



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

Aseiniad -
Assignment



03

The
Legislation!!



04

Egwyl –
Break



05

ASC



Aseiniad - Assignment

19.5.2025 23:59

DYDDLYFR / COFNOD - 1,375 o Eiriau LEFEL 5

MYFYRIADAU - Fy Nosbarth Cynhwysol
CYFNODUR -

📌 500 o eiriau: Damcaniaeth y tu ôl i arfer cynhwysol a diwygio ADY yng Nghymru

📌 700 o eiriau (gyda delweddau): Beth ellid ei weithredu i wneud dosbarth yn gynhwysol? Rhwystrau a chyfyngiadau, myfyrdodau ymarferol

📌 175 o eiriau: Goblygiadau ar gyfer arferion yn y dyfodol

JOURNAL 1,375 Words LEVEL 5

THOUGHTS - My Inclusive Classroom

JOURNAL -

500 words: Theory behind inclusive practice and ALN reform in Wales

700 words (supported by images): What could be implemented to make a classroom inclusive? Barriers and limitations, practical reflections

175 words: future practice implications



Aseiniad - Assignment

19.5.2025 23:59

CYFLWYNIAD - 10 Munud LEFEL 5

- MYFYRIADAU - Bod yn gynhwysol i angen penodol yn dy ddosbarth.
- CYFLWYNIAD - Dewis un angen i'w archwilio'n fanwl a'i gyflwyno; gall y

cynnwys gynnwys

Angen am arfer cynhwysol yn gyffredinol fel ymarferydd yng Nghymru.

Trosolwg o'r Angen Penodol, diffiniad, a sut gallai hyn ymddangos.

Strategaethau cynhwysol, rolau'r athro - beth allai di ei wneud?

Ystafell ddosbarth gynhwysol, agweddau corfforol - beth allwn ni gynnwys yn y dosbarth?

Rhaid ystyried rhwystrau a chyfyngiadau.

Ystyriaethau ar gyfer arferion yn y dyfodol, cysylltiadau â QTS?

PRESENTATION

10 Minutes

LEVEL 5

THOUGHTS - Being inclusive to a specific need within your class.

PRESENTATION -

Choose one need to deep dive and present on; components could be:

- Need for inclusive practice generally as a practitioner in Wales
- Overview of focused Specific Need, definition, how this may present
- Inclusive strategies, teacher aspects - what could you do?
- Inclusive classroom, physical aspects - what can we put in the class?
- Barriers and limitations should be considered
- Future practice considerations, links to QTS?



LEGISLATION

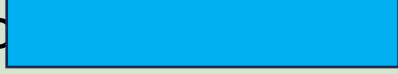
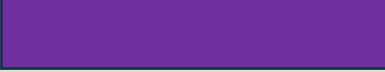
Pam mae Deddfwriaeth yn Bwysig?	Why is Legislation Important?
• Yn sicrhau bod hawliau dysgwyr yn cael eu diogelu • Yn darparu cyfrifoldebau clir • Yn sail i arfer cynhwysol	• Ensures learners' rights are protected • Provides clear responsibilities • Underpins inclusive practice



LEGISLATION

Trosolwg o'r Brif Ddeddfwriaeth

Key Legislation Overview

- 1. Additional  2018
- 2.  Wales (2021)
- 3. E  2010
- 4.  RC
- 5. Curric 
- 6. Social S  ll-being Act 2014



LEGISLATION

Deddf ADY a'r Tribiwnlys Addysg (Cymru) 2018	ADY and Education Tribunal (Wales) Act 2018
• System unedig • Yn berthnasol i 0–25 oed • Yn seiliedig ar hawliau • Cyflwynodd y CDU	• Single unified system • Applies 0–25 • Rights-based • Introduced IDP



LEGISLATION

Cod ADY Cymru (2021)	ALN Code for Wales (2021)
• Canllaw statudol • Yn diffinio cyfrifoldebau • Dyletswyddau'r Cydlynnydd ADY: - Goruchwyllo CDUau - Cysylltu â theuluoedd - Hyrwyddo cynhwysiant - Monitro darpariaeth	• Statutory guidance • Defines responsibilities • ALNCo duties - Oversee IDPs - Liaise with families - Promote inclusion - Monitor provision



LEGISLATION

EQUALITY ACT (2010)

- | | |
|---|---|
| <ul style="list-style-type: none">• Yn amddiffyn rhag gwahaniaethu• Addasiadau rhesymol• Hygyrchedd a thegwch | <ul style="list-style-type: none">• Protects against discrimination• Reasonable adjustments• Accessibility and fairness |
|---|---|



LEGISLATION

UNCRC and Children's Rights

Yn sicrhau bod llais y disgybl yn cael ei glywed

Ensures pupil voice is heard

Yn rhoi hawliau iddynt

Gives them rights



LEGISLATION

Curriculum for Wales

- | | |
|---|---|
| <ul style="list-style-type: none">• Cynhwysol, â'r dysgwr yn ganolog• Yn cyd-fynd â'r Pedwar Diben• Darpariaeth gyffredinol ar gyfer y rhan fwyaf o anghenion | <ul style="list-style-type: none">• Inclusive, learner-centred• Aligns with Four Purposes• Universal provision for most needs |
|---|---|



LEGISLATION

Social Services and Well-being Act (2014)

- | | |
|---|---|
| <ul style="list-style-type: none">• Yn hyrwyddo gweithio amlasiantaethol• Yn cefnogi llesiant• Yn berthnasol i ddysgwyr ag ALN ac anghenion gofal | <ul style="list-style-type: none">• Promotes multi-agency working• Supports well-being• Relevant for learners with ALN and care needs |
|---|---|



Egwyl - Break



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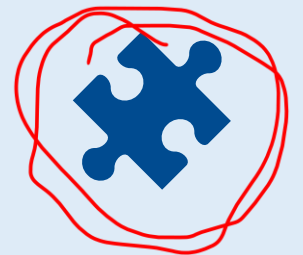
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Amcanion y Sesiwn

- - Diffinio ASC a sut y gall gyflwyno
- - Dulliau cynhwysol
- - Astudiaethau Achos Estyn
- - Gweithgareddau grŵp a phâr



Session Objectives

- Define ASC and how it can present
- Inclusive approaches
- Estyn case studies
- Group and pair activities

Beth yw ASC? / What is ASC?

- - Anhwylder niwrowahanol sy'n effeithio ar ryngweithio cymdeithasol, cyfathrebu a phatrymau ymddygiad.
- - Sbectrwm eang o brofiadau unigol.
- - A neurodivergent condition affecting social interaction, communication, and behaviour patterns.
- - Wide spectrum of individual experiences.

Sut mae ASC yn cyflwyno? / How Can ASC Present?

- - Anhawster gyda pherthnasoedd
 - - Ymddygiadau ailadroddus
 - - Newidiadau synhwraidd
 - - Ymlyniad cryf at ddiddordebau
 - - Gwrthwynebiad i newid
-
- - Difficulty with relationships
 - - Repetitive behaviours
 - - Sensory differences
 - - Strong attachment to interests
 - - Resistance to change



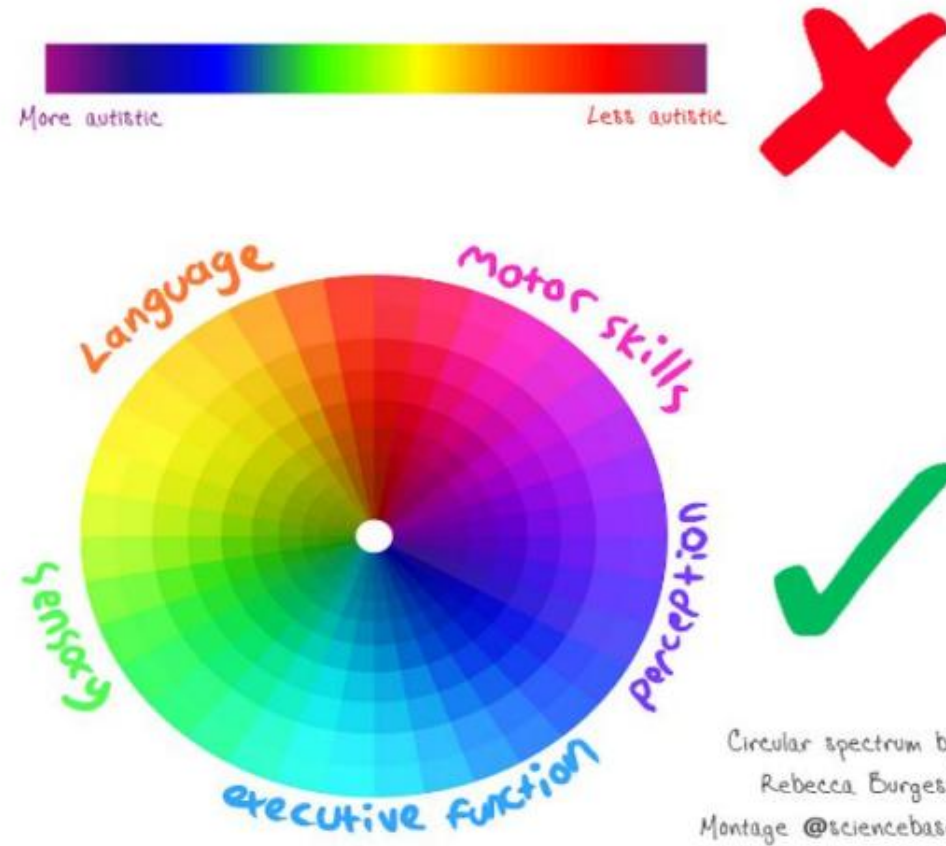
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What does the autism spectrum look like?



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An Introduction to Autism



AwtistiaethCymru.org
AutismWales.org



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What Is Autism?

Autism is a 'hidden disability', meaning it is not easy to recognise when someone has the condition. When you see the following pattern (on a wristband, card or mobile device) it means someone has autism and wants you to know so that you can support them:



Autistic people often have difficulty in accessing community activities, leisure facilities and other services. Everyone having a better understanding of autism has the power to change lives. The following information is provided to help you to gain a better understanding of autism and suggests ways in which you can support autistic people.

For more information on the 'Can You See Me?' scheme, please visit:

AutismWales.org/en/i-am-autistic/resources-for-you/can-you-see-me/

What Is Autism?

Autism is also known by other names, including:

**Autism Spectrum
Disorder (ASD)**

**Asperger's
Syndrome**

**Autistic Spectrum
Condition (ASC)**

**Pervasive
Developmental
Disorder**



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What Is Autism?

Autism is a lifelong condition and affects people from all backgrounds.

Currently more males than females are diagnosed with autism.

It is estimated that 1 in every 100 people in the UK have an Autism Spectrum Disorder (ASD).

Many people are unaware that they are autistic.

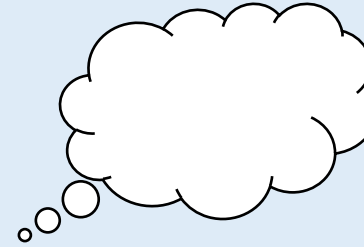
This is especially true for adults.

What Is Autism?

Autistic people have differences in the following areas:



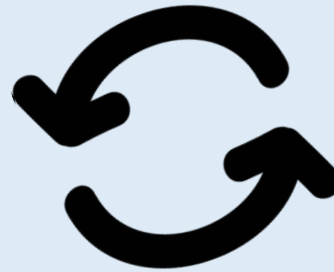
Social Communication &
Social Interaction



Social Imagination and
Flexibility of Thought



Restricted, repetitive
interests or activities



Restricted, repetitive
patterns of behaviour



Unusual sensory
responses



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Social Communication & Social Interaction



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Autistic people experience social communication differences.
The way this affects a person can vary, and can include difference in the use and understanding of:

speech

language

gestures

eye contact

tone of voice

Social Communication & Social Interaction

How this impacts on day to day life:

People often use body language and sarcasm to convey something.

Autistic people often find these difficult to understand.

Autistic people may be perceived as rude because they avoid eye contact.

Their tone of voice may not always reflect the way an autistic person is feeling.

An autistic person may not be able to use gestures or interpret other people's gestures.

Autistic people may interpret language literally and so may misunderstand idioms ("pull your socks up") and metaphors ("my head was spinning").

Social Communication & Social Interaction

Autistic people experience social interaction differences.
The way this affects a person can vary, and can include difference in the use and understanding of:

**building and sustaining
relationships**

**engaging in
conversation**

**giving and receiving
compliments**

**understanding
humour**

showing concern for others



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Social Communication & Social Interaction

How this impacts on day to day life:

Autistic children may find it difficult to instigate or join in play with other children.

Autistic children may find it difficult to take turns and share. This can cause problems with friendships.

Developing and maintaining friendships and relationships can be difficult for everyone.

Autistic adults have told us that they find this particularly difficult. This does not mean that they do not want relationships and friends.

Autistic people may not engage in conversation in the same way, and enjoy discussing factual issues rather than small talk. You may have to be specific when you want to bring the conversation to end.

Autistic people may have difficulty in understanding the rules of social relationships. This may cause many issues including them offering truthful opinion rather than a tactful one.



Social Imagination and Flexibility of Thought

Cymru.org
s.org



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Social Imagination and Flexibility of Thought

Autistic people experience social imagination differences. The way this affects a person can vary, and can include difference in the use and understanding of:

predicting reactions and events

problem solving

relating to others

copied with changes

planning



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Social Imagination and Flexibility of Thought

How this impacts on day to day life:

When problem solving, we rely on our social imagination to predict possible outcomes.
This is difficult for an autistic person.

Playing team games often relies on social imagination to predict how other people will interact in the game.
This can be difficult for autistic people.

Autistic people may find it difficult to predict how others may be feeling or how they will react due to problems with social imagination.

Some autistic people have difficulties with creative imagination.
Others have good creative imagination, and only the social imagination is affected.

Planning can be difficult without good social imagination, autistic people often use calendars or planners to help them with this.

Coping with changes can be difficult without good social imagination.
Autistic people usually prefer routines to unpredictability.

Unusual Sensory Responses

cymru.org
s.org



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Unusual Sensory Responses

Many autistic people can have sensory issues.
The person's perception of the senses can be heightened or decreased. All the senses can be affected.

tactile	• (touch)
vestibular	• (movement)
proprioceptive	• (body position)
visual	• (looking)
auditory	• (hearing)
olfactory	• (smell)
gustatory	• (taste)



Unusual Sensory Responses

How this impacts on day to day life, both positively and negatively:

Sensory joy from certain colours

Sensory joy from the feel of certain materials – “stimming”

Decreased feelings of pain

Sensitivity to lighting in shops

Dislike of certain colours

Difficulties around noisy traffic

Inability to tolerate certain smells

Distress/anxiety in busy environments

Sensitivity to touch



What Is Autism?

How you can help:

Being aware of Autism and the differences experienced by autistic people is key.

Ask the autistic person, carers or seek advice from others.

Be understanding, people with autism have a lot to offer but may need support.

Consider how you can adapt the environment to decrease sensory issues (decrease noise, dim lighting, find a quiet space etc.)

Adapt your communication style.



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Adapt Your Communication

Communication - adapting your communication can help an autistic person:

Speak
slowly and
clearly

Allow time
for the
person to
process
information

Avoid
relying on
gesture,
facial
expression
or tone of
voice

Don't use
idioms or
metaphors

Keep
instructions
short



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Further Information

For further information on autism, please watch the 'What Is Autism?' film by visiting and complete the questionnaire and to get your personalised Autism Awareness certificate, please visit:

AutismWales.org/en/parents-carers/what-is-autism/



You can also apply to become an Autism Aware organisation. For more information, please visit: AutismWales.org/en/education/autism-aware-certification/autism-aware-organisations/

Further Information

For information on the SIGNS of autism, please visit:

AutismWales.org/en/community-services/i-work-with-children-in-health-social-care/the-birthday-party/ **and** AutismWales.org/en/community-services/i-work-with-young-people-adults-in-health-social-care/clinicians-toolkit-adults/

Further information and links to other resources can be found at:



@ or email enquiries to AutismWales@WLGA.gov.uk



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@AutismWales

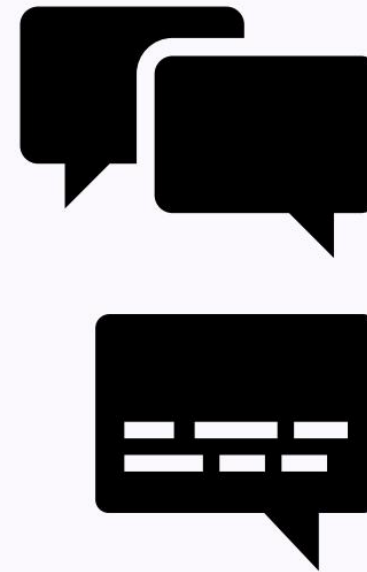
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Gweithgaredd 1: Meddwl-Pâr-Rhannu / Activity 1: Think-Pair-Share

- - Beth allai fod yn heriau mewn dosbarth arferol?
 - - Sut gallem eu cefnogi?
-
- - What challenges might occur in a typical classroom?
 - - How could we support?

Adapting our communication

- Do not force eye contact
- Keep your voice at a lower pitch and volume
- Use fewer words and simple gestures or signs
- Reduce/remove use of idioms, metaphors, sarcasm
- Make fewer requests – break into chunks
- Slow down your movements, relax your posture
- Keep your distance and avoid touching



“Say what you mean and mean what you say....”



Structure

- **What** is going to happen
- **When** it's going to happen
- **Who** is going to be there
- **Where** is it happening
- **How** and **How long** for?
- How will they know when it's finished?



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I work in a primary school

Home > Education

The resources within this section were developed in partnership with autistic people, parents and carers and professionals. The resources are aimed at increasing the knowledge, skills, and understanding of autism for those working in a primary school.

Strategaethau Cynhwysol

Inclusive Strategies

- - Amserlenni gweledol
 - - Lle tawel
 - - Addasu gweithgareddau
 - - Rhagweld newidiadau
 - - Hyfforddiant cynhwysiant
-
- - Visual timetables
 - - Quiet spaces
 - - Differentiated activities
 - - Forewarning changes
 - - Inclusion training

Arfer Da o Estyn

Good Practice from Estyn

- - Strategaethau synhwyraidd
 - - Cynnwys plant ASC mewn cynllunio
 - - Hyfforddi staff
 - - Arweinyddiaeth gref
-
- - Sensory strategies
 - - Involving ASC pupils in planning
 - - Staff training
 - - Strong leadership

- [An integrated approach to specialist provision – Estyn](https://estyn.gov.wales/improvement-resources/an-integrated-approach-to-specialist-provision/)

<https://estyn.gov.wales/improvement-resources/an-integrated-approach-to-specialist-provision/>



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Structured approach to communication helps promote an inclusive learning environment - Estyn

- <https://estyn.gov.wales/improvement-resources/structured-approach-to-communication-helps-promote-an-inclusive-learning-environment/>



Gweithgaredd 2: Tasg Grŵp

- - Derbynwch ddisgrifiad plentyn ag ASC.
- - Sut fydddech chi'n cynllunio gwers gynhwysol?

Activity 2: Group Task

- - Receive a case description.
- - How would you plan an inclusive lesson?

Harri (7 oed)

- **Grymderau:** Gwybodaeth dda am anifeiliaid ac yn mwynhau tasgau strwythuredig.
- **Heriau:** Yn cael trafferth symud rhwng gwersi ac yn teimlo'n bryderus pan fo trefniadau'n newid yn ddisymwth.
- **Anghenion Synhwyrdd:** Yn hynod o sensitif i synau uchel (e.e. sychwyr dwylo, larymau tân).
- **Tasg:** Sut fydddech chi'n addasu'ch amgylchedd dosbarth a'ch trefn i gefnogi Harri?

Harri (Age 7)

- **Strengths:** Very knowledgeable about animals and enjoys structured tasks.
- **Challenges:** Finds transitions between lessons difficult and becomes anxious when routines change unexpectedly.
- **Sensory Needs:** Very sensitive to loud noises (e.g., hand dryers, fire alarms).
- **Task:** How would you adapt your classroom environment and routine to support Harri?

Eleri (9 oed)

- **Grymderau:** Sgiliau llafar cryfion ac yn caru adrodd straeon a drama.
- **Heriau:** Yn cael trafferth rhyngweithio â chyfoedion ac yn gallu dominyddu sgysiau heb sylwi.
- **Anghenion Synhwyrdd:** Yn teimlo'n anghyfforddus gyda gweadau penodol o ddillad.
- **Tasg:** Sut fydddech chi'n cefnogi datblygiad cymdeithasol ac anghenion cysur Eleri wrth gynnal cynhwysiant?

Eleri (Age 9)

- **Strengths:** Strong verbal skills and loves storytelling and drama.
- **Challenges:** Struggles with peer interactions and may dominate conversations without noticing.
- **Sensory Needs:** Finds certain clothing textures uncomfortable and distracting.
- **Task:** How would you support Eleri's social development and comfort while maintaining inclusion?

Osian (6 oed)

- **Grymderau:** Cof rhagorol am ffeithiau a dilyniantau.
- **Heriau:** Yn teimlo'n llethol mewn grwpiau mawr ac yn tynnu'n ôl.
- **Anghenion Synhwyrdd:** Yn sensitif i amgylcheddau prysur ac yn well ganddo oleuo tawel.
- **Tasg:** Sut fydddech chi'n rheoli gwaith grŵp a'r amgylchedd dosbarth fel bod Osian yn teimlo'n ddiogel ac wedi ymgysylltu?

Osian (Age 6)

- **Strengths:** Excellent memory for facts and sequences.
- **Challenges:** Can become overwhelmed in large groups and tends to withdraw.
- **Sensory Needs:** Sensitive to busy environments and prefers dim lighting.
- **Task:** How would you manage classroom group work and the environment for Osian to feel safe and engaged?



Lowri (10 oed)

- **Grymderau:** Yn greadigol iawn, yn enwedig mewn ysgrifennu a chelf.
- **Heriau:** Yn profi ffrwydradau emosiynol pan yn wynebu newidiadau sydyn neu gamddealltwriaeth.
- **Anghenion Synhwyrdd:** Yn awchu am fewnbwn synhwyrdd (e.e. blancedi pwyso, teganau prysur).
- **Tasg:** How would you structure Lowri's day to balance independence and inclusion in group projects?

Lowri (Age 10)

- **Strengths:** Very creative, especially in writing and art.
- **Challenges:** Experiences meltdowns when faced with sudden changes or misunderstandings.
- **Sensory Needs:** Craves sensory input (e.g., likes weighted blankets, fidget items).
- **Task:** How would you structure Lowri's day to balance independence and inclusion in group projects?



What is Autism Film	https://autismwales.org/en/parents-carers/what-is-autism/	For information, additional training materials
eLearning 	eLearning - Awtistiaeth Cymru Autism Wales National Autism Team	For information, additional training materials
Learning About Autism	Education - Awtistiaeth Cymru Autism Wales National Autism Team	Learning About Autism- resources to become an autism aware school
Community of Practice	Community of Practice sessions - Awtistiaeth Cymru Autism Wales National Autism Team	Additional training resources including our bespoke sessions for education on ND with Catrina Lowri
SIGNS of Autism poster download Identifies common features that autistic people may present	https://autismwales.org/wp-content/uploads/2020/09/autism-do-you-know-the-signs-a4.pdf	For information, additional learning materials
Birthday Party Film Film that identifies 3 autistic children with very different presentations	https://autismwales.org/en/community-services/i-work-with-children-in-health-social-care/the-birthday-party/	For information, additional learning materials
Employment	Exploring Employment Event - Awtistiaeth Cymru Autism Wales National Autism Team ExploringEmploymentResourceBooklet.pdf (autismwales.org)	For information, additional training materials



Resources for Further Reading

- **Autism Hampshire: Autism-Friendly Classrooms – Primary School Edition**

A comprehensive guide offering practical tips for creating inclusive classroom environments.

- **South Gloucestershire Council: Autism Toolkit for Primary Schools**

Provides strategies and resources to support autistic pupils in mainstream settings.

- **Tes Magazine: How to Create Autism-Friendly Classrooms That Benefit Everyone**

Discusses inclusive practices that support autistic students and enhance learning for all.



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