Purpose of report

1.1 The purpose of this report is to:

- a) Present the Committee with the Forward Work Programme (**Appendix A**) for consideration and approval;
- b) Request any specific information the Committee identifies to be included in the items for the next two meetings, including invitees they wish to attend;
- c) Request the Committee to identify whether there are presently any further items for consideration on the Forward Work Programme having regard to the selection criteria in paragraph 4.3 of this report;
- d) Note that the Forward Work Programme and any feedback from the Committee will be reported to the next meeting of Corporate Overview and Scrutiny Committee (COSC).
- e) Present the Recommendations Monitoring Action Sheet (**Appendix B**) to track responses to the Committee's recommendations made at the previous meetings.

2. Connection to corporate well-being objectives / other corporate priorities

2.1 This report assists in the achievement of the following corporate well-being objectives under the **Well-being of Future Generations (Wales) Act 2015**:

- **Supporting a successful sustainable economy** – taking steps to make the county borough a great place to do business, for people to live, work, study and visit, and to ensure that our schools are focussed on raising the skills, qualifications and ambitions for all people in the county borough.
- **Helping people and communities to be more healthy and resilient** - taking steps to reduce or prevent people from becoming vulnerable or dependent on the Council and its services. Supporting individuals and communities to build resilience, and enable them to develop solutions to have active, healthy and independent lives.
- **Smarter use of resources** – ensure that all resources (financial, physical, ecological, human and technological) are used as effectively and efficiently as possible and support the creation of resources throughout the community that can help to deliver the Council's well-being objectives.

3. Background

- 3.1 The Council's Constitution requires the Corporate Overview and Scrutiny Committee to develop and implement a Forward Work Programme for the Committee.
- 3.2 The Council's Constitution also provides for each Subject Overview and Scrutiny Committee to propose items for the Forward Work Programme having regard for the Council's Corporate Priorities and Risk Management framework, for the Corporate Overview and Scrutiny Committee to then prioritise and schedule.

Best Practice / Guidance

- 3.3 The Centre for Governance and Scrutiny's Good Scrutiny Guide recognises the importance of the forward work programme. In order to 'lead and own the process', it states that Councillors should have ownership of their Committee's work programme, and be involved in developing, monitoring and evaluating it. The Good Scrutiny Guide also states that, in order to make an impact, the scrutiny workload should be coordinated and integrated into corporate processes, to ensure that it contributes to the delivery of corporate objectives, and that work can be undertaken in a timely and well-planned manner.
- 3.4 Forward Work Programmes need to be manageable to maximise the effective use of the limited time and resources of Scrutiny Committees. It is not possible to include every topic proposed. Successful Scrutiny is about looking at the right topic in the right way and Members need to be selective, while also being able to demonstrate clear arguments for including or excluding topics.
- 3.5 The Centre for Governance and Scrutiny (CfGS) guide to work effective work programming 'A Cunning Plan?' makes the following reference to the importance of good work programming:

'Effective work programming is the bedrock of an effective scrutiny function. Done well it can help lay the foundations for targeted, incisive and timely work on issues of local importance, where scrutiny can add value. Done badly, scrutiny can end up wasting time and resources on issues where the impact of any work done is likely to be minimal.'

Forward Work Programme

- 3.6 Following the approval of the schedule of Scrutiny Committee meeting dates at the Annual Meeting of Council on 19th May 2021, the scheduling of standing statutory reports to Scrutiny Committees upon: the Medium Term Financial Strategy, Performance, the Corporate Plan, Budget Monitoring, etc. were mapped to the appropriate COSC meeting dates into a draft Forward Work Programme.
- 3.7 The draft Forward work programme for each Scrutiny Committee has been prepared using a number of difference sources, including:
- Corporate Risk Assessment;
 - Directorate Business Plans;
 - Previous Scrutiny Committee Forward Work Programme report topics / Minutes;

- Committee / Member proposed topics;
- Policy Framework;
- Cabinet Work Programme;
- Discussions with Corporate Directors;
- Performance Team regarding the timing of performance information.

3.8 There are items where there is a statutory duty for Policy Framework documents to be considered by Scrutiny, e.g. the MTFs including draft budget proposals scheduled for consideration in December 2021, following which the COSC will coordinate the conclusions and recommendations from each of the Subject Overview and Scrutiny Committees in a report on the overall strategic overview of Cabinet's draft Budget proposals to the meeting of Cabinet in February 2022.

3.9 An effective FWP identifies the issues that the Committee wishes to focus on during the year and provide a clear plan. However, at each meeting the Committee will have an opportunity to review this as the Forward Work Programme Update will be a standing item on the Agenda, detailing which items are scheduled for future meetings and be requested to clarify any information to be included in reports and the list of invitees. The FWP will remain flexible and will be revisited at each COSC meeting with updates from each SOSC FWP and any updated information gathered from FWP meetings with Scrutiny Chairs and Corporate Directors.

4. Current situation/proposal

4.1 The Committee approved its Forward Work Programme at its previous meeting.

4.2 The Committee's Forward Work Programme has also been reported to the Corporate Overview and Scrutiny Committee, for coordination and oversight of the overall FWP.

Identification of Further Items

4.3 The Committee are reminded of the Criteria Form which Members can use to propose further items for the FWP which the Committee can then consider for prioritisation at a future meeting. The Criteria Form emphasises the need to consider issues such as impact, risk, performance, budget and community perception when identifying topics for investigation and to ensure a strategic responsibility for Scrutiny and that its work benefits the Authority. There are a number of questions and processes that can help the Committee come to a decision on whether to include a referred topic, some of which are set out below:

Recommended Criteria for Selecting Scrutiny Topics:

PUBLIC INTEREST: The concerns of local people should influence the issues chosen for scrutiny;

ABILITY TO CHANGE: Priority should be given to issues that the Committee can realistically influence, and which will result in a Cabinet decision being taken;

PERFORMANCE:	Priority should be given to the areas in which the Council, and other agencies, are not performing well;
EXTENT:	Priority should be given to issues that are relevant to all or large parts of the County Borough;
REPLICATION:	Work programmes must take account of what else is happening in the areas being considered to avoid duplication or wasted effort.

Reasons to Reject Scrutiny Topics:

- The issue is already being addressed / being examined elsewhere and change is imminent.
- The topic would be better addressed elsewhere (and can be referred there).
- Scrutiny involvement would have limited / no impact upon outcomes.
- The topic may be sub-judice or prejudicial to the Council's interest.
- The topic is too broad to make a review realistic.
- New legislation or guidance relating to the topic is expected within the next year.
- The topic area is currently subject to inspection or has recently undergone substantial change.

Corporate Parenting

- 4.4 Corporate Parenting is the term used to describe the responsibility of a Local Authority towards looked after children and young people. This is a legal responsibility given to local authorities by the Children Act 1989 and the Children Act 2004. The role of the Corporate Parent is to seek for children in public care the outcomes every good parent would want for their own children. The Council as a whole is the 'corporate parent', therefore all Members have a level of responsibility for the children and young people looked after by Bridgend.
- 4.5 In this role, it is suggested that Members consider how each item they consider affects children in care and care leavers, and in what way can the Committee assist in these areas.
- 4.6 Scrutiny Champions can greatly support the Committee in this by advising them of the ongoing work of the Cabinet-Committee and particularly any decisions or changes which they should be aware of as Corporate Parents.
- 4.7 The Forward Work Programme for this Committee is attached as **Appendix A** for consideration.
- 4.8 The Recommendations Monitoring Action Sheet for the previous meetings is attached as **Appendix B**, to track responses to the Committee's recommendations at the previous meetings.
- 5. Effect upon policy framework and procedure rules**
- 5.1 The work of the Overview & Scrutiny Committees relates to the review and development of plans, policy or strategy that form part of the Council's Policy

Framework and consideration of plans, policy or strategy relating to the power to promote or improve economic, social or environmental wellbeing in the County Borough of Bridgend.

6. Equality Act 2010 implications

6.1 The protected characteristics identified within the Equality Act, Socio-economic Duty and the impact on the use of the Welsh language have been considered in the preparation of this report. As a public body in Wales, the Council must consider the impact of strategic decisions, such as the development or the review of policies, strategies, services and functions. It is considered that there will be no significant or unacceptable equality impacts as a result of this report.

7. Well-being of Future Generations (Wales) Act 2015 implications

7.1 The Act provides the basis for driving a different kind of public service in Wales, with 5 ways of working to guide how public services should work to deliver for people. The following is a summary to show how the 5 ways of working to achieve the well-being goals have been used to formulate the recommendations within this report:

- Long-term - The approval of this report will assist in the planning of Scrutiny business in both the short-term and in the long-term on its policies, budget and service delivery.
- Prevention - The early preparation of the Forward Work Programme allows for the advance planning of Scrutiny business where Members are provided an opportunity to influence and improve decisions before they are made by Cabinet.
- Integration - The report supports all the wellbeing objectives.
- Collaboration - Consultation on the content of the Forward Work Programme has taken place with the Corporate Management Board, Heads of Service, Elected Members and members of the public.
- Involvement - Advanced publication of the Forward Work Programme ensures that the public and stakeholders can view topics that will be discussed in Committee meetings and are provided with the opportunity to engage.

8. Financial implications

8.1 There are no financial implications directly associated with this report.

9. Recommendations

9.1 The Committee is recommended to:

- a) Consider and approve the Forward Work Programme attached as **Appendix A**;
- b) Identify any specific information the Committee wishes to be included in the items for the next two meetings, including invitees they wish to attend;
- c) Identify any further items for consideration on the Forward Work Programme having regard to the selection criteria in paragraph 4.3 of this report.
- d) Note that the Forward Work Programme and any updates from the Committee will be reported to the next meeting of COSC.
- e) Note the Recommendations Monitoring Action Sheet to track responses to the Committee's recommendations made at the previous meetings as **Appendix B**.

Kelly Watson
CHIEF OFFICER – LEGAL, HR & REGULATORY SERVICES
6 July 2021

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Background documents: None.

**Forward Work Programme
Subject Overview and Scrutiny Committee 1:**

APPENDIX A

<u>Date of Meeting:</u>	<u>Report Topics:</u>
Mon 14 th June 9.30am	<ul style="list-style-type: none"> - Corporate Parenting Champion Nomination report; - Nomination to the Public Service Board Scrutiny Panel report; - Draft Outline Forward Work Programme
Mon 12 th July 2.30pm	Additional Learning Needs Overview
Thurs 16 th Sep 9.30am	Central South Consortium - how schools are supported at each level and how they balance support.
Mon 18 th Oct 2.30pm	New Curriculum for Wales
	School Governing Bodies
Wed 8 th Dec 9.30am	Medium Term Financial Strategy and Budget Proposals
Mon 17 th Jan 2:30pm	How Schools coped with the Pandemic
	Youth Justice Service
Mon 14 th Mar 9.30am	<p>Post Inspection Action Plan</p> <p>School Modernisation - 21st Century Schools Band B</p>

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Subject Overview & Scrutiny Committee 1

RECOMMENDATIONS MONITORING ACTION SHEET

Date of Meeting	Agenda Item	Action	Responsibility	Outcome
15 March 2021	Blended Learning in Bridgend Schools since March 2020	The Committee concluded by making a number of recommendations.	Scrutiny	ACTIONED – response and information circulated to Committee Members.
9 June 2021	Forward Work Programme	Proposed report upon How schools coped with the Pandemic to be added to Forward Work Programme.	Scrutiny	ACTIONED – added to FWP (Appendix A)
		The Committee requested that the Minutes of the last two meetings that Additional Learning Needs (ALN) had been considered, be circulated to Members as background to the report upon ALN for the next meeting on 5 th July.	Scrutiny	ACTIONED – Circulated to Members.
		The Committee requested information regarding the Everyone's Invited list of schools within the County Borough.	Scrutiny / Corporate Director EFS	Response awaited.

		The Committee requested assurance regarding Corporate safeguarding procedures in Bridgend.	Scrutiny / Corporate Director EFS	A Member briefing on safeguarding procedures in Bridgend Schools to be arranged in November.
		The Committee requested the statistics for child protection referrals from schools	Scrutiny / Corporate Director EFS	The data is subject to General Data Protection Regulations (GDPR), however assurance will be provided in the above Briefing.
		The Committee proposed that schools be consulted about topics they would like to see scrutinised.	Scrutiny / Corporate Director EFS	Response awaited.