



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

Yr Athrofa
Centre for Education
Addysg i Gymru | Education for Wales



Partneriaeth Dysgu Proffesiynol Yr Athrofa
Yr Athrofa Professional Learning Partnership

Trawsnewid Addysg Gyda'n Gilydd Transforming Teaching Together

Pwy ydw i'n ei addysgu?
Who am I teaching?
ECAD5011/C

Crynodeb ADY
A summary of ALN



Partneriaeth Dysgu Proffesiynol Yr Athrofa
Yr Athrofa Professional Learning Partnership

Trosolwg o'r Sesiwn

- Cynhwysiant – Holi ac Ateb, Myfyrdodau
- ADHD - llinell amser
- Dyslecsia – gwefan Nessy
- Proses
- Tasg Ymarfer Cynhwysol

www.uwtsd.ac.uk

*Man Geni Addysg
Uwch yng Nghymru*

*Where Higher Education
Began in Wales*



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200
1822 - 2022

Session Overview

- Inclusion – Q&A's, Reflections
- ADHD – timeline
- Dyslexia – Nessy website
- Process
- Inclusive Practice Task

www.uwtsd.ac.uk

*Man Geni Addysg
Uwch yng Nghymru*

*Where Higher Education
Began in Wales*

Rhwystrau Posibl i Ddysgu

“Y rhai mwyaf agored i niwed, a allai fod mewn perygl o gael eu gwahardd o'r system addysg oherwydd:

- Tlodi
- Anabledd
- Rhyw
- Ethnigrwydd
- Hil
- Crefydd.

(Kamenopoulou and Dukpa, 2017)

Potential Barriers to Learning

The most vulnerable, who may be at risk for exclusion from the education system because of:

- Poverty
- Disability
- Gender
- Ethnicity
- Race
- Religion.

(Kamenopoulou and Dukpa, 2017)

Beth yw'r rhwystrau i Arfer Cynhwysol?

- Agweddau
- Cynhwysiant Cymdeithasol
- Stereoteipio
- Rhwystrau corfforol
- Cwricwlwm
- Addysgeg
- Ariannu
- Polisïau



What are the barriers to Inclusive Practice?

- Attitudes
- Social inclusion
- Stereotyping
- Physical barriers
- Curriculum
- Pedagogy
- Funding
- Policies

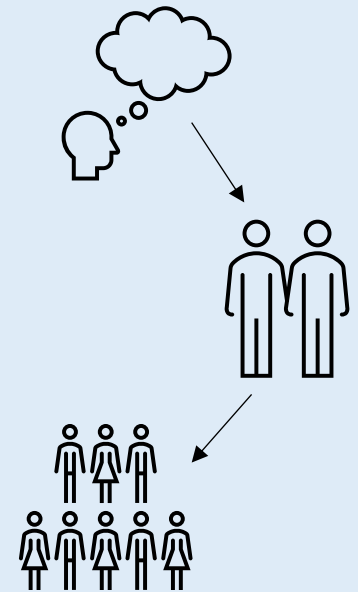


Dulliau i sicrhau ein bod yn gynhwysol

Defnyddiwch ‘meddwl, paru, rhannu’ i drafod sut rydych chi wedi bod yn gynhwysol yn yr ysgol PAP2.

Ystyriwch:

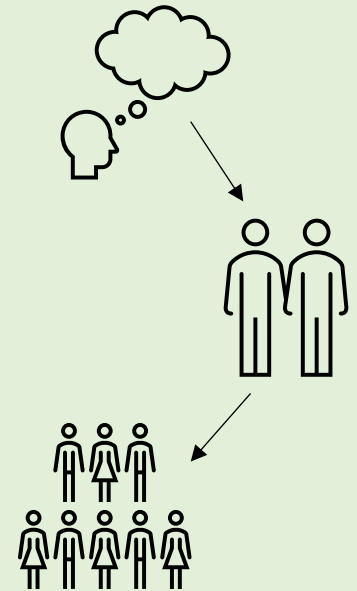
- ❖ Mynediad
- ❖ Hyblygrwydd
- ❖ Gwahaniaethu / Addasiadau
- ❖ Cysondeb
- ❖ Cefnogol
- ❖ Amgylchedd Dysgu



Methods to ensure we are inclusive

Use 'think, pair, share' to discuss how you have been inclusive on PTE2. Consider:

- ❖ Accessibility
- ❖ Flexibility
- ❖ Differentiation / Adaptation
- ❖ Consistence
- ❖ Supportive
- ❖ Learning environment



CYNLLUN DATBLYGU UNIGOL

Cynllun Datblygu Unigol, neu CDU.



INDIVIDUAL DEVELOPMENT PLAN

which sets out in detail the support
you need and your targets.



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3 Confensiwn y CU ar Hawliau'r Plentyn



Rhaid i oedolion wneud beth sydd orau i fi



Mae gen i hawl i gael gwrandawriad, ac i gael fy nghymryd o ddifrif

5 Confensiwn y CU ar Hawliau'r Plentyn



23 Confensiwn y CU ar Hawliau'r Plentyn



Os oes gen i anabledd, mae gen i hawl i ofal ac addysg arbennig

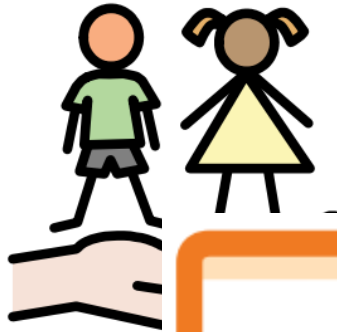
9 Confensiwn y CU ar Hawliau'r Plentyn



Mae gen i hawl i w gyda theulu sy'n gofalu amdana i

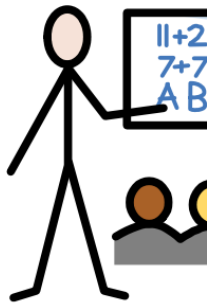


Mae gen i hawl i arganfod a rhannu gwybodaeth

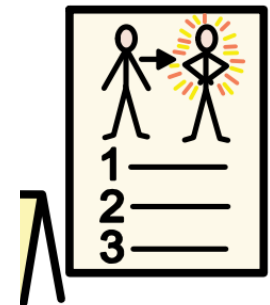


3 Adults
what's

the right to
with friends
join groups



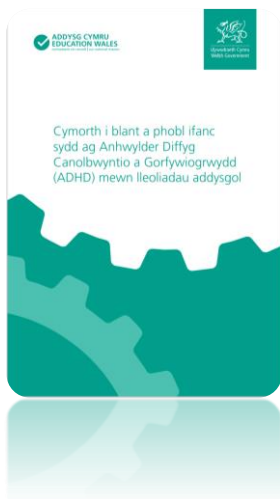
28 I have the right
to an education



I have the right to an
education which develops my
personality, respect for others'
rights and the environment

23 If I have a disability, I
have the right to special
care and education

Anhwylder Diffyg Canolbwyntio a Gorfywiogrwydd (ADHD)



[Ffyrdd o gefnogi dysgwyr ag Anhwylder Diffyg Canolbwyntio a Gorfywiogrwydd \(ADHD\) | LLYW.CYMRU](http://LLYW.CYMRU)



[Anhwylder Diffyg Canolbwyntio a Gorfywiogrwydd \(ADHD\) | MYF](http://MYF)

ADHD

A Attention
D Deficit
H Hyperactivity
D Disorder

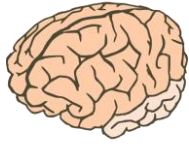
Mae anhwylder gorfywigrwydd diffyg sylw (ADHD) yn gyflwr sy'n effeithio ar ymddygiad pobl. Gall pobl ag ADHD ymddangos yn aflonydd, gallant gael trafferth canolbwyntio a gallant weithredu ar ysgogiad ."

NHS <https://www.nhs.uk/conditions/attention-deficit-hyperactivity-disorder-adhd>

“Attention deficit hyperactivity disorder (ADHD) is a condition that affects people's behaviour. People with ADHD can seem restless, may have trouble concentrating and may act on impulse .”

NHS <https://www.nhs.uk/conditions/attention-deficit-hyperactivity-disorder-adhd>

ADHD - THEORIAU O ACHOS



GWEITHREDIAD CEMEGOL
YN YR YMENNYDD.



ETIFEDDOL



CYSYLLTIADAU BEICHIAGRWDYDD
A GENEDIGAETH A AWGRYMR

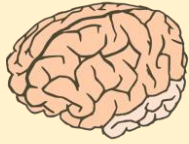
“Mae'n ymddangos bod anhwylder gorfywiogrwydd diffyg sylw yn etifeddol a'r hyn sy'n cael ei etifeddu yw gweithrediad cemegol annormal o fewn yr ymennydd.”

Wender, Paul H.. *ADHD : Attention-Deficit Hyperactivity Disorder in Children, Adolescents, and Adults*, Oxford University Press, Incorporated, 2001.

“Nid yw union achos ADHD yn hysbys, ond dangoswyd bod y cyflwr yn rhedeg mewn teuluoedd. Mae ymchwil hefyd wedi nodi nifer o wahaniaethau posib yn ymennydd pobl ag ADHD o'i gymharu â'r rhai heb y cyflwr. Mae'r ffactorau eraill a awgrymir i fod â rôl o bosibl mewn ADHD yn cynnwys: cael eich geni'n gynamserol (cyn 37ain wythnos beichiogrwydd) Gall ysmegu pwysau geni isel neu gam-drin alcohol neu gyffuriau yn ystod beichiogrwydd ddigwydd mewn pobl o unrhyw allu deallusol, er ei fod yn fwy cyffredin mewn pobl ag anawsterau dysgu.”

NHS ONLINE 2018

ADHD- THEORIES OF CAUSATION



CHEMICAL FUNCTIONING
IN BRAIN.



HEREDITARY



SUGGESTED PREGNANCY AND
BIRTH LINKS

“Attention-deficit hyperactivity disorder seems to be hereditary and what is inherited is abnormal chemical functioning within the brain.”

Wender, Paul H.. *ADHD : Attention-Deficit Hyperactivity Disorder in Children, Adolescents, and Adults*, Oxford University Press, Incorporated, 2001.

“The exact cause of ADHD is unknown, but the condition has been shown to run in families .Research has also identified a number of possible differences in the brains of people with ADHD when compared with those without the condition. Other factors suggested as potentially having a role in ADHD include: being born prematurely (before the 37th week of pregnancy)having a low birthweight smoking or alcohol or drug abuse during pregnancy ADHD can occur in people of any intellectual ability, although it's more common in people with learning difficulties.”

NHS ONLINE 2018

ADHD - EFFAITH AR Y DYSGWR



Mae ymchwil, hyd at y cyfnod diweddar (2018), wedi dangos ei bod yn anodd mesur effaith ADHD ar ddysgwr, heb ystyried ffactorau eraill. Mae ADHD yn unig yn anodd mesur effaith ddoeth ar ddysgu, heb ystyried llawer o ffactorau ychwanegol fel statws economaidd-gymdeithasol teulu, cam diagnosis, meddyginiaeth, ymgysylltiad rhieni ac ati.

Nguyen, M.N., Watanabe-Galloway, S., Hill, J.L., Siahpush, M., Tibbits, M.K. & Wichman, C. 2019, "Ecological model of school engagement and attention-deficit/hyperactivity disorder in school-aged children", *European child & adolescent psychiatry*, vol. 28, no. 6, pp. 795-805.

<https://www.geniuswithin.co.uk/what-is-neurodiversity/adhd/>

ADHD - IMPACT ON THE LEARNER



Research, up until recent times (2018), has shown it is difficult to measure the impact of ADHD on a learner, without considering other factors. ADHD alone is difficult to measure impact wise on learning, without considering many additional factors such as family socioeconomic status, diagnosis stage, medication, parental engagement and so forth.

<https://www.geniuswithin.co.uk/what-is-neurodiversity/adhd/>

Nguyen, M.N., Watanabe-Galloway, S., Hill, J.L., Siahpush, M., Tibbits, M.K. & Wichman, C. 2019, "Ecological model of school engagement and attention-deficit/hyperactivity disorder in school-aged children", *European child & adolescent psychiatry*, vol. 28, no. 6, pp. 795-805.

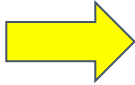
ADHD - LLINELL AMSER

1798

Mae'n cyfeirio at "afiechyd sylw". Nid yw'n cael ei gydnabod fel niwroolegol.

"The incapacity of attending with a necessary degree of constancy to any one object"

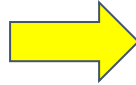
Crichton, 1798,



1844

Mae stori plant o'r enw "Fidgety Phil" wedi'i hysgrifennu; alegori poblogaidd ar gyfer plant ag ADHD. Nid yw'n cael ei gydnabod fel niwro o hyd.

Heinrich Hoffman,
1809-1894



1902

Mae Syr George Still, paediatregydd o Brydain, yn nodi "diffyg rheolaeth foesol annormal mewn plant." Canfu na allai "rhai plant yr effeithiwyd arnynt reoli eu hymddygiad fel y byddai plentyn nodweddiadol, ond roeddent yn dal i fod yn ddeallus."

Still GF. Some abnormal psychical conditions in children: the Goulstonian lectures. *Lancet*. 1902



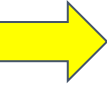
1936

Defnydd o Benzadrine a ddangosir i wella ymddygiad a ffocws yn yr ysgol.

Charles Bradley yn defnyddio meddyginiaethau i 'drin' gorfywiogrwydd.

Gross (1995)

<https://www.healthline.com/health/adhd/history#1902>



ADHD - LLINELL AMSER

1968

Roedd "Llawlyfr Diagnostig ac Ystadegol Anhwylderau Meddwl" APA (DSM) yn cynnwys anhwylder ysgogiad hypercinetig am y tro cyntaf.

<https://www.healthline.com/health/adhd/history#1902>

1980

Yna newidiodd APA enw'r anhwylder o anhwylder ysgogiad hypercinetig i anhwylder diffyg sylw (ADD). Roedd gwyddonwyr yn credu nad oedd gorfywiogrwydd yn symptom cyffredin o'r anhwylder. Creodd y rhestr hon ddau is-deip o ADD: ADD gyda gorfywiogrwydd, ac ADD heb orfywiogrwydd.

Lange, K.W., et al. (2010 December). The history of attention deficit hyperactivity disorder. Attention Deficit and Hyperactivity Disorders

1990's

(Cydnabuwyd o'r diwedd yn y 1990au nad oedd ADHD yn anhwylder plentyndod yn unig, a ddiflannodd gydag oedran fel y tybiwyd yn flaenorol (Barkley 2006a), ond yn hytrach anhwylder cronig, parhaus sy'n parhau i fod yn oedolyn mewn llawer o achosion.

Döpfner et al. [2000](#)).

HEDDIW...

Mae gwyddonwyr yn ceisio nodi achosion ADHD yn ogystal â thriniaethau posibl. Mae ymchwil yn tynnu sylw at gysylltiad genetig cryf iawn. Mae ymchwilwyr yn ymroddedig i ddod o hyd i achos sylfaenol yr anhwylder.

Muenke, M. The ADHD genetic research study at the National Institutes of Health and The National Human Genome Research Institute. (2014, March 17)

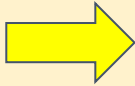
ADHD - TIMELINE

1798

Refers to a "disease of attention". Not recognised as neurological.

"The incapacity of attending with a necessary degree of constancy to any one object"

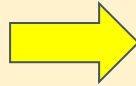
Crichton, 1798,



1844

Children's story called "Fidgety Phil" is written; a popular allegory for children with ADHD. Still not recognised as neuro.

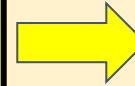
Heinrich Hoffman, 1809-1894



1902

Sir George Still, British pediatrician notes an "an abnormal defect of moral control in children." He found that "some affected children could not control their behavior the way a typical child would, but they were still intelligent."

Still GF. Some abnormal psychical conditions in children: the Goulstonian lectures. *Lancet*. 1902



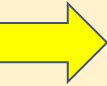
1936

Use of Benzadrine shown to improve behaviour and focus in school.

Charles Bradley uses medications to 'treat' hyperactivity.

Gross (1995)

<https://www.healthline.com/health/adhd/history#1902>



ADHD - TIMELINE

1968

APA's "Diagnostic and Statistical Manual of Mental Disorders" (DSM) included hyperkinetic impulse disorder for the first time.

<https://www.healthline.com/health/adhd/history#1902>

1980

APA then changed the name of the disorder from hyperkinetic impulse disorder to attention deficit disorder (ADD). Scientists believed hyperactivity was not a common symptom of the disorder. This listing created two subtypes of ADD: ADD with hyperactivity, and ADD without hyperactivity.

Lange, K.W., et al. (2010 December). The history of attention deficit hyperactivity disorder. Attention Deficit and Hyperactivity Disorders

1990's

It was finally recognized in the 1990s that ADHD was not exclusively a childhood disorder, which disappeared with age as was previously thought (Barkley [2006a](#)), but rather a chronic, persistent disorder remaining into adulthood in many cases (Döpfner et al. [2000](#)).

TODAY...

Scientists are trying to identify the causes of ADHD as well as possible treatments. Research points to a very strong genetic link. Researchers are dedicated to finding the underlying cause of the disorder.

Muenke, M. The ADHD genetic research study at the National Institutes of Health and The National Human Genome Research Institute. (2014, March 17)

ADHD -Attention Deficit Hyperactivity Disorder

ADHD Richmond & Kingston UK. Supporting parents/carers & young people (Facebook page)

An #ADHD poem to share with family & friends. Perhaps now they'll understand ... thanks to author Andrea Chesterman-Smith for allowing us to share

Take my hand and come with me,
I want to teach you about ADHD.
I need you to know, I want to explain,
I have a very different brain.
Sights, sounds, and thoughts collide.
What to do first? I can't decide.
Please understand I'm not to blame,
I just can't process things the same.
Take my hand and walk with me,
Let me show you about ADHD.

I try to behave, I want to be good,
But I sometimes forget to do as I should.
Walk with me and wear my shoes,
You'll see its not the way I'd choose.
I do know what I'm supposed to do,
But my brain is slow getting the message through.
Take my hand and talk with me,
I want to tell you about ADHD.

I rarely think before I talk,
I often run when I should walk.
It's hard to get my school work done,
My thoughts are outside having fun.
I never know just where to start,
I think with my feelings and see with my heart.
Take my hand and stand by me,
I need you to know about ADHD.

It's hard to explain but I want you to know,
I can't help letting my feelings show.
Sometimes I'm angry, jealous, or sad.
I feel overwhelmed, frustrated, and mad.
I can't concentrate and I lose all my stuff.
I try really hard but it's never enough.
Take my hand and learn with me,
We need to know more about ADHD.

I worry a lot about getting things wrong,
Everything I do takes twice as long.
Everyday is exhausting for me...
Looking through the fog of ADHD.

I'm often so misunderstood,
I would change in a heartbeat if I could.
Take my hand and listen to me,
I want to share a secret about ADHD.

I want you to know there is more to me.
I'm not defined by it, you see.
I'm sensitive, kind and lots of fun.
I'm blamed for things I haven't done.
I'm the loyalist friend you'll ever know,
I just need a chance to let it show.
Take my hand and look at me,
Just forget about the ADHD.

I have real feelings just like you.
The love in my heart is just as true.
I may have a brain that can never rest,
But please understand I'm trying my best.
I want you to know, I need you to see,
I'm more than the label, I am still me.

Dyslexia

THE SYMPTOMS
OF THIS DEFICIENCY
IN RECREATIVE READING
AND WRITING BE
THAT THE READER
WERE UNABLE TO
DEFICIENCY IN SKILL
THE FEELING OF READING
WITH UNABLE BY
SKILL THE READING
THE OF THE READER
CAN IN A SPEED OF
WRITING SKILL WITH
HAS UNABLE WRITING
READ

DYSLECSIA

Mae dyslecsia yn anhawster dysgu sy'n effeithio ar y sgiliau mewn darllen a sillafu cywir a rhugl (BDA, 2020).

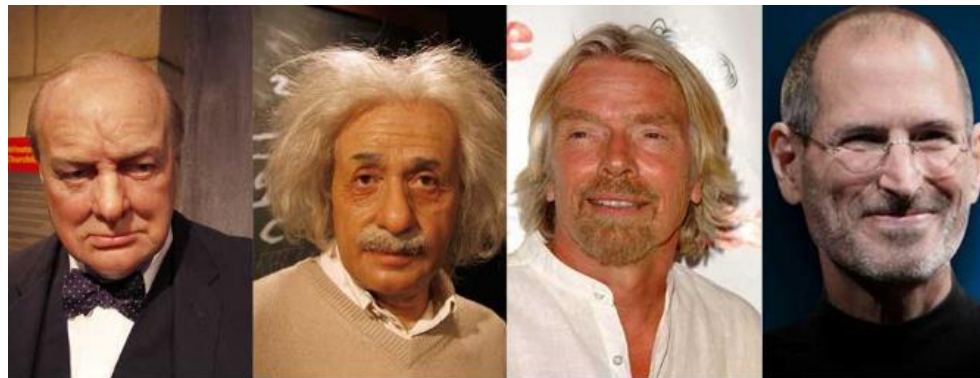
Dylid ystyried dyslecsia fel gallu dysgu gwahanol yn hytrach nag anabledd.

Mae'n dod yn anabledd dim ond os na chaiff ei gydnabod ac os yw'r addysgu'n amhriodol, gan arwain at fethiant academaidd y plentyn (Pollock et al., 2004).

DYSLEXIA

Dyslexia is a learning difficulty that affects the skills in accurate and fluent reading and spelling (BDA, 2020)

Dyslexia should be seen as a different learning ability rather than a disability. It only becomes a disability if it goes unrecognised and the teaching is inappropriate, resulting in the child's academic failure (Pollock et al., 2004).



Winston
Churchill

Albert
Einstein

Richard
Branson

Steve Jobs



Orlando Bloom

Tom Cruise

Whoopi
Goldberg

Steven
Spielberg



Jessica Watson

Dick Smith

Alex Edmonson

Jackie French

DYSLECSIA

Camddiagnosis neu heb ei ddiagnosio

- Materion hunan-barch
- Materion hunan-ddelwedd
- Dryswch
- Dicter
- Pryder
- Rhagolwg negyddol

DYSLEXIA

Misdiagnosis or undiagnosed

- Self-esteem issues
- Self-image issues
- Confusion
- Anger
- Anxiety
- Negative outlook

DYSLECSIA - DYSLEXIA

Toe by Toe

[Toe By Toe - A highly structured phonics-based reading manual \(toe-by-toe.co.uk\)](http://toe-by-toe.co.uk)



Here is an example of a completed grid.

Day	5	6	7	8	9	Day	5	6	7	8	9	Day	5	6	7	8	9	Day	5	6	7	8	9
Month	9	9	9	9	9	Month	9	9	9	9	9	Month	9	9	9	9	9	Month	9	9	9	9	9
u	/	/	/	/	/	m	/	/	/	/	/	v	/	/	/	/	/	G	/	/	/	/	/
h	/	/	/	/	/	k	/	/	/	/	/	s	/	/	/	/	/	H	/	/	/	/	/
c	/	/	/	/	/	o	/	/	/	/	/	sh	/	/	/	/	/	I	/	/	/	/	/
x	/	/	/	/	/	p	/	/	/	/	/	th	/	/	/	/	/	J	/	/	/	/	/
e	/	/	/	/	/	qu	/	/	/	/	/	ch	/	/	/	/	/	M	/	/	/	/	/
f	/	/	/	/	/	r	/	/	/	/	/	ck	/	/	/	/	/	L	/	/	/	/	/
g	/	/	/	/	/	z	/	/	/	/	/		/	/	/	/	/	K	/	/	/	/	/
b	/	/	/	/	/	t	/	/	/	/	/	A	/	/	/	/	/	P	/	/	/	/	/
i	/	/	/	/	/		/	/	/	/	/	W	/	/	/	/	/	O	/	/	/	/	/
j	/	/	/	/	/	v	/	/	/	/	/	D	/	/	/	/	/	N	/	/	/	/	/
n	/	/	/	/	/	w	/	/	/	/	/	E	/	/	/	/	/	T	/	/	/	/	/
t	/	/	/	/	/	d	/	/	/	/	/	Z	/	/	/	/	/	R	/	/	/	/	/

Remember:

1. Always begin the day's coaching by placing the date next to the date of the previous day's exercise.
2. Progress is much quicker if the exercises are undertaken on a daily basis but it doesn't matter if you skip the odd day.
3. These are basic instructions. Each exercise has its own individual coaching tips.



www.nessy.co.uk



ASC

Rhy eang

Dewch i adnabod y
plentyn.

Os ydych wedi cwrdd ag un
plentyn ag awtistiaeth...

ASC

Too broad

Get to know the child.

If you have met one child
with autism...

A.S.C.



Y BROSES O
ADNABYDDIAETH ADY
(mewn ysgol
bartneriaeth; profiad
personol!)

Darpariaeth ar gyfer cynhwysiant

Darpariaeth Arbenigol bydd yn ei le ar gyfer y dysgwyr hynny gydag ADY dwys a chymhleth. Fe fydd angen yr Awdurdod Lleol ac ymgysylltiad amlasiantaeth i gefnogi'r CDU.

Darpariaeth wedi ei dargedu yn dechrau pan mae dysgwr yn cael ei nodi i feddu ADY ac mae angen DDY. Mae Darpariaeth Dysgu Ychwanegol yn cael ei nodi yn fanwl yn Nghynllun Datblygu Unigol (CDU) y dysgwr.

Darpariaeth Cyffredinol yw cyfrifoldeb pob athro a staff o fewn ysgol brif ffrwd i ddarparu mynediad i'r dysgu a'r amgylchedd ar gyfer **pob dysgwr**.

Lefel Arbenigol

- Plentyn gydag ADY dwys/cymhleth sydd angen ymyraethau arbenigol. Darpariaeth Dysgu Arbenigol yn cael ei ddarparu gan arbenigwr.
- Plentyn angen lleoliad arbenigol o bosibl. Angen dull aml asiantaeth.

Targedu : ADY
Anghenion canfyddadwy

- O bosibl, ymyrraeth tymor byr addas, wedi ei dargedu i gefnogi'r anawsterau dysgu neu gefnogaeth tymor hir ble mae ADY wedi ei gydnabod ac angen darpariaeth dysgu ychwanegol. Angen Cynllun Datblygu Unigol (CDU) ysgol seiliedig ar gyfer yr un tymor hir.

Lefel Ymyrraeth Cynnar

- Mae gan y plentyn anghenion gynyddol sydd angen cymorth ychwanegol tymor byr mewn maes pryder - Proffil un Dudalen a chefnogaeth briff ffrwd.

Lefel Cyffredinol

- Cefnogaeth ar gyfer yr holl boblogaeth, h.y. y dosbarth gyfan neu sefydliad gyfan a sicrhau fod gan pob plentyn gefnogaeth addas wedi ei ddarparu drwy addysgu a dysgu da. Mae hyn yn ymestyn i adnabod anghenion cyfodol (emerging) a fydd o bosibl angen cefnogaeth ychwanegol.

- CAM 1: MAE PRYDER YN CAEL EI SYLWI A'I FONITRO
- CAM 2: O BOSIB YN TRAFOD GYDA RHIENI/GOFALWYR YN ANFFURFIOL
- CAM 3: CEISIO CAMAU DARPARIAETH CYFFREDINOL (ARFER DA!)
- CAM 4: CODI PRYDERON GYDA CADY
- CAM 5: RHIENI/GOFALWYR YN CAEL EU HYSBYSU O'R CAMAU NESAF
- CAM 6: YMYRRAETH ADDAS YN CAEL EI DDEFNYDDIO
- CAM 7: YSTYRIED CEFNOGAETH A RHAGLENNI ALLANOL
-  CAM 8: GOSOD CDU MEWN LLE

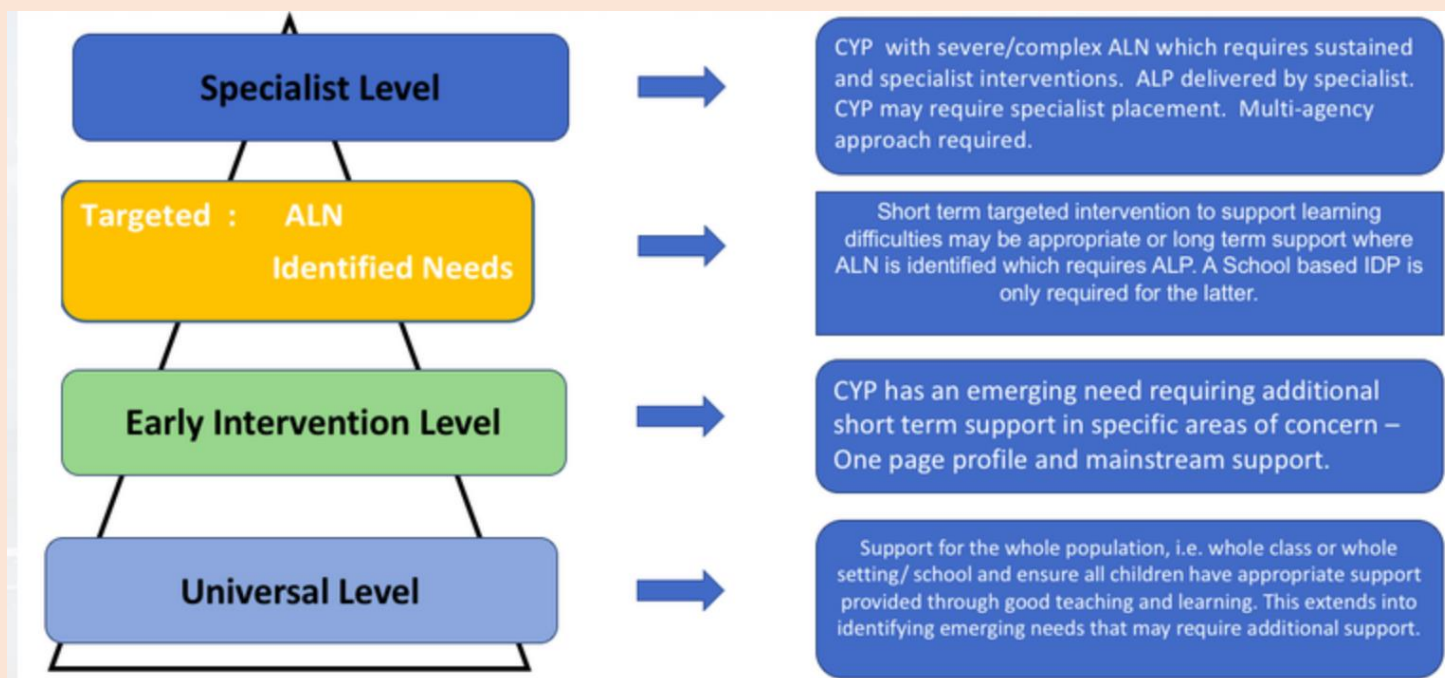
THE PROCESS OF ALN IDENTIFICATION (in a partnership school; personal experience!)

Provision For Inclusivity

Specialist Provision will be in place for those learners with severe and complex ALN. There will be a need for Local Authority and multi-agency involvement to support the IDP.

Targeted Provision is initiated when a learner is identified as having an ALN and an ALP is needed. This Additional Learning Provision is identified and detailed in the learner's Individual Development Plan (IDP).

Universal Provision is the responsibility of all teachers and staff within a mainstream school to make learning and the environment as accessible as possible **for all learners**.



- STEP 1: A 'CONCERN' IS NOTICED AND MONITORED
- STEP 2: MAY DISCUSS WITH PARENTS/CARERS INFORMALLY
- STEP 3: TRY UNIVERSAL PROVISION STEPS (GOOD PRACTICE!)
- STEP 4: RAISE CONCERNS WITH ALNCO
- STEP 5: PARENTS/CARERS NOTIFIED OF NEXT STEPS
- STEP 6: APPROPRIATE INTERVENTION(S) USED
- STEP 7: CONSIDER EXTERNAL SUPPORT AND APPLICATIONS
- STEP 8: PUT AN IDP IN PLACE

PROFFIL UN DUDALEN

Name: _____ Year Group: _____

This is me...
Child to draw themselves and maybe some things that are important to / for them.

What people like and admire about me...
Work needs to be done in class to support this, that way the pupil knows what to say.

- Use Character Strengths (Star of the Week)
- Personality Traits - funny, kind, enthusiastic, a good friend, etc.
- What are they good at? - helping, playing, reading, maths, sport, art, putting their hands up in class, listening, IT, etc.

Things that are important to me...
Important to - (things that bring them joy / comfort). Family members, closest friends, Trusted Adults, comfort toys, action figures, dolls, game consoles (although stress the fact that sentimental, meaningful items are more important), TV programme, song, etc.

Important for - (What helps them get through the day?)
Adverse/painful, cold/pain, any known allergies, my sleeping device, my chair, my sitting wedge, my sensory box, visualiser, Prodigy, etc.

How best to support me...
This Universal Provision or Additional Learning Provision. (Adults to add to pupil comments)
Adults support to... access to a quiet space, fidget toys, what to do when I'm upset, angry, etc., a visual timetable to help me understand the day ahead, resources (Toys by Toy, overlay, dummy, etc.), any intervention groups, talking support, working in a small group / close adult support (Do NOT use the phrase 1:1 please), hand massage / sensory support, my target spot, simplified instructions, list any outside agency support, strategies that work with this pupil, diagnosis, etc.

ONE PAGE PROFILE

ADOLYGIAD SY'N CANOLBWYNTIO AR YR UNIGOLYN



PERSON CENTRED REVIEW

GOSOD TARGEDAU CDUAW

Outcome 2	Outcome Area 1 Language, Learning & Development and Skills, Living Independently, Friends, Relationships & Community Inclusion or Health & Well Being	Outcome (What would it make possible for the pupil? I will be able to... by / on...)	
Barriers			
1. What the child or young person can do?	When	2. Resources/Adaptive Technologies	When
3. What friends and family can do?	When	4. What school can do (strategies/differentiation)?	When
5. What specialist support/provision is needed?	When	6. SMART Targets	

TARGET SETTING IDP

Neurodivergence
Wales eLearning

Access our co-produced eLearning modules, which focus on a range of neurodivergent conditions.

[Click Here](#) ➤



Welcome to Autism Wales

Helping to improve the lives of autistic people and their families in Wales.



Chwilio Q



Mae'r wefan hon (ASDInfoWales gynt) yn cael ei redeg gan ac yn perthyn i'r Tim Awstistaeth Cenedlaethol, sy'n cael ei ariannu gan Lywodraeth Cymru. Mae'n un o'r adnoddau sy'n helpu'r Tim i gyflawni eu nod i wella bywydau pobl awtistig yng Nghymru.

eDdysgu
Niwrowahaniaeth
Cymru

Cyrchwch ein modiwlau eDdysgu, sy'n canolbwyntio ar ystod o gyflyrau niwrowahaniaeth.

Cliciwch Yma ➤



Croeso i Awtistiaeth Cymru

Helpu i wella bywydau pobl awtistig a'u teuluoedd yng Nghymru.



TASG

Gan ddefnyddio'r ddogfen Arfer cynhwysol, crëwch adnodd ar gyfer eich ystafell ddosbarth a fydd yn eich galluogi i ddod yn fwy cynhwysol. Gwnewch ef yn ddigidol fel y gallwch ei addasu. Er enghraifft; amserlen weledol, arwyddion, templed proffil un dudalen – efallai eich un chi i'w rannu gyda'ch dosbarth!

TASK

Using the inclusive Practice document, create a resource for your classroom that will allow you to become more inclusive. Make it digitally so you can customise it. For example; visual timetable, signage, a one page profile template – perhaps your own to share with your class!

HOLIADUR
DIWEDD
MODWL
ECAD5011C

END OF MODULE
ECAD5011
QUESTIONNAIRE



Dylai athrawon dan hyfforddiant ANWYBYDDU'r holl gwestiynau sy'n ymwneud â chyflwyno aseiniadau ac adborth

Student teachers should IGNORE all the questions that relate to assignment submission and feedback

Cyfeiriadau / References

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