



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Trawsnewid Addysg, Trawsnewid Bywydau
Transforming Education, Transforming Lives

ADY / ALN

ECAD6018

Heddiw - Today

01

Croeso a
corfestro!



02

ADY ALN



03

Physical
Ability



04

Egwyl –
Break



05

PACE



ADY - ALN

- Mae gan blentyn neu berson ifanc ADY os:
- mae ganddynt anhawster dysgu sylweddol fwy na'r mwyafrif o blant a phobl ifanc o'r un oed
- Mae ganddynt anabledd sy'n eu hatal neu'n rhwystro eu defnydd o gyfleusterau o'r math a ddarperir yn gyffredinol i eraill o'r un oed mewn ysgolion prif ffrwd neu ddarpariaeth ôl-16 prif ffrwd
- Mae gan blentyn neu berson ifanc anabledd os:
- mae ganddynt nam corfforol neu feddyliol sydd ag effaith andwyol sylweddol a hirdymor ar eu gallu i gyflawni gweithgareddau o ddydd i ddydd

- A child or young person has SEN if:
- they have significantly greater difficulty in learning than the majority of other children and young people the same age
- They have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 provisions
- A child or young person has a disability if:
- they have a physical and mental impairment which has a substantial and long-term adverse effect on their ability to carry out day-to-day activities



Cwybodaeth a Dysgu – Efallai y bydd plentyn yn cael anhawster gyda phob agwedd ar ddysgu neu'n cael anawsterau gyda gweithgareddau penodol megis darllen neu sillafu. Efallai y bydd plentyn yn cael trafferth deall cyfarwyddiadau a chyflawni tasgau. Efallai y bydd plentyn yn cael anawsterau gyda'i gof.

Cyfathrebu a Rhyngweithio – Efallai y bydd plentyn yn cael anhawster siarad â phobl eraill neu ddeall yr hyn y mae eraill yn ei ddweud wrthynt. Efallai y bydd plentyn yn cael anhawster rhyngweithio ag eraill, megis methu â chymryd ei dro.

Corfforol a Synhwyaidd – Efallai y bydd gan blentyn golled clyw neu golled golwg. Efallai y bydd plentyn yn cael anhawster gyda phrosesu synhwyaidd, gan fod yn or-sensitif neu'n ansensitif. Efallai y bydd gan blentyn gyflwr meddygol sy'n effeithio arnynt yn gorfforol.

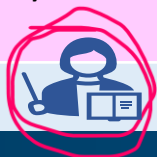
Iechyd Meddwl, Cymdeithasol ac Emosiynol – Efallai y bydd plentyn yn arddangos ymddygiadau megis hunan-barch isel iawn neu bryder sylweddol. Efallai y bydd plentyn yn arddangos ymddygiadau heriol, tarfu neu peri gofid. Efallai y bydd gan blentyn gyflyrau sylfaenol sy'n effeithio ar eu hiechyd meddwl.

- **Cognition and Learning** - A child may find all learning difficult or have difficulties with specific activities such as reading or spelling. A child may have trouble understanding instructions and carrying out tasks. A child may have memory difficulties.

- **Communication and Interaction** – A child may have difficulty in talking to others or understanding what others are saying to them. A child may have difficulty with interactions with others, such as not being able to take turns.

- **Physical and Sensory** – A child may have hearing or vision loss. A child may have difficulty with sensory processing, being under or over-sensitive. A child may have a medical condition which affects them physically.

- **Social, Emotional and Mental Health**- A child may display behaviours such as having very low self-esteem or being very anxious. A child may display challenging, disruptive or distressing behaviours. A child may have underlying conditions which affect their mental health.



- Mae plant ag Anghenion Dysgu Ychwanegol (ADY) ddwywaith yn fwy tebygol na phlant eraill o gael eu bwlio'n rheolaidd (IoE 2014)
- Canfu astudiaeth gan y Sefydliad Addysg (IoE 2014) fod, hyd yn oed ar ôl rheoli am ffactorau eraill a allai ddylanwadu ar y tebygolrwydd y bydd plentyn yn cael ei fwllian, yn 7 oed mae plentyn ag ADY ddwywaith yn fwy tebygol o gael ei fwllian na phlentyn heb ADY
- Mae plant a phobl ifanc ag anabledd yn fwy tebygol o fyw mewn tloedi na'r rhai heb anabledd (Emerson, 2012; PHE 2015).
- Mae magu plentyn ag anabledd yn cynnwys costau ychwanegol, gyda 33% o deuluoedd yn wynebu costau ychwanegol o fwy na £300 y mis ar gyfer eu plentyn anabl neu £64,800 o eni hyd at 18 oed.

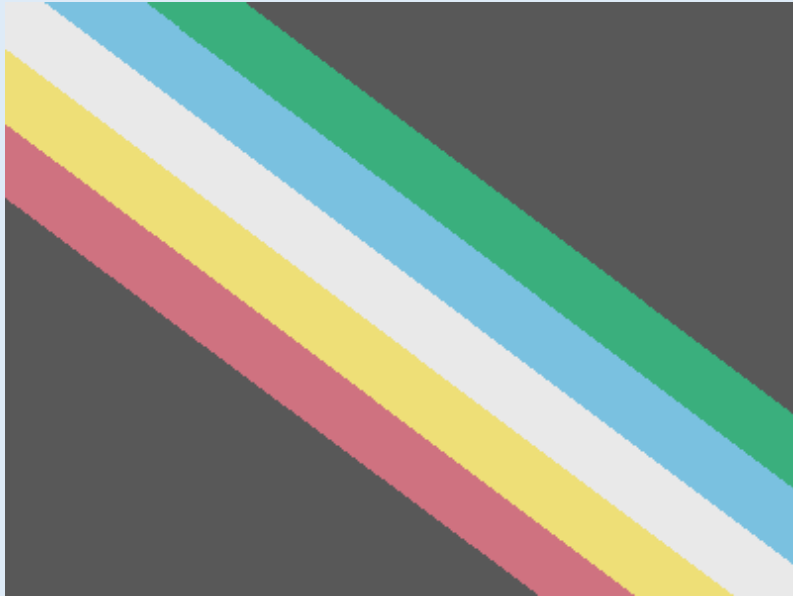
- Children with Additional Learning Needs (ALN) are twice as likely as other children to be bullied regularly (IoE 2014)
- A study by the Institute of Education (IoE 2014) found that even after controlling for other factors that might influence the likelihood of a child being bullied, at age 7 a child with ALN is twice as likely to be bullied as a child with no ALN
- Children and young people with a disability are more likely to live in poverty than those without a disability (Emerson, 2012; PHE 2015).
- Raising a child with a disability involves extra costs, with 33% of families facing extra costs of over £300 per month for their disabled child or £64,800 from birth to 18 years.



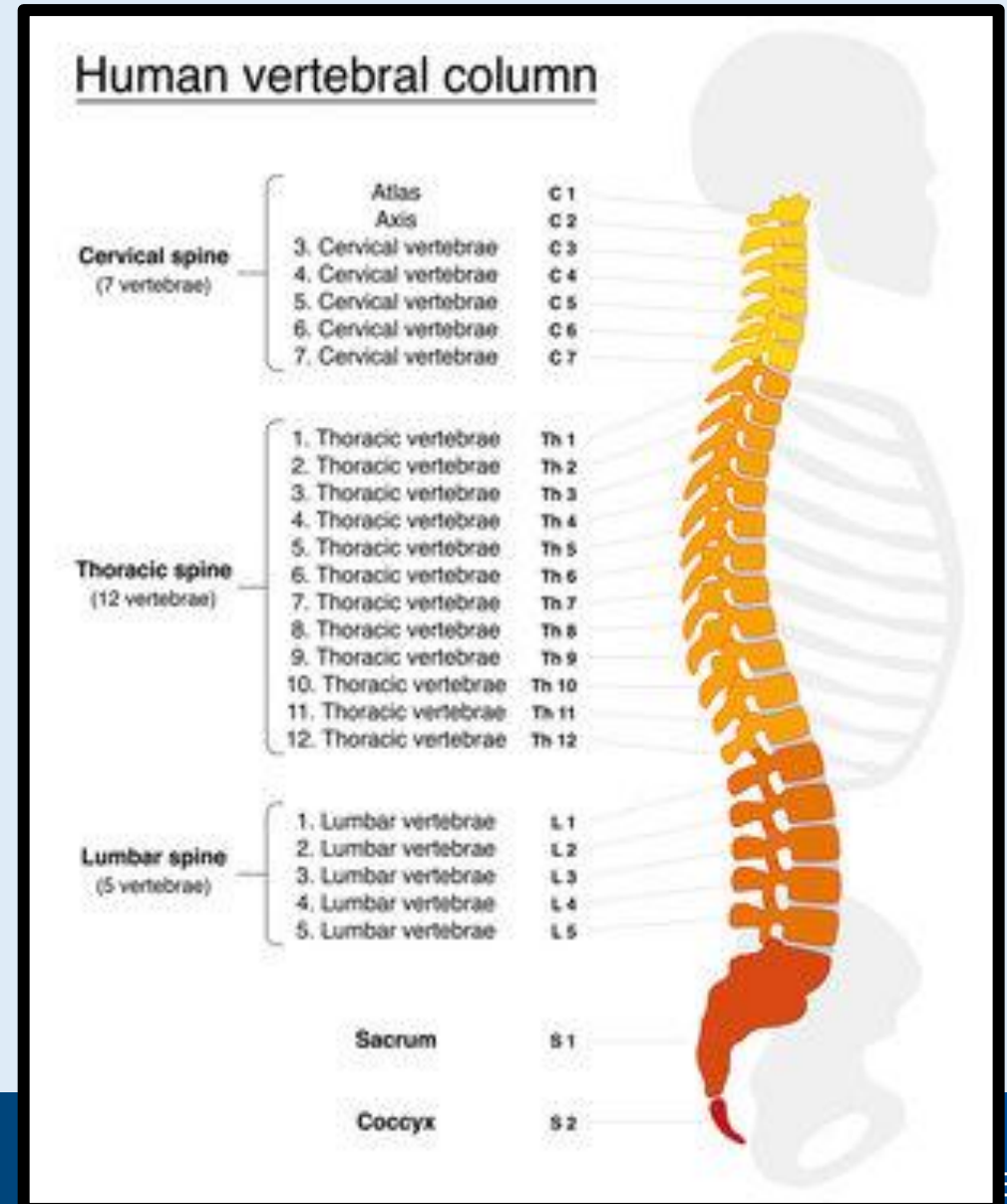
PHYSICAL DISABILITY

Physical Disability and Children: A Personal Perspective

Kindly provided by a previous student



Spinal cord injuries can result in total or partial impairment of sensory and motor functions in the body and limbs. A spinal cord injury can lead to paraplegia. Paraplegia affects the lower limbs and results in a loss of movement and bowel and bladder control.



Schools built or newly remodelled within the last decade should be **fully accessible, or with only limited access issues** to some or parts of buildings not remodelled:

Primary Schools -

Burlais, Gorseinon, Gowerton, Hafod, Pentre'r Graig, Sketty, St Thomas, YGG Llwynderw, YGG Lonlas, YGG Tan-y-lan and YGG Tirdeunaw.

Secondary Schools -

Bishopston, Cefn Hengoed, Morriston, Pentrehafod, Penyrheol and Ysgol Gyfun Bryn Tawe.

Primary schools that the information we hold indicates that they are **partly accessible or have access issues**:

Birchgrove, Cadle, Cila, Clase, Craigcefnparc, Craigfelen, Cwmrhydyceirw, Gendros, Glais, Glyncollen, Gors, Grange, Hendrefoilan, Knelston, Llangyfelach, Mayals, Oystermouth, Parkland, Pen y Fro, Penclawdd, Pengelli, Penllergaer, Pennard, Pentrechwyth, Penyrheol, Pontarddulais, St. David's R.C. Primary, St. Helen's, St. Illtyd's R.C. Primary, Tallycopa, Trallwn, Waunarlwydd, YG y Cwm, Ynystawe and Ysgol Gyfun Gwyr.

What is disability?

- ❖ Disability is part of being human. Almost everyone will temporarily or permanently experience disability at some point in their life. An estimated 1.3 billion people – about 16% of the global population – currently experience significant disability.
- ❖ A person's environment affects their experience and the extent of their disability. Inaccessible environments create barriers that often hinder the effective participation of persons with disabilities on an equal basis with others.
- ❖ People with disabilities are a diverse group, and age, gender identity, sexual orientation, religion, race, ethnicity and economic situation affect their experiences in life, education, employment and health needs.

WHO, 2023



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Partnersiaeth Dysgu Proffesiynol Yr Athrofa
Yr Athrofa Professional Learning Partnership

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The Equality Act 2010

You are disabled if:

- You have a physical or mental impairment.
- That impairment has a substantial and long-term adverse effect on your ability to carry out normal day-to-day activities.

TERMINOLOGY

Invisible Disabilities: someone can have a disability that does not present itself in a physical form. Invisible disabilities have side effects that may affect the way the individual thinks, hears, speaks or interacts with others.

Examples include -

- ADHD, Anxiety and/or Other Chronic Illnesses

Visible Disabilities: noticed by just looking at the person.

Examples include -

- Paralysis, Muscular Dystrophy or Cerebral Palsy

Ableism

- ❖ Ableism means prioritising the needs of non-disabled people. In an ableist society, it's assumed that the 'normal' way to live is as a non-disabled person.
- ❖ It is ableist to believe that non-disabled people are more valuable to society than disabled people.
- ❖ Ableism classifies entire groups of people and includes harmful stereotypes, misconceptions and generalisations of people with disabilities.

Disablism

- ❖ Disablism is a word for negative opinions, behaviour or abuse against disabled people. It can be used to describe more direct, conscious acts of discrimination or abuse against disabled people.
- ❖ Some disability activists prefer the word disablism to ableism because they believe it makes it clear that disablism has nothing to do with the disabled person's 'ability'.

Internalised ableism

- ❖ The impact that living in an ableist society can have on disabled people.
- ❖ After being on the receiving end of ableism or disablism, an individual might feel a sense of shame about their disability.

What can it look like in schools?

- ❖ Choosing an inaccessible venue, therefore excluding some participants.
- ❖ Using someone else's mobility device as a hand or footrest.
- ❖ Framing disability as either tragic or inspirational in news stories, and other popular forms of media.
- ❖ Talking to a person with a disability like they are a child, talking about them instead of directly to them, or speaking for them.
- ❖ Asking invasive questions about their medical history or personal life.
- ❖ Assuming individuals must have a visible disability to be disabled.
- ❖ Asking: 'How did you become disabled?'

- ❖ Children's attitudes to disability will depend on what they know and understand about disability and the subjective norm, that is their perception of parents' and teachers' expectations, will predict children's behavioural intentions to interact positively with peers with disabilities.
- ❖ For example, disabilities associated with specialised equipment, such as a wheelchair, may be easiest for young children to understand and represent. Less obvious disabilities may be more difficult to understand.

Laws, G. and Kelly, E. (2005) 'The Attitudes and Friendship Intentions of Children in United Kingdom Mainstream Schools towards Peers with Physical or Intellectual Disabilities', *International Journal of Disability, Development and Education*, 52(2), pp. 79–99. Available at: <https://doi.org/10.1080/10349120500086298>.

❖ Poor peer relationships can lead to behavioural and emotional problems, which can negatively affect educational outcomes as well as children's adjustment.

Laws, G. and Kelly, E. (2005) 'The Attitudes and Friendship Intentions of Children in United Kingdom Mainstream Schools towards Peers with Physical or Intellectual Disabilities', *International Journal of Disability, Development and Education*, 52(2), pp. 79–99. Available at: <https://doi.org/10.1080/10349120500086298>.

❖ Adolescents with physical disabilities are likely to have lower self-concepts of athletic competence and social acceptance.

Pinquart, M. and Behle, A. (2021) 'Adolescents with and without Physical Disabilities: Which Processes Protect Their Self-Esteem?', *International Journal of Disability, Development and Education*, 68(3), pp. 427–441. Available at: <https://doi.org/10.1080/1034912X.2019.1693032>.

Factors to consider

- Fatigue
- Identities
- Community/Access
- Voice/Communication
- Imagery
- Banter/Comments
- Fear/Navigating new experiences/ Claiming space
- Isolation
- Friend groups
- Overreactive/Congratulatory
- Body language
- Personal prejudices
- Repetition/Being consistent
- Pain management
- Gaps in schooling



A parent's view

- ❖ Practical solutions and supporting social development.
- ❖ Supporting mental health and physical health.
- ❖ Use of language.
- ❖ Support from others.

Being an advocate for learners

1. Create a classroom culture that supports and includes all learners without highlighting the differences or challenges they face.
2. Change activities, set up, layout and routines to allow learners' challenges to be minimised and not drawn attention to.
3. Learn some basic information about their disability.
4. Ask them what things you could do to help them day-to-day.

Step 1

Recognising your own
and the other person's
feelings and
empathising with them.

Step 2

Label the feelings
and validate them.

Step 3

Problem-solving with
the child or young
person.



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Child A

- Child A is 10 years old and uses a wheelchair.
- They have expressed not enjoying participating in classroom jobs.
- Child A heard someone say 'beep, beep' when they were passing through a corridor.
- Child A prefers not to go outside during break times.
- Child A eats dinners with other learners and a TA.

Child B

- ☐ Child B is 14 years old and uses a wheelchair.
- ☐ They arrive at 9.30 a.m. every morning.
- ☐ They prefer not to participate in PE.
- ☐ Child B receives physio and other support three times a week.
- ☐ Child B has not attended school trips this year.

Resources

Disability Wales

<https://www.disabilitywales.org/projects/>

Siarad Anabledd

<https://www.bbc.co.uk/programmes/articles/5qT56PzBXqZ5XwnNKDqnJY5/siarad-anabledd>

PHYSICAL DISABILITY

Accessibility Audit Checklist / Rhestr Wirio Hygyrchedd

Instructions / Cyfarwyddiadau:

Work in pairs or small groups. Use this checklist to guide your observations. Note good practice and barriers.

Gweithiwch mewn paru neu grwpiau bach. Defnyddiwch y rhestr wirio hon i'ch tywys wrth arsylwi. Nodwch arferion da a rhwystrau.

Entrances / Myndfeydd

- Step-free entrance? / Mynedfa heb risiau?
- Ramp available and in good condition? / Rhiw ar gael ac mewn cyflwr da?
- Automatic doors or easy-to-open doors? / Drysau awtomatig neu ddrysau hawdd eu hagor?

[Grab your reader's attention with a great quote from the document or use this space to emphasise a key point. To place this text box anywhere on the page, just drag it.]



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Egwyl - Break





P

Playfulness

Playfulness

Light

Open

Relaxed

Use your body language,
tone of voice and manner to
help create a safe, relaxed,
open group



A

Acceptance

Acceptance

Acceptance is actively communicating to a person that you accept their feelings, thoughts, urges, motives, and perceptions.

Accept how it is for the speaker – validate your colleague feelings, perceptions, and thoughts



C

Curiosity

Curiosity

Wonder

Imagine

Notice

Empathy

Be curious about what's
going on for them BUT don't
wonder why



E

Empathy

Empathy

Focus on relating to and making a connection with the speaker not on fixing the situation they are in

PACE - YSGOL Y DERI



W.I.N.E

Wonder –

- ~ I wonder if...
- ~ I wonder if x might be letting us know...
- ~ I wonder what it is like...

Imagine –

- ~ I am trying to imagine...
- ~ I imagine that has been difficult for...

Notice –

- ~ What I noticed when x said x was...
- ~ I noticed that...

Empathy –

- ~ It sounds like it's been tough/tricky/heavy...
- ~ I think I am starting to understand now...
- ~ That must have been so painful...
- ~ I am so sorry it's been so hard for x...
- ~ I can't even start to imagine how that...
- ~ I was impacted by...
- ~ I was touched when...



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PACE - CAMHS





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