



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 N'ol!
- Welcome
Back!



02

Aseiniad -
Assignment



03

Sefyllfaoedd
- Scenarios



04

Egwyl –
Break



05

Rhannu -
Share



Aseiniad - Assignment

JOURNAL 1,375 Words LEVEL 6

THOUGHTS - The role of the ALNCo

Overview - what is their responsibility backed up with literature

Reflections

Strategic position within school

Limitations and barriers

PRESENTATION 10 Minutes LEVEL 6

THOUGHTS - A response to a job interview for the role of an ALNCo, critically demonstrating:

How to support staff

Process of identification

The ALN Reform requirements Wales

Outlining personal strengths linked to role



Sefyllfaoedd – Scenarios

1

Scenario 1: Supporting a Child with Autism Spectrum Condition (ASC)

Background:

Jack is a **Year 3 pupil** recently diagnosed with Autism Spectrum Condition. He struggles with **sensory processing issues**, finds transitions between activities difficult, and often **withdraws from group work**. His parents are worried about his progress and social development. His teacher is unsure how best to **differentiate lessons** and manage sensory overload in the classroom.

Discussion Points:

- How should the **ALNCo** work with Jack's teacher to create an inclusive classroom?
- What strategies can be implemented to support Jack's **sensory needs**?
- How can the **ALNCo communicate with the family** to ensure consistency between home and school?
- What external agencies might be involved?



Sefyllfaoedd - Scenarios

1

Senario 1: Cefnogi Plentyn ag Anhwylder Sbectrwm Awtistiaeth (ASC)

Cefndir:

Mae Jack yn ddisgybl Blwyddyn 3 sydd wedi cael diagnosis diweddar o Anhwylder Sbectrwm Awtistiaeth. Mae'n cael trafferth gyda materion prosesu synhwyrdd, yn ei chael hi'n anodd pontio rhwng gweithgareddau, ac yn aml yn tynnu'n ôl o waith grŵp. Mae ei rieni'n pryderu am ei gynnydd a'i ddatblygiad cymdeithasol. Nid yw ei athro'n siŵr sut orau i wahaniaethu gwersi na rheoli gorlwytho synhwyrdd yn yr ystafell ddosbarth.

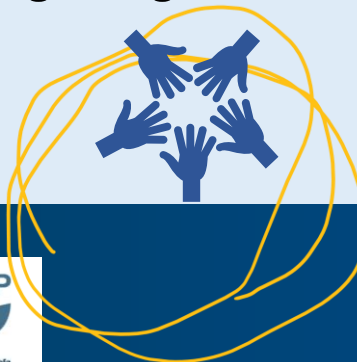
Pwyntiau Trafod:

Sut dylai'r ALNCo weithio gyda athro Jack i greu ystafell ddosbarth gynhwysol?

Pa strategaethau y gellir eu rhoi ar waith i gefnogi anghenion synhwyrdd Jack?

Sut gall yr ALNCo gyfathrebu gyda'r teulu i sicrhau cysondeb rhwng y cartref a'r ysgol?

Pa asiantaethau allanol allai fod yn rhan o'r gefnogaeth?



Sefyllfaoedd – Scenarios

2

Scenario 2: A Child with Dyslexia Struggling with Self-Esteem

Background:

Aisha is a **Year 5 pupil** recently identified as having **dyslexia**. She is bright but avoids reading aloud, becomes frustrated with written tasks, and has **low confidence** in her abilities. Her parents are supportive but feel that **not enough is being done** to help her. Her class teacher wants to support her but has **limited training in dyslexia-friendly strategies**.

Discussion Points:

- How should the **ALNCo** support the teacher in differentiating work for Aisha?
- What interventions could be introduced to **boost Aisha's confidence** and literacy skills?
- How can the **ALNCo support the family** in understanding dyslexia and accessing external support?
- How might **technology** help Aisha in her learning?



Sefyllfaoedd - Scenarios

2

Senario 2: Plentyn â Dyslecsia yn Cael Anhawster gyda Hunan-barch

Cefndir:

Mae Aisha yn ddisgybl Blwyddyn 5 sydd wedi'i hadnabod yn ddiweddar fel un sydd â dyslecsia. Mae hi'n ddisgybl galluog ond yn osgoi darllen yn uchel, yn mynd yn rhwystredig gyda thasgau ysgrifenedig, ac mae ganddi hyder isel yn ei galluedd. Mae ei rhieni'n gefnogol ond yn teimlo nad oes digon yn cael ei wneud i'w helpu. Mae ei hathro dosbarth eisiau ei chefnogi ond mae ganddo hyfforddiant cyfyngedig mewn strategaethau sy'n gyfeillgar i ddyslecsia.

Pwyntiau Trafod:

Sut dylai'r ALNCo gefnogi'r athro i wahaniaethu gwaith ar gyfer Aisha?

Pa ymyriadau y gellid eu cyflwyno i hybu hyder a sgiliau llythrennedd Aisha?

Sut gall yr ALNCo gefnogi'r teulu i ddeall dyslecsia a chael mynediad at gymorth allanol?

Sut gall technoleg gynorthwyo Aisha yn ei dysgu?



Sefyllfaoedd – Scenarios

3

Scenario 3: A Pupil with ADHD and Behavioural Challenges

Background:

Dylan is a **Year 4 pupil** with **ADHD** who finds it difficult to sit still, concentrate, and follow instructions. He often **interrupts lessons**, struggles with peer relationships, and can become frustrated when asked to complete written work. His parents feel overwhelmed and have **mixed views about medication**. His teacher finds his behaviour challenging and feels it affects the whole class.

Discussion Points:

- What role does the **ALNCo** play in helping Dylan's teacher manage behaviour effectively?
- How can the **ALNCo help Dylan develop self-regulation strategies?**
- What support should be offered to **Dylan's parents?**
- What adjustments could be made to Dylan's **learning environment** to help him focus?



Sefyllfaoedd - Scenarios

3

Senario 3: Disgybl ag ADHD a Heriau Ymddygiadol

Cefndir:

Mae Dylan yn ddisgybl Blwyddyn 4 ag ADHD sy'n ei chael hi'n anodd eistedd yn llonydd, canolbwyntio a dilyn cyfarwyddiadau. Mae'n aml yn torri ar draws gwersi, yn cael trafferth gyda pherthnasoedd cyfoedion, ac yn gallu mynd yn rhwystredig pan ofynnir iddo gwblhau gwaith ysgrifenedig. Mae ei rieni'n teimlo'n llethol ac mae ganddynt safbwyntiau cymysg ynghylch meddyginiaeth. Mae ei athro'n gweld ei ymddygiad yn heriol ac yn teimlo ei fod yn effeithio ar y dosbarth cyfan.

Pwyntiau Trafod:

Pa rôl sydd gan yr ALNCo wrth helpu athro Dylan i reoli ymddygiad yn effeithiol?

Sut gall yr ALNCo helpu Dylan i ddatblygu strategaethau hunan-reoleiddio?

Pa gefnogaeth ddylid ei chynnig i rieni Dylan?

Pa addasiadau y gellid eu gwneud i amgylchedd dysgu Dylan i'w helpu i ganolbwyntio?



Sefyllfaoedd – Scenarios

4

Scenario 4: A Child with Speech, Language & Communication Needs (SLCN)

Background:

Haf is a **Year 2 pupil** with **speech, language and communication needs**. She struggles to form full sentences, has difficulty understanding multi-step instructions, and finds social interactions challenging. Her teacher is unsure how to support her in class. Her parents feel anxious and don't know what additional support is available.

Discussion Points:

- What should the **ALNCo** do to support Haf's teacher in making learning accessible?
- How can the **ALNCo** liaise with external specialists (e.g., speech and language therapists)?
- What strategies can be introduced to **boost Haf's communication skills** and confidence?
- How can the **ALNCo** involve Haf's parents in supporting her development at home?



Sefyllfaoedd - Scenarios

4

Senario 4: Plentyn ag Anghenion Lleferydd, Iaith a Chyfathrebu (SLCN)

Cefndir:

Mae Haf yn ddisgybl Blwyddyn 2 ag anghenion lleferydd, iaith a chyfathrebu. Mae'n cael trafferth ffurfio brawddegau cyflawn, yn cael anhawster deall cyfarwyddiadau aml-gam, ac yn ei chael hi'n anodd gyda rhyngweithio cymdeithasol. Nid yw ei hathro'n siŵr sut i'w chefnogi yn y dosbarth. Mae ei rhieni'n teimlo'n bryderus ac nid ydynt yn gwybod pa gymorth ychwanegol sydd ar gael.

Pwyntiau Trafod:

Beth ddylai'r ALNCo ei wneud i gefnogi athro Haf i wneud dysgu'n hygyrch?

Sut gall yr ALNCo gydweithio ag arbenigwyr allanol (e.e. therapyddion lleferydd ac iaith)?

Pa strategaethau y gellir eu cyflwyno i hybu sgiliau cyfathrebu a hyder Haf?

Sut gall yr ALNCo gynnwys rhieni Haf wrth gefnogi ei datblygiad gartref?



Sefyllfaoedd - Scenarios

5

Scenario 5: A Newly Arrived Pupil with English as an Additional Language (EAL) and Additional Learning Needs

Background:

Mateo has recently moved to Wales from **Spain** and speaks very little English. His teacher notices that he is **struggling with reading and writing**, even when given bilingual resources. The school suspects he may have an **underlying learning need**, but it is difficult to assess due to the language barrier. His parents are keen for him to succeed but **struggle to communicate** with the school.

Discussion Points:

- How can the **ALNCo** ensure that **Mateo's learning needs are properly assessed**?
- What support should be put in place for Mateo in the classroom?
- How can the **ALNCo work with Mateo's family**, considering the language barrier?
- What training might teachers need to ensure **culturally responsive** and **inclusive teaching**?



Sefyllfaoedd - Scenarios

5

Senario 5: Disgybl Newydd ei Ddyfodiad ag Saesneg fel Iaith Ychwanegol (EAL) ac Anghenion Dysgu Ychwanegol

Cefndir:

Mae Mateo wedi symud yn ddiweddar i Gymru o Sbaen ac yn siarad ychydig iawn o Saesneg. Mae ei athro'n sylwi ei fod yn cael trafferth gyda darllen ac ysgrifennu, hyd yn oed pan roddir adnoddau dwyieithog iddo. Mae'r ysgol yn amau y gallai fod ganddo angen dysgu sylfaenol, ond mae'n anodd ei asesu oherwydd y rhwystr iaith. Mae ei rieni'n awyddus iddo lwyddo ond yn cael anhawster cyfathrebu gyda'r ysgol.

Pwyntiau Trafod:

Sut gall yr ALNCo sicrhau bod anghenion dysgu Mateo yn cael eu hasesu'n briodol?

Pa gefnogaeth ddylid ei rhoi ar waith i Mateo yn yr ystafell ddosbarth?

Sut gall yr ALNCo weithio gyda theulu Mateo, gan ystyried y rhwystr iaith?

Pa hyfforddiant y gallai athrawon ei angen i sicrhau addysgu sy'n ymatebol yn ddiwylliannol ac yn gynhwysol?



Egwyl - Break



Sefyllfaoedd – Scenarios

1

Scenario 1: Supporting a Child with Autism Spectrum Condition (ASC)

Background:

Jack is a **Year 3 pupil** recently diagnosed with Autism Spectrum Condition. He struggles with **sensory processing issues**, finds transitions between activities difficult, and often **withdraws from group work**. His parents are worried about his progress and social development. His teacher is unsure how best to **differentiate lessons** and manage sensory overload in the classroom.

Discussion Points:

- How should the **ALNCo** work with Jack's teacher to create an inclusive classroom?
- What strategies can be implemented to support Jack's **sensory needs**?
- How can the **ALNCo communicate with the family** to ensure consistency between home and school?
- What external agencies might be involved?



Sefyllfaoedd – Scenarios

1

Senario 1: Cefnogi Plentyn ag Anhwylder Sbectrwm Awtistiaeth (ASC)

Cefndir:

Mae Jack yn ddisgybl Blwyddyn 3 sydd wedi cael diagnosis diweddar o Anhwylder Sbectrwm Awtistiaeth. Mae'n cael trafferth gyda materion prosesu synhwyaidd, yn ei chael hi'n anodd pontio rhwng gweithgareddau, ac yn aml yn tynnu'n ôl o waith grŵp. Mae ei rieni'n pryderu am ei gynnydd a'i ddatblygiad cymdeithasol. Nid yw ei athro'n siŵr sut orau i wahaniaethu gwersi na rheoli gorlwytho synhwyaidd yn yr ystafell ddosbarth.

Pwyntiau Trafod:

Sut dylai'r ALNCo weithio gyda athro Jack i greu ystafell ddosbarth gynhwysol?

Pa strategaethau y gellir eu rhoi ar waith i gefnogi anghenion synhwyaidd Jack?

Sut gall yr ALNCo gyfathrebu gyda'r teulu i sicrhau cysondeb rhwng y cartref a'r ysgol?

Pa asiantaethau allanol allai fod yn rhan o'r gefnogaeth?



Sefyllfaoedd – Scenarios

2

Scenario 2: A Child with Dyslexia Struggling with Self-Esteem

Background:

Aisha is a **Year 5 pupil** recently identified as having **dyslexia**. She is bright but avoids reading aloud, becomes frustrated with written tasks, and has **low confidence** in her abilities. Her parents are supportive but feel that **not enough is being done** to help her. Her class teacher wants to support her but has **limited training in dyslexia-friendly strategies**.

Discussion Points:

- How should the **ALNCo** support the teacher in differentiating work for Aisha?
- What interventions could be introduced to **boost Aisha's confidence** and literacy skills?
- How can the **ALNCo support the family** in understanding dyslexia and accessing external support?
- How might **technology** help Aisha in her learning?



Sefyllfaoedd - Scenarios

2

Senario 2: Plentyn â Dyslecsia yn Cael Anhawster gyda Hunan-barch

Cefndir:

Mae Aisha yn ddisgybl Blwyddyn 5 sydd wedi'i hadnabod yn ddiweddar fel un sydd â dyslecsia. Mae hi'n ddisgybl galluog ond yn osgoi darllen yn uchel, yn mynd yn rhwystredig gyda thasgau ysgrifenedig, ac mae ganddi hyder isel yn ei galluoedd. Mae ei rhieni'n gefnogol ond yn teimlo nad oes digon yn cael ei wneud i'w helpu. Mae ei hathro dosbarth eisiau ei chefnogi ond mae ganddo hyfforddiant cyfyngedig mewn strategaethau sy'n gyfeillgar i ddyslecsia.

Pwyntiau Trafod:

Sut dylai'r ALNCo gefnogi'r athro i wahaniaethu gwaith ar gyfer Aisha?

Pa ymyriadau y gellid eu cyflwyno i hybu hyder a sgiliau llythrennedd Aisha?

Sut gall yr ALNCo gefnogi'r teulu i ddeall dyslecsia a chael mynediad at gymorth allanol?

Sut gall technoleg gynorthwyo Aisha yn ei dysgu?



Sefyllfaoedd – Scenarios

3

Scenario 3: A Pupil with ADHD and Behavioural Challenges

Background:

Dylan is a **Year 4 pupil** with **ADHD** who finds it difficult to sit still, concentrate, and follow instructions. He often **interrupts lessons**, struggles with peer relationships, and can become frustrated when asked to complete written work. His parents feel overwhelmed and have **mixed views about medication**. His teacher finds his behaviour challenging and feels it affects the whole class.

Discussion Points:

- What role does the **ALNCo** play in helping Dylan's teacher manage behaviour effectively?
- How can the **ALNCo help Dylan develop self-regulation strategies?**
- What support should be offered to **Dylan's parents?**
- What adjustments could be made to Dylan's **learning environment** to help him focus?



Sefyllfaoedd - Scenarios

3

Senario 3: Disgybl ag ADHD a Heriau Ymddygiadol

Cefndir:

Mae Dylan yn ddisgybl Blwyddyn 4 ag ADHD sy'n ei chael hi'n anodd eistedd yn llonydd, canolbwyntio a dilyn cyfarwyddiadau. Mae'n aml yn torri ar draws gwersi, yn cael trafferth gyda pherthnasoedd cyfoedion, ac yn gallu mynd yn rhwystredig pan ofynnir iddo gwblhau gwaith ysgrifenedig. Mae ei rieni'n teimlo'n llethol ac mae ganddynt safbwyntiau cymysg ynghylch meddyginiaeth. Mae ei athro'n gweld ei ymddygiad yn heriol ac yn teimlo ei fod yn effeithio ar y dosbarth cyfan.

Pwyntiau Trafod:

Pa rôl sydd gan yr ALNCo wrth helpu athro Dylan i reoli ymddygiad yn effeithiol?

Sut gall yr ALNCo helpu Dylan i ddatblygu strategaethau hunan-reoleiddio?

Pa gefnogaeth ddylid ei chynnig i rieni Dylan?

Pa addasiadau y gellid eu gwneud i amgylchedd dysgu Dylan i'w helpu i ganolbwyntio?



Sefyllfaoedd – Scenarios

4

Scenario 4: A Child with Speech, Language & Communication Needs (SLCN)

Background:

Haf is a **Year 2 pupil** with **speech, language and communication needs**. She struggles to form full sentences, has difficulty understanding multi-step instructions, and finds social interactions challenging. Her teacher is unsure how to support her in class. Her parents feel anxious and don't know what additional support is available.

Discussion Points:

- What should the **ALNCo** do to support Haf's teacher in making learning accessible?
- How can the **ALNCo** liaise with external specialists (e.g., speech and language therapists)?
- What strategies can be introduced to **boost Haf's communication skills** and confidence?
- How can the **ALNCo** involve Haf's parents in supporting her development at home?



Sefyllfaoedd - Scenarios

4

Senario 4: Plentyn ag Anghenion Lleferydd, Iaith a Chyfathrebu (SLCN)

Cefndir:

Mae Haf yn ddisgybl Blwyddyn 2 ag anghenion lleferydd, iaith a chyfathrebu. Mae'n cael trafferth ffurfio brawddegau cyflawn, yn cael anhawster deall cyfarwyddiadau aml-gam, ac yn ei chael hi'n anodd gyda rhyngweithio cymdeithasol. Nid yw ei hathro'n siŵr sut i'w chefnogi yn y dosbarth. Mae ei rhieni'n teimlo'n bryderus ac nid ydynt yn gwybod pa gymorth ychwanegol sydd ar gael.

Pwyntiau Trafod:

Beth ddylai'r ALNCo ei wneud i gefnogi athro Haf i wneud dysgu'n hygyrch?

Sut gall yr ALNCo gydweithio ag arbenigwyr allanol (e.e. therapyddion lleferydd ac iaith)?

Pa strategaethau y gellir eu cyflwyno i hybu sgiliau cyfathrebu a hyder Haf?

Sut gall yr ALNCo gynnwys rhieni Haf wrth gefnogi ei datblygiad gartref?



Sefyllfaoedd - Scenarios

5

Scenario 5: A Newly Arrived Pupil with English as an Additional Language (EAL) and Additional Learning Needs

Background:

Mateo has recently moved to Wales from **Spain** and speaks very little English. His teacher notices that he is **struggling with reading and writing**, even when given bilingual resources. The school suspects he may have an **underlying learning need**, but it is difficult to assess due to the language barrier. His parents are keen for him to succeed but **struggle to communicate** with the school.

Discussion Points:

- How can the **ALNCo** ensure that **Mateo's learning needs are properly assessed**?
- What support should be put in place for Mateo in the classroom?
- How can the **ALNCo work with Mateo's family**, considering the language barrier?
- What training might teachers need to ensure **culturally responsive** and **inclusive teaching**?



Sefyllfaoedd - Scenarios

5

Senario 5: Disgybl Newydd ei Ddyfodiad ag Saesneg fel Iaith Ychwanegol (EAL) ac Anghenion Dysgu Ychwanegol

Cefndir:

Mae Mateo wedi symud yn ddiweddar i Gymru o Sbaen ac yn siarad ychydig iawn o Saesneg. Mae ei athro'n sylwi ei fod yn cael trafferth gyda darllen ac ysgrifennu, hyd yn oed pan roddir adnoddau dwyieithog iddo. Mae'r ysgol yn amau y gallai fod ganddo angen dysgu sylfaenol, ond mae'n anodd ei asesu oherwydd y rhwystr iaith. Mae ei rieni'n awyddus iddo lwyddo ond yn cael anhawster cyfathrebu gyda'r ysgol.

Pwyntiau Trafod:

Sut gall yr ALNCo sicrhau bod anghenion dysgu Mateo yn cael eu hasesu'n briodol?

Pa gefnogaeth ddylid ei rhoi ar waith i Mateo yn yr ystafell ddosbarth?

Sut gall yr ALNCo weithio gyda theulu Mateo, gan ystyried y rhwystr iaith?

Pa hyfforddiant y gallai athrawon ei angen i sicrhau addysgu sy'n ymatebol yn ddiwylliannol ac yn gynhwysol?





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