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	02	03	04	05	06	07
Croeso a corfestru!	Aseiniad - Assignment	CDUau – IDPs	PUDau - OPPs	Egwyl – Break	ACPau PCR's	Myfyrio – Reflect

Aseiniad – Assignment

JOURNAL 1,375 Words LEVEL 6

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

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

How to support staff
Ways to change attitudes and barriers to teaching children with ALN
Outlining personal strengths linked to role

CDU – IDP

- An Individual Development Plan (IDP) outlines a child's needs, the support required, and how progress will be reviewed.

- Mae Cynllun Datblygu Unigol (CDU) yn amlinellu anghenion plentyn, y gefnogaeth sydd ei hangen, a sut y caiff cynnydd ei adolygu.

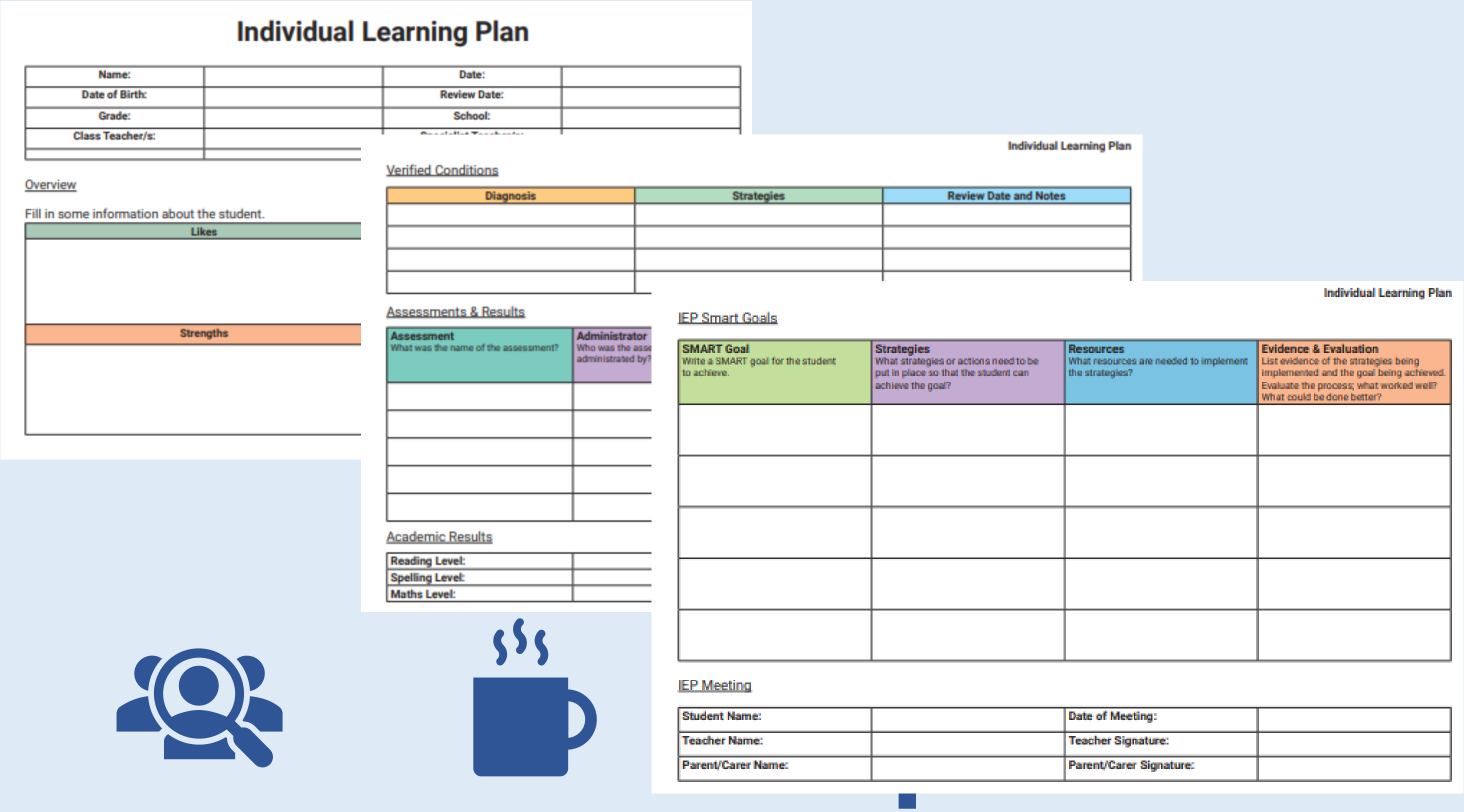
CDU – IDP

Writing an IDP / Ysgrifennu CDU

- Use clear, person-centred language.
- Include SMART outcomes.
- Collaborate with the learner, parents, and professionals.

- Defnyddiwch iaith glir, sy'n canolbwyntio ar y person.
- Cynnwys canlyniadau SMART.
- Cydweithio gyda'r dysgwr, rhieni a gweithwyr proffesiynol.

[Microsoft Word - Example Individual Development Plan (IDP).doc]



CDU - IDP Writing an IDP / Ysgrifennu CDU

Sut olwg sydd ar CDU?

- Gwybodaeth fywgraffiadol am y plentyn a manylion cyswllt y rhieni/gofalwyr ac unrhyw weithwyr proffesiynol perthnasol.
- Safbwyntiau, dymuniadau a theimladau'r plentyn, rhieni/gofalwyr y plentyn neu'r unigolyn ifanc.
- Disgrifiad clir a chynhwysfawr o anghenion dysgu ychwanegol y plentyn neu'r unigolyn ifanc.
- Disgrifiad o'r DDdY benodol a phwy sy'n gyfrifol am gyflwyno'r DDdY honno.
- Unrhyw fanylion am ddatgymhwyso'r cwricwlwm, darpariaeth arholiadau ac unrhyw ofynion o ran cludiant.
- Manylion pontio.
- Enw'r lleoliad.
- Cofnod o drafodaethau, cyngor a thystiolaeth, a dyddiad adolygu.

What does an IDP look like?

- Biographical information about the child and contact details for parents/carers and any relevant professionals.
- The child's, child's parents/carers or young person's views, wishes and feelings.
- A clear and comprehensive description of the child or young person's additional learning needs.
- A description of the specific Arranged Learning Provision, and who is responsible for delivering that ALP.
- Details of any curriculum disapplication, exam provision and any transport requirements.
- Transition details.
- Placement name.
- A record of discussions, advice and evidence and a review date.

CDU – IDP Writing an IDP / Ysgrifennu CDU

Mesur llwyddiant

- Bydd pob CDU yn cynnwys cynllun gweithredu clir, a fydd yn cael ei adolygu o leiaf bob 12 mis, neu'n unol â chais gan riant/gofalwr, i ystyried a yw'r plentyn neu'r unigolyn ifanc yn gwneud cynnydd tu ag at ei dargedau/thargedau.

- Bydd adolygiad oCDU yn casglu ac yn dadansoddi unrhy w wybodaeth neu dystiolaeth newydd. Bydd yn ystyried a yw'r disgrifiad o'r ADY yn yCDU yn gywir o hyd, yn sgil unrhyw wybodaeth neu dystiolaeth newydd, p'un a ddy lid pennu targedau newydd a ph'un a yw'r ddarpariaeth yn briodol o hyd.

Measuring success

•Each IDP will include a clear action plan, which will be reviewed at least every 12 months or on request from a parent/carer to consider whether the child or young person is making progress towards their targets.

•An IDP review will gather and analyse any new information or evidence. It will consider if the description of ALN in the IDP is still correct in the light of any new information or evidence, whether new targets should be set and whether the provision is still appropriate.

CDU – IDP Writing an IDP / Ysgrifennu CDU

Beth os yw'r dysgwr neu'r rhieni/gofalwyr yn anfodlon â'r CDU?

Os bydd unigolyn ifanc neu riant/gofalwr yn anfodlon â phenderfyniad yr ysgol neu goleg , gall gofyn i'r awdurdod lleol (ALI) ailystyried y penderfyniad a wnaed ar sail y canlynol:

- •P'un a oes gan y plentyn neu'r unigolyn ifanc ADY.
- •Gofyn i'r ALl adolygu CDU.
- •Bod yr ALl yn ystyried cymryd CDU gan ysgol neu sefydliad addysg bellach drosodd.
- •Ail-ystyried penderfyniad ysgol i roi'r gorau i gynnal CDU.

Mae pob ALI yn gyfrifol am gynnig gwasanaethau gwybodaeth a chyngor a gwasanaethau datrys anghytundebau i rieni/gofalwyr.

Bydd ysgolion, colegau ac awdurdodau lleol yn sicrhau bod teuluoedd yn ymwybodol o fanylion am y gwasanaeth.

Pan na ellir dod i gytundeb, bydd pawb dan sylw'n rhannu'r cyfrifoldeb am ddatrys yr anghytundeb.

What if the learner or parents/carers are unhappy with the IDP?

If a young person or parent/carer is unhappy about the school or college decision, they can ask that the local authority (LA) reconsider the decision made based on the following:

- •Whether the child or young person has ALN.
- •Requesting that an IDP is reviewed by the LA.
- •That the LA considers taking over a school or FEI IDP.
- •Reconsidering a school's decision to cease to maintain an IDP.

Every LA is responsible for providing information and advice services and disagreement resolution services for parents/carers.

Schools, colleges and LAs will ensure families are aware of the service details.

Where agreement cannot be reached everyone involved will share the responsibility for resolving the disagreement.

PUD – OPP

3. Beth yw Proffil Un Dudalen?

Mae proffil Un Dudalen yn dudalen sy'n llawn gwybodaeth **gadarnhaol** am blentyn neu berson ifanc sy'n galluogi pobl i ddod i adnabod y person, y pethau sy'n bwysig iddynt a'r ffyrdd gorau o gynnig cymorth.

Mae'n cynnwys gwybodaeth bwysig y mae angen ei rhannu â phawb sy'n cefnogi ac yn gweithio gyda'r plentyn neu'r person ifanc. Mae'n sicrhau bod cymorth priodol ar gael ac yn sail ar gyfer cynllunio'r ddarpariaeth bersonol ar gyfer y dysgwr.

Mae defnyddio proffiliau un dudalen yn arfer safonol ym mhob un o'n hysgolion ac nid ar gyfer plant a phobl ifanc ag anghenion dysgu ychwanegol yn unig. Mae proffil un dudalen yn cefnogi ysgolion i ganolbwyntio ar yr unigolyn ac i fod yn gynhwysol.

Mae proffiliau un dudalen yn cynnwys tri darn allweddol o wybodaeth ynghyd â ffotograff o'r dysgwr a'i enw llawn, gyda'i ganiatâd:

- Beth mae pobl yn ei hoffi / ei werthfawrogi am y plentyn neu'r person ifanc;
- Beth sy'n bwysig i'r plentyn neu'r person ifanc (teulu, ffrindiau, diddordebau, hobïau ac ati);
- Y ffordd orau o gefnogi'r plentyn neu'r person ifanc.

My One Page Profile

Child Name:
Matilda Smith

Class:
3

Age:
8 years old

Things I like
- Swimming
- Riding the bikes with my friends
- Mashed potato
- Playdough
- Funky Fingers Box
- Reading
- Ipad Time
- Golden Time
- Horse Riding

Things I don't like
- Loud noises
- Sand
- Washing my hands
- Numeracy
- Tidying up
- Sausages

How you can support me
- Talk clearly and quietly to me, saying my name first
- Give me short activities to do
- Give my activities I can complete on the Ipad
- Reward me with stickers and praise.
- Encourage me to try new things, especially foods.

I am good at
- Playing with my friends
- Swimming with school
- Reading 3 letter words
- Working independently using my Funky Fingers box
- Painting

People who work with me say
- I am friendly and play well with others
- I work hard in class
- I have good manners
- I am getting better at reading

PUD – OPP

What is a One Page Profile?

A One-Page profile is a page full of **positive** information about a child or young person which enables people to get to know the person, the things that are important to them and the best ways to offer support.

It contains important information that needs to be shared with everyone who supports and works with the child or young person. It ensures that appropriate support is in place and forms the basis for planning the personalised provision for the learner.

The use of one-page profiles is standard practice in all of our schools and not exclusively for children and young people with additional learning needs. A one-page profile supports schools to be person-centred and inclusive.

One-page profiles include three key pieces of information along with a photograph of the learner and their full name, with their consent:

•What people like / appreciate about the child or young person;

•What's important to the child or young person (family, friends, interests, hobbies etc.);

•Best way to support the child or young person.

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PUD – OPP

TASG: GWIRIWCH EICH OPP EICH HUN YR YDYCH CHI'N EI RHANNU, EI DIWYGIO A'I GWELLA!

One-page profile

Photo of young person here	*Like and admire* This element needs to be a positive, proud list of the learner's qualities, strengths and talents. Avoid words like 'usually' or 'sometimes' or anything that sounds like faint praise.

What's important to an individual

Include enough detail so someone who doesn't know the individual can understand what matters to them. If you took the names off the **one-page profiles** in a class, it should still be easy to identify everyone.

Instead of this	...write this
Loves break time	Playing games (usually involving running and skipping) with Hannah and her other close friends at break times.
Being organised	Having her pencil case and school bag packed the night before, and making sure her tray in class is tidy.
Having friends	Walking to school with her friend Ella every day, and sitting with Ella, Lucy and Nina at lunchtime.

How to support an individual well at school

Include enough detail that a supply teacher could immediately support the individual well and know both what to do and what to avoid.

Instead of this	...write this
Be patient with Liam	Liam may need you to repeat a task a couple of times before he feels confident trying it. You can tell if he is unsure because he will look out of the window and chew his pencil. Asking if he has any questions about the activity usually works better than asking if he understands what to do.
Chloe needs help with friendships	Chloe takes time getting to know people and making friends. It helps if you can find ways for her to spend her time and sit with different girls in the first weeks of term. She appreciates you asking how her friendships are going in one-to-one time.

TASK: CHECK YOUR OWN OPP THAT YOU SHARE, AMEND AND IMPROVE!

Egwyl - Break

[Person-centred Reviews: What are they, and how can they help?]

ACP - PCR

[Person-Centred Reviews film]

ACP - PCR

ACP - PCR

Cadeirio Adolygiad sy'n Canolbwyntio ar y Person

Chairing a Person Centred Review

- Hwyluso trafodaeth gynhwysol.
- Sicrhau bod pawb yn cael llais.
- Crynhowch bwyntiau allweddol a chytuno ar gamau nesaf.

- Facilitate inclusive discussion.
- Ensure all voices are heard.
- Summarise key points and agree next steps

Myfyrio – Reflect

[Repository – Hwb](https://hwb.gov.wales/repository/resource/954cd9cc-ea27-4c9d-be95-efe286a231a9/overview)

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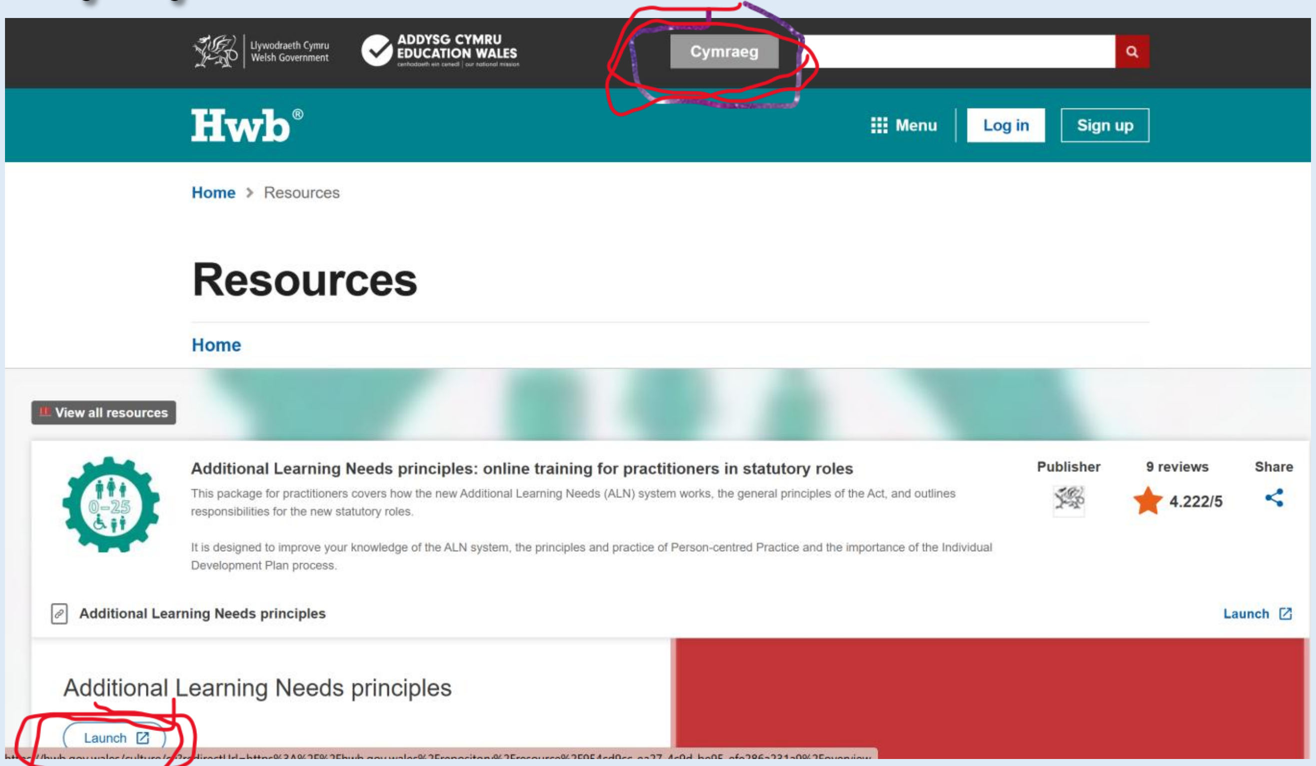

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