

Agenda – Y Pwyllgor Plant, Pobl Ifanc ac Addysg

Lleoliad:	I gael rhagor o wybodaeth cysylltwch a:
Ystafell Bwyllgora 5 – Tŷ Hywel	Llinos Madeley
Dyddiad: Dydd Mercher, 5 Chwefror 2020	Clerc y Pwyllgor 0300 200 6565
Amser: 09.15	SeneddPPIA@cynulliad.cymru

Rhag-gyfarfod preifat

(09.15 – 09.30)

1 Cyflwyniad, ymddiheuriadau, dirprwyon a datgan buddiannau

(09.30)

2 Addysg Heblaw yn yr Ysgol – sesiwn dystiolaeth 2

(09.30 – 10.30)

(Tudalennau 1 – 44)

Comisiynydd Plant Cymru

Sally Holland, Comisiynydd Plant Cymru (trwy gynhadledd fideo)

Jane Houston, Cyngorydd Polisi – Swyddfa Comisiynydd Plant Cymru (trwy gynhadledd fideo)

Dogfennau atodol:

Briff Ymchwil

CYPE(5)-05-20 – Papur 1 – Comisiynydd Plant Cymru

Egwyl

(10.30 – 10.45)

3 Addysg Heblaw yn yr Ysgol – sesiwn dystiolaeth 3

(10.45 – 11.45)

(Tudalennau 45 – 60)

Estyn

Jassa Scott, Cyfarwyddwr Strategol – Estyn



Cynulliad
Cenedlaethol
Cymru

National
Assembly for
Wales

Dyfrig Ellis, Cyfarwyddwr Cynorthwyol – Estyn

Denise Wade, Arolygydd Ei Mawrhydi – Estyn

Dogfennau atodol:

CYPE(5)–05–20 – Papur 2 – Estyn (Saesneg yn unig)

4 Addysg Heblaw yn yr Ysgol – sesiwn dystiolaeth 4

(11.45 – 12.45)

(Tudalennau 61 – 73)

Cynrychiolwyr o undebau athrawon

Mairead Canavan – Ysgrifennydd Rhanbarth Bro Morgannwg ac aelod o Weithrediaeth yr NEU

Tim Cox – Swyddog Polisi a Gwaith Achos Cymru, Cymdeithas Genedlaethol yr Ysgolfeistri ac Undeb yr Athrawesau (NASUWT)

Dilwyn Roberts–Young, Ysgrifennydd Cyffredinol – Undeb Cenedlaethol Athrawon Cymru (UCAC)

Dogfennau atodol:

CYPE(5)–05–20 – Papur 3 – Yr Undeb Addysg Cenedlaethol (NEU) (Saesneg yn unig)

CYPE(5)–05–20 – Papur 4 – Cymdeithas Genedlaethol yr Ysgolfeistri ac Undeb yr Athrawesau (NASUWT) (Saesneg yn unig)

5 Papurau i’w nodi

(12.45)

5.1 Llythyr gan Gomisiynydd Plant Cymru at Gadeirydd y Pwyllgor Deisebau ynghylch P–05–924: Sicrhau bod Llysgenhadon Llesiant ym mhob ysgol yng Nghymru

(Tudalennau 74 – 75)

Dogfennau atodol:

CYPE(5)-05-20 – Papur i'w nodi 1 (Saesneg yn unig)

5.2 Llythyr gan y Gweinidog Cyllid a'r Trefnydd at Ysgrifennydd y Trysorlys ynghylch Cronfeydd Ymddiriedolaeth Plant

(Tudalennau 76 – 77)

Dogfennau atodol:

CYPE(5)-05-20 – Papur i'w nodi 2 (Saesneg yn unig)

5.3 Llythyr gan y Gweinidog Iechyd a Gwasanaethau Cymdeithasol – gwybodaeth ychwanegol yn dilyn y sesiwn graffu ar y gyllideb ddrafft ar 8 Ionawr

(Tudalennau 78 – 84)

Dogfennau atodol:

CYPE(5)-05-20 – Papur i'w nodi 3

5.4 Llythyr gan y Gweinidog Addysg – gwybodaeth ychwanegol yn dilyn y sesiwn graffu ar y gyllideb ddrafft ar 8 Ionawr

(Tudalennau 85 – 89)

Dogfennau atodol:

CYPE(5)-05-20 – Papur i'w nodi 4

5.5 Llythyr at Gadeirydd y Pwyllgor ar Ddiwygio Etholiadol y Cynulliad – Goblygiadau posibl i bwyllgorau'r Cynulliad

(Tudalennau 90 – 92)

Dogfennau atodol:

CYPE(5)-05-20 – Papur i'w nodi 5

5.6 Llythyr gan y Gwasanaeth Cyflawni Addysg ar gyfer De Ddwyrain Cymru yn dilyn y sesiwn dystiolaeth ar 16 Ionawr ynghylch Gwella ysgolion a chodi safonau

(Tudalennau 93 – 95)

Dogfennau atodol:

CYPE(5)-05-20 – Papur i'w nodi 6 (Saesneg yn unig)

5.7 Llythyr gan Wasanaeth Effeithiolrwydd a Gwella Ysgolion Gogledd Cymru (GwE) yn dilyn y sesiwn dystiolaeth ar 16 Ionawr ynghylch gwella ysgolion a chodi safonau

(Tudalennau 96 – 98)

Dogfennau atodol:

CYPE(5)-05-20 – Papur i'w nodi 7 (Saesneg yn unig)

**5.8 Llythyr gan y Pwyllgor Cyllid at y Dirprwy Weinidog Iechyd a Gwasanaethau
Cymdeithasol – Bil Plant (Diddymu Amddiffyniad Cosb Resymol) (Cymru)**

(Tudalennau 99 – 101)

Dogfennau atodol:

CYPE(5)-05-20 – Papur i'w nodi 8

**6 Cynnig o dan Reol Sefydlog 17.42(ix) i benderfynu gwahardd y
cyhoedd o weddill y cyfarfod**

(12.45)

7 Addysg Heblaw yn yr Ysgol – trafod y dystiolaeth

(12.45 – 12.50)

Mae cyfyngiadau ar y ddogfen hon

Cynulliad Cenedlaethol Cymru
Y Pwyllgor Plant, Pobl Ifanc ac Addysg
Ymchwiliad i Addysg Heblaw yn yr Ysgol
EOTAS 08
Ymateb gan: Comisiynydd Plant Cymru

National Assembly for Wales
Children, Young People and Education Committee
Inquiry into Education Otherwise than at School
EOTAS 08
Response from: Children's Commissioner for Wales

Gwybodaeth gefndir am Gomisiynydd Plant Cymru

Prif nod Comisiynydd Plant Cymru yw diogelu a hybu hawliau a lles plant. Wrth ymarfer ei swyddogaethau, mae'n rhaid i'r Comisiynydd roi sylw i Gonfensiwn y Cenedloedd Unedig ar Hawliau'r Plentyn (CCUHP). Mae cylch gorchwyl y Comisiynydd yn cwmpasu holl feysydd pwerau datganoledig Cynulliad Cenedlaethol Cymru sy'n effeithio ar hawliau a lles plant.

Cytuniad hawliau dynol rhyngwladol yw CCUHP, sy'n berthnasol i bob plentyn a pherson ifanc hyd at 18 oed. Mae Llywodraeth Cymru wedi mabwysiadu CCUHP yn sylfaen ar gyfer llunio pob polisi sy'n ymwneud â phlant a phobl ifanc, ac mae Mesur Hawliau Plant a Phobl Ifanc (Cymru) 2011 yn gosod dyletswydd ar Weinidogion Cymru, wrth ymarfer eu swyddogaethau, i roi 'sylw dyledus' i CCUHP.

Nid yw'r ymateb hwn yn gyfrinachol.

Cefndir y Cenedloedd Unedig

Cyflwynir hawliau dynol pob plentyn i dderbyn addysg yng Nghonfensiwn y Cenedloedd Unedig ar Hawliau'r Plentyn¹ (CCUHP) trwy Erthyglau 23, 28 a 29 a hefyd yng Nghonfensiwn y Cenedloedd Unedig ar Hawliau Pobl ag Anableddau² (CCUHPA) trwy Erthygl 24. Mae Sylw Cyffredinol Rhif 9

¹ <https://ohchr.org/EN/HRBodies/CRC/Pages/CRCIndex.aspx>

² <https://www.ohchr.org/EN/HRBodies/CRPD/Pages/ConventionRightsPersonsWithDisabilities.aspx>

(2006): Hawliau Plant ag Anabledau³ a Sylw Cyffredinol Rhif 1: Nodau Addysg (erthygl 29) (2001)⁴ yn fynegiant pellach o'r hawliau i addysg y mae'r ddau Gonfensiwn yn eu gwarantu. Ar sail yr hawliau hyn y mae'n rhaid i ni asesu cryfderau a gwendidau'r ddarpariaeth Addysg heblaw am yn yr Ysgol (EOTAS) yng Nghymru.

Trosolwg o'r ymateb

Mae'r data diweddaraf gan Lywodraeth Cymru (2018)⁵ yn dangos bod nifer y disgyblion sy'n derbyn EOTAS wedi codi bron bob blwyddyn yn ystod y chwe blynedd diwethaf. Yn wythnos cyfrifiad ysgol Ionawr 2018, cyfanswm nifer y disgyblion yr adroddwyd eu bod yn derbyn EOTAS wedi'i ariannu gan eu hawdurdod lleol oedd 2,188, neu gyfradd o 3.4 disgybl o bob 1000, sy'n gynydd o 2.6 o bob 1000 o ddisgyblion yn 2013. Y gyfradd hon o 3.4 disgybl o bob 1000 yw'r uchaf ers 2009/10. O'r rhain, roedd gan 86.8% anghenion addysgol arbennig, roedd gan 4 o bob 10 hawl i dderbyn prydau ysgol am ddim, ac roedd 7 o bob 10 yn fechgyn.

Mae fy ymateb wedi'i seilio'n bennaf ar y gwaith achosion a gefais yn ystod y pedair blynedd diwethaf ynghylch darpariaeth EOTAS. Mae dadansoddiad o'r achosion hyn yn dangos gwerth a phwysigrwydd darpariaeth EOTAS i lawer o blant a phobl ifanc, ac yn amlygu bod modd i ddarpariaeth brydlon, o ansawdd uchel, fod o fudd aruthrol. Fodd bynnag, mae'r achosion hyn hefyd yn amlygu peth arfer gwael a methiannau yn y system gefnogi ehangach i blant. Mae themâu cyffredin rhwng achosion hefyd yn codi cwestiynau ynghylch bylchau posibl o ran polisi a darpariaeth. Mae achosion unigol yn amlygu cymhlethdod bywydau rhai plant yng Nghymru, a'r anawsterau mae rhai plant yn eu hwynebu o ran derbyn y gefnogaeth briodol ar draws asiantaethau i'w galluogi i gael mynediad at addysg. O ganlyniad, yn ogystal â thynnu sylw at themâu allweddol, lle bo hynny'n briodol rwy'n rhannu manylion dienw ynghylch achosion, yn fodd i ddarlunio materion a heriau sy'n codi. Mae'n werth nodi bod nifer o'r heriau hynny yn rhai a nodwyd hefyd yn adroddiad 2014 ynghylch Unedau Cyfeirio Disgyblion⁶ a gyhoeddwyd gan fy rhagflaenydd yn swydd Comisiynydd Plant Cymru, ac rwyf wedi amlygu lle mae problemau'n parhau. Mae gen i un pryder

³ <https://www.refworld.org/docid/461b93f72.html>

⁴ [https://www.ohchr.org/EN/Issues/Education/Training/Compilation/Pages/a\)GeneralCommentNo1TheAimsofEducation\(article29\)\(2001\).aspx](https://www.ohchr.org/EN/Issues/Education/Training/Compilation/Pages/a)GeneralCommentNo1TheAimsofEducation(article29)(2001).aspx)

⁵ <https://gweddill.gov.wales/docs/statistics/2018/180725-pupils-educated-other-than-at-school-2017-18-en.pdf>

⁶ https://www.childcomwales.org.uk/wp-content/uploads/2016/04/Right_to_learn_eng-F.pdf

cyffredinol nad yw'n ymwneud â gwaith achosion a dderbyniwyd gan fy swyddfa: y pryder hwnnw yw statws cofrestru rhai darparwyr EOTAS ac rwy'n disgrifio hynny ar ddechrau'r ymateb hwn.

Darparwyr heb eu cofrestru

Rwy'n pryderu bod rhai awdurdodau lleol yng Nghymru yn 2016 yn cynnal unedau heb eu cofrestru sy'n addysgu disgyblion oed ysgol gorfodol. Adroddodd Estyn am hyn yn 2007⁷ ac ategu bod hynny'n dal yn wir yn 2016⁸, gan nodi bod mwyafrif yr unedau hyn yn *'ganolfannau cymunedol y mae disgyblion yn mynd iddynt ar gyfer eu 'gwersi gartref'* ac yn ogystal, bod awdurdodau lleol yn comisiynu EOTAS gan ddarparwyr heb eu cofrestru sy'n gweithredu fel ysgolion annibynnol, yn unol â'r diffiniad yn Neddff Addysg 2002. Yn ôl Estyn, *lleiafrif o awdurdodau lleol sy'n comisiynu EOTAS amser llawn ar gyfer grwpiau mawr o ddisgyblion gan ddarparwyr sydd heb eu cofrestru fel ysgolion annibynnol. Mae mwyafrif yr awdurdodau lleol yr ymwelwyd â hwy yn cynnal UCDAu heb eu cofrestru. Maent yn rhedeg canolfannau gwersi a chanolfannau eraill heb eu cofrestru i ddarparu addysg am hyd at 25 awr yr wythnos.* Er bod rhai o'r darparwyr hyn sydd heb eu cofrestru o bosib yn cynnig addysg a chefnogaeth ardderchog i blant a phobl ifanc, mae'r ffaith eu bod heb eu cofrestru yn creu perygl diogelu, gan nad ydynt yn dod o dan y rheoliadau sy'n llywodraethu ysgolion annibynnol⁹. Mae'r rheoliadau hynny'n cynnwys rhai gofynion diogelu megis sicrhau gwiriadau datgelu a gwahardd wrth recriwtio staff sy'n gweithio gyda phlant a phobl ifanc. Mae'r sefyllfa hefyd yn codi risg o ran sicrhau ansawdd, gan na fydd y lleoliadau hyn sydd heb eu cofrestru yn cael yr un arolygiadau allanol o'u darpariaeth. Rwy'n ymwybodol bod y Llywodraeth wedi ysgrifennu at holl awdurdodau lleol Cymru, yn dilyn adroddiad Estyn yn 2016, yn nodi y dylai darparwyr fod wedi'u cofrestru, a bod cynnydd ers hynny yn nifer y lleoliadau sydd wedi cofrestru. Rwyf hefyd yn rhagweld y bydd yr adolygiad comisiynu EOTAS ledled Cymru sydd i ddod gan Lywodraeth Cymru yn nodi unrhyw ddefnydd cyson o ddarpariaeth heb ei chofrestru. Ar ben hynny, dylai'r adolygiad hwn amlygu unrhyw gyfle i wella'r trefniadau comisiynu fel bod mwy o eglurder, yn gyntaf ynghylch pa ddisgyblion sy'n derbyn pa ddarpariaeth ledled Cymru, ac yn ail, mwy o dryloywder ynghylch ansawdd y ddarpariaeth hon.

⁷ Estyn (2007) Local education authority practice in monitoring the location of pupils being educated outside the school setting and those missing from education. Caerdydd: Estyn. [Ar-lein].

⁸ <https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/EOTAS%20remit%20report.pdf>

⁹ <http://www.legislation.gov.uk/wsi/2003/3234/introduction/made>

Byddaf hefyd yn codi'r mater hwn yn fy nghyfarfod blynyddol gyda Phrif Arolygydd Addysg a Hyfforddiant Ei Mawrhydi yng Nghymru, i drafod canfyddiadau Estyn ynghylch y ddarpariaeth EOTAS ers adroddiad thematig 2016.

Gwaith Achosion Ymchwiliadau a Chyngor

Ers i mi ddod yn Gomisiynydd rwyf wedi derbyn nifer o achosion trwy fy Ngwasanaeth Ymchwiliadau a Chyngor sy'n ymwneud â phlant a phobl ifanc sy'n derbyn neu'n ceisio darpariaeth EOTAS. Ar ôl adolygu'r holl gofnodion achosion a allai fod yn berthnasol o'n system rheoli gofal, rwyf wedi nodi 25 achos perthnasol, y cyfan wedi dod i law ers 2015, i'w dadansoddi mewn perthynas â'r ymchwiliad yma.

Enghreifftiau o arfer da

Yn ddieithriad, pan fydd pobl ifanc, teuluoedd neu weithwyr proffesiynol yn cysylltu â'm gwasanaeth gwaith achosion, mae problemau wedi codi. Fodd bynnag, trwy'r gwaith achosion hwn, a hefyd trwy waith cyfranogol fy swyddfa, mae fy nhîm a minnau wedi nodi sawl enghraifft o arfer da yn y ddarpariaeth EOTAS. Dyma restr o rai o'r enghreifftiau hynny:

- Darparu lleoliadau deul, er enghraifft gall amserlen lai yn yr ysgol, yn cael ei hategu gan wersi gartref, fod yn ffordd ddefnyddiol o weithredu. Gall hyn gefnogi plant a phobl ifanc i gadw mewn cysylltiad ag addysg brif ffrwd mewn modd y gallan nhw ymdopi ag e, heb golli eu cyfleoedd i ddysgu.
- Gall trefniant ysgol hyblyg alluogi plant a phobl ifanc i gadw mewn cysylltiad â lleoliad prif ffrwd mewn modd y gallan nhw ymdopi ag e. Mae rhai Penaethiaid yn hapus i ganiatáu trefniant ysgol hyblyg, ond mae eraill yn gwrthod oherwydd pryderon y bydd hynny'n edrych yn wael o ran eu ffigurau presenoldeb yn yr ysgol. Mae'r adolygiad sydd ar ddod o'r Canllawiau ar y codau presenoldeb yn yr ysgol¹⁰ yn gyfle i adlewyrchu hyn, a gallai olygu bod mwy o Benaethiaid yn teimlo eu bod yn gallu cynnig y dewis hwn i deuluoedd er mwyn sicrhau bod mwy o blant a phobl ifanc yn aros mewn addysg brif ffrwd.
- Gall gwersi gartref fod yn bont bwysig ar gyfer plant a phobl ifanc sydd rhwng lleoliadau, fe all olygu nad yw plant yn wynebu bylchau yn eu haddysg, a gall gynnig ail gyfle i lwyddo, fel y nodwyd gan Estyn.¹¹

¹⁰ <https://gov.wales/sites/default/files/publications/2018-03/guidance-on-school-attendance-codes.pdf>

¹¹ <https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/EOTAS%20remit%20report.pdf>

- Gall llwybrau 14-19, cyfuno dysgu yn yr ysgol a'r coleg, helpu pobl ifanc i gadw mewn cysylltiad ag addysg, a datblygu sgiliau newydd a phennu targedau a dyheadau ar gyfer y dyfodol. Mae hyn yn ategu sylw Estyn y gall cyrsiau galwedigaethol a gynigir trwy ddarpariaeth EOTAS alluogi pobl ifanc i gael profiadau dysgu ystyrion a chaffael cymwysterau.¹²
- Mae grwpiau meithrin disgyblion yn cynnig cefnogaeth hanfodol i lawer o blant a phobl ifanc. Yn ddiweddar rwyf wedi ymweld ag unedau meithrin disgyblion yn Ysgol Gyfun Fitzalan (Caerdydd) ac Ysgol Ferched Lewis (Caerffili), sydd fel ei gilydd wedi eu lleoli yn nhŷ'r gofalwr gynt, ar dir yr ysgol, ac yn darparu lle ar gyfer disgyblion agored i niwed cyn yr ysgol ac yn ystod amser egwyl, yn ogystal â darparu cefnogaeth un-i-un a grwpiau. Mae ysgolion cynradd Pillgwenlly (Casnewydd), Glancegin (Gwynedd) a Phriordy Monkton (Sir Benfro) wedi sefydlu dosbarthiadau meithrin disgyblion yn eu hysgolion, y gall plant fynd iddynt yn rhan amser neu'n llawn amser. Mae'r rhain yn darparu ar gyfer plant sydd ag ymddygiad heriol neu rai sydd angen cefnogaeth i ddatblygu'r sgiliau angenrheidiol i fod yn rhan o ystafell ddosbarth brif ffrwd. Ym mhob un o'r lleoliadau hyn, y bydd llawer mwy o enghreifftiau ohonynt ledled Cymru, mae ysgolion yn galluogi plant i gael eu cynnwys ac yn atal gwaharddiadau ac achosion o ddiffyg presenoldeb. Mae plant, pobl ifanc a'u teuluoedd wedi disgrifio wrth fy swyddogion sut mae'r grwpiau hyn yn yr ysgol wedi galluogi teuluoedd i adeiladu perthnasoedd cryf, llawn ymddiriedaeth gyda gweithwyr proffesiynol.
- Yn fwy cyffredinol, mae gweithwyr proffesiynol cefnogol, y gellir ymddiried ynddynt, sy'n gwrandao ar blant, pobl ifanc a'u teuluoedd yn chwarae rhan amhrisiadwy mewn lleoliadau EOTAS, ac mewn ysgolion. Mae'r berthynas rhwng plant a chynorthwyyr cynnal dysgu yn rhai hanfodol, ac mae'n bwysig buddsoddi ynddynt. Mae teuluoedd wedi disgrifio wrth fy swyddfa sut mae'r perthnasoedd hyn wedi cadw plentyn mewn ysgol brif ffrwd.
- Gall cefnogi plant a phobl ifanc i ddychwelyd yn raddol i addysg brif ffrwd fod yn fuddiol, ac mae unedau grwpiau bach yn aml yn chwarae rhan bwysig.
- Gall dulliau trawsasiantaeth o weithredu fod yn werthfawr dros ben wrth gefnogi plant i aros mewn lleoliadau prif ffrwd a ffynnu yno. Mae'r rhain yn cynnwys cyfarfodydd y Tîm o Gwmpas y Teulu (TAF) a'r Tîm o Gwmpas y Plentyn (TAC).
- Gall ymyriadau person-ganolog dwys, wrth weithio gyda phobl ifanc a'u teuluoedd, gefnogi plant a phobl ifanc i ymgysylltu o'r newydd â lleoliadau addysg. Enghraifft o hyn

¹² [Ibid](#)

yw'r dull gweithredu seiliedig ar asedau a fabwysiadwyd gan Sylfaen Cymunedol, elusen datblygu cymunedol yng Ngwynedd ac Ynys Môn. Mae'r prosiect hwn, sy'n cael ei ariannu gan ymddiriedolaethau elusennol, Plant mewn Angen a'r Loteri Fawr, yn gweithio'n ddwys gyda rhyw 40 o bobl ifanc a'u teuluoedd bob blwyddyn. Mae'r rhaglen hon yn cefnogi pobl ifanc sydd mewn perygl o ddadgofrestru neu a ddadgofrestrodd yn ddiweddar, ac sy'n awyddus i ddychwelyd o dan gyfrifoldeb yr awdurdod lleol er mwyn cael mynediad at addysg mewn lleoliadau ysgol neu trwy ddarpariaeth EOTAS. Mae rhai Unedau Cyfeirio Disgyblion yng Nghymru yn datblygu dulliau gweithredu seiliedig ar hawliau plant ac yn eu gwreiddio ar draws y sefydliad, yn aml gyda chefnogaeth fy nghynlluniau Llysgenhadon. Mae Uned Amgen y Bont ym Mhen-y-bont ar Ogwr yn enghraifft o hynny. Yn y lleoliad hwn mae pobl ifanc yn cael eu galluogi i chwarae rhan weithredol yn y penderfyniadau a wneir ac i ddeall a phrofi eu hawliau fel y gwarantir gan CCUHP.

Trosolwg o'r materion canolog

Mewn niferoedd, mae trosolwg o'r materion canolog a ddaeth i'r amlwg yn fy achosion

Ymchwiliadau a Chyngor yn dangos y canlynol:

- Mae 10 achos yn ymwneud â phlant neu bobl ifanc nad oedd eu darpariaeth EOTAS yn ddigonol, neu nad oeddent yn cael mynediad i unrhyw ddarpariaeth addysg o gwbl.
- Mae 7 achos (o leiaf) yn ymwneud â phlant a phobl ifanc sydd â datganiad o Anghenion Addysgol Arbennig (AAA).
- Mae 5 achos yn ymwneud â phlant neu bobl ifanc sy'n derbyn neu'n disgwyl am gefnogaeth iechyd meddwl gan CAMHS.
- Mae 3 achos yn ymwneud â phlant neu bobl ifanc a gafodd eu gwahardd am gyfnod penodol neu'n barhaol.
- Mae 3 achos yn ymwneud â phlant neu bobl ifanc sy'n disgwyl am asesiad statudol ar gyfer AAA, neu y gwrthodwyd hynny iddynt.
- Roedd 3 achos yn ymwneud â phlant neu bobl ifanc oedd wedi bod yn derbyn gofal.
- Roedd 2 achos yn ymwneud â phobl ifanc oedd wedi derbyn yr un ddarpariaeth EOTAS heb adolygiad gweithredol.
- Roedd 1 achos yn ymwneud â pherson ifanc a gafodd wersi gartref oherwydd nad oedd lle ar gael yn yr uned arbenigol a argymhellwyd ar eu cyfer.
- Roedd 1 achos yn ymwneud â pherson ifanc oedd yn derbyn gwersi gartref oherwydd bwlio mewn lleoliad blaenorol.

- Roedd 1 achos yn ymwneud â phlentyn yn derbyn darpariaeth EOTAS oherwydd anghenion meddygol cymhleth.
- Roedd 1 achos yn ymwneud â diffyg cyfranogiad person ifanc mewn penderfyniadau ynghylch lleoliad eu haddysg
- Roedd 1 achos yn ymwneud â pherson ifanc oedd yn methu cael mynediad i addysg Gymraeg trwy'r ddarpariaeth EOTAS.
- Roedd 1 achos yn ymwneud â methiant i ddarparu gwybodaeth i'r plentyn a'r teulu.

Darpariaeth annigonol neu ddim darpariaeth

Byddaf yn disgrifio dau achos sy'n gysylltiedig â'r mater hwn, er mwyn amlinellu rhai o'r cymhlethdodau a'r materion sy'n codi ar gyfer plant a phobl ifanc sy'n cael mynediad i EOTAS.

Mewn un achos sy'n parhau nid yw person ifanc yn ei arddegau cynnar yn cael mynediad i unrhyw addysg ar hyn o bryd. Mae gan y person ifanc yma anghenion cymdeithasol, emosiynol ac ymddygiadol sydd heb gael eu diwallu mewn lleoliadau prif ffrwd yn y gorffennol. Mae lleoliadau arbenigol yn y gorffennol hefyd wedi methu, ac yn fwyaf diweddar rhoddwyd lleoliad EOTAS amgen i'r person ifanc yma, gyda ffofws ar ddysgu ymarferol ac yn yr awyr agored. Er bod y lleoliad hwn yn cael ei ddisgrifio fel un sy'n cynnwys addysg llythrennedd a rhifedd, teimlai'r person ifanc fod yr elfen hon o'i addysg ar goll, ac roedd yn pryderu am effaith hynny yn y dyfodol. Roedd y person ifanc hefyd yn cael bod y lleoliad yn ailadroddus dros ben, gan fod yr un cwrs o ddysgu wedi digwydd sawl tro dros gyfnod estynedig, ac roedd diffyg hyblygrwydd i alluogi dysgu arall i ddigwydd.

Datgysylltodd y person ifanc ei hun o'r ddarpariaeth a gofyn am ddychwelyd i'r ysgol, ond am sawl rheswm cymhleth, ni farnwyd bod hyn yn briodol. Ar hyn o bryd mae'r awdurdod yn chwilio am ddarpariaeth EOTAS interim, ac mae fy swyddfa'n dal i bwysu am gael hyd i leoliad arall addas yn gyflym.

Mewn achos arall, sydd bellach wedi cael ei ddatrys, roedd plentyn oed cynradd hŷn yn gwrthod mynd i'r ysgol ac yn colli addysg. Roedd gan y plentyn yma ddiagnosis o ASD, ond gwrthodwyd asesiad statudol. Roedd gan y plentyn hefyd lefel uchel o orbryder ac roedd yn cael cefnogaeth gan CAMHS. Sicraodd ymyrraeth gan fy swyddfa fod asesiad statudol yn digwydd a bod gwersi'n cael eu darparu gartref. Yn sgîl ymchwiliadau parhaus gan fy swyddfa, cafodd y plentyn yma le mewn uned cyfeirio disgyblion, lle mae'n ffynnu, ac mae bellach wedi cynyddu i oriau amser llawn, bron â bod. Fodd bynnag, mae'n bwysig nodi bod lefel uchel o wrthwynebiad gan yr awdurdod i gynnig y lle hwn,

a bod ei sicrhau wedi galw nid yn unig am ddwy flynedd o ymyrraeth gyson ar ran fy swyddfa, ond hefyd yn adlewyrchu dyfalbarhad a phenderfyniad y teulu.

Mae'r ddau achos yma yn cyfeirio at nifer o faterion yr wyf yn eu hamlinellu isod, y mae llawer ohonynt yn cael eu hadlewyrchu mewn achosion eraill o'r math yma y bu fy swyddfa'n ymateb iddynt.

Bylchau yn y ddarpariaeth

Ategir yr achosion uchod lle roedd y plentyn yn profi bwlch yn y ddarpariaeth addysgol, sefyllfa sydd wedi codi mewn achosion eraill hefyd, gan ganfyddiad Estyn bod lleiafrif o ddisgyblion '*ddim yn mynd i'r ysgol nac unrhyw ddarpariaeth arall am gyfnodau hir cyn cychwyn ar EOTAS*'¹³. Mae'r ffaith bod hyn wedi codi mewn achosion diweddar yn dangos bod argymhelliad Estyn yn 2016 y dylai awdurdodau lleol '*ddarparu addysg addas i ddisgyblion o fewn 15 niwrnod i wneud penderfyniad y dylent dderbyn EOTAS*', yn dal heb gael ei gyflawni ym mhob achos. Yn wythnos cyfrifiad Ionawr 2018, cofnodwyd bod 32 o ddisgyblion heb unrhyw ddarpariaeth addysgol.¹⁴ Mae'n rhaid ymdrin â hyn er mwyn cyflawni dyletswyddau awdurdodau lleol i ddarparu addysg addas ar gyfer plant oed ysgol gorfodol a all fod, oherwydd salwch, gwahardd o'r ysgol neu reswm arall, heb dderbyn addysg addas am unrhyw gyfnod oni bai bod trefniadau o'r fath yn cael eu gwneud ar eu cyfer. O dan adran 19(6) o Ddeddf Addysg 1996 y diffiniad o addysg addas yw addysg 'effeithlon' sy'n addas ar gyfer oed, gallu, anian, ac unrhyw anghenion addysgol arbennig (AAA) sydd gan y plentyn (neu'r person ifanc). Mae'n amlwg nad yw bwlch sylweddol yn y ddarpariaeth yn cyflawni'r rhwymedigaeth hon, na'n rhwymedigaethau o ran hawliau plant i dderbyn addysg a amlygwyd ar ddechrau'r ymateb hwn. Fodd bynnag, fel y dangosir isod, mae'r achosion hyn hefyd yn dangos, hyd yn oed pan gaiff lleoliadau eu darparu, nad yw'r rhwymedigaethau hyn bob amser yn cael eu cyflawni.

Cwricwlwm Eang a Chytbwys

Nid ymddengys bod y ddarpariaeth addysgol mewn lleoliadau EOTAS bob amser yn ystyrlon i bobl ifanc: roedd hyn yn amlwg yn yr achos cyntaf a amlinellwyd uchod, ond mae hefyd wedi bod yn berthnasol mewn sawl achos arall a ddaeth at sylw fy swyddfa. Nid yw pobl ifanc yn gwerthfawrogi ailadrodd cwricwlwm o weithgareddau sydd ddim yn newid. Lluniwyd peth darpariaeth EOTAS i bobl

¹³ <https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/EOTAS%20remit%20report.pdf>

¹⁴ <https://gweddill.gov.wales/docs/statistics/2018/180725-pupils-educated-other-than-at-school-2017-18-en.pdf>

ifanc ei dilyn am gyfnod byr, ond pan fydd pobl ifanc yn profi'r ddarpariaeth hon am gyfnod estynedig, mae angen i ddarparwyr sicrhau bod hyblygrwydd yn y dysgu er mwyn i'r plant a'r bobl ifanc fedru datblygu a gwneud cynnydd. Mae fy ngwaith achosion yn dangos nad yw rhai lleoliadau amgen fel yr un a ddisgrifiwyd (ac eraill) yn darparu cyfleoedd neu gymwysterau o'r fath yn hwylus i bobl ifanc, a chefnogir hynny gan adroddiad Estyn yn 2016, lle canfuwyd, *'At ei gilydd, nid yw'r ddarpariaeth EOTAS yn rhoi i ddisgyblion yr un mynediad i'r pethau y gallant eu hawlio o ran addysg â'u cyfoedion. Mae'n rhaid i leiafrif o ddisgyblion aros am fwy na 15 niwrnod i gael mynediad i'r ddarpariaeth, i dderbyn cwricwlwm cyfyngedig, neu i ddilyn cyrsiau nad ydynt yn ddigon heriol.'*¹⁵ Mae hyn yn annerbyniol ac yn achos clir o dorri hawliau dynol plant o dan CCUHP, yn fwyaf amlwg Erthyglau 28 a 29, sy'n nodi hawl pob person ifanc i ddatblygu eu doniau a'u sgiliau hyd yr eithaf sy'n ddelfrydol.

Nododd y ddogfen ymgynghori ar gyfer Ein Cenhadaeth Genedlaethol: Cwricwlwm

Trawsffurfiannol¹⁶ y canlynol yng nghyswllt Unedau Cyfeirio Disgyblion:

'Nid oes rhai i Unedau Cyfeirio Disgyblion (UCDau) gyflwyno'r cwricwlwm newydd yn ei gyfanrwydd. Serch hynny mae gofyn bod UCDau yn cyflwyno 'cwricwlwm eang a chytbwys', a bydd y gofyniad hwn yn parhau mewn perthynas â threfniadau'r cwricwlwm newydd. Mae rheoliadau Addysg (Unedau Cyfeirio Disgyblion)(Cymhwyso Deddfiadau)(Cymru) 2007 yn cymhwyso un elfen o'r cwricwlwm sylfaenol i UCDau – mae'n gofyn bod addysg rhyw yn cael ei addysgu i ddisgyblion oed uwchradd. Bydd hyn hefyd yn parhau i ddigwydd.'

Er nad wyf yn anghytuno nad yw bob amser yn briodol i Unedau Cyfeirio Disgyblion gyflwyno'r cwricwlwm yn ei gyfanrwydd, dylai pob darpariaeth EOTAS fod yn gweithio tuag at sicrhau bod y cwricwlwm 'eang a chytbwys' mae'n ei ddarparu yn cyfateb cymaint â phosibl i'r hyn y gall plant a phobl ifanc eraill ei hawlio, a byddwn i'n gobeithio bydd y gofynion o ran 'addysg rhyw' mewn Unedau Cyfeirio Disgyblion yn cael eu diweddarau, yn unol â chynigion y cwricwlwm newydd, fel bod pobl ifanc yn derbyn hawl statudol i gael addysg perthnasoedd a rhywioldeb. Mae'r dystiolaeth gyfredol yn dangos bod angen gwneud mwy i sicrhau bod lleoliadau EOTAS yn cyflawni eu dyletswyddau, a dylid ystyried bod ffocws cenedlaethol a lleol ar hyn yn rhan annatod o'r rhaglen Trawsffurfio Anghenion Dysgu Ychwanegol, a hefyd o'r dysgu proffesiynol a wneir i wreiddio'r cwricwlwm newydd.

¹⁵ <https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/EOTAS%20remit%20report.pdf>

¹⁶ <https://gov.wales/sites/default/files/consultations/2019-02/consultation-document-transformational-curriculum-v2.pdf>

Cymwysterau Ystyrion

Ar ben hynny, gall fod gan bobl ifanc a'r rhai sy'n eu cefnogi bryderon dealladwy ynghylch pa gymwysterau sydd ar gael trwy leoliadau EOTAS. Canfu ymchwiliad Estyn fod disgyblion sy'n derbyn EOTAS, yn gyffredinol, yn gweithio tuag at gyflawni cymwysterau lefel 1 a 2 seiliedig ar gredydau sy'n cyfateb i TGAU.¹⁷ Fodd bynnag, bydd newidiadau i'r fframwaith cymwysterau yn lleihau hyn i lefel sy'n cyfateb i ddau TGAU, ac rwy'n gobeithio bod lleoliadau'n ystyried y ffordd orau o alluogi pobl ifanc i gaffael cymwysterau ychwanegol o ganlyniad i'r newid hwn. Mae'n bwysig bod pob person ifanc yn cael cyfle am brofiadau a chymwysterau a fydd yn eu galluogi i barhau mewn addysg, cyflogaeth neu hyfforddiant ar ôl oed ysgol gorfodol. Mae fy ngwaith achosion yn dangos nad yw rhai lleoliadau amgen fel yr un a ddisgrifiwyd (ac eraill) yn darparu cyfleoedd neu gymwysterau o'r fath yn hwylus i bobl ifanc, a chefnogir hynny eto gan adroddiad Estyn, a ganfu, *nad yw disgyblion sy'n derbyn EOTAS fel arfer yn cael mynediad at gwricwlwm eang a chytbwys sy'n eu galluogi i gaffael cymwysterau sy'n ymateb i'w hanghenion a'u potensial. Ychydig iawn o ddisgyblion yn unig sy'n cael eu haddysgu gan arbenigwyr pwnc. Mae diffyg adnoddau a chyfleusterau ar gyfer pynciau megis gwyddoniaeth yn cyfyngu'r cwricwlwm ar gyfer gormod o'r disgyblion hyn. Mae'r diffyg hwn yn golygu bod disgyblion yn colli agweddau pwysig ar addysg, a gall hynny effeithio ar eu cyfleoedd yn y dyfodol o ran cyflogaeth a hyfforddiant.*¹⁸ Mae'n rhaid gwneud mwy i ymdrin â hyn ar lefel genedlaethol a lleol.

Llwybrau 14-19

O dan Fesur Dysgu a Sgiliau (Cymru) 2009, fel y'i newidiwyd gan Reoliadau Addysg (Cwricwlwm Lleol i Ddisgyblion yng Nghyfnod Allweddol 4)(Cymru)(Newidiwyd) 2014, mae dyletswydd ar awdurdodau lleol i ffurfio cwricwla lleol ar gyfer dysgwyr yng nghyfnod allweddol 4. Ar draws Cymru mae rhai plant yn dal i gael eu cefnogi ar lwybrau 14-19, lle maent yn cyfranogi mewn lleoliad deul rhwng ysgol a choleg: yn datblygu llythrennedd a rhifedd yn yr ysgol ac yn datblygu sgiliau trwy'r gwersi yn y coleg. Mae hyn yn werthfawr i lawer o bobl ifanc gan ei fod yn eu galluogi i gyflawni cymwysterau TGAU ochr yn ochr â dysgu sgiliau galwedigaethol, a hefyd yn darparu profiad o'r math o gyrsiau sydd ar gael mewn lleoliadau ôl-16, sy'n amhrisiadwy ar gyfer pobl ifanc sy'n cynllunio'u dyfodol ar ôl oed ysgol gorfodol. Fodd bynnag, mae fy swyddfa wedi nodi bod llai o bobl ifanc sy'n cysylltu â m Gwasanaeth Ymchwiliadau a Chyngor, yn ystod y blynyddoedd diwethaf, yn cael cynnig cyfle i ddilyn llwybrau 14-19 ac nad yw gwybodaeth am hynny fel opsiwn yn cael ei chyfleu i deuluoedd sy'n

¹⁷<https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/EOTAS%20remit%20report.pdf>

¹⁸<https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/EOTAS%20remit%20report.pdf>

cysylltu â'm gwasanaeth gwaith achosion pan fydd eu plant yn cael trafferth yn yr ysgol neu wedi cael eu gwahardd. Adlewyrchir hynny gan gyd-destun polisi lle'r ymddengys bod llwybrau 14-19 yn cael eu hesgeuluso i raddau helaeth yn y tirlun polisi addysg, gan nad ydynt yn rhan o'r canllawiau drafft ar gyfer y cwricwlwm sy'n datblygu¹⁹ na'r polisi addysg ehangach a ddisgrifiwyd yn Ein Cenhadaeth Genedlaethol²⁰. Mae Estyn hefyd yn adrodd mai opsiynau cyfyngedig a roddir i bobl ifanc a'u teuluoedd o ran lleoliadau i'r dyfodol a bod y cyfleoedd dysgu yn cael eu cyfyngu'n rhy aml gan yr hyn sy'n digwydd bod ar gael trwy ddarparwr lleol, yn hytrach nag fel rhan o lwybr a gynlluniwyd.²¹ Carwn annog y Llywodraeth i gynnwys ystyriaeth i'r llwybrau hyn wrth ddatblygu asesiadau a chymwysterau sy'n digwydd ar hyn o bryd i gefnogi trefniadau'r cwricwlwm newydd.

Cyfranogiad

Elfen arall yn yr achosion hyn, a adlewyrchir mewn llawer o rai eraill a ddaeth i'm sylw, yw cyfranogiad plant a phobl ifanc. Mae CCUHP yn gwarantu hawliau cyfranogiad i bob plentyn a pherson ifanc. Mae cyfranogiad yn un o egwyddorion trawstoriadol y Confensiwn, sy'n hanfodol er mwyn gwireddu'r holl hawliau eraill. Yr hawl gyfranogol allweddol yw Erthygl 12, hawl plentyn i fynegi barn ar benderfyniad sy'n effeithio ar ei fywyd a bod y farn honno'n cael pwys dyledus wrth wneud y penderfyniad. Ymhlith yr hawliau cyfranogol eraill mae'r hawl i gael gwybodaeth gywir a rhyddid mynegiant (Erthyglau 13 ac 17), yr hawl i gyfranogi mewn grwpiau a chwrdd â ffrindiau (Erthygl 15), a'r hawl i gyfranogi mewn gweithgaredd diwylliannol, crefydd, chwaraeon a chwarae (Erthyglau 14 a 31).

Mae gweithwyr proffesiynol sy'n rhan o ddarpariaeth EOTAS, er enghraifft gwersi gartref, wedi rhoi gwybod i'm swyddfa bod plant a phobl ifanc yn aml yn teimlo nad ydynt yn cael gwrandawriad nac yn gallu bod yn rhan o benderfyniadau. Er enghraifft, pan fydd darpariaeth diwtora yn cael ei hadolygu gan banel, gwahoddir y person ifanc a'r tiwtor i rannu eu barn am y ddarpariaeth a mynegi beth hoffent ei weld yn digwydd nesaf. Ond wedi'r cyfarfod, ni roddir adborth i'r tiwtor na'r person ifanc: ni chânt eu hysbysu ynghylch pa benderfyniad a wnaed na pham, ac mae'r ddarpariaeth yn parhau heb newid. Mae gweithwyr proffesiynol wedi dweud wrth fy swyddogion y byddant wedyn yn darparu'r un wybodaeth yn union yn yr adolygiad nesaf, ond eto na fyddant yn cael adborth yn dilyn y cyfarfod. Mae fy ngwaith achosion hefyd wedi cynnwys enghreifftiau o deuluoedd sydd ddim yn derbyn gwybodaeth ac sy'n aneglur iawn ynghylch penderfyniadau a chymau nesaf. Mae darparu gwybodaeth hygyrch yn dilyn penderfyniadau yn elfen greiddiol o'r Safonau Cyfranogiad

¹⁹ <https://hwb.gov.wales/draft-curriculum-for-wales-2022/a-guide-to-curriculum-for-wales-2022/>

²⁰ <https://gov.wales/sites/default/files/publications/2018-03/education-in-wales-our-national-mission.pdf>

²¹ <https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/EOTAS%20remit%20report.pdf>

Cenedlaethol²² ac yn hanfodol i sicrhau hawliau cyfranogiad plant a phobl ifanc. Mae hyn yn arfer gwael ac ni fydd o les i blant na phobl ifanc.

Yr angen am adolygu yn barhaus

Mae hefyd yn bwysig, lle mae plant a phobl ifanc yn derbyn gwersi gartref ar sail un-i-un, bod hynny'n destun adolygu gweithredol, parhaus, lle mae barn a phrofiadau'r person ifanc yn ystyriaeth allweddol. Mae gwersi unigol yn rhan werthfawr o gynnig cyffredinol EOTAS, ac i rai plant a phobl ifanc mae'n cynnig ffordd hanfodol o sicrhau nad ydynt yn colli addysg. Fodd bynnag, mae gwersi unigol yn creu rhwystrau posibl o ran gallu pobl ifanc i gael mynediad i'r hawliau cyfranogol eraill pwysig, sef chwarae, diwylliant, a chwrdd â ffrindiau. Mae bod heb fynediad i'r rhain yn cael effeithiau uniongyrchol, tymor canolig a thymor hir ar y plentyn. Mae'n rhaid i unrhyw ddarpariaeth (megis gwersi unigol) lle mae plant wedi'u hynysu oddi wrth blant eraill, gael ei hadolygu'n barhaus, a dylid ystyried opsiynau eraill, megis gwersi grŵp, neu ymuno â lleoliad ar sail ran amser neu hyblyg yn rheolaidd a thrafod hynny gyda'r plentyn neu'r person ifanc. Canfu adroddiad Estyn '*nad yw disgyblion sy'n derbyn EOTAS bob amser yn derbyn yr addysg amser llawn (fel arfer 25 awr yr wythnos) y mae ganddynt hawl i'w derbyn. Mae'r rhan fwyaf o ddisgyblion y mae awdurdodau lleol yn darparu gwersi gartref ar eu cyfer yn cael eu haddysgu am uchafswm o 10 awr yr wythnos.*'²³

Mae hyn yn adleisio'r profiad a welwyd yn fy ngwaith achosion, lle cynigir gwersi gartref fel arfer ar sail lawer mwy cyfyngedig na'r hyn y mae gan blant hawl i'w dderbyn. Weithiau mae hynny am reswm da, er enghraifft, dyna'r cyfan y gall y plentyn ymdopi ag e am resymau meddygol. Ond mae'n tanlinellu ymhellach yr angen am adolygu gwersi gartref yn rheolaidd er mwyn sicrhau eu bod yn ymateb i newidiadau cyson ym mywydau plant a phobl ifanc.

Yn yr achos a amlinellwyd uchod, bu'n rhaid wrth ddwy flynedd i sicrhau lleoliad ffurfiol. Mewn achos arall, roedd plentyn wedi bod allan o leoliad ers dwy flynedd, ond yn dilyn ymchwiliad gan fy swyddfa, cynigiwyd lle i'r plentyn mewn lleoliad o fewn naw wythnos. Os nad yw plentyn neu berson ifanc mewn unrhyw leoliad gyda phlant eraill mae'n rhaid gwneud penderfyniadau rheolaidd a gweithredol ynghylch eu darpariaeth, gan gadw lles pennaf y plentyn yn ganolog.

Yr angen am gefnogaeth AAA/ADY briodol

²² <http://www.childreninwales.org.uk/our-work/participation/participation-standards/>

²³ <https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/EOTAS%20remit%20report.pdf>

Mae'r achosion hyn hefyd yn tanlinellu pwysigrwydd asesu cynnar ar gyfer AAA a sicrhau cefnogaeth ychwanegol briodol, gan amlygu'r heriau a wynebir gan rai plant, pobl ifanc a'u teuluoedd wrth geisio sicrhau asesiad statudol, hyd yn oed. Rwy'n datblygu hyn yn fy adran isod ynghylch anghenion plant ifanc, ond mae'n bwysig, beth bynnag yw eu hoed, bod ymateb prydlon, sy'n cael ei arwain gan anghenion, i sicrhau bod plant a phobl ifanc yn cael y gefnogaeth gywir. Mae hynny yr un mor hanfodol mewn lleoliadau EOTAS ag mewn lleoliadau addysg eraill. Mae fy ngwaith achosion yn dangos nad yw plant a phobl ifanc sy'n derbyn EOTAS yn cael cefnogaeth ddigonol ar gyfer ADY, a bod hynny'n digwydd yn rhy aml. Ategir hyn eto gan adolygiad Estyn, *Nid yw disgyblion ag anghenion dysgu ychwanegol yn aml yn derbyn y gefnogaeth arbenigol sydd ei hangen arnynt, hyd yn oed os yw hynny wedi'i nodi mewn datganiad o anghenion addysgol arbennig. Nid ydynt yn derbyn yn gyson y gefnogaeth arbenigol amlasiantaeth y mae arnynt ei hangen.*²⁴ Eto, nid canfyddiad newydd yw hwn, ond mae'n ategu adroddiad Comisiynydd Plant 2014 ar Unedau Cyfeirio Disgyblion²⁵, lle dangoswyd bod lleoliadau UCDAu yn cael bod diwallu ystod a dyfnder anghenion ychwanegol dysgwyr yn heriol, a bod diffyg capasiti o ran staff a mynediad at hyfforddiant priodol. Mae rhaid i'r rhaglen Trawsffurfio ADY sicrhau ffocws ar leoliadau EOTAS i sicrhau bod hynny'n derbyn sylw.

Diffyg darpariaeth amserol ar draws gwasanaethau

Roedd dau o'r plant yn yr achosion a restrwyd gennyf yn disgwyl am asesiadau statudol ar gyfer Anghenion Addysgol Arbennig, a gofynnodd llawer o rai eraill yn ddiweddarach am asesiad statudol ar sail cyngor fy swyddogion. Roedd dau o'r achosion a restrwyd uchod yn cynnwys plant oedd wedi cael eu cyfeirio at CAMHS ac a oedd yn aros i gael eu gweld gan y gwasanaeth. Mae teulu un plentyn wedi cael gwybod bod angen aros am 14 mis ar gyfer asesiad niwroddatblygiadol. Hysbyswyd teulu arall fod eu plentyn yn rhif 447 ar y rhestr aros ar gyfer y Llwybr ASD ar gyfer asesiad awtistiaeth. Argymhellwyd bod un person ifanc oedd â gorbryder difrifol yn cael lle mewn uned arbenigol, ond roedd hi'n orlawn, ac o ganlyniad roedd yn cael gwersi gartref.

Mae'r ffigurau hyn yn amlygu'r canlynol:

- Mae oedi o ran y gwasanaethau cymorth ehangach yn golygu bod ymyrraeth gynnar briodol yn fwy anodd: nid yw gweithwyr addysg proffesiynol bob amser yn gallu ymateb i anghenion iechyd meddwl heb gyngor gan arbenigwyr allanol;

²⁴ <https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/EOTAS%20remit%20report.pdf>

²⁵ https://www.childcomwales.org.uk/wp-content/uploads/2016/04/Right_to_learn_eng-F.pdf

- Nid oes gan unedau arbenigol bob amser ddigon o adnoddau i ddiwallu anghenion y boblogaeth leol;
- Mae'n rhaid i ddarpariaeth addysg gael ei harwain gan anghenion, yn hytrach na dibynnu ar ddiagnosis. O dan yr amgylchiadau hyn, mae'n arbennig o annheg bod teuluoedd yn cael neges bod angen iddynt ddisgwyl am ddiagnosis cyn unrhyw asesiad statudol o angen addysgol. Mae teuluoedd hefyd wedi esbonio wrthyf fi eu bod yn gallu dioddef rhwystredigaeth bellach yn y sefyllfaoedd hyn gan y byddant weithiau yn ceisio asesiad preifat i gyflymu'r prosesau, ond yna'n darganfod nad yw awdurdodau lleol yn cydnabod diagnosis a gafwyd yn breifat.

Mae hyn yn ailadrodd canfyddiadau adroddiad fy rhagflaenydd yn 2014 ar Unedau Cyfeirio Disgyblion (UCDau), sef bod *“Gormod o blant a phobl ifanc sydd ag anghenion ychwanegol yn cyrraedd yr UCD ar adeg pan fo’u problemau wedi bod heb gefnogaeth ac wedi esgaladu i bwynt lle mae ymgysylltu ag addysg yn arbennig o anodd.”*²⁶ Adroddodd Estyn hefyd fod bron pob awdurdod lleol yn profi anawsterau i sicrhau bod disgyblion sy’n derbyn EOTAS yn cael mynediad at arbenigedd y Gwasanaeth Iechyd Meddwl Plant a Phobl Ifanc (CAMHS). *Nid yw staff yn cael y cyngor a’r arweiniad arbenigol angenrheidiol i gefnogi anghenion disgyblion.*²⁷ Yn ogystal ag amlygu’r angen am adnoddau digonol i CAMHS, mae hyn hefyd yn amlygu y dylid cynnwys lleoliadau EOTAS yng ngwaith y Grŵp Gorchwyl a Gorffen Gweinidogol ar ddull ysgol gyfan o ymdrin â iechyd meddwl a llesiant. Sonir am leoliadau EOTAS yn adran ragarweiniol y fframwaith drafft dull ysgol gyfan, ond mae angen iddynt gael lle mwy amlwg ar hyd y fframwaith a’r meddylfryd y tu ôl i’r gwaith hwn. Er fy mod i’n gwerthfawrogi y bydd y canllaw dull gweithredu ysgol gyfan yn targedu ysgolion a gynhelir yn bennaf, dylid ystyried lleoliadau EOTAS hefyd fel cynulleidfa arfaethedig, a dylid gwneud pob ymdrech i ymgysylltu â lleoliadau EOTAS yn y gwaith hwn. Rwyf wedi gofyn i Lywodraeth Cymru rannu gyda mi sut bydd y canllawiau hyn yn cael eu rhannu gyda lleoliadau nad ydynt yn cael eu cynnal er mwyn annog ymdrech ddigonol i wneud y lleoliadau hynny’n ymwybodol o’r dull gweithredu.

Darpariaeth yn Gymraeg

Roedd un o’r hachosion yn ymwneud â phlentyn oedd yn siarad Cymraeg, nad oedd yn gallu cael mynediad i unrhyw ddarpariaeth EOTAS trwy gyfrwng y Gymraeg. Fodd bynnag, mae hon yn

²⁶ https://www.childcomwales.org.uk/wp-content/uploads/2016/04/Right_to_learn_eng-F.pdf

²⁷ <https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/EOTAS%20remit%20report.pdf>

broblem lawer ehangach. Fel y nodwyd gan Estyn²⁸, mae diffyg cenedlaethol o ran darpariaeth EOTAS trwy gyfrwng y Gymraeg. Roeddwn i'n siomedig nad oedd rheoliadau a chanllawiau drafft Cynlluniau Strategol y Gymraeg mewn Addysg yn ddiweddar yn cyfeirio at leoliadau EOTAS, ac amlygodd fy ymateb i'r ymgynghoriad yr elfen hon a anghofwyd. Mae'n hanfodol nad yw plant a phobl ifanc sydd eisoes yn wynebu heriau ym myd addysg yn wynebu rhwystr ychwanegol methu â chael mynediad at addysg yn eu dewis iaith. Mae'r sefyllfa hon hefyd yn torri Erthygl 30 o CCUHP, sy'n diogelu hawliau'r rhai sy'n siarad ieithoedd brodorol i dderbyn addysg yn eu hiaith eu hunain. Amlygodd adroddiad Estyn hefyd angen hollbwysig am ddarparu addysg Gymraeg mewn lleoliadau EOTAS. Mae Estyn hefyd yn nodi bod mynediad anghyson at addysgu pynciau craidd yn golygu nad oedd hyd yn oed un enghraifft yn eu hymchwiliad yn 2016 o ddisgybl yn dilyn cwrs wedi'i achredu yn Gymraeg, ac nad oedd dysgu yn Gymraeg wedi'i alluogi mewn rhai lleoliadau, ffaith oedd yn torri polisi iaith dwyieithog yr awdurdod lleol dan sylw. Mae hyn yn cyfeirio at angen am ddarparu mynediad at ddysgu Cymraeg mewn lleoliadau EOTAS cyfrwng Saesneg yn ogystal, er mwyn osgoi cyfle anghyfartal.

Gwaith achosion cysylltiedig â phlant ifanc (8 oed a than hynny)

Yn ogystal â'r achosion cysylltiedig ag EOTAS a restrwyd uchod, cefais fwy na 20 o achosion yn ystod y 18 mis diwethaf oedd yn ymwneud â phlant 8 oed a than hynny lle codwyd pryderon difrifol ynghylch a yw plant yn cael cefnogaeth briodol yn eu darpariaeth addysg. Rwy'n codi'r rhain fel grŵp ar wahân oherwydd eu bod yn ymwneud â phlant ym mlynnyddoedd y Cyfnod Sylfaen (er bod y plant 8 oed yng nghyfnod allweddol 2 ar adeg cysylltu â'm swyddfa, roedd gan bob un ohonynt anawsterau oedd wedi parhau ers blynnyddoedd). Codwyd materion penodol gan y grŵp yma o blant ifanc: yn gyntaf, nad yw'r ddarpariaeth EOTAS yn cael ei ddarparu'n gyffredinol ar gyfer yr ystod oed yma, fel mae data diweddaraf y Llywodraeth yn dangos²⁹; yn ail, mae'r achosion hyn yn amlygu rhai o'r rhesymau pam mae angen darpariaeth EOTAS ar blant yn ddiweddarach yn yr ysgol, ac yn drydydd, mae'r achosion hyn yn dangos bod angen ymyriadau cynnar iawn er mwyn rhoi'r gefnogaeth orau i'r plant hyn. Elfen hollbwysig yn hyn o beth yw'r angen am adnabod Anghenion Dysgu Ychwanegol yn gynnar, a ddarparu cefnogaeth seiliedig ar anghenion ar unwaith.

Profiadau plant ifanc

Mewn sawl un o'm hachosion cysylltiedig â phlant ifanc bu pryderon y gallai'r plant achosi niwed sylweddol iddynt eu hunain, i blant eraill neu i oedolion. Mae'r pryderon hyn yn aml wedi'u seilio ar

²⁸ Ibid.

²⁹ <https://gweddiill.gov.wales/docs/statistics/2018/180725-pupils-educated-other-than-at-school-2017-18-en.pdf>

achosion blaenorol lle cafodd plant eraill neu oedolion eu hanafu. Mewn un achos roedd hynny wedi arwain at anaf oedd yn galw am driniaeth yn yr ysbyty, ac mewn achosion eraill bu'n rhaid troi at yr heddlu. Mae llawer o'r plant ifanc hyn hefyd wedi rhedeg i ffwrdd o leoliadau ysgol. Mewn ymateb, mae rhai o'r plant ifanc hyn wedi cael eu hynysu'n gyfangwbl oddi wrth eu cyfoedion yn yr ysgol, neu wedi cael eu gwahardd droeon. Nid yw'r data diweddaraf sydd ar gael ynghylch gwaharddiadau yn dangos gwaharddiadau eildro, ond mae yn datgelu nifer o waharddiadau cyfnod penodol ar gyfer plant ifanc (y bydd rhai ohonynt yn achosion eildro): yn 2013, er enghraifft, cafwyd 126 o achosion o wahardd plant oed Derbyn.³⁰ Mae rhai plant ifanc hefyd wedi profi gwaharddiadau 'answyddogol', sy'n torri'r gyfraith a'r canllawiau³¹. Mewn un achos a ddaeth i'm swyddfa i, gofynnwyd i deulu gasglu eu plentyn droeon, yn fuan iawn wedi dechrau'r diwrnod ysgol, heb i unrhyw waharddiadau gael eu cofnodi gan yr ysgol.

Dulliau gweithredu a ddefnyddiwyd gyda phlant ifanc

Gyda llawer o'r achosion a ddaeth i'm swyddfa, mae fy swyddogion wedi gallu cefnogi gweithwyr proffesiynol i roi dulliau priodol ar waith er mwyn diwallu anghenion y plentyn, a hynny mewn lleoliadau prif ffwrdd neu weithiau trwy sicrhau lle mewn lleoliad arall (megis canolfan adnoddau) os oedd hynny'n fwy priodol. Mae sawl achos wedi cynnwys plant sy'n aros am asesiad statudol AAA, neu rai y gwrthodwyd rhoi hynny iddynt, ac mae fy swyddogion wedi cynorthwyo trwy sicrhau bod asesiad priodol yn digwydd. Ymhlith y dulliau gweithredu eraill roedd atgyfeiriadau i'r tîm niwroddatblygiadol; cyfarfodydd Tîm o Gwmpas y Teulu neu'r Tîm o Gwmpas y Plentyn; Therapi Chwarae; atgyfeiriadau CAMHS; a chefnogaeth ddwys i deuluoedd gan y gwasanaethau cymdeithasol. Rhoddodd rhai ysgolion amserlenni rhan amser ar waith, er mwyn i'r plentyn fedru ymdopi'n well, ond heb gefnogaeth ychwanegol i gael mynediad i addysg lawn. Dim ond mewn un achos y trefnwyd bod y plentyn yn cael amserlen lai yn yr ysgol, gyda chefnogaeth gwersi gartref EOTAS. Mae hyn yn amlygu mai anaml iawn, yn ôl pob golwg, y mae darpariaeth EOTAS yn cael ei chynnig i'r grŵp oed yma.

³⁰ <https://statswales.gov.wales/Catalogue/Education-and-Skills/Schools-and-Teachers/Exclusions/PermanentAndFixedTermExclusions-by-YearGroup>

³¹ "6.2.6 Nid yw dylanwadu ar rieni/ofalwyr neu eu hannog i dynnu eu plentyn allan o'r ysgol 'o'u gwirfodd' er mwyn delio gydag ymddygiad anodd neu heriol yn ymateb priodol. Gellid barnu bod ysgolion sy'n gweithredu fel hyn yn gweithredu'n groes i'r gyfraith ynghylch addysg.

6.2.7 Mae 'achosion o dynnu plentyn allan o'u gwirfodd' yn osgoi'r broses wahardd ffurfiol ac felly yn amddifadu rhieni/gofalwyr a disgyblion o'r hawl i apelio yn erbyn penderfyniadau i wahardd. Gall y math yma o waharddiad anghyfreithlon arwain hefyd at golli pobl ifanc o fyd addysg a hyfforddiant, ac mae'n cynyddu'n sylweddol y perygl y cânt eu heithrio'n gymdeithasol."

<https://gweddi.gov.wales/docs/dcells/publications/160318-inclusion-and-pupil-support-en.pdf>

Ym mhob un o'r achosion hyn mae fy swyddogion wedi ceisio sicrhau bod y plentyn yn elwa o ddull gweithredu seiliedig ar anghenion, ac mae'r angen am ymyrraeth yn awgrymu bod gwaith i'w wneud o hyd ar draws Cymru i sicrhau darpariaeth seiliedig ar anghenion. Rwy'n pryderu y gallai'r diffiniad o Anghenion Dysgu Ychwanegol ar gyfer plant o dan oed ysgol gorfodol yn Adran 2.3 o Ddeddf Anghenion Dysgu Ychwanegol a Thriwlynlys Addysg (Cymru) 2018³² alluogi'r broblem hon i barhau o dan y ddeddfwriaeth newydd. Yn ôl diffiniad y Ddeddf, mae Anghenion Dysgu Ychwanegol yn bresennol os yw'r plentyn yn debygol o wynebu mwy o anawsterau wrth ddysgu ar ôl cyrraedd oed ysgol gorfodol. Yn dilyn hynny, rhoddodd y Côt drafft, a gyflwynwyd ar gyfer ymgynghori cyhoeddus yn y gwanwyn, gyfarwyddyd i ymarferwyr ragweld beth fydd anghenion y plentyn yn y dyfodol wrth benderfynu a oedd gan blentyn anghenion dysgu ychwanegol. Fel y nodwyd yn fy ymateb i'r côd, perygl y diffiniad hwn ar wahân yw y gallai ymarferwyr ohirio penderfyniad ynghylch ADY (fel sy'n digwydd ar hyn o bryd wrth wrthod asesiad statudol i blant) nes bod y plentyn yn cyrraedd oed ysgol gorfodol. Gall hyn olygu nad yw plant yn derbyn y gefnogaeth angenrheidiol yn ystod cyfnodau ffurfiannol hollbwysig y blynyddoedd cynnar a rhan gyntaf y Cyfnod Sylfaen. Mae'r dull gweithredu hwn hefyd yn gwrthddweud pwysigrwydd ymyrraeth gynnar, a bwysleisiwyd yn Neddf 2018. Carwn bwysleisio y dylai ymateb ymarferwyr i blant o dan oed ysgol gorfodol fod yn seiliedig ar anghenion, ac rwy'n gobeithio y bydd y côd diwygiedig yn cyfeirio'r penderfyniadau a wneir, fel bod ymarferwyr yn ymateb i'r anghenion a welir gan blentyn, fydd yn golygu bod plentyn cyn-ysgol a fyddai'n elwa o gael IDP neu ALP ar yr adeg honno yn eu datblygiad yn derbyn y gefnogaeth honno, pa anghenion bynnag allai fod ganddynt yn y dyfodol.

Heriau wrth gael hyd i ddulliau gweithredu addas ar gyfer plant ifanc

Mewn un achos sy'n parhau ni fu modd cael hyd i ddull gweithredu addas mewn lleoliad prif ffrwd, ac nid oes lleoliad arbenigol ar gyfer plant ag anawsterau Cymdeithasol, Emosiynol neu Ymddygiadol ar gael yn yr awdurdod cyn Cyfnod Allweddol 2.

Mae'r achos hwn yn ymwneud â phlentyn pump oed, a bu gryn bryderon y byddai'r plentyn yma'n niweidio'i hun neu blant eraill. Mewn ymateb i hynny roedd y plentyn yn cael ei addysgu yn ynysig gydag un cynorthwy-ydd dosbarth. Nid oedd y plentyn yma'n rhyngweithio â phlant eraill. Heriodd fy swyddfa yr awdurdod lleol, a ddywedodd nad oedd modd cynnig darpariaeth arbenigol oherwydd oed y plentyn, ond o fewn chwe mis cytunodd yr awdurdod i gynnig darpariaeth EOTAS wedi'i theilwra ar gyfer y plentyn yma ac un arall. Y staff yn yr uned hon o ddau blentyn yw un athro a

³² <http://www.legislation.gov.uk/anaw/2018/2/section/2/enacted>

phedwar Cynorthwy-ydd Cynnal Dysgu. Mae problemau'n parhau gyda'r achos hwn, gan fod y teulu'n anfodlon ar y ddarpariaeth, ac mae diffyg amlwg o gyfleoedd cymdeithasol i'r plentyn yma ddysgu ochr yn ochr â phlant eraill a rhyngweithio â nhw.

Mewn achos arall, sydd bellach wedi dod i ben, roedd corff llywodraethu ysgol a'r staff yn pryderu am eu gallu i gadw plentyn yn y Cyfnod Sylfaen yn ddiogel: roedd gan y plentyn yma hanes o redeg i ffwrdd, ac roedd yr ysgol yn ymyl ffordd brysur; roedd y plentyn hefyd wedi achosi niwed i'w hunan ac i eraill. Dywedodd yr ysgol wrth fy swyddfa fod yr Awdurdod Lleol wedi dweud wrth yr ysgol ei bod hi'n 'amhosibl' na fyddai'r plentyn yma mewn Uned Cyfeirio Disgyblion ar ôl cyrraedd Cyfnod Allweddol 2, ond gan nad oedd darpariaeth UCD ar gael cyn Cyfnod Allweddol 2, roedd angen i'r ysgol ddarparu lle ar gyfer y plentyn. Datryswyd yr achos hwn wrth i'r ysgol wneud newidiadau ar y safle, a thrwy ariannu hyfforddiant i'r staff a chefnogaeth ychwanegol. Fodd bynnag, teimlai'r ysgol nad oedd yr awdurdod yn eu cefnogi, a'u bod yn cael cais i 'warchod' plentyn oherwydd nad oedd darpariaeth EOTAS arbenigol ar gael ar gyfer plant iau. Rwy'n pryderu'n arbennig am agwedd yr awdurdod lleol yn yr achos hwn, gan ei fod fel petai'n awgrymu cydnabyddiaeth nad y lleoliad a gynigiwyd i'r plentyn oedd y ffordd orau o gefnogi anghenion y plentyn. Mae hefyd yn arwydd o ddiffyg parodrwydd i gydweithio â'r ysgol er mwyn cael hyd i'r ddarpariaeth gywir yn lleoliad yr ysgol. Er bod anghenion pob plentyn yn wahanol, mae rhai ysgolion (fel yr enghreifftiau a restrir ar ddechrau'r ymateb hwn) wedi gallu cynnig darpariaeth meithrin plant a fu'n effeithiol o ran delio gydag ymddygiad heriol a gallasai'r awdurdod lleol fod yn llawer mwy parod eu cydweithrediad a'u cefnogaeth yn eu hymateb i bryderon yr ysgol.

Yn ogystal â pharhau i bwysu am ddatrys unrhyw achosion sy'n parhau, mae fy swyddfa wrthi ar hyn o bryd yn gwneud darn o waith rhychwantu er mwyn casglu rhagor o wybodaeth ynghylch sut mae plant ifanc sydd ag anawsterau ymddygiad ac emosiynol sylweddol yn y Cyfnod Sylfaen yn cael eu cefnogi ar hyn o bryd ar draws lleoliadau addysg yng Nghymru. Rydym yn ceisio rhagor o wybodaeth ynghylch i ba raddau mae darpariaeth briodol ar gyfer plant ifanc yn cael ei hystyried yn broblem gan leoliadau ac awdurdodau, a rhagor o wybodaeth ynghylch pa gefnogaeth mae pob awdurdod yn ei darparu i gefnogi plant sy'n cyflwyno ag anawsterau ymddygiad ac emosiynol sylweddol. Ar hyn o bryd nid oes gennym ddigon o wybodaeth ynghylch y cwestiynau hyn i ddeall hyd a lled y broblem neu gyflwyno argymhellion penodol ynghylch ffyrdd gwell o gefnogi plant ifanc. Mae ein hachosion yn awgrymu'n bendant bod angen brys am sicrhau ystod o arbenigedd proffesiynol, sy'n cynnig ymyriadau cefnogol ar frys yn gynnar yn y Cyfnod Sylfaen neu hyd yn oed cyn hynny, yn y ddarpariaeth Blynnyddoedd Cynnar, er mwyn cefnogi anghenion plant. Gallai fod yn wir hefyd bod

modd ystyried estyn argaeledd y ddarpariaeth EOTAS i bobl ifanc fel un ffordd o gynnig cefnogaeth well i blant ifanc ym myd Addysg. Byddwn i'n barod i rannu canlyniad y gwaith hwn gyda'r Pwyllgor ar ôl ei gwblhau, ond nodaf y bydd hynny y tu allan i derfyn amser yr Ymchwiliad hwn.

Cynulliad Cenedlaethol Cymru
Y Pwyllgor Plant, Pobl Ifanc ac Addysg
Ymchwiliad i Addysg Heblaw yn yr Ysgol
EOTAS 03
Ymateb gan: Estyn

National Assembly for Wales
Children, Young People and Education Committee
Inquiry into Education Otherwise than at School
EOTAS 03
Response from: Estyn

Background information about Estyn

Estyn is the Office of Her Majesty's Inspectorate for Education and Training in Wales. As a Crown body, Estyn is independent of the Welsh Government.

Estyn's principal aim is to raise the standards and quality education and training in Wales. This is primarily set out in the Learning and Skills Act 2000 and the Education Act 2005. In exercising its functions, Estyn must give regard to the:

- Quality of education and training in Wales;
- Extent to which education and training meets the needs of learners;
- Educational standards achieved by education and training providers in Wales;
- Quality of leadership and management of those education and training providers;
- Spiritual, moral, social and cultural development of learners; and,
- Contribution made to the well-being of learners.

Estyn's remit includes (but is not exclusive to) nurseries and non-maintained settings, primary schools, secondary schools, independent schools, pupil referrals units, further education, adult community learning, local government education services, work-based learning, and teacher education and training.

Estyn may give advice to the Assembly on any matter connected to education and training in Wales. To achieve excellence for learners, Estyn has set three strategic objectives:

- Provide accountability to service users on the quality and standards of education and training in Wales;
- Inform the development of national policy by the Welsh Government;
- Build capacity for improvement of the education and training system in Wales.

This response is not confidential.

Introduction

Every child's right to education¹ should be designed to provide them with the learning and life skills that enable them to develop their personality, talent and abilities to the fullest², regardless of their context. Most pupils attend school regularly, and behave and achieve well³. However, for a range of reasons, a very few pupils in Wales receive their education other than at school (EOTAS).

In January 2019⁴, there were 2,286 pupils in Wales receiving their education through EOTAS provision. About two-in-ten of these pupils had main or current enrolment status at their maintained 'home' school and about three-in-ten had subsidiary enrolment. The other half of these pupils were not on roll at a maintained school and they received their education solely through EOTAS provision. Almost 44% of pupils whose main education is other than at school were enrolled at pupil referral units, 14% in independent schools and 11% in further education. About 14% were in receipt of individual tuition and almost 2% were awaiting provision or not currently in provision.

Many of the pupils who attend EOTAS have either been excluded from mainstream education or are at risk of exclusion. The latest figures available⁵ show that, in 2016-2017, there was a significant increase in the number of permanent exclusions in Wales compared with the previous year, up from 109 in 2015-2016 to 165 in 2016-2017. Of particular concern is the number of permanent exclusions for primary age pupils which has doubled over the last five years, up from 9 in 2012-2013 to 20 in 2016-2017⁶. This figure reflects the similar increase in the number of pupils ages 6 to 11 years receiving their main education through EOTAS provision during the same period, up from 137 in 2012-2013 to 212 in 2016-2017⁷), and up again in 2019 to 253.

In 2015⁸ and 2016⁹, Estyn published two thematic reports on education other than at school. Both reports confirm that pupils who receive their education through EOTAS provision are mostly either excluded or in danger of permanent exclusion largely because of challenging behaviour associated with social and emotional behavioural difficulties. A smaller number of pupils receive EOTAS provision because they are disengaged and/or are persistent non-attenders at their maintained school often because of mental health issues that typically centre on anxiety or bullying¹⁰. Overall, pupils in receipt of EOTAS

¹ Article 28 – United Nations (1989) *Convention on the Rights of the Child*. [pdf] Available online at: <https://www.ohchr.org/Documents/ProfessionalInterest/crc.pdf> Accessed on: 17 June 2019

² Article 29 – United Nations (1989) *Convention on the Rights of the Child*. [pdf] Available online at: <https://www.ohchr.org/Documents/ProfessionalInterest/crc.pdf> Accessed on: 17 June 2019

³ Estyn (2018a) *Managed Moves: Effective use of managed moves by local authorities and schools*. Cardiff: Estyn [pdf] Available online at: <https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/Managed%20moves%20-%20how%20used%20by%20LAs%20and%20schools%20report%20%28003%29.pdf> Accessed on: 10 June 2019

⁴ Welsh Government (2019b) *Pupils educated other than at school, 2018/19*. Cardiff: Welsh Government. Available online at: <https://gov.wales/docs/statistics/2018/180725-pupils-educated-other-than-at-school-2017-18-en.pdf> Accessed on: 18 June 2019

⁵ Welsh Government (2018b) *Permanent and fixed-term exclusions from schools: September 2016 to August 2017*. Cardiff: Welsh Government. Available online at: <https://gov.wales/permanent-and-fixed-term-exclusions-schools-september-2016-august-2017> Accessed on: 18 June 2019

⁶ Ibid

⁷ Welsh Government (2019b) *Pupils educated other than at school*. Cardiff: Welsh Government. Available online at: <https://gov.wales/docs/statistics/2018/180725-pupils-educated-other-than-at-school-2017-18-en.pdf> Accessed on: 18 June 2019

⁸ Estyn (2015) *Education other than at school: a good practice survey*. [pdf] Cardiff: Estyn. Available online at: https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/Education_other_than_at_school_a_good_practice_survey_-_June_2015.pdf Accessed on: 10 June 2019

⁹ Estyn (2016) *Education Other Than at School*. [pdf] Cardiff: Estyn. Available online at: <https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/EOTAS%20remit%20report.pdf> Accessed on: 10 June 2019

¹⁰ Children's Commissioner for Wales (2014) *The Right to Learn*. [pdf] Available online at: https://www.childcomwales.org.uk/wp-content/uploads/2016/04/Right_to_learn_eng-F.pdf Accessed on: 18 June 2019

provision often miss extended periods of education and have gaps in their learning. These pupils typically have low self-esteem and lack confidence. Many have low aspirations for their future. They are vulnerable learners, who often have multiple needs and require bespoke support to enable them to achieve their potential. The main findings from these two thematic reports include that:

- provision for pupils at risk of exclusion or disengagement is most effective where local authorities, schools and PRUs work together to meet the needs of these pupils and to ensure that they remain in full-time education
- the EOTAS provision for many pupils gives them a second chance to succeed and they improve their attendance over time and are motivated to learn, usually in a smaller more nurturing environment
- pupils develop good relationships with EOTAS staff and appreciate the depth of understanding staff have about the difficulties they experience, which supports them to improve their behaviour
- overall, EOTAS provision does not give pupils the same access to their education entitlements as their peers and they do not all meet their potential largely because of the restricted curriculum and unchallenging courses they follow
- only a minority of local authorities monitor and evaluate the progress of pupils receiving EOTAS to ensure that they all meet their potential, and to judge if the provision is effective and gives value for money

Since 2016, we extended our series of thematic reports related to EOTAS with the publication of a report on the effective use of managed moves by local authorities and schools¹¹. This report complements Welsh Government's ¹² guidance on inclusion and support for pupils to ensure they receive suitable education and avoid becoming disengaged from education.

Estyn is fully committed to Welsh Government's education reform programme to provide high-quality and inclusive education for all Welsh citizens¹³. This position is reflected in our thematic work and the new Common Inspection Framework. Through our inspection programme, thematic reviews and wider activities such as attendance at the EOTAS Delivery Group meetings, Estyn is resolute in supporting Welsh Government to fulfil its proposals outlined in the EOTAS Framework for Action¹⁴. Given the span of the proposals, Estyn welcomes the Welsh Government's current inquiry into the range of EOTAS provision. In particular, we would welcome further discussion about:

- collaborative approaches to EOTAS provision
- the importance of ensuring that EOTAS provision is included in all aspects of the education reform journey
- establishing a consistent approach to recording, monitoring and reporting on EOTAS outcomes and provision at individual school, local authority, region and national levels

¹¹ Estyn (2018a) *Managed Moves: Effective use of managed moves by local authorities and schools*. Cardiff: Estyn [pdf] Available online at: <https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/Managed%20moves%20-%20how%20used%20by%20LAs%20and%20schools%20report%20%28003%29.pdf> Accessed on: 10 June 2019

¹² Welsh Government (2018a) *Inclusion and pupil support*. [pdf]. Cardiff: Welsh Government. Available online at: https://gov.wales/sites/default/files/publications/2018-05/guidance-inclusion-and-pupil-support_0.pdf Accessed on: 19 June 2019

¹³ OECD (2017) *The Education Reform Journey*. [pdf]. Available online at: <http://www.oecd.org/education/The-Welsh-Education-Reform-Journey.pdf> Accessed on: 19 June 2019

¹⁴ Welsh Government (2017) *Education otherwise than at school (EOTAS) Framework for Action*. [pdf] Cardiff: Welsh Government. Available online at: <https://gov.wales/sites/default/files/publications/2018-03/education-otherwise-than-at-school-framework-for-action.pdf> Accessed on: 20 June 2019

Consultation Questions

1. **Reasons for and support available for children and young people at risk of EOTAS, including through their exclusion from mainstream provision**

Estyn's series of three thematic reviews about pupils at risk or in receipt of EOTAS confirm that many pupils who find it difficult to remain in mainstream schools have a range of difficulties, including challenging family situations and personal issues. Others have underdeveloped literacy and numeracy skills or further additional learning needs. Pupils with social, emotional and behavioural difficulties, those at risk of exclusion and those who persistently refuse to attend school, often because of mental health issues, are at greater risk of being educated through EOTAS provision¹⁵.

Where there are difficult family situations, there is strong research evidence that shows the impact of early trauma and adverse childhood experiences (ACE) on children's social and emotional wellbeing. This may include, for example, an increased likelihood to engage in self-negation, anti-social or destructive behaviour, which in turn may place pupils at greater risk of EOTAS. In mainstream schools, the recent interest in approaches to education that support pupils with adverse childhood experiences has seen the emergence of trauma informed and attachment approaches. Our inspection evidence shows that these approaches are more established in PRUs and special schools, particularly independent special schools. Evidence for Estyn's forthcoming thematic report on the support provided for pupils with adverse childhood experiences shows that, generally, the quality and impact of support is better in primary schools than secondary schools. However, overall, there is relatively little robust research into what works well to support the educational outcomes for pupils with adverse childhood experiences. Further, there is a broad lack of professional knowledge in mainstream schools, particularly secondary schools, about the impact of early trauma and ACEs on pupils' social and emotional development, the relevance of this to pupils' education and appropriate ways to address the issues

Our thematic review and inspection evidence shows that, in the best practice, provision for pupils at risk of exclusion or disengagement is particularly effective where local authorities, have a clear strategy for support and reintegration and a continuum of provision to meet these pupils' needs. This continuum of provision includes the use of graduated approaches for supporting pupils who struggle to stay in mainstream education. The first stage of the continuum is likely to involve whole-school strategies such as mentoring, use of inclusion rooms or restorative approaches. It also includes individual or group support for pupils who are beginning to display difficulties such as challenging behaviour or anxiety. With appropriate support, many pupils will overcome their difficulties without need for further intervention.

Where pupils continue to experience difficulties, they may require external support, for example from a behaviour specialist, educational psychologist or the child and mental health service. It is only when these strategies do not succeed that a pupil should be considered for the next stage of the continuum that is placement at an out-of-school setting, such as a PRU or other form of EOTAS provision. Where there is strong practice in supporting pupils at risk, these settings have well-established referral processes and clear entry and exit criteria. The pupils, their parents and carers, and staff have a clear understanding that placement at an EOTAS setting such as a PRU is a short-term targeted intervention.

¹⁵ Estyn (2016) *Education Other Than at School*. [pdf] Cardiff: Welsh Government. Available online at: <https://www.estyn.gov.wales/thematic-reports/education-other-school> Accessed on: 10 June 2019

However, for many pupils at key stage 4, a return to mainstream education is not an appropriate option.

Managed moves also play an important part in the continuum of provision. The main findings from Estyn's thematic report¹⁶ about the use of managed moves by local authorities and schools confirm that, in most cases, managed moves offer pupils at risk of disengagement or exclusion a fresh start in a new school. Where there is the most effective practice, the needs and best interests of the pupil are at the heart of all discussions around managed moves and the decisions made. However, a managed move does not provide pupils with the same legal protection as those permanently excluded from schools. For example, pupils who are undergoing managed moves are not automatically entitled to interim education provision, the right of appeal or support with practical arrangements such as transport.

All local authorities provide arrangements to ensure that a child or young person can access support for their voice to be heard in relation to their education, care or health plans. However, eligibility for this service differs greatly across Wales. For example, in many local authorities, the availability of these services is promoted suitably and nearly all local authorities make an effort to obtain the services of an independent advocate to speak on behalf of a pupil subject to a formal exclusion. This is not the case for pupils undergoing managed moves.

For the most part, local authorities meet with pupils and their parents or carers to discuss any options available to them before they attend EOTAS provision. These options are often very limited. As a consequence, although pupils are consulted about their future placement, the options from which they choose are not broad and balanced. These options may not be suitable to their needs and interests. In particular, older pupils have limited vocational options.

2. How effectively parents are engaged and supported throughout the EOTAS process

Evidence from inspection and our thematic reviews shows that all local authorities provide parents or carers with useful information about the options for a suitable education for their child, including education outside of school. This information helps parents or carers to understand the EOTAS or managed move process and often resolves any concerns they may have.

All local authorities have a responsibility to provide an independent and impartial parent partnership service. This service supports parents and carers to understand the procedures relating to their child's special educational needs, which helps them make informed decisions. Our thematic and inspection evidence shows that in many local authorities, there are well-established links with the parent partnership service. Officers and volunteers from the service often represent parental perspectives on a range of support panels such as the behaviour and additional learning needs resource panels. This helps them understand the local authority's approach to promoting inclusion and makes sure that they provide parents and carers with up-to-date information about options and support available.

Generally, mainstream schools provide parents and carers with useful information about the range of options available to them when a pupil is at risk of exclusion or disengagement. In effective schools, early communication of concerns ensures that relevant information is available to parents and carers continuously. In these schools, they receive a great deal of

¹⁶ Estyn (2018a) *Managed Moves: Effective use of managed moves by local authorities and schools*. [pdf] Available online at: <https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/Managed%20moves%20-%20how%20used%20by%20LAs%20and%20schools%20report%20%28003%29.pdf> Accessed on: 10 June 2019

information about their child's progress through weekly meetings at school, text messages and daily phone calls. This strong communication helps parents and carers to understand well how to support their child and plan for the next step in their education.

Although most schools provide parents and carers with daily updates about their child's behaviour, leaders do not always communicate difficult messages well enough in a timely manner. This means that parents and carers do not always have sufficient time to plan the next steps or secure alternatives for their child.

Our inspection and thematic review evidence suggests that the parents and carers of pupils who may be educated outside mainstream school settings have an important role to play if EOTAS placements are to be successful. For example, recent inspection reports for EOTAS provision at PRUs, show that where provision is excellent, this includes exceptional flexible working and communication with parents and carers. In addition to daily diaries and regular phone calls, staff work with other agencies to provide highly effective parenting programmes to help parents to understand and manage their children's needs better. In the very best practice, these partnerships, together with successful strategies for working with mainstream schools, have been instrumental in supporting pupils' reintegration to mainstream education.

3. The variation in rates of EOTAS for children and young people with particular characteristics (such as learners with special educational needs or who are eligible for free school meals) and the consequences of this

National data confirms that the number of pupils in receipt of EOTAS provision increases with each age group from age 8 up to 15 years, and about seven-in-ten of these pupils are boys¹⁷. In January 2019, almost six-in-ten pupils whose main education is other than at school were aged 14 or 15. For many pupils, EOTAS is intended as short-term provision with a view to reintegrating pupils back to mainstream schooling. However, it is widely recognised that nearly all pupils at key stage 4 may need to attend for a longer term as they come to the end of compulsory school-age.

Over the last five years, almost nine-in-ten of all pupils whose main education is other than at school have special educational needs (SEN)¹⁸. Almost four-in-ten of these pupils have a statement of SEN and just over half are school action plus. The findings in our 2016 thematic report¹⁹ affirm that pupils with additional learning needs do not always receive the specialist support they need, even when this is set out in a statement of special educational needs. In several cases, this is because only a very few providers employ staff who are qualified and experienced in supporting pupils with special educational needs. As a result, staff do not all have the skills to support pupils' needs appropriately, including needs identified on a statement of special educational needs. Where this happens, local authorities fail to meet their statutory obligations to ensure that the provision specified in a pupil's statement of special educational needs is met.

Currently, information of SEN by type of need for all pupils in Wales whose main education is other than at school, and the level of support provided, is not available in published reports. Estyn acknowledges that it may not be appropriate to provide published reports about type of need and level of support for individual local authorities because the number of pupils, particularly for type of need, may be too few to report on without identifying individual pupils. However, because there is no reliable data about national EOTAS figures about type and level of SEN support for these pupils, it is not possible to make comparisons over time

¹⁷ Welsh Government (2019b) *Pupils educated other than at school, 2018/19*. Cardiff: Welsh Government. Available online at: <https://gov.wales/docs/statistics/2018/180725-pupils-educated-other-than-at-school-2017-18-en.pdf> Accessed on: 18 June 2019

¹⁸ Ibid

¹⁹ Estyn (2016) *Education Other Than at School*. [pdf] Cardiff: Estyn. Available online at: <https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/EOTAS%20remit%20report.pdf> Accessed on: 10 June 2019

with a view to informing policy or practice if required. Similarly, although Welsh Government match data collected through the Children Receiving Care and Support Census²⁰, the national education data sets on SEN, exclusions and EOTAS do not provide enough information about looked after children as a ‘characteristic’.

In January 2019, 36.4% of pupils whose main education is other than at school were entitled to free school meals²¹. This figure is almost double the national average of 16.8% of pupils for all maintained schools in Wales. Our inspection and thematic evidence confirms that almost all pupils in receipt of EOTAS provision at pupil referral units are considered vulnerable because of one or a combination of characteristics such as living in poverty, their behaviour, additional learning needs and known to at least one statutory agency. Welsh Government guidance on inclusion and support for pupils²² outlines clearly how ‘significantly fewer’ pupils from low-income households achieve expected attainment levels ‘compared with their better-off peers’, and that this difference in attainment grows as they progress through their school career. The guidance also recognises that other risk factors such as poor attendance, poor behaviour and exclusion, which are all associated with needing extra support, are compounded by poverty.

There are no great differences between the ethnic background distribution of pupils’ age five and over whose main education is other than at school compared with the figures for mainstream schools^{23 24}.

Our 2016 thematic report²⁵ confirmed that nearly all pupils receiving EOTAS have English as their first language. Generally, local authorities report that the proportion of pupils requiring EOTAS through the medium of Welsh is too low to be feasible to set up or commission group support. As a result, nearly all of these pupils attend EOTAS provision delivered through the medium of English. Their local authorities often fail to ensure that they are able to continue with their education in their language of choice.

4. The levels of financial support available to support EOTAS and children and young people at risk of becoming EOTAS and whether this represents value for money

Our 2015 thematic survey about EOTAS best practice²⁶ provides several case studies from mainstream schools where there has been effective practice in the use of the pupil development grant (PDG) to support pupils at risk of receiving their education through EOTAS provision. For example, the employment of ‘nurture mentors’ who are trained in specific interventions to address pupils’ social and emotional difficulties, and the

²⁰ Welsh Government (2019d) *Wales Children Receiving Care and Support Census, 2018* [pdf] Cardiff: Welsh Government. Available online at: https://gov.wales/sites/default/files/statistics-and-research/2019-02/wales-children-receiving-care-and-support-census-2018-experimental-statistics_1.pdf Accessed on: 20 June 2019

²¹ Welsh Government (2019c) *Schools’ Census Results 2019* [pdf] Available online at: <https://gov.wales/sites/default/files/statistics-and-research/2019-07/school-census-results-2019-764.pdf> Accessed on: 24 June 2019

²² Welsh Government (2018a) *Inclusion and pupil support*. Cardiff: Welsh Government. Available online at: https://gov.wales/sites/default/files/publications/2018-05/guidance-inclusion-and-pupil-support_0.pdf Accessed on: 19 June 2019

²³ Welsh Government (2019b) *Pupils educated other than at school, 2018/19*. Cardiff: Welsh Government. Available online at: <https://gov.wales/docs/statistics/2018/180725-pupils-educated-other-than-at-school-2017-18-en.pdf> Accessed on: 18 June 2019

²⁴ Welsh Government (2019c) *Schools’ Census Results 2019* [pdf] Available online at: <https://gov.wales/sites/default/files/statistics-and-research/2019-07/school-census-results-2019-764.pdf> Accessed on: 24 June 2019

²⁵ Estyn (2016) *Education Other Than at School*. [pdf] Cardiff: Estyn. Available online at: <https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/EOTAS%20remit%20report.pdf> Accessed on: 10 June 2019

²⁶ Estyn (2015) *Education other than at school: a good practice survey*. [pdf] Cardiff: Estyn. Available online at: [https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/Education other than at school a good practice survey - June 2015.pdf](https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/Education%20other%20than%20at%20school%20a%20good%20practice%20survey%20-%20June%202015.pdf) Accessed on: 10 June 2019

development of support programmes for parents who were struggling to manage the behaviour of their children. More generally, several secondary schools use the PDG funding well to enhance curriculum opportunities for individual pupils at risk of becoming disengaged such as through college-link courses or commissioning alternative provision.

However, as the 2018 National Assembly for Wales Children, Young People and Education Committee Report²⁷ on the use of the PDG confirms, there needs to be improved monitoring of schools' use of the PDG, in order to ensure maximum impact and value for money. The report also recommends that greater emphasis should be placed on how the PDG is used to improve the engagement of pupils eligible for free school meals in order to reduce the number of cases where they receive fixed-term exclusions.

Where pupils are in receipt of EOTAS, in addition to PRUs, individual tuition and further education, many local authorities commission independent providers through a procurement exercise. This exercise enables them to set out clear specifications and expectations such as having a local base, offering particular qualifications and having specific staff expertise. However, these arrangements do not guarantee that pupils have equal access to their entitlement as their peers.

Following the publication of our thematic report about EOTAS in 2016, Welsh Government wrote to all directors of education in Wales to request that they reviewed providers from which EOTAS provision was commissioned to ensure that settings are appropriately registered. Since this time, our inspection evidence shows that, whilst improvements have been made in using registered provision, commissioning these arrangements and monitoring and evaluating the quality of this provision remains a priority issue. A few local authorities have started to commission provision for large numbers of pupils in independent special day schools, but it is too early to evaluate the impact of this provision on improving outcomes and providing value for money. More generally, many of the 35 independent special schools in Wales are small and pupils often live in children's homes attached to the schools. Our work with the Care Inspectorate Wales, and evidence from our core and regular monitoring inspections of these schools, shows that frequently consideration for meeting the educational needs of a child or young person is secondary to commissioning a care placement.

5. Responsibility and accountability for the education of pupils who become EOTAS

As outlined earlier, Estyn's thematic reports on EOTAS and managed moves highlight that in the most effective practice the inclusion services of local authorities have a clear vision for supporting vulnerable pupils. This vision includes placing pupils at risk of exclusion or disengagement at the centre of the decision-making process to better meet their needs. This means having rigorous processes for early identification, a continuum of provision to support and meet these pupils' needs, and an effective strategy for reintegration.

However, local authorities do not all have a clear picture of their EOTAS provision. In most cases, they know how many pupils are receiving the provision they put in place or commission from independent providers. But they do not all know how many pupils receive education off the school site organized by schools or through 14 – 19 Networks. Also, they do not all monitor and evaluate the progress of pupils receiving EOTAS effectively and do not have secure enough processes to ensure all pupils meet their potential.

While all local authorities monitor the attendance and behaviour of pupils for whom they organize EOTAS, they do not all keep records of pupils' learning needs and their progress

²⁷ National Assembly for Wales, Children, Young People and Education Committee (2018) *On the Money? Targeted funding to improve educational outcomes*. [pdf] Cardiff: National Assembly for Wales. Available online at: <http://www.cynulliad.cymru/laid%20documents/cr-ld11615/cr-ld11615-e.pdf> Accessed on: 25 June 2019

against set learning targets. Further, elected members are not always aware about all aspects of EOTAS provision for which they have responsibility. When this is the case, they are unsure how well pupils receiving EOTAS progress and how much the local authority spends on EOTAS. This means they cannot make an informed judgement about whether EOTAS provision provides value for money.

Where a pupil's main education is at a PRU or other EOTAS provision, but they retain subsidiary registration in their 'home' mainstream school, only a very few schools regularly follow up on the progress of these pupils once they are in receipt of full-time EOTAS provision. Providers are usually required to forward weekly reports on pupils, but the focus is on attendance and behaviour rather than academic performance.

6. Attainment of children and young people EOTAS

In the EOTAS Framework for Action²⁸, Welsh Government recognises the difficulties associated with comparing EOTAS learners with mainstream learners on a 'like for like' basis. This is because the majority of EOTAS learners do not start from the same baseline as most of their mainstream peers. The Welsh Government acknowledges that key performance indicators, such as Level 2 inclusive of English/Welsh and mathematics, do not reflect the 'distance travelled' for vulnerable learners, in particular those in EOTAS provision. Within this context, since 2016, Welsh Government has released key stage 4 attainment data for those pupils whose main education is in a pupil referral unit. There is no national data available for pupils in receipt of EOTAS provision in other key stages and settings.

In each Estyn core inspection report for PRUs, mainstream special schools and independent special schools, we state clearly that it is not appropriate to compare the standards that pupils achieve in these sectors with national averages. We emphasise that we do not analyse the performance trends of groups of pupils over time because of the nature of the pupils' social, emotional and special educational needs. Yet our inspectors do form a view about how far pupils fulfil their potentials as learners by considering a range of evidence including attainment against baseline data, outcomes of lesson observations, scrutiny of pupils' work and discussions with pupils.

Our inspection evidence and EOTAS thematic reports confirm that nearly all pupils in receipt of EOTAS provision study a restricted range of subjects. As a result, only a very few pupils attain as well across a similar range of subjects as their peers in mainstream schools. For example, in PRUs, in each of the last three years, at key stage 4, a very few pupils gained A*-C grades in GCSEs in the core subjects of English or Welsh and mathematics and science²⁹. This is because most pupils only study a small range of credit-based qualifications or Entry level GCSEs. They do not always have opportunities to study higher level courses, even when these better suit their abilities. This is a major shortcoming, and, as a result, pupils, especially the more able, do not consistently achieve their potential. Overall, they achieve the targets set for them by providers and attain accreditation for their learning, but these targets are often too low. These low levels of attainment often have adverse implications for post-16 progression. We welcome the work to improve the data sets available to track post-16 destinations in a more systematic way, which may be a better measure of the appropriateness of the provision and outcomes for pupils who are in EOTAS.

²⁸ Welsh Government (2017) *Education otherwise than at school (EOTAS) Framework for Action*. [pdf] Cardiff: Welsh Government. Available online at: <https://gov.wales/sites/default/files/publications/2018-03/education-otherwise-than-at-school-framework-for-action.pdf> Accessed on: 20 June 2019

²⁹ Welsh Government (2019a) *Key stage 4 indicators for pupils whose main education is at a pupil referral unit*. Cardiff: Welsh Government. Available online at <https://stats.wales.gov.wales/Catalogue/Education-and-Skills/Schools-and-Teachers/Examinations-and-Assessments/Key-Stage-4/ks4indicators-year-pru> Accessed on: 25 June 2019

In PRUs, generally, pupils studying vocational courses gain the relevant qualifications. Usually, these are credit-based qualifications level 1 and 2 at certificate, extended certificate or diploma level. However, because of the complexity of their needs, a few pupils in key stage 4 achieve less well in their off-site placements. In most PRUs, at the end of key stage 4, many pupils progress to further education or apprenticeships.

Recent inspections and monitoring visits in independent special schools confirm that many pupils make at least good progress in their learning in relation to their starting points and abilities. By the time that they leave their school, many pupils achieve a worthwhile range of nationally recognised qualifications at entry level. A few achieve GCSE qualifications in subjects such as English, mathematics and science. Overall, the progress pupils make in developing their skills supports them well in making successful transitions to appropriate destinations that are relevant to their needs and abilities. However, in a few schools, there are not enough opportunities for pupils to achieve qualifications that support their vocational progression or future learning pathways.

7. Outcomes and wellbeing of children and young people EOTAS

Estyn's evidence for this inquiry area is informed from the inspection reports of two sectors: PRUs and independent special schools, outlined in separate sections below.

Pupil Referral Units

In recent inspections, the outcomes for pupils' wellbeing and attitudes to learning have been notably stronger when compared with all PRUs inspected during this inspection cycle so far. Although most pupils have experienced considerable disruption in their education, over time they acquire strong and trusting working relationships with staff and develop important skills in tolerance, resilience and respect. They feel safe and benefit from opportunities to be themselves and develop successfully. For example, they respond very well to the sensitive and supportive approach of staff and come to understand the reasons for their challenging behaviour and how to manage it effectively so that they can concentrate on their learning.

Many pupils, improve their attendance significantly and acquire positive attitudes to their learning. They settle to structured activities quickly, sustain high levels of concentration and complete tasks successfully. Most pupils engage enthusiastically in a beneficial range of community, creative and sporting activities. For example, when maintaining dedicated flower beds in the local area, making pinch pots to fund raise for charity or participating in the daily mile challenge. These activities have an extremely positive impact on pupil's physical, social and emotional wellbeing and enhance their life skills considerably.

Overall, there is too much variation in attendance, particularly for older pupils in key stage 4. Due to the complexity of their needs, a few pupils in key stage 4 struggle to attend off-site placements that form part of their weekly timetabled provision. This has a detrimental impact on their individual progress and wellbeing, as well as overall attendance.

Independent special schools

In recent core and monitoring inspections, in most schools pupils make at least good progress in improving their standards of well-being and attitudes to learning. Many of these pupils have experienced significant disruption to their formal learning before joining the school. However, over time, most pupils develop productive working relationships with staff who support them very effectively to develop their self-esteem and resilience when faced with challenges in learning.

Over time, because of the co-ordinated support they receive from staff, many pupils learn to manage their anxieties successfully and improve their behaviour in relation to their individual needs. This helps them to engage constructively in lessons and build their social skills and self-confidence. Many pupils attend school regularly and are punctual for lessons. These pupils work effectively independently and together with their peers. They take pride in their work and are eager to share their achievements and the progress they have made in their learning with visitors.

However, the attendance of a few pupils is too low. These pupils make slow progress in managing their behaviour and do not engage well in learning. For example, they do not respond well to staff support and leave lessons early without completing tasks.

8. The quality of support provided to children and young people in the range of EOTAS provision

Our inspection and thematic evidence shows that pupils in receipt of EOTAS provision are generally very appreciative of the nurturing and supportive working relationships they develop with EOTAS staff. Over time, they develop the trust and confidence to talk to staff about their emotions and life experiences. They know that they will be listened to, that their needs are understood and staff will help them to manage their emotions and behaviour. Gradually, this approach helps most pupils to learn how to control their emotions and improve their behaviour.

Many PRUs deliver comprehensive programmes of personal and social education to support and encourage pupils effectively to develop healthy lifestyles and behaviours. In these settings, staff take every opportunity to support pupils in learning how to stay safe and take responsibility for themselves and their actions. This approach builds pupils' confidence and helps them to develop secure values.

A strength of many PRUs is their effective partnership working with social services and health professionals. The most effective PRUs have well-established arrangements for identifying pupils' additional learning and emotional needs. In these settings, staff use this information skilfully to plan targeted support to address gaps in pupils' learning and improve their behaviour. Most PRUs make effective use of beneficial partnerships with a range of multi-agency professionals to meet the needs of pupils in a holistic way. These partnerships include specialist services such as mental health, advisory teachers, educational psychologists and agencies such as the NSPCC and Barnardo's. In addition to providing valuable support for pupils, these partnerships often provide beneficial training for staff to help them better support pupils' needs.

For all types of EOTAS provision, local authorities often experience difficulties ensuring that pupils in receipt of EOTAS access the expertise of the Child and Adolescent Mental Health Service. As a result, pupils do not always receive therapeutic support to meet their needs and staff do not get the specialist advice and guidance they need to support pupils' needs.

Estyn's EOTAS thematic reports confirm that older pupils mostly receive good support from EOTAS staff and additional professionals, such as youth workers and staff at Careers Wales, to plan their transition to the next stage in their life. Although Careers Wales and learning coaches provide ongoing support and guidance to nearly all pupils receiving EOTAS, they have extremely limited influence on the curriculum opportunities offered by providers. As a result, pupils' choices are restricted to those offered by providers, rather than part of a planned pathway. For example, our 2016 EOTAS report³⁰ highlighted how

³⁰ Estyn (2016) *Education other than at school*. Cardiff: Estyn. Available online at: <https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/EOTAS%20remit%20report.pdf> Accessed on: 10 June 2019

most pupils receiving home tuition are educated for a maximum of ten hours each week and follow an extremely limited curriculum because there is not enough time for tutors to provide for all subjects. One pupil cited in the report wanted to go on to study art at a further education college and in higher education. However, he knew that this was unlikely because he is not studying art as one of his four GCSEs. Many pupils felt frustrated that they could not access a full curriculum and understood that, because of this, their future life, further study and employment chances are limited. Currently, there is no data collected on the number of pupils receiving EOTAS who go on to become NEET.

9. Professional development support for Pupil Referral Unit staff, including those who provide home tuition

The evidence from our inspection and EOTAS thematic reports shows that almost all EOTAS providers employ experienced staff to meet pupils' emotional and behavioural needs. Many of these staff have specific training, for example, in youth work, counselling and as life coaches. However, with the exception of PRUs, very few teachers of EOTAS have access to training and support that keeps them up-to-date with the latest practice and curriculum requirements. These staff do not usually know where to go to get the best advice or to see good practice. Further, local authorities do not generally encourage their specialist teachers and educational psychologists to share their expertise with independent providers of EOTAS.

In PRUs, where there is effective practice, both teaching and support staff have received beneficial and often high level training to support vulnerable pupils. This is similar to the effective practice findings that will be highlighted in our forthcoming remit on mainstream school support for pupils with adverse childhood experiences. As a result, staff across these settings have developed a strong understanding of issues around attachment and also the impact of trauma on children and young people's development.

Throughout Wales, staff in PRUs have many opportunities to extend their professional learning and improve their practice. For example, they participate in a range of activities from in-house CPD programmes through to courses and events organised in collaboration with their local cluster, regional consortia or national events. In a few cases, arrangements for staff professional learning are a significant strength. For example, staff have the opportunity to make valuable use of video-based professional learning platforms to share and discuss their ideas about aspects of effective practice internally and with other schools - mainstream, special and PRUs, both locally and nationally. In one case, a PRU's comprehensive provision for professional learning, and the positive impact that it has had on improving practice and pupil outcomes, is beneficial to its role as a Professional Learning Pioneer School. Overall, PRUs' access to professional learning and support provided through the regional consortia has improved over the last two years. In addition, the creation of the national PRU network has helped leaders to share practice and learn from each other.

More generally, with the relatively small number of staff at a PRU, there is often a capacity issue for staff being able to make an effective contribution to the professional learning activities surrounding the national education reform agenda. This includes activities such as events organised for the Additional Learning Needs and Education Tribunal (Wales) Act 2018, a Curriculum for Wales, and the focus on health and wellbeing, and ACE. The multiple roles PRU staff often undertake, and the trusting working relationships that they develop with their pupils premised on stability, can make it difficult for leaders and staff to plan for and participate in external events.

Currently, we have a very limited evidence base around the quality of home-tuition services in Wales, as we do not routinely visit this provision in children and young people's homes as part of our inspections of PRUs or local government education services. Often, this is

because pupils who are home educated through EOTAS provision are not registered as part of a PRU. Further, in inspections of local government education services, there is insufficient scope within current resources to scrutinise this provision at individual pupil level. Our thematic evidence does confirm that, in many cases, the staff employed are not full-time employees of the local authority and do not have access to the range of professional learning that may be available to other staff within PRUs or schools.

10. The potential risks for children and young people EOTAS such as increased barriers to accessing mental health support, increased risk of involvement with crime and the criminal justice system such as ‘county lines’.

Estyn’s response to the focus areas above, highlights how pupils with special educational needs, poor mental health and/or living in poverty are much more at risk of being excluded, in receipt of EOTAS and having lower educational outcomes. Our thematic reports emphasise particular concerns about pupils receiving EOTAS provision not always having access to a broad and balanced curriculum that enables them to gain recognised qualifications in line with their needs and ability.

We are mindful that there are additional risks for particular groups of pupils. For example, pupils who have been attending Welsh medium schools have extremely limited opportunities of continuing their learning in Welsh when they attend EOTAS. For pupils’ with a statement of SEN, only a few EOTAS providers employ staff who are qualified and experienced in supporting these pupils special educational needs. Further, the main findings for our thematic report³¹ on the quality of education and training for young people engaged with youth offending teams (YOTs) show that, in many YOTs, the amount of time that young people are offered in EOTAS provision is low. The time does not meet the Youth Justice Board’s recommended hours, and many local authorities take too long to find this provision, for young people working with the YOT who have been excluded from mainstream school. A minority of these young people have to wait for more than 15 days to access provision. Where there are lengthy gaps in the young person’s attendance in education, this increases the risk of them engaging in reoffending behaviour. It also results in a significant reduction in the amount of time that these young people attend education during their involvement with YOTs, impacting adversely on their ability to engage and make progress.

From a wellbeing perspective, our thematic report about managed moves³² confirms that only a very few local authorities have a sound understanding of how many pupils have part-time EOTAS timetables and for how long. Generally, local authorities do not monitor these pupils well enough to ensure that they are safe and that they return to full-time suitable education as soon as possible. This is a significant shortcoming in the work of the local authority. On a national level, varying practice in attendance coding for part-time timetables means that the reporting of school attendance is inconsistent across Wales.

If the chances of improving these vulnerable pupils’ education and life prospects are to be improved, the barriers to learning and succeeding outlined above need to be removed.

11. Other issues closely linked to EOTAS, for example managed moves, and the ‘off-rolling’ of pupils

In addition to the comments above, and the evidence highlighted from our published thematic report on managed moves in section 1, we have noted that over time the definition

³¹ Estyn (2018b) *The quality of education and training for young people engaged with youth offending teams*. [pdf] Cardiff: Welsh Government. Available online at: <https://www.estyn.gov.wales/thematic-reports/quality-education-and-training-young-people-engaged-youth-offending-teams> Accessed on: 10 June 2019

³² Estyn (2018a) *Managed Moves: Effective use of managed moves by local authorities and schools*. [pdf] Available online at: <https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/Managed%20moves%20-%20how%20used%20by%20LAs%20and%20schools%20report%20%28003%29.pdf> Accessed on: 10 June 2019

of a managed move has been open to interpretation and change. The introduction of informal managed move arrangements, such as managed transfers or managed exits to a new school or specialist provision, allows local authorities and schools to move pupils at risk of disengagement or exclusion from their home school without a permanent exclusion or right to return.

In the sections above, reference has been made to several published Estyn thematic reports that focus either solely on EOTAS or are closely linked. In October 2019, Estyn will publish two more related thematic reports, one focusing on support for pupils with adverse childhood experiences and the other on pupil registration practices. The latter has a particular focus on a school taking a pupil off its roll completely without the use of a formal permanent exclusion ('off-rolling'). This report will also focus on how several schools change the registration status of a pupil between the January of Year 10 and the January of Year 11 so that the pupil's outcomes are not included in the school's key stage 4 performance data. For example, in Wales in 2017-2018, 1.6% of the pupils who were in Year 10 in 2016-2017 had moved to EOTAS as their main provider by January of Year 11. There are large variations in this rate of movement for local authorities across Wales, with the highest rate of movement being 7.4%. Often these pupils are registered as dual-subsidary at their 'home' mainstream school. Given that these pupils' outcomes will not reflect on their mainstream school, the report concludes that there is little incentive for schools to ensure a smooth transfer to EOTAS or to work in partnership with the EOTAS provider in the best interests of individual pupils. The report will recommend that, at the end of key stage 4, consideration for the success of EOTAS to be measured by wider data such as destination data including the rates of pupils who are in sustained employment or training six months after completion of their studies, rather than mainstream school performance measures. The rationale behind this issue is that mainstream schooling has already 'failed' the majority of these pupils, and that one of the main purposes of any EOTAS provision should therefore be to secure a pathway for them into further training or employment.

In 2018-2019, two PRUs were awarded excellent for all five inspection areas. For more information about the two PRUs inspected, please read the inspection reports:

[Inspection Report Denbighshire PRU 2019](#)

[Inspection Report Tai PRU 2019](#)

The Committee's inquiry will include individual home tuition but will not focus on the separate issue of elective home education.

List of references

Children's Commissioner for Wales (2014) *The Right to Learn*. [Online]. Available from: https://www.childcomwales.org.uk/wp-content/uploads/2016/04/Right_to_learn_eng-F.pdf [Accessed 18 June 2019]

Estyn (2015) *Education other than at school: a good practice survey*. Cardiff: Estyn. [Online]. [Accessed 10 June 2019]

Estyn (2016) *Education other than at school*. Cardiff: Estyn. [Online]. Available from: <https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/EOTAS%20remit%20report.pdf> [Accessed 10 June 2019]

Estyn (2018a) *Managed Moves: Effective use of managed moves by local authorities and schools*. Cardiff: Estyn. [Online]. Available from: <https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/Managed%20move%20-%20how%20used%20by%20LAs%20and%20schools%20report%20%28003%29.pdf> [Accessed 10 June 2019]

Estyn (2018b) *The quality of education and training for young people engaged with youth offending teams*. Cardiff: Estyn. [Online]. Available from: https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/The%20quality%20of%20education%20and%20training%20for%20young%20people%20engaged%20with%20youth%20offending%20teams%20-%20en_0.pdf [Accessed 10 June 2019]

National Assembly for Wales, Children, Young People and Education Committee (2018) *On the Money? Targeted funding to improve educational outcomes*. Cardiff: National Assembly for Wales. [Online]. Available from: <http://www.cynulliad.cymru/laid%20documents/cr-ld11615/cr-ld11615-e.pdf> [Accessed 25 June 2019]

OECD (2017) *The Welsh Education Reform Journey*. [Online]. Available from: <http://www.oecd.org/education/The-Welsh-Education-Reform-Journey.pdf> [Accessed 19 June 2019]

United Nations (1989) *Convention on the Rights of the Child*. [Online]. Available from: <https://www.ohchr.org/Documents/ProfessionalInterest/crc.pdf> [Accessed 17 June 2019]

Welsh Government (2017) *Education otherwise than at school (EOTAS) Framework for Action*. Cardiff: Welsh Government. [Online]. Available from: <https://gov.wales/sites/default/files/publications/2018-03/education-otherwise-than-at-school-framework-for-action.pdf> [Accessed 20 June 2019]

Welsh Government (2018a) *Inclusion and pupil support*. Cardiff: Welsh Government. [Online]. Available from: https://gov.wales/sites/default/files/publications/2018-05/guidance-inclusion-and-pupil-support_0.pdf [Accessed 19 June 2019]

Welsh Government (2018b) *Permanent and fixed-term exclusions from schools: September 2016 to August 2017*. Cardiff: Welsh Government. [Online]. Available from: <https://gov.wales/permanent-and-fixed-term-exclusions-schools-september-2016-august-2017> [Accessed 18 June 2019]

Welsh Government (2019a) *Key stage 4 indicator for pupils whose main education is at a pupil referral unit*. Cardiff: Welsh Government. [Online]. Available from: <https://statswales.gov.wales/Catalogue/Education-and-Skills/Schools-and->

[Teachers/Examinations-and-Assessments/Key-Stage-4/ks4indicators-year-pru](#) [Accessed 25 June 2019]

Welsh Government (2019b) *Pupils educated other than at school*. Cardiff: Welsh Government. [Online]. Available from: <https://gov.wales/docs/statistics/2018/180725-pupils-educated-other-than-at-school-2017-18-en.pdf> [Accessed 18 June 2019]

Welsh Government (2019c) *Schools' Census Results 2019*. Cardiff: Welsh Government. [Online]. Available from: <https://gov.wales/sites/default/files/statistics-and-research/2019-07/school-census-results-2019-764.pdf> [Accessed 24 June 2019]

Welsh Government (2019d) *Wales Children Receiving Care and Support Census*. Cardiff: Welsh Government. [Online]. Available from: https://gov.wales/sites/default/files/statistics-and-research/2019-02/wales-children-receiving-care-and-support-census-2018-experimental-statistics_1.pdf [Accessed 20 June 2019]

CYPE(5)-05-20 – Paper 3

CYPE Inquiry into Education Other Than At School (EOTAS)

About NEU Cymru

- The National Education Union Cymru stands up for the future of education. It brings together the voices of teachers, lecturers, support staff and leaders working in maintained and independent schools and colleges to form the largest education union in Wales.
- The National Education Union is affiliated to the Trades Union Congress (TUC), European Trade Union Committee for Education (ETUCE) and Education International (EI). It is not affiliated to any political party and seeks to work constructively with all the main political parties.
- Together, we'll shape the future of education.

NEU Cymru response

NEU Cymru welcomes the opportunity to respond to this consultation, we have members employed within the sector in Wales.

NEU Cymru support the Welsh Government's aims: "The Welsh Government is committed to meeting the educational needs of all children in Wales in order that they achieve their potential." **However, more funding and support is needed for EOTAS in order to fulfil those aims.**

Education Other than at School (EOTAS) Provision is variable across Wales, and can range from large Pupil Referral Units (PRUs) to tuition in a learner's own home. This differs from Home Education, as we understand for young people in EOTAS provision they are registered with, or at least funded by, an individual school or local authority.

It is important that EOTAS is able to offer a curriculum tailored to the needs of an individual learner, and it is therefore welcome that the new Curriculum will provide some opportunity for "disapplication" for some learners. However, some learners do not always have access to a full range of subjects. Class sizes can vary hugely in EOTAS provision and must be of a manageable size for learners and education professionals.

The two main areas of concern from the perspective of our members, and the funding of EOTAS, and support and professional learning available.

Last year saw some local authorities reduce the amount of ‘in-house’ provision, and use private providers instead. This has inevitably meant some local redundancies, and professionals being taken on with significantly reduced terms and conditions.

Our members also highlight that the ‘cost’ of home tuition, which is passed to schools, can make EOTAS provision seem an expensive option for pupils, when compared to permanent exclusion. The best interest of the child should be the central concern.

There are some specific issues which may be of particular interest to the Committee:

Zero-hours contracts

Many people employed in EOTAS providing home or community support are on zero hours contracts and, for example, are unpaid when learners don’t turn up.

This is obviously a huge concern and runs counter to the Welsh Government’s aims around fair work for all.

Staff costs can have an impact on learning, in terms of the time the learner has for tuition, compared to costs for travel time etc. Issues relating to supply teachers can also have an impact in EOTAS.

Access to CPD

Like with supply teachers, those teaching in EOTAS often lack access to high-quality CPD. It is critical if Wales is to provide access to a good education which meets the needs of all learners, CPD must be available. Each local authority should put a strategy in place to support staff to access CPD.

Private provision – unregistered staff

Some local authorities use private providers to deliver EOTAS provision. A particular concern of this, is, for example, that as a private provider, teachers do not necessarily have to be registered with the Education Workforce Council (EWC). That is, like with private, or independent schools, in Wales, they can use unregistered staff.

Obviously, this is a concern in terms of safeguarding arrangements. Learners in Wales have the right to access good quality education. Therefore, we believe that all private providers should use professionals registered with the EWC.

EWC registers teachers, support staff, and youth workers. Thus, the definition of those who need to register could be looked at in terms of EOTAS. We recognise that some of those who work with young people in EOTAS will be specialists, for example mechanics.

We would be concerned that a lack of safeguarding, and training, which runs alongside that, has poor implications for staff and young people alike.

Additional Learning Needs/ SEN provision

Children with additional learning needs or special educational needs need to be supported in mainstream settings and specialist settings.

Our members tell us a high proportion of young people are in EOTAS provision with ALN/SEN. Learners in this context must have access to the right support, and those working in PRUs or other EOTAS provision must be properly funded and trained to support the needs of all learners. Where the LA is responsible for a young person with ALN, support must be promptly given.

Mental health and behaviour

In addition, young people with mental health problems and/or challenging behaviour are increasing. Many young people end up in PRUs.

Our members tell us access to mental health and behavioural support services are causing a huge challenge in education in Wales. We also understand that behaviour towards education professionals in education settings is increasingly unacceptable. With the funding crisis in education, we are concerned that the support given by LAs is decreasing, and young people may end up in EOTAS, when it is not the most appropriate place for them.

This situation emphasises the need for parity for both staff and students alike, to ensure that young people have access to an appropriate education.

Transport

Transport is an issue within EOTAS. Children have the right to access education, be it through mainstream, specialist, or EOTAS provision, as per the WG statement. However, getting to EOTAS provision can be hugely problematic. EOTAS provision may take place in a community

setting, or PRU, and rules around providing support need to encourage young people to take up their education, not discourage. For example, some LAs expects young people to travel 3 miles, before they will provide support. This is a disincentive for many young people, and disadvantages those on low incomes.

The Learner Transport (Wales) Measure 2008 needs to ensure that transport is not a barrier to education. **It must also ensure that in all cases where transport is an access arrangement, the LA provides funding.** This is particularly important in relation to the forth-coming implementation of the ALNET (Wales) Act.

Children, Young People and Education Committee
Inquiry into Education Otherwise than at School (EOTAS) provision
January 2020

1. The NASUWT welcomes the opportunity to submit written evidence to the Children, Young People and Education (CYPEC) committee inquiry into school funding ahead of the oral evidence session on 5 February 2020.
2. The NASUWT is the largest teachers' union in Wales representing teachers and school leaders.

GENERAL COMMENTS

3. The NASUWT notes that in its submission to this Inquiry ESTYN set out that:

'In January 2019, there were 2,286 pupils in Wales receiving their education through EOTAS provision... half of these pupils were not on roll at a maintained school and they received their education solely through EOTAS provision. Almost 44% of pupils whose main education is other than at school were enrolled at pupil referral units, 14% in independent schools and 11% in further education. About 14% were in receipt of individual tuition and almost 2% were awaiting provision or not currently in provision.

*Many of the pupils who attend EOTAS have either been excluded from mainstream education or are at risk of exclusion ...largely because of challenging behaviour associated with social and emotional behavioural difficulties.'*¹

Levels of financial support available

¹ Estyn evidence to the National Assembly Children, Young People and Education Committee, EOTAS 03
<http://senedd.assembly.wales/mgConsultationDisplay.aspx?id=359&RPID=1518989776&cp=yes>

4. The NASUWT is clear that the funding, resourcing and organisation of education should reflect its status as a human right and a public good.
5. The human rights dimension of education is about ensuring that every individual child and young person can achieve, succeed and be the best person they can be.
6. Children and young people with special needs and placed in EOTAS provisions are among the most vulnerable members of the community. Meeting their needs and ensuring their rights are respected is a hallmark of any civilised society.
7. Arrangements need to ensure that all children educated otherwise than in specified settings can access their legal entitlement to benefit from a broad, balanced, relevant and engaging education provided in a safe and caring environment.
8. Local authorities have a duty to ensure that all children receive an education suitable to their age, ability, aptitude and any special educational needs they may have.
9. It is essential that it also takes full account of their fundamental rights, as confirmed in Article 29 of the United Nations Convention on the Rights of the Child, to an education 'directed to the development of [their personalities], talents and mental and physical abilities to their fullest potential'.²
10. The public good dimension of education is about recognising that a high-quality education system generates benefits that go beyond those that accrue to the individual. Public education is established, in large part, to secure important social, economic, cultural and civic benefits for the wider community.
11. NASUWT has many members across Wales working the dedicated workforce in EOTAS, home tuition, PRUs and other alternative provision.

² UN General Assembly (1989). *Convention on the Rights of the Child*. Art. 29, United Nations, Treaty Series, vol. 1577, p. 3. Available at: (<http://www.refworld.org/docid/3ae6b38f0.html>),

The NASUWT remains clear that high-quality education requires the deployment of appropriately qualified, trained and supported teachers.

12. Evidence obtained by the NASUWT and casework undertaken by the Union has highlighted that many teachers working in these services are poorly paid. In some cases, such as home tutors this amounts to 'zero hour contracts', where staff are not paid for travel and go unremunerated if pupils assigned to them do not attend or are not at home at the appointed times.
13. To meet the needs of the service adequate levels of overall funding and resources must be made available. The NASUWT remains clear that current levels of resourcing for special and additional needs, of EOTAS services and PRUs in Wales are not adequate and need to be increased as a matter of urgency.
14. It is necessary to recognise in this context the years of underinvestment in per-pupil funding that has blighted education provision across Wales, the reduction in special schools, PRU and EOTAS provision, including home tuition and Children and Adolescent Mental Health Services (CAMHS), which has resulted in a postcode lottery in terms of access to such specialist provision, and the demanding and sometimes harrowing nature of the work involved at the point of delivery within these specialist areas.
15. Because resources to provide public goods will always be scarce, it is important that they are used efficiently so that they maximum benefits for learners and their teachers.
16. Evidence from a comprehensive survey of teachers and headteachers undertaken by the NASUWT in 2018 confirms that in many cases, the resources made available to support special and additional needs are inadequate. These concerns centre on at least four key issues:
 - the overall sufficiency of special and additional needs funding;
 - how resources are allocated between local authorities;

- how available resources are distributed between, and within, schools; and
 - the extent to which the organisation of the education system promotes the efficient use of resources.
17. It is also evident that demands on high need resources continue to increase.

Support available for pupils at risk

18. The NASUWT maintains that the focus on the quality of the curriculum available and the difficulties in providing a full curriculum within EOTAS provision across the sector is an argument of both convenience and political expediency, as the approach seeks to shift responsibility onto those at the point of delivery rather than addressing the fundamental issues of the sufficiency of funding, the adequacy of staffing levels and expertise, and the lack of access to, and availability of, appropriate and relevant continuing professional development (CPD) for those working in this highly demanding sector.
19. There are cases where pupils have forfeited their right to remain at a particular school because they present a danger to staff and/or other pupils, and/or their continued presence at the school would prejudice the education and life chances of other pupils.
20. If schools continue to believe that there are grounds to seek the exclusion of pupils in such cases, they must proceed using the statutory process.
21. Local authority EOTAS provision, if available, should be sourced if a school considers that the service that can be provided, including home tuition, placement in a PRU and access to CAMHS, is in the best interests of the pupil in need and those of the other pupils at a school.
22. The Union is clear that the educational merits of such placements, in relation to the individual needs of vulnerable learners and those of other mainstream pupils, including the health, safety and welfare of pupils and the education workforce in mainstream schools, and, for that matter, in

'Alternative Provision', must be the over-riding factors in determining access to such provision, rather than a narrow focus on the pursuit of inclusion in mainstream education and/or the associated costs of appropriate placements.

Responsibilities and accountability

23. The NASUWT continues to have significant concerns about the dismantling of previous systems and structures designed to facilitate multi-agency working between children and young people's services.
24. In circumstances where the quality of inter-agency partnership working is poor or non-existent, wasteful duplication of provision by different services is evident. The lack of co-ordination between services too often results in the omission of critical provision, particularly that related to early intervention, resulting eventually in increased costs, as well as adverse consequences for children and young people, that result from a failure to ensure support and care at the earliest possible stage.
25. Lack of inter-agency co-ordination results in ineffective decisions about how available resources should be deployed. In addition, the relatively low level of joint commissioning in many localities results in the availability of less, but more expensive, provision available to meet children and young people's needs.
26. In the clear majority of cases, single local authorities are too small to organise and provide efficiently the often complex and expensive range of services required to meet the full range of special and additional needs that children and young people may present.
27. Many local authorities are dependent, often for historical reasons, on out-of-authority residential provision, much of which is located in the independent and non-maintained sectors.
28. It is essential to recognise that the teachers and other staff that work in such settings have high levels of skill and experience and have a critical role to play in meeting some of the most complex needs that children and young people can present. The NASUWT is clear that there is an

important role for residential special and alternative provision within the context of a genuinely inclusive education system.

29. However, local authorities are often required to secure out-of-authority or residential places on a traded service basis, in which fees and other costs are unregulated and are the subject of bilateral negotiations.
30. It is evident that there can be significant variation between different providers in the fees they charge for comparable places. There is also evidence that individual providers charge different fees to different local authorities for the same provision.
31. An education system that operates on the basis of principles that reflect the importance of the public service ethos would encourage, and expect, schools to collaborate in the interests of all local children and young people. Current models of accountability and school organisation militate against achievement of these aims as a deliberate intention of policy. As with other forms of collaboration, schools working together, sharing resources and expertise, can generate the most efficient and coherent use of scarce resources.
32. However, systems and structures in place to promote collaboration between schools are not effective. Current incentives in the system and the responses of many schools to these incentives, lead to circumstances in which schools are liable to act self-interestedly rather than in the interests of all children and young people in their local area.
33. The current school accountability regime prompts some schools to focus on ensuring that they can secure a pupil population that will maximise their chances of meeting externally-established measures of effectiveness based on pupil assessment outcomes. This approach leads to schools seeking to exclude, off-roll or fail to admit pupils with special and additional educational needs, leaving others in the system, including other schools, to ensure that these needs are met.

34. Although outside the scope of this current inquiry, the NASUWT notes that some schools continue to pressurise parents of children with special educational needs and disabilities to home educate.
35. The NASUWT has therefore welcomed proposals by the Welsh Government to reform the accountability system in Wales.
36. Nevertheless the Union has significant reservations regarding the involvement of the regional consortia in fostering collaborative and partnership working with local schools.

Support for EOTAS pupils and Professional Development support for staff

37. A comprehensive survey of teachers working with pupils with special and additional educational needs and in alternative provisions undertaken by the NASUWT in 2018 underlines the scale of the issues. In particular, more than two-thirds of teachers reported that they never, rarely or only sometimes receive the support they need to teach pupils with special and additional needs effectively. Teachers also report that staffing and support for SEN have reduced, while access to special and alternative needs-related training and support has also declined.
38. The survey also highlighted the implications for the workforce of inadequate allocation of resources to meet special and additional needs at school level.
 - Support for learners has decreased in the last five years.
 - Learners who do not have a Statement of ALN or Individual Development Plan (IDP) struggle to access specialist support.
 - Some external agencies are adopting strategies to control or limit the number of learners who are assessed and who receive support. 'Inclusion' is open to interpretation, meaning that there is often lack of clarity around thresholds for support.
 - More than two thirds of teachers report that they never, rarely or only sometimes receive the support they need to teach learners with ALN effectively.

- In the last five years, specialist teaching and support-staffing posts have been cut.
- The demands on the roles of ALNCOs have increased, with many reporting that their general teaching responsibilities have also increased.
- Teachers are not always equipped with the knowledge, skills and expertise to meet the needs of learners with ALN. Increasing pressures and workloads, including those arising from other education reforms, have consequences for teacher morale, teacher wellbeing and teacher retention.

Training and CPD

- Many respondents report significant difficulties accessing high-quality, effective ALN-related training or CPD. In particular, class teachers struggle to access ALN-related training or CPD.
- Many teachers report that they undertake training/CPD outside the working day.
- There is enormous variation in the quality of training/CPD.
- Almost three quarters of respondents who received ALN -related training or CPD in the last two years received just one day or less in total.
- Most training/CPD is delivered by a member of school staff. Local authorities are still a major provider of CPD/training but, increasingly, schools are obtaining CPD/training from consultants and private providers. This is often expensive and there are concerns that programmes are 'glitzy' rather than focused on what teachers need.

Abuse and violence

39. In the case of ALN teachers and teachers working in special schools, alternative provision, PRUs and EOTAS centres, many have raised concerns that abuse and violence is seen as 'part of the job'.

- Well over half of teachers have experienced physical assault. Almost all ALN teachers report that they experience low-level disruption and three quarters report experiencing verbal abuse.
- In some schools, teachers are told that physical assault and other abuse is 'part of the job'.
- Some SEN teachers report that staff are hit, spat on and verbally abused on a daily basis.

To: Janet Finch
Saunders, AM

Chair of the Petitions
Committee

Via email only

15 January 2020

Dear Chair,

Re: P-05-924 Ensure that every school in Wales has Wellbeing Ambassadors

I write in relation to the above petition, to express my support for peer-led, peer-supported mental health initiatives in schools.

The evidence from my [2019 report on cyber-bullying](#) tells us that the children and young people and teachers we spoke to rated peer-led, peer-supported initiatives as highly effective in tackling bullying. Young people also spoke about peer mentoring and support as one of their top solutions to bullying.

This reinforces evidence from the field of developmental science, which has highlighted that school based interventions often fail because they 'imply that adolescents require adult expertise and are unable to make the right choices on their own.'¹ Research suggests that promising approaches to preventing bullying and supporting wellbeing take into account young people's wish to feel respected and accorded status, which is linked with their neurobiological development.²

I particularly value this petition as it has stemmed directly from the involvement of children and young people, through their Senedd Ysgol, and reflects the importance that children and young people and their parents place on tackling bullying. This was also reflected in the results of our survey of over 10,000 children and young people, [Beth Nawr](#), which showed that tackling bullying is a key priority for them.

¹ *Dahl, R.E, Nicholas B. Allen, Linda Wilbrecht & Ahna Ballonoff Suleiman, Importance of investing in adolescence from a developmental science perspective. Nature 25770 (2018)*

² *Yeager, D. S., Dahl, R. E. & Dweck, C. S. Why interventions to influence adolescent behavior often fail but could succeed. Perspect. Psychol. Sci. 13, 101—122 (2018)*



Tŷ Ystumllwynarth/Oystermouth House
Llys Siarter/Charter Court, Phoenix Way
Abertawe/Swansea SA7 9FS
01792 765600

comisiynyddplant.cymru
childrenscommissioner.wales

post@comisiynyddplant.cymru
Tudalen y pecyn 74
post@childrenscommissioner.wales

Croesawn ohebiaeth yn y Gymraeg yn ogystal â'r Saesneg ac mewn amryw o fformatau
We welcome correspondence in the medium of Welsh and English as well as alternative formats

The importance of peer support has been highlighted by the Senedd's Children, Young People and Education Committee in their Mind over Matter Report. Peer support and peer mentoring is also a feature of the whole-school approach draft framework.

Given that the value of peer-led, peer supported well-being initiatives are recognised by both the Welsh Government and the Assembly's Children, Young People and Education Committee, I hope that this petition can be brought to the attention of both as we approach the 2 year anniversary of the Committee's Mind over Matter Report.

Yours sincerely,



Sally

Sally Holland
Comisiynydd Plant Cymru
Children's Commissioner for Wales



Llywodraeth Cymru
Welsh Government

Ein cyf/Our ref: RE/83/20

John Glen MP
Economic Secretary to Treasury
1 Horse Guards Road
London
SW1A

22 January 2020

Dear John,

As Child Trust Funds (CTF) will begin to mature for young people from September 2020, it is important that every young person in Wales is made aware of the savings support that was made available to them at birth by the then UK Government.

All children born from 1st September 2002 received an initial payment of at least £250 from the UK Government before the scheme was abolished by UK Ministers in 2011. While the scheme was in operation, children from low income families received an additional £250 payment from birth.

A further payment of £250 was made into the children's CTF accounts at age 7, with those in lower income families once again receiving an additional £250 payment.

The Welsh Government also established the Child Trust Fund Cymru scheme, launched in Autumn 2009. The scheme, which ran until January 2011, provided an additional top-up to the CTF for children in Wales as they began primary school. The CTF Cymru provided £50 to all children, with a payment of £100 to those children living in low income households. HMRC data, suggest that a total of 273,000 CTF accounts were opened in Wales. The total value of CTFs in Wales was assessed by HMRC to be around £200m in 2012, which equates to an average value per account of £733. In many cases, of course, the value of CTFs will have risen significantly since 2012.

The Welsh Government opposed the UK Government's decision to abolish the scheme which deprived children of a guaranteed savings pot, with those in the poorest households losing out disproportionately. The UK Government has also undermined access to CTFs by failing to promote the schemes to ensure that families are in touch with their accounts.

The funds committed by both previous UK and Welsh Governments represented an investment in our children's future. Whether young people opt to re-invest and save for the future or to cover immediate costs to help with their next steps at this pivotal age, they should face no barrier to accessing their savings.

^[1] *Child Trust Funds Statistics, Detailed Distributional Analysis*, HMRC, Feb 2013.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/255881/dda.pdf

Given that Welsh Government money has been committed to these funds, I would be grateful for full details on the action the UK Government is taking to ensure that every eligible young person in Wales is made aware of the savings that have been set aside for their future.

As those young people make plans for their future, it is crucial that they are contacted in advance of the CTFs maturing this September. Advice and support should also be provided so that young people are protected from any predatory actors that target their savings.

We are copying this letter to the Chair of the Children, Young People and Education Committee.

Yours sincerely,



Rebecca Evans AC/AM
Y Gweinidog Cyllid a'r Trefnydd
Minister for Finance and Trefnydd

Canolfan Cyswllt Cyntaf / First Point of Contact Centre:
0300 0604400

Bae Caerdydd • Cardiff Bay
Caerdydd • Cardiff
CF99 1NA

Correspondence.Rebecca.Evans@gov.wales
Gohebiaeth.Rebecca.Evans@llyw.cymru

Rydym yn croesawu derbyn gohebiaeth yn Gymraeg. Byddwn yn ateb gohebiaeth a dderbynnir yn Gymraeg yn Gymraeg ac ni fydd gohebu yn Gymraeg yn arwain at oedi.

We welcome receiving correspondence in Welsh. Any correspondence received in Welsh will be answered in Welsh and corresponding in Welsh will not lead to a delay in responding. **Tudalen y pecyn 77**



Llywodraeth Cymru
Welsh Government

Ein cyf/Our ref MA-VG-0207-20

Lynne Neagle AC
Cadeirydd, Y Pwyllgor Plant, Pobl Ifanc ac Addysg
Cynulliad Cenedlaethol Cymru
Bae Caerdydd
CF99 1NA

23 Ionar 2020

Annwyl Lynne,

Rwy'n cyfeirio at eich cais i ddarparu gwybodaeth mewn perthynas â'r camau gweithredu a godwyd yn ystod sesiwn Cyllideb Ddrafft y Pwyllgor Plant a Phobl Ifanc ac Addysg ar 8 Ionawr 2020. Gweler isod fy ymateb mewn perthynas â'r materion hynny sy'n rhan o fy nghylch gwaith fel Gweinidog Iechyd a Gwasanaethau Cymdeithasol.

Y wybodaeth ddiweddaraf am ganfyddiadau Llywodraeth Cymru o'i gwaith ymchwiliol gyda Swyddfa Comisiynydd Cenedlaethau'r Dyfodol i ystyried Bondiau Effaith Gymdeithasol fel model buddsoddi sy'n seiliedig ar ganlyniadau er mwyn lleihau nifer y Plant sy'n Derbyn Gofal sy'n mynd i mewn i wasanaethau gofal, ar ôl i'r gwaith gael ei gwblhau

Byddwn yn ceisio penodi sefydliad addas i ddatblygu'r gwaith hwn. Fel y nodwyd yn fy nhystiolaeth, hyd yma, rydym wedi bod yn gweithio gyda chwmni Social Finance ond, yn dibynnu ar y trefniadau, efallai y bydd angen i ni geisio cyngor ar gaffael cyn cadarnhau unrhyw fanylion cytundebol. Byddai angen i ni nodi partneriaid llywodraeth leol sy'n addas ac yn barod i dreialu'r cynllun.

Yn olaf, byddai angen cynnal proses ddethol ar gyfer darparwyr cyllid a sefydliadau trydydd sector a fyddai'n darparu'r gwasanaeth, a fyddai'n cael ei ddarparu i'r awdurdodau lleol sy'n cymryd rhan. Dylai gwaith y partneriaid trydydd sector hyn gynhyrchu arbedion ar gyfer awdurdodau lleol a all ad-dalu'r darparwyr cyllid wedyn. Ar ôl i'r cyllid gael ei ad-dalu, bydd yr awdurdodau yn gallu defnyddio'r arbedion i gyllido gwasanaethau eraill. Bydd y model yng Nghymru yn wahanol am fod Llywodraeth Cymru yn sylweddoli bod rhywfaint o risg, a all golygu nad yw'r holl fuddiannau posibl yn cael eu cynhyrchu. Yn yr achos hwn, mae Llywodraeth Cymru yn fodlon gweithredu fel gwarantwr y cynllun – mae hyn yn golygu na fydd yr awdurdodau lleol sy'n cymryd rhan yn gyfrifol am y risg.

Bydd angen i'r awdurdodau lleol sy'n cymryd rhan nodi'r canlyniadau a ddymunir ar gyfer y gwasanaethau plant sy'n derbyn gofal y maent yn eu gweithredu, a gweithio gyda phartion eraill i ddatblygu mesurau ystyriol fel ein bod yn gwybod sut beth yw llwyddiant, neu fethiant. Bydd angen i ni sicrhau bod awdurdodau lleol yn deall yn llawn pa ffactorau sy'n

Canolfan Cyswllt Cyntaf / First Point of Contact Centre:
0300 0604400

Bae Caerdydd • Cardiff Bay
Caerdydd • Cardiff
CF99 1NA

Gohebiaeth.Vaughan.Gething@llyw.cymru
Correspondence.Vaughan.Gething@gov.wales

Rydym yn croesawu derbyn gohebiaeth yn Gymraeg. Byddwn yn ateb gohebiaeth a dderbynnir yn Gymraeg yn Gymraeg ac ni fydd gohebu yn Gymraeg yn arwain at oedi.

Tudalen y pecyn 78
We welcome receiving correspondence in Welsh. Any correspondence received in Welsh will be answered in Welsh and corresponding in Welsh will not lead to a delay in responding.

ysgogi'r pwysau a'r canlyniadau ariannol rydym yn eu gweld. Bydd hefyd angen i ni sicrhau bod y camau gweithredu a gynigir yn debygol o effeithio ar y sbardunau hyn – mae angen i ni dderbyn bod hon yn broblem gymhleth, ac y darperir ar gyfer y cymhlethdod hwn a bod dull gweithredu hyblyg wedi'i fabwysiadu.

Cadarnhad ynghylch ble yn union mae manylion am yr ystyriaeth glir o effaith penderfyniadau cyllidebol ar hawliau plant yn Asesiad Effaith Integredig Strategol eleni y cyfeirir ato yn nhystiolaeth ysgrifenedig Llywodraeth Cymru ar gyfer y sesiwn hon.

Fel rhan o broses y gyllideb, mae gennym gyfrifoldeb i ystyried ein penderfyniadau o safbwynt sawl agwedd er mwyn deall eu heffaith. Rydym yn parhau i fabwysiadu dull gweithredu integredig sy'n ein galluogi i ddeall effaith penderfyniadau ar grwpiau gwahanol o bobl a meysydd megis yr amgylchedd, yn fwy effeithiol, gan sicrhau bod ystyried hawliau Plant yn parhau i fod yn rhan annatod o broses ein cyllideb.

Gellir dod o hyd i'r ystyriaethau o'r effeithiau ar blant yn y paragraffau canlynol o'r Asesiad Effaith Integredig Strategol; 32, 33, 48, 53, 59-61, 65, 68-93, 96-97, 104-105, 109-111, 115, 121-127 a 158.

Rhestr o brosiectau sy'n cael cyllid o dan y cynnig gofal plant ar gyfer Cyfnod Sylfaen a gydleolir a darpariaeth Cynnig Gofal Plant.

Nod Grant Cyfalaf y Cynnig Gofal Plant yw cefnogi'r sector gofal plant ledled Cymru, gan gynyddu capasiti a sicrhau bod digon o leoedd i alluogi lleoliadau i ddarparu'r Cynnig Gofal plant. O dan y cynllun, rydym wedi rhoi cyllid i bob awdurdod lleol i gyflwyno cynllun grantiau bach yn eu hardal, ynghyd â chyllid tuag at dros 150 o gynlluniau mwy o faint. Er mai mater i awdurdodau lleol unigol yw penderfyniadau ar ddyraniadau o dan y cynllun grantiau bach, cafodd y cynlluniau mwy eu hasesu ar lefel genedlaethol.

Mae gan Gynllun Grant Cyfalaf Bach y Cynnig Gofal Plant derfyn cyllid o rhwng £5,000 a £10,000 y flwyddyn ariannol ar gyfer darparwyr gofal plant, yn seiliedig ar nifer y plant a gofrestrwyd. Gellir cynnig cyllid ar gyfer amrywiaeth o waith cyfalaf y gall fod angen ei wneud, megis:

- Gwaith adnewyddu cyffredinol, gan gynnwys paentio, newid carpedi ac ati;
- Gwella cyfleusterau chwarae awyr agored lleoliad, megis newid yr arwyneb chwarae awyr agored neu ddarparu canopi;
- Newid / trwsio gosodiadau a ffitiadau megis toiledau, cyfleusterau cegin, ffenestri a drysau;
- Newid cyfarpar / dodrefn / teganau â thraul arnynt a all beri risg o ran iechyd a diogelwch. Er enghraifft, ffrâm ddringo awyr agored sydd wedi rhydu, dodrefn sydd wedi torri neu wedi treulio'n wael, a allai achosi fflawiau; neu fwrdd newid sy'n hen ac yn aflêr, na ellir ei lanhau'n hylan mwyach;
- Cyfarpar TG, ar yr amod y gellir dangos yn glir bod ei angen er mwyn darparu lleoliadau Cynnig Gofal Plant, gallai hyn gynnwys gliniaduron ac argraffwyr;
- Addasiadau i'r lleoliad er mwyn gwella mynediad;
- Darparu cyfarpar/dodrefn pwrpasol a fydd yn galluogi darparwr i ddiwallu anghenion plentyn sydd ag anghenion dysgu ychwanegol;
- Prynu cyfarpar a fydd yn galluogi'r lleoliad i ddarparu ar gyfer plant rhwng 3 a 4 oed;
- Tuag at brynu bws mini a fyddai'n cael ei ddefnyddio i gludo plant rhwng elfennau gofal plant ac addysg y Cynnig. Nid yw costau prydlesu na chostau cynnal megis costau yswiriant, petrol a gwasanaethu yn gynnwys ar gyfer cyllid.

Mae'r cynlluniau mwy yn amrywio o ran maint a chymhlethdod. Mae rhai yn ymwneud ag adnewyddu lleoliadau sy'n bodoli eisoes i'w galluogi i ehangu a darparu gwasanaethau i fwy o blant. Mae rhai yn ymwneud â darparu gofal plant newydd a phwrpasol ar safleoedd ysgolion i alluogi cydleoli dwy elfen y Cynnig. Ceir rhestr lawn o'r grantiau cyfalaf a ddyfernir gan ardal yr Awdurdod Lleol yn yr atodiad i'r llythyr hwn.

Copi o'r llythyr a anfonwyd i Chwarae Cymru yn amlinellu'r cylch gwaith sy'n gysylltiedig â'i chyllid dros y flwyddyn ariannol ddiwethaf, ac awgrym o'r hyn y disgwylir ei gyflawni o'r cyllid y dyrennir iddi yng Nghyllideb Ddrafft 2020-21

Rydych hefyd wedi gofyn am rywfaint o wybodaeth ychwanegol am y cyllid o £360,000 a ddyrennir i Chwarae Cymru o fewn y gyllideb ddrafft ar gyfer 2020-21.

Fel y wlad gyntaf yn y byd i gorffori'r hawl i chwarae mewn deddfwriaeth, ystyrir bod Cymru yn arweinydd byd-eang yn y maes hwn. Mae'r cyllid a ddarperir i Chwarae Cymru yn ei galluogi i gefnogi Llywodraeth Cymru, awdurdodau lleol a sefydliadau chwarae i gynllunio a darparu cyfleoedd chwarae gwell i blant. Mae hefyd yn ein galluogi i rannu ein profiadau a dysgu o'r rheini o wledydd eraill sydd wedi cael yr un statws rhyngwladol â Chwarae Cymru.

Yn hyn o beth, mae'r ffordd rydym yn ariannu Chwarae Cymru yn debyg i'r dull gweithredu a ddefnyddir ar gyfer nifer o sefydliadau eraill gan gynnwys Consortia Cwlwm, sy'n darparu cyngor a chymorth arbenigol ar amrywiaeth o faterion yn ymwneud â gofal plant, a Plant yng Nghymru. Mae cyfranogiad partneriaid arbenigol yn rhan allweddol o ddatblygu polisiau a rhaglenni integredig ar y cyd.

Mae'r cyllid a ddarperir i Chwarae Cymru yn ei galluogi i ddarparu yn erbyn pedwar amcan craidd sy'n hollbwysig i'r gwaith o ddarparu profiadau chwarae o ansawdd uchel:

- gweithio gydag unigolion, sefydliadau a rhwydweithiau i lywio'r gwaith o ddatblygu polisi a materion sy'n gysylltiedig â chwarae plant yng Nghymru.
- hyrwyddo gwerth chwarae plant yng Nghymru drwy ddarparu gwybodaeth amserol a chyfredol i'w rhanddeiliaid.
- darparu gwybodaeth a chynngor arbenigol mewn perthynas â phob mater sy'n ymwneud â chwarae plant ac sy'n effeithio arno.
- cyfrannu at ddatblygiad proffesiynol y gweithlu chwarae a gwaith chwarae yng Nghymru.

Caiff y llythyr cynnig grant ar gyfer 2020-21 ei anfon ar ôl cytuno ar y gyllideb derfynol. Gellir dod o hyd i'r llythyr cynnig grant ar gyfer 2019-20 wedi ei llofnodi yn y ddolen isod. Nid ydym yn disgwyl unrhyw wahaniaethau mawr i'r llythyr cynnig grant ar gyfer 2020-21.

<https://documents.hf.wales.gov.uk/id:A25749272/document/versions/published>

Ceir copi diweddar o Gynllun Gweithredol Chwarae Cymru ar gyfer 2018-2020 yn:

<https://documents.hf.wales.gov.uk/id:A28695206/document/versions/published>

Manylion pellach am y rhesymau pam mae Llywodraeth Cymru wedi dyrannu £2.3 miliwn yn ei Chyllideb Ddrafft ar gyfer 2020-21 i awdurdodau lleol ar gyfer gwasanaethau mabwysiadu, a manylion pellach am ei hymateb i'r pryderon a godwyd gan Adoption UK yng Nghymru, ynghyd ag effaith ei chais aflwyddiannus am gyllid

Grant Trydydd Sector Gwasanaethau Cymdeithasol Cynaliadwy ar gyfer 2020-21 ar wasanaethau cymorth.

- Mae'r buddsoddiad o £2.3 miliwn yn cael ei ddefnyddio i drawsnewid y 'cynnig' cymorth mabwysiadu yng Nghymru ac mae hefyd yn cael ei ddefnyddio mewn ffordd greadigol i ddarparu cyllid cyfatebol ar gyfer adnoddau eraill er mwyn sicrhau'r cyrhaeddiad ehangaf posibl. Bwriedir i'r 'Cynnig Craidd' hwn wneud y canlynol:
 - paratoi teuluoedd mabwysiadol o'r cychwyn a'u cefnogi yn ystod y diwrnodau cynnar er mwyn annog teuluoedd iach a hyderus;
 - darparu gwybodaeth, cyngor neu gymorth effeithiol pan fydd eu hangen ar y teuluoedd, a hynny'n amserol, er mwyn sicrhau bod unrhyw faterion sy'n codi yn llai tebygol o ddatblygu'n faterion mwy difrifol;
 - darparu cymorth parhaus neu sicrhau ei bod yn hawdd defnyddio'r gwasanaethau eto, lle y bo angen.
- Mae gwasanaethau Newydd ac Arloesol yn cael eu datblygu drwy'r cyllid hwn, ac mae llawer ohonynt yn cael eu datblygu mewn partneriaeth ag Asiantaethau Mabwysiadu Gwirfoddol Cymru, er enghraifft Gwasanaethau Cymorth Addysg Therapiwtig mewn Mabwysiadu (TESSA), Mabwysiadu Gyda'n Gilydd a Connected (gwasanaeth ar gyfer plant a phobl ifanc a fabwysiedir).
- Gwasanaeth ledled y DU a ariennir gan y Loteri yw TESSA (Gwasanaethau Cymorth Addysg Therapiwtig mewn Mabwysiadu) sy'n cael ei gyflwyno yng Nghymru, gan ddefnyddio cyllid cyfatebol o'r buddsoddiad hwn i ddarparu cyrhaeddiad ehangach yng Nghymru. Yn seiliedig ar ddarpariaeth drwy riant-bartneriaid sy'n cael eu talu (mabwysiadwyr profiadol a chymwys), mae'n cynnwys asesiad seicoleg arbenigol a chwrs 6 wythnos (yn seiliedig ar wasanaeth llwyddiannus a ddarperir gan un Bwrdd Iechyd yng Nghymru), yn ogystal â mynediad i wasanaethau cymorth eraill a argymhellir. Mae'r gost yn parhau i fod yn isel, mae'r nifer sy'n cofrestru'n gynnar yn dda ac mae'n cael ei werthuso'n academiaidd. Pan fydd yn gwbl weithredol, bydd yn darparu gwasanaethau i tua 200 o deuluoedd sy'n mabwysiadu yng Nghymru ar unrhyw adeg benodol. Dechreuodd y gwasanaeth dderbyn atgyfeiriadau ym mis Tachwedd ac mae 18 o deuluoedd eisoes yn manteisio arno.
- Gwasanaeth 'Connected' yw'r unig adnodd arbenigol ar gyfer plant a phobl ifanc a fabwysiedir yng Nghymru (Talk Adoption gynt). Mae'r buddsoddiad yn cael ei ddefnyddio i sicrhau bod hwn ar gael ym mhob rhan o Gymru a bod gwasanaeth cyngor a gwybodaeth yn ategu'r buddsoddiad. Caiff y gwasanaeth hwn ei ddarparu i blant a phobl ifanc a fabwysiedir yn yr un ffordd â'r gwasanaeth ar gyfer plant a phobl ifanc nad ydynt wedi cael eu mabwysiadu. Mae cynllun llysgenhadon sy'n oedolion ifanc a fabwysiedir yn darparu systemau ar gyfer ymgynghori, ymgysylltu a hyrwyddo mabwysiadu. Mae model cyllido cyfatebol yn cael ei ddefnyddio i sicrhau'r cyrhaeddiad ehangaf posibl. Cynigwyd trosglwyddo 100 o blant a phobl ifanc i'r gwasanaeth newydd. Mae 70 o blant a phobl ifanc wedi'u cofrestru ar hyn o bryd ac yn manteisio ar y gwasanaeth wrth iddo dyfu. Penodwyd swyddog datblygu cenedlaethol, yn ogystal â 4 allan o 5 swyddog rhanbarthol. Mae'r gwaith cwmpasu ar gyfer cynnig cyngor a gwybodaeth cenedlaethol ar gyfer plant a phobl ifanc a fabwysiedir wedi dechrau ac mae'r cynllun llysgenhadon sy'n oedolion ifanc a fabwysiadwyd yn mynd rhagddo, gyda 3 wedi'u recriwtio hyd yma.
- Mae'r buddsoddiad hefyd yn cael ei ddefnyddio i newid a gwella ymarfer ledled Cymru. Mae'r Gwasanaeth Mabwysiadu Cenedlaethol (NAS) wedi comisiynu AFA Cymru (y Gymdeithas ar gyfer Maethu a Mabwysiadu) i weithio gyda'r sector i ddatblygu dulliau arfer gorau newydd mewn perthynas â'r canlynol:
 - lleoli plant a darparu cymorth cynnar (gan gynnwys Mabwysiadu Gyda'n Gilydd);
 - cyswllt sydd wedi'i hwyluso'n effeithiol gan wasanaethau / asiantaethau rhanbarthol;
 - asesiad cymorth mabwysiadu, cynllunio ac adolygu ar gyfer pob plentyn;

- gweithio gyda rhieni biolegol gan gynnwys cysylltiadau â phrosiectau Reflect.
- ochr yn ochr â hyn, mae gwasanaethau yn treialu'r dulliau gweithredu gwahanol hyn er mwyn llywio'r canllawiau newydd sydd eisoes yn cael effaith ar blant a theuluoedd
 - Mae tua 25 o deuluoedd yn cael eu cefnogi mewn rhanbarthau sydd wedi datblygu'r dull newydd o leoli a darparu cymorth cynnar, ac mae 7 plentyn wedi'u lleoli drwy'r Gwasanaeth Mabwysiadu Gyda'n Gilydd hyd yma
 - Gwnaeth 80+ o bobl fynychu'r digwyddiad a gynhaliwyd ar y cyd â Voices from Care, Prifysgol Caerdydd a Chanolfan Cyfreithiol Plant ym mis Mehefin 2019. O ran cynllun Connect a chysylltu drwy'r post, mae cynlluniau ar gyfer tua 2,300 o blant yn cael eu hadolygu / mae'r gwasanaeth yn cael ei wella
 - 50 o deuluoedd biolegol yn cael eu cefnogi gan yr adnoddau newydd hyd yma.
- Mae'r buddsoddiad hefyd yn cael ei ddefnyddio i ymgorffori'r dull newydd o weithredu o ran Gwaith Taith Bywyd. Mae 4 allan o 5 rhanbarth wedi penodi cydlynwyr Gwaith Taith Bywyd newydd, gyda 154 o blant yn cael deunyddiau taith bywyd pan gânt eu paru. Mae 147 o blant wedi cael deunyddiau taith bywyd cyflawn yn ystod eu hail adolygiad mabwysiadu hyd yma eleni.
- Mae cyfran o'r buddsoddiad hefyd yn cael ei defnyddio mewn dau ranbarth i gefnogi'r gwaith o godi ymwybyddiaeth o fabwysiadu, hyfforddiant a datblygu staff ym maes gofal cymdeithasol ac asiantaethau partner er mwyn sicrhau bod gwell amrywiaeth o ymyriadau therapiwtig ar gael i gefnogi plant a fabwysiedir a theuluoedd.
- Mae cyfran o'r buddsoddiad hefyd yn cael ei defnyddio i gefnogi blaenoriaeth y Gwasanaeth Mabwysiadu Cenedlaethol, sef recriwtio mwy o fabwysiadwyr.
- Wrth symud ymlaen, ein prif fwriad yw parhau i ddefnyddio'r adnoddau fel yr amlinellir uchod. Mae llawer ohono wedi cael ei fuddsoddi er mwyn darparu mwy o wasanaethau a 'u darparu'n fwy cyson ledled Cymru. Mewn perthynas â Chymorth Mabwysiadu yn enwedig, mae hyn yn rhan o gynllun strategol cyffredinol i weithredu Fframwaith Cymorth Mabwysiadu y Gwasanaeth Mabwysiadu Cenedlaethol, a ddaw yn 'Gynnig Craidd'. Fodd bynnag, yn anochel, bydd blaenoriaethau cysylltiedig neu flaenoriaethau newydd yn dod i'r amlwg a byddwn yn ceisio bod yn greadigol ac yn hyblyg i ddefnyddio'r adnoddau i fodloni'r rhain wrth i ni symud ymlaen.

Gwnaeth swyddogion gyfarfod ag Adoption UK ar 13 Ionawr i drafod y ffaith nad oeddent yn llwyddiannus yn eu cais ar gyfer cyllid Grant Trydydd Sector y Gwasanaethau Cymdeithasol Cynaliadwy o 2020 ymlaen, a'r effaith ar ddarparu gwasanaethau. Roedd hwn yn gyfarfod cadarnhaol a gofynnodd swyddogion am achos busnes manwl gan Adoption UK Cymru fel y cam nesaf er mwyn pennu'r gwasanaethau y gofynnir am gyllid ar eu cyfer. Yn dilyn hynny, cynhelir trafodaeth fanwl o'r achos busnes rhwng Adoption UK a swyddogion cyn bo hir. Yna, caiff y cynigion eu cyflwyno'n gyflym i'r gweinidogion eu hystyried ymhellach.

Yn gywir,



Vaughan Gething AC/AM

Y Gweinidog Iechyd a Gwasanaethau Cymdeithasol
Minister for Health and Social Services

Awdurdod Lleol	Lleoliad y Prosiect	Enw'r Prosiect	Grant a Ddyfarnwyd	Cyfanswm fesul Awdurdod Lleol	Costau Grantiau Bach a/neu Reoli Prosiect fesul Awdurdod Lleol
Ynys Môn	Bro Aberffraw, Pentref Niwbwrch	Ysgol Santes Dwynwen	£400,000		
	Ynys Cybi	Ysgol Gymraeg Morswyn	£412,675		
	Aethwy	Ysgol Llandegfan	£450,000		
	Llifon	Ysgol Pencaernisiog, Neuadd y Gymuned	£340,405		
	Bro Rhosyr	Ysgol Esceifiog, Gaerwen	£364,495		
	Bro Rhosyr	Henblas, Llangristiolus	£370,405		
	Llifon	Ysgol y Tywyn	£215,575		
	Llangefni	Ysgol newydd yn lle Bodffordd a Chorn Hir	£640,000		
			Cyfanswm YM	£3,193,555	£265,000
Blaenau Gwent	Abertyleri	Six Bells - lleoliad newydd	£1,500,000		
	Glynebwy	Glyncoed - lleoliad newydd	£1,500,000		
	Swffryd	Dechrau'n Deg Swffryd	£500,000		
	Blaenau	Canolfan Blant Integredig Blaenau	£500,000		
	Tredegar / Sirhowi	Darpariaeth newydd	£200,000		
			Cyfanswm BG	£4,200,000	£100,000
Pen-y-bont ar Ogwr	Maesteg	Ysgol Cynwyd Sant (Hwb)	£20,000		
	Betws	Betws	£650,000		
	Canol Tref Pen-y-bont	Canol Tref Pen-y-bont	£650,000		
	Cwm Ogwr	Cwm Ogwr	£650,000		
	Porthcawl	Porthcawl	£650,000		
			Cyfanswm PyB	£2,620,000	£391,000
Caerffili	Cwmcarn	Cwm Gwyddon	£695,748		
	Bedwas Trethomas Machen	Ysgol Gymraeg newydd	£695,748		
	Caerffili	Ysgol Gynradd Twyn	£795,748		
	Bedwas	Ysgol Fabanod Bedwas - bwthyn y gofalwr	£248,770		
	Caerffili	Clwb Meithrin y Castell	£170,231		
	Caerffili	Ysgol Gynradd Cwrt Rawlin	£508,874		
	Abertridwr	Ysgol Gynradd Cwm Aber	£50,000		
	Pengam / Trelyn	Gofal dydd cyfrwng Cymraeg - i'w gadarnhau	£695,748		
	Oakdale	Ysgol Gynradd Rhiw Syr Dafydd	£710,748		
	Nelson	Ysgol Fabanod Llanfabon	£403,374		
	Caerffili	Ysgol Cwm Derwen	£30,000		
	Caerffili	Ysgol Ifor Bach	£496,000		
	Penalltau	Ysgol Penalltau	£140,000		
	Caerffili	YGG Y Castell	£180,000		
			Cyfanswm Caerffili	£5,820,989	£500,000
Caerdydd	Grangetown	Ysgol Gynradd Gymraeg Hamadryad	£10,000		
	Butetown	St Mary the Virgin	£125,000		
	Grangetown	St Paul's, yr Eglwys yng Nghymru	£200,000		
	Llandaf / Radur	Gofal plant cyfrwng Cymraeg newydd	£100,000		
	Ledled y Sir	3 Cylch Meithrin newydd	£950,000		
			Cyfanswm C'dydd	£1,385,000	£682,000
Sir Gaerfyrddin	Adeiladu ysgolion newydd	Gorslas	£348,000		
		Pembre	£310,000		
		Hendy	£310,000		
		Llandeilo	£348,000		
		Cydweli	£310,000		
			Cyfanswm Sir Gaerfyrddin	£1,626,000	£1,346,805
Ceredigion	Aberaeron	Dyffryn Aeron - Ysgol Band B	£787,500		
	Tregaron	Ysgol 3-16 Henry Richard	£676,500		
	Cenarth	Ysgol Gynradd Cenarth	£740,000		
	Penparcau	Ffrindiau Bach yr Eos	£858,500		
	Aberaeron	Llanarth / Ceinewydd	£687,500		
			Cyfanswm Ceredigion	£3,750,000	£200,000
Conwy	Conwy	Darpariaeth ADY - Ysgol y Gogarth / Ysgol Porth y Felin	£475,000		
	Conwy	Ysgol Feithrin / Y Caban / Ysgol Porth y Felin	£258,910		
	Cyffordd Llandudno	Cylch Chwarae Cyffordd Llandudno	£328,840		
	Colwyn Bay	Ysgol Feithrin Glan Conwy	£347,710		
	Conwy	Cylch Chwarae St Gwynan, Ysgol Capelulo	£385,450		
	Bae Colwyn	Ysgol Cynfran	£445,945		
	Llanddulas	Adeilad newydd Ysgol Llanddulas	£328,840		
	Llanfairfechan	Adeilad newydd Ysgol Babanod	£445,945		
	Bae Cinnel	Cylch Meithrin Awyr Agored - darpariaeth cyfrwng Cymraeg newydd	£385,450		
	Towyn	Clwb Hwyl, Ysgol Maes Owen	£493,120		
	Abergele	Cylch Meithrin yn Ysgol Llanfair Talhaearn	£306,080		
	Cyffordd Llandudno	Ysgol Awel y Mynydd	£246,700		
	Bae Colwyn	Ysgol Bod Alaw	£670,440		
			Cyfanswm Conwy	£5,118,430	£300,000
Sir Ddinbych	Y Rhyl	Cylch Aber Clwyd a Chylch Rhuddlan / Ysgol Dewi Sant	£613,575		
	Dinbych	Cylch Bodawen / Ysgol Twm o'r Nant	£647,380		
	Y Rhyl	Little Acorns / Canolfan Blant Integredig Oaktree	£1,069,048		
	Llangollen	Ysgol Bryn Collen	£407,769		
	Llanelwy	Canolfan iaith Ysgol Glan Clwyd	£170,000		
Sir y Fflint	Higher Kinnerton	Ysgol Derwen	£450,000		
	Yr Hôb	Cylch Chwarae Yr Hôb	£450,000		
	Bwcle	Canolfan/Ysgol Westwood	£610,000		
	Brynffordd	Ysgol Brynffordd	£500,000		
	Caerwys	Ysgol yr Esgob	£230,000		
	Shotton	Cylch Meithrin	£375,000		
	Bagillt	Pentref Bagillt / Ysgol Merllyn	£100,000		
	Bagillt	Glan Aber	£400,000		
	Trelawnyd	Ysgol Trelawnyd	£250,000		
	Carmel	Ysgol Bro Carmel	£500,000		
	Treffynnon	Maes y Felin	£250,000		
	Sychdyn	Ysgol Sychdyn	£275,000		
	Chwitfordd	Ysgol y Llan, Chwitfordd	£500,000		
	Yr Wyddgrug	Ysgol Glanrafon	£1,070,000		
Gwynedd	Bangor	Ysgol y Faenol	£325,025		

	Bangor	Ysgol y Garnedd	£490,425		
	Bethesda	Ysgol Llanllechid	£294,750		
	Y Bala	Ysgol Beuno Sant	£300,000		
	Y Bala	Ysgol Bro Tryweryn	£274,245		
	Caernarfon	Ysgol yr Hendre	£158,470		
	Caernarfon	Plas Pawb	£302,500		
	Pen Llyn	Pen Llyn	£209,300		
	Tywyn	Ysgol Gynradd Penybryn, CM Tywyn	£255,300		
			Cyfanswm Gwynedd	£2,610,015	£310,000
Merthyr Tudful	Trefechan, Merthyr	Ysgol Gynradd y Graig	£233,686		
	Pant	Ysgol Gynradd y Pant	£26,708		
	Merthyr	Busy Bees, Ysgol Gynradd Goetre	£401,800		
	Dowlais	Ysgol Gynradd Dwylo Bach	£481,275		
	Bedlinog	Ysgol Gynradd Bedlinog	£299,870		
	Goetre / Aberfan	Ysgol Rhyd y Grug / ysgol cyfrwng Cymraeg newydd	£640,000		
			Cyfanswm Merthyr	£2,083,339	£75,000
Sir Fynwy	Porthsgiwed	Ysgol Gynradd yr Archesgob Rowan Williams	£640,000		
	Trefynwy	Ysgol Gynradd Tryleg	£619,000		
	Trefynwy	Egin ysgol gynradd cyfrwng Cymraeg	£478,000		
	Cil-y-coed	Ysgol Gynradd y Ffin	£211,000		
			Cyfanswm Sir Fynwy	£1,948,000	£300,000
Castell-nedd Port Talbot	Castell-nedd	Castell Nedd	£555,000		
	Castell-nedd	Waunceirch	£355,000		
	Port Talbot	Ysgol Gynradd Baglan	£555,000		
	Cwm Dulais	YGG Blaendulais	£355,000		
	Castell-nedd	Ysgol Gynradd Abbey	£555,000		
	Port Talbot	Ysgol Gynradd Blaen Baglan	£555,000		
	Pontardawe	Ysgol Gynradd Rhos	£355,000		
	Cwmafan	Clwb Bechgyn a Merched Cwmafan	£755,000		
	Ystradowen	YGG Cwmllynfell	£350,000		
	Pontardawe	Pontardawe	£180,000		
	Llansawel	YGG Tyle'r Ynn	£430,000		
			Cyfanswm CNPT	£5,000,000	£610,000
Casnewydd	Pilgwenlli	Ailfodelu lleoliad Dechrau'n Deg Pilgwenlli	£600,000		
	Maesglas	Ailfodelu'r ddarpariaeth bresennol	£150,000		
	Ringland	Cyfleusterau ychwanegol yn y lleoliad Dechrau'n Deg	£500,000		
	Gaer	Canolfan Gymunedol y Gaer	£240,000		
	Betws	Ehangu'r lleoliad Dechrau'n Deg, Monnow	£600,000		
			Cyfanswm C'newydd	£2,090,000	£377,368
Sir Benfro	Penfro	Pending Application - Ysgol Gelli Aur	£980,000		
				Cyfanswm SB	£980,000
Powys	Ystradgynlais	Dechrau Disglair, Ysgol Dyffryn y Glowyr	£1,739,606		
	Penybontfawr	Ysgol Pennant	£208,000		
	Y Groes	Rhaeadr	£325,000		
	Rhaeadr	Cylch Meithrin Rhaeadr	£400,000		
	Cegidfa	Ysgol Gynradd Cegidfa	£208,000		
			Cyfanswm Powys	£2,880,606	£386,000
Rhondda Cynon Taf	Tonyrefail	Little Inspirations, Ysgol Gymunedol Tonyrefail	£125,000		
	Tonteg	Grŵp chwarae a chlwb ar ôl ysgol Hollies, Ysgol Gynradd Gwauncelyn	£745,000		
	Coed-elái	Grŵp chwarae / clwb hwyl Cwmlai, Ysgol Gynradd	£745,000		
	Bryncae	Ysgol Gynradd Dolau	£730,000		
	Treorci	Dragon Tots, Treorci	£1,000,000		
	Aberdâr	YGG Aberdâr	£810,000		
	Llanhari	Clych Meithrin yn Ysgol Llanhari	£690,000		
	Pontypridd	Cylch Meithrin yn YGG Evan James	£340,000		
	Abercynon	Cylch Meithrin yn YGG Abercynon	£200,000		
	Ynyswen	YGG Ynyswen	£720,000		
			Cyfanswm RCT	£6,105,000	£253,014
Abertawe	Llandeilo Ferwallt	Treetops@Ysgol Gynradd Llandeilo Ferwallt	£361,000		
	St Thomas	Ysgol Gynradd Danygraig	£323,000		
	Penclawdd	Ysgol Gynradd Penclawdd	£170,000		
	Llansamlet	Ysgolion Cynradd Talycopa/Trallwn	£361,000		
	Uplands	YGC Bryn y Môr	£975,000		
	Y Cocyd	YGC Y Login Fach	£575,000		
			Cyfanswm Ab'tawe	£2,765,000	£100,000
Torfaen	Pont-y-pŵl	Ysgol Panteg	£715,000		
	Trefddyn	Ysgol Gyfun Gwynllyw	£715,000		
	De Torfaen	Ysgol Gatholig 3-16 newydd	£737,000		
	Cwmbran	Ysgol Gynradd Maendy	£622,000		
	Greenmeadow	Ysgol Gynradd Greenmeadow	£100,000		
			Cyfanswm Torfaen	£2,889,000	£690,000
Bro Morgannwg	Y Barri	Ysgol Gynradd Gladstone	£650,000		
	Y Bontfaen	Ysgol Gynradd Llanfair	£450,000		
	Llanilltud Fawr	Meithrinfa ddydd cyfrwng Cymraeg	£650,000		
			Cyfanswm BM	£1,750,000	£190,000
Wrecsam	Garden Village	Canolfan Gymunedol Garden Village	£137,500		
	Gresffordd	Meithrinfa Homestead	£199,895		
	Marford	Grŵp chwarae Marford	£81,700		
	Rhiwabon	Cyngor Cymuned Rhiwabon	£460,000		
	Borras, Wrecsam	Ysgol Gynradd Gymunedol Borras	£450,000		
	Borras, Wrecsam	Ysgol gynradd cyfrwng Cymraeg	£450,000		
	Owrtyn	Ysgol St Mary's	£400,000		
	Johnstown, Wrecsam	Ysgol yr Hafod	£450,000		
	Rhosllanerchrugog, Wrecsam	Ysgol ID Hooson	£450,000		
	Cefn Mawr, Wrecsam	Cefn Mawr / Ysgol Min y Ddôl	£450,000		
	Y Waun	Ysgol y Waun	£450,000		
	Johnstown / Rhostyllen	Johnstown / Rhostyllen - safle ysgol newydd, i'w gadarnhau	£450,000		
	Pentre, y Waun	Pentre, y Waun	£150,000		
	Gwersyllt, Wrecsam	Ysgol Bro Alun	£450,000		
			Cyfanswm Wrecsam	£5,029,095	£400,000
			Cyfanswm Cymru	£72,711,801	£8,446,284
Allwedd i'r Cod Lliwiau:			Darpariaeth Cyfrwng Cymraeg	Cyfanswm Cyfunol Cymru	£81,158,085
			Darpariaeth ddwyieithog		
			Darpariaeth cyfrwng Saesneg		

Ein cyf/Our ref: MA/KW/0209/20

Llywodraeth Cymru
Welsh Government

Lynne Neagle AC
Cadeirydd y Pwyllgor Plant, Pobl Ifanc ac Addysg
Cynulliad Cenedlaethol Cymru
Bae Caerdydd
CAERDYDD
CF99 1NA

SeneddPPIA@cynulliad.cymru

23 Ionawr 2020

Annwyl Lynne

Diolch am y cyfle i ddod i'r Pwyllgor Plant, Pobl Ifanc ac Addysg ar 8 Ionawr i roi tystiolaeth ynghylch cynlluniau Prif Grŵp Gwariant Addysg a gyhoeddwyd yng Nghyllideb Ddrafft 2020-21.

Nodwyd nifer o bwyntiau gweithredu yn dilyn y sesiwn graffu, ac mae ymateb i bob un o'r rhain i'w gweld isod. Darperir ymateb hefyd ar gyllid ar gyfer dysgwyr o leiafrifoedd ethnig a dysgwyr sy'n sipsiwn, Roma a theithwyr. Nid oedd modd codi hyn yn y Pwyllgor oherwydd prinder amser.

Cyllid ar gyfer addysg o fewn Grant Cynnal Refeniw Llywodraeth Leol

Bydd y Gweinidog Tai a Llywodraeth Leol yn ysgrifennu at eich Pwyllgor chi ac at y Pwyllgor Cydraddoldeb, Llywodraeth Leol a Chymunedau i esbonio'r trefniadau technegol ar gyfer blaenoriaethu cyllid ar gyfer cyflog a phensiynau athrawon a gafodd ei gynnwys yn setliad dros dro llywodraeth leol ar gyfer 2020-21.

Ar 4 Medi, cyflwynodd Llywodraeth y DU ei setliad ar y Cylch Gwario. Roedd hwn yn cadarnhau bod cyllideb Llywodraeth Cymru ar gyfer 2020-21 £593m yn uwch na llinell sylfaen 2019-20, yn sgil newidiadau yng nghyllidebau adrannau Llywodraeth y DU. Roedd hyn yn cynnwys cyllid canlyniadol Barnett ar gyfer Addysg o £196m.

Cyhoeddodd y Canghellor ddyraniad tair blynedd o £7.1bn i ysgolion yn Lloegr, ond dim ond setliad blwyddyn ar gyfer 2020-21 a roddwyd i Gymru gan Lywodraeth y DU. Ni roddwyd yr un gallu i ni, felly, i ddarparu sicrwydd i ysgolion yng Nghymru.

Mae'r ychwanegiadau i setliad llywodraeth leol a chyllid newydd arall i ysgolion a gofal cymdeithasol yn dod i dros £220m yn 2020-21 - mae hyn yn fwy na'r hyn a gawsom yn y Cylch Gwario mewn perthynas ag elfen ysgolion y cyllid canlyniadol (tua £150m o £196m) a'r elfen gofal cymdeithasol (tua £59m) a roddwyd yn Lloegr.

Canolfan Cyswllt Cyntaf / First Point of Contact Centre:
0300 0604400

Bae Caerdydd • Cardiff Bay
Caerdydd • Cardiff
CF99 1NA

Gohebiaeth.Kirsty.Williams@llyw.cymru
Correspondence.Kirsty.Williams@gov.wales

Rydym yn croesawu derbyn gohebiaeth yn Gymraeg. Byddwn yn ateb gohebiaeth a dderbynnir yn Gymraeg yn Gymraeg ac ni fydd gohebu yn Gymraeg yn arwain at oedi. We welcome receiving correspondence in Welsh. Any correspondence received in Welsh will be answered in Welsh and corresponding in Welsh will not lead to a delay in responding.

Fel y mae ein cynigion cyllidebol drafft yn ei adlewyrchu, mae gan Brif Grŵp Gwariant Addysg £1.8bn ar gyfer 2020-21, sy'n gynydd o £86m ar gyfer addysg.

Monitro £15m ar gyfer dysgu proffesiynol

Rydym yn derbyn adroddiadau bob tymor gan bob rhanbarth ar y mynediad i'r rhaglen genedlaethol o ddysgu proffesiynol. Rydym hefyd yn sicrhau bod cynlluniau Dysgu Proffesiynol ysgolion yn cael eu cymeradwyo gan eu Cynghorwyr Herio, gan ddefnyddio meini prawf heriol o ansawdd a sicrhau bod ysgolion yn cyhoeddi eu cynlluniau Dysgu Proffesiynol, fel bod modd i'r cymunedau perthnasol ac arbenigwyr yn y maes graffu arnynt. Byddwn yn parhau i fonitro'r broses hon drwy strwythur llywodraethiant y rhaglen.

Ymchwil ac Arloesi

Mae'r naratif isod yn adlewyrchu'r rhaglenni ehangach sy'n gysylltiedig â chyfres raglenni SMART sy'n cefnogi arloesi, yn ogystal â Sêr Cymru. Caiff y Rhaglenni hyn eu cydgyllido â'r Cronfeydd Strwythurol. Cyfraniad blwyddyn, felly, yw'r gyllideb a ddyrennir ar gyfer 2020/21, ac nid yw'n adlewyrchu cyfanswm y buddsoddiad. Mae'n anodd, felly, asesu effaith un flwyddyn yn unig o gyllid Llywodraeth Cymru.

Cyfres Raglenni SMART Llywodraeth Cymru

Mae ein cyfres o raglenni SMART yn gwneud 3 peth o dan un ambarél:

- Darparu cyngor a chanllawiau ar bob elfen o ymchwil a datblygu
- Rhoi cyllid grant i brosiectau ymchwil a datblygu corfforaethol cymwys
- Rhoi cyllid tuag at gydbrosiectau masnachol academiaidd/busnes

Cyllidebau gros rhaglenni 2014-23 (gallai'r prosiectau redeg tan ddiwedd y cyfnod hwn):

SMART	LIC	ERDF	Y Sector Preifat	Cyfanswm
Arloesedd SMART	£7.5m	£11.0m	£0.0m	£18.5m
SMART Cymru	£0.0m	£27.3m	£36.1m	£63.4m
Arbenigedd SMART	£1.3m	£30.3m	£19.7m	£51.3m
Cyfanswm	£8.8m	£68.6m	£55.8m	£133.2m

Mae pob £1 gan Lywodraeth Cymru a fuddsoddir yn SMART yn creu mwy na £15 ar gyfer Cronfa Datblygu Rhanbarthol Ewrop (ERDF) a buddsoddiad sector preifat. Dyma raglenni unigol cyfres SMART:

Mae **Arloesedd SMART** yn darparu cyngor a chymorth arloesi arbenigol ar gyfer busnesau Cymru drwy dîm o arbenigwyr ledled Cymru. Mae'n canolbwyntio ar gynyddu gallu busnesau Cymru i arloesi drwy eu helpu i fuddsoddi mewn gwaith ymchwil, datblygu ac arloesi cynaliadwy drwy gyngor, canllawiau ac ymgynghorwyr arbenigol ar waith ymchwil, datblygu, gweithgynhyrchu uchel ei werth, dylunio arloesol, eiddo deallusol, arloesi agored a masnacheiddio syniadau newydd.

Cyllid Arloesedd SMART ers 2014:

	Dwyrain Cymru	Gorllewin Cymru & 'r Cymoedd	CYFANSWM
ERDF	£3.7m	£7.3m	£11.0m
LIC	£3.7m	£3.8m	£7.5m
Cyfanswm	£7.4m	£11.1m	£18.5m

Ers 2014 (tan fis Mehefin 2019), ar ôl dilyn Cynllun Gweithredu Diagnostig ac Arloesi, mae Arloesedd SMART wedi:

- gweithio gyda dros **2,200 o gwmnïau** ac
- annog **305 o fusnesau** i geisio cyllid cystadleuol gan Innovate UK a Horizon 2020.

Mae **SMART Cymru** yn cydfuddsoddi i annog busnesau i roi prosesau arloesol ar waith a gwneud gwaith ymchwil a datblygu. Ei nod yw cydfuddsoddi mewn gwaith ymchwil, datblygu ac arloesi ym myd busnes yng Nghymru i sicrhau twf cynaliadwy. Ei sail yw ein Cronfa Dyfodol Economaidd ac mae'n darparu cyllid ar gyfer busnesau sydd â phrosiectau sy'n rhoi sylw i elfennau'r Alwad i Weithredu. Mae'r rhain yn cynnwys: Arloesi, Entrepreneuriaeth a Phencadlysoedd; Ymchwil a Datblygu, Awtomatiaeth a Digitaleiddio.

Mae'n darparu cyllid ar gyfer pob cam o brosiect ymchwil a datblygu er mwyn creu cynnyrch a phrosesau newydd:

- Ymarferoldeb
- Ymchwil Ddiwydiannol
- Datblygu Arbrolfol
- Defnyddio

Mae cyllid Taleb Arloesi a Mwy yn cefnogi busnes i weithredu proses newydd drwy roi sylw i'r holl ofynion busnes (addasu adeiladau, comisiynu, hyfforddi ac ati). Mae Talebau Arloesi ar gael ar gyfer gwasanaethau 3ydd parti a chyfarpar cyfalaf technoleg newydd.

Ers 2014:

- Mae SMART Cymru wedi cefnogi **476** o brosiectau
- Rydym wedi gweithio gyda **362** o fusnesau
- Mae SMART Cymru wedi darparu grantiau o **£18.6m**
- Gwariwyd cyfanswm o **£44.7m** ar waith ymchwil a datblygu

Mae **Arbenigedd SMART** yn cefnogi prosiectau ymchwil a datblygu cydweithredol rhwng busnesau a chyrrff ymchwil, a arweinir gan ddiwydiant, sy'n defnyddio gwaith ymchwil at ddibenion masnachol. Nod Arbenigedd SMART yw meithrin amgylchedd ymchwil, datblygu ac arloesi sy'n ymateb i'r galw drwy gefnogi a buddsoddi mewn prosiectau ymchwil a datblygu cydweithredol rhwng cyrrff ymchwil a phartneriaid diwydiant yng Nghymru, i fynd i'r afael â heriau diwydiant sy'n strategol bwysig.

Ers 2016, mae Arbenigedd SMART wedi:

- cymeradwyo **19** o brosiectau
- cynnwys **92** o bartneriaid prosiectau
- defnyddio grantiau o **£9.8m**
- cyfrannu at brosiectau gwerth **£20.2m**

Rhaglen Sêr Cymru

Mae gweithredu Sêr Cymru yn dibynnu ar sawl elfen, gan gynnwys prosiectau amrywiol ein Cadeiryddion, ein Sêr Disglair a'n Cymrodyr a gefnogir o dan y cynllun. Caiff Rhaglen Sêr Cymru ei rhedeg ar sail dim cymorth, ac felly nid yw'n cael incwm uniongyrchol o'r sector

preifat. Fodd bynnag, mae wedi creu lefelau sylweddol o incwm ymchwil, a rhagwelir y bydd hynny'n parhau.

Buddsoddiad Sêr Cymru ac Elw ar y Buddsoddiad drwy Greu Incwm Ymchwil

- Yn 2012, ymrwymodd Llywodraeth Cymru **£50m** i Sêr Cymru dros gyfnod rhwng 2012 a 2020.
- Hyd yma, mae'r Cadeiryddion a'r rhwydweithiau wedi ysgogi **£178m** mewn incwm ymchwil.
- Yn 2015, defnyddiwyd bron i **£60m** ar gyfer ail ran y rhaglen (gan gynnwys Cronfeydd Strwythurol). Mae'r ymrwymiad hwn yn para o 2015 tan 2023.
- Ein targed o ran incwm grant yn sgil y buddsoddiad hwn yw tua **£43m**.
- Yn 2019, cyhoeddwyd cyllid pellach o **£7.4m** (gan gynnwys Cronfeydd Strwythurol) ar gyfer ein rhaglen. Mae'r ymrwymiad hwn yn para o 2019 tan 2023.

Yr adolygiad mewnol o £100m ar gyfer gwella safonau ysgolion

Gofynnais yn benodol i swyddogion sicrhau bod y cyllid o £100m yn cael ei alinio â'r meysydd blaenoriaeth rwyf wedi'u nodi yng nghynllun gweithredu Cenhadaeth ein Cenedl. Roeddwn wedi cael trafodaethau helaeth â'r prif randdeiliaid.

Yn unol â hyn, dyma'r dyraniadau cyllidebol ar gyfer blwyddyn ariannol 2019-20:

- Y Cwricwlwm ac Asesu - £1.7m
- Meithrin Gallu ym maes Arweinyddiaeth Addysgol - £3.2m
- Addysgeg - £14.810m
- Ymchwil a Gwerthuso - £0.440m
- System Hunanwella - £4.850m
- Lles - £0.5m

Fel y gwelwch, mae dros hanner y cyllid wedi'i neilltuo i flaenoriaethau sy'n ymwneud â dysgu proffesiynol, gan mai dyma un o'r ffyrdd sylfaenol o hyd o godi safonau yn y dosbarth i bob disgybl. Fe welwch o'r gyllideb ddrafft mai fy mwriad yw darparu cyllid tebyg yn 2020-21.

Ni ddylem anghofio nad y £100m yw'r unig gyllideb i gefnogi codi safonau ysgolion. Fel yr amlinellais i'r Pwyllgor yn fy mhapur tystiolaeth, mae yna nifer o linellau gwariant eraill o fewn Prif Grŵp Gwariant Addysg sydd hefyd yn cefnogi codi safonau ysgolion, gan gynnwys: Llythrennedd a Rhifedd; y Grant Datblygu Disgyblion; y Cwricwlwm ac Asesu; Adolygu'r Cwricwlwm; Cymorth ar gyfer Safonau Ysgolion; a'r Grant Gwella Ysgolion.

Grant dysgwyr o Leiafrifoedd Ethnig ac sy'n Sipsiwn, Roma a Theithwyr

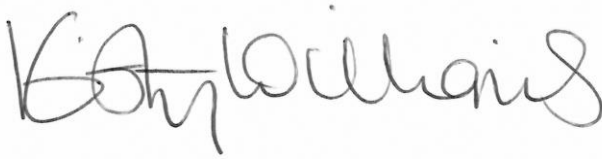
Rwy'n benderfynol o sicrhau bod pob plentyn yn cael y cymorth sydd ei angen arno i gyrraedd y safonau addysg uchaf posibl ac i ffynnu; mae hyn yn cynnwys plant o leiafrifoedd ethnig ac sy'n sipsiwn, Roma a theithwyr. Mae Llywodraeth Cymru wedi darparu cyllid penodol am fwy na degawd i gefnogi'r broses o wella canlyniadau'r dysgwyr hyn. Mae hyn wedi helpu i ddatblygu a sefydlu cyfoeth o arbenigedd ac arferion da mewn ysgolion - drwy wasanaethau awdurdodau lleol ac mewn ysgolion.

Rwyf felly wedi dyrannu £10m ar gyfer 2020-21 i sicrhau ein bod yn parhau i gyllido awdurdodau lleol ar yr un sail â 2019-20. Penderfynir ar y goblygiadau ar gyfer ein Cyllideb y tu hwnt i 2020-21 fel rhan o Adolygiad Cynhwysfawr nesaf Llywodraeth y DU o Wariant a gynlluniwyd ar gyfer 2020.

Gallaf gadarnhau nad ydym bellach yn bwriadu prif-ffrydio'r arian hwn i setliad llywodraeth leol, ond parhau â'r cyllid grant yn unol â'r trefniant cyfredol. Ein blaenoriaeth yw gweithio gydag awdurdodau lleol i ddod o hyd i'r dull gorau o ddsbarthu'r cyllid hwn yn deg yn ystod y blynyddoedd i ddod.

Hyderwn y bydd yr ymatebion hyn o gymorth ichi wrth ichi gwblhau'r gwaith o graffu ar Gyllideb Ddrafft 2020-21.

Yn gywir

A handwritten signature in black ink, appearing to read 'Kirsty Williams', written in a cursive style.

Kirsty Williams AC
Y Gweinidog Addysg
Minister for Education

Dawn Bowden AC
Cadeirydd, Pwyllgor ar Ddiwygio Etholiadol y Cynulliad

29 Ionawr 2020

Annwyl Dawn,

Goblygiadau posibl i bwyllgorau yn sgil newid maint y Cynulliad

Diolch i chi am eich **llythyr ar 16 Rhagfyr 2019** yn gofyn am farn y Pwyllgor Plant, Pobl Ifanc ac Addysg ar y goblygiadau posibl i bwyllgorau'r Cynulliad yn sgil unrhyw newid ym maint y Cynulliad. Fel aelod o'n Pwyllgor, rydych yn ymwybodol ein bod wedi trafod y mater hwn yn ystod ein **cyfarfod ar 16 Ionawr 2020**. At ddibenion y cofnod, rwy'n nodi nad ydych wedi cyfrannu at y safbwyntiau a fynegir yn y llythyr hwn o ystyried eich rôl fel Cadeirydd y Pwyllgor ar Ddiwygio Etholiadol y Cynulliad.

Ymhellach i'n trafodaethau, hoffem dynnu sylw at y pwyntiau canlynol mewn ymateb i'r cwestiynau y gwnaethoch eu gofyn:

▪ Y cynnydd ym mhwerau'r Cynulliad

Er y cynnydd sylweddol ym mhwerau deddfwriaethol ac ariannol y Cynulliad dros yr 20 mlynedd diwethaf, ni chafwyd cynnydd cyfatebol yn nifer Aelodau'r Cynulliad. Credwn fod hyn wedi ein gadael yn brin o ran ein capasiti i ddwyn y llywodraeth i gyfrif, yn enwedig ar ôl tynnu nifer y deiliaid swyddi (e.e. Gweinidogion Cymru/Llywyddion) o gyfanswm nifer yr ACau sydd ar gael i gymryd rhan mewn pwyllgorau.

Gyda chyflwyno rhagor o bwerau deddfwriaethol a phwerau cyllidol yn ddiweddar, mae ein cyfrifoldebau fel pwyllgorau wedi cynyddu'n unol â hynny. Serch hynny, mae aelodaeth ein Pwyllgorau yn llai nag erioed. Er nad ydym o anghenraid yn credu bod cysylltiad rhwng maint pwyllgor a'i effeithiolrwydd, mae ein haelodaeth bresennol o chwech—ochr yn ochr â'r heriau pellach y sonnir amdanynt ar y dudalen nesaf—wir yn ymestyn ein hadnoddau wrth inni geisio gwneud cyfiawnder â'r meysydd sydd o fewn ein cylch gwaith wrth gyflawni ein cyfrifoldebau ehangach fel ACau.



▪ **Aelodaeth o fwy nag un Pwyllgor**

Mae holl aelodau'r Pwyllgor Plant, Pobl Ifanc ac Addysg naill ai'n eistedd ar o leiaf un Pwyllgor Cynulliad arall, neu'n cadeirio Pwyllgor arall. Mae hyn yn wahanol i nifer o ddeddfwrfeydd eraill, lle mae disgwyl i seneddwyr eistedd ar ddim mwy nag un Pwyllgor.

Gan ein bod yn aelodau o fwy nag un pwyllgor, mae hyn yn cyfyngu ar ein amser a'n capasiti i ddatblygu gwybodaeth arbenigol a manwl o'n meysydd gwaith. Er gwaethaf ein hymdrechion gorau, gall hyn arwain at graffu mwy arwynebol nag y byddem fel arall yn gobeithio ei wneud, a gall amharu ar ein gallu i fynd ar drywydd meysydd penodol o arbenigedd.

O fod yn aelodau o fwy nag un pwyllgor, gall hyn hefyd arwain at ddibynnu mwy ar gefnogaeth a ddarperir gan staff cymorth y Comisiwn a staff cymorth Aelodau'r Cynulliad, oherwydd y diffyg amser i ni wneud ein gwaith paratoi a/neu ddilydol ein hunain. Fodd bynnag, pe bai'r Cynulliad yn penderfynu cynyddu ei faint yn y pen draw, byddem yn pwysleisio'r angen i ofalu rhag:

- defnyddio gormod ar y capasiti ychwanegol hwnnw trwy orlenwi rhaglenni gwaith;
- unrhyw gynnydd yn arbenigedd Aelodau gan greu awydd na ellir ei fodloni i gael rhagor o wybodaeth a chefnogaeth gan eraill.

▪ **Capasiti pwyllgorau i gwmpasu pob maes yn ein cylch gwaith**

O fewn cyfyngiad maint presennol y Cynulliad, er mwyn gallu dwyn y llywodraeth i gyfrif ar draws yr holl feysydd a swyddogaethau y mae ganddo gyfrifoldeb amdanynt, mae gan sawl pwyllgor gylch gwaith ehangach na phwyllgorau cyfatebol mewn seneddau eraill. Rydym yn gwbl grediniol bod rôl bwysig i gael pwyllgor sy'n benodol ar gyfer plant a phobl ifanc, ond mae ehangder y meysydd yr ydym yn gyfrifol am graffu arnynt yn cyflwyno heriau'n rheolaidd.

Cynigir inni fynd ar drywydd syniadau ar gyfer ymchwiliadau a darnau pwysig o waith yn gyson. Er ein bod yn cydnabod bod y galw bob amser yn debygol o ymestyn ein capasiti, yn ystod y Cynulliad hwn, bu nifer o feysydd y byddem wedi hoffi mynd ar eu trywydd pe bai mwy o amser a chapasiti gennym i wneud ein gwaith pwyllgor ochr yn ochr â'n cyfrifoldebau ehangach fel Aelodau'r Cynulliad.



At hynny, er ein bod yn cydnabod y buddion gwerthfawr iawn a all fod ynghlwm wrth y model cyfredol o gyfrifoldeb deuol am graffu deddfwriaethol a chraffu ar bolisi o ran defnyddio gwybodaeth am bynciau penodol, mae cydbwysu'r ddau yn her sylweddol. Gydag amserlenni deddfwriaethol yn aml yn anrhagweladwy ar y naill law, ond ar y llaw arall yn ddarostyngedig i derfynau amser cadarn sydd y tu hwnt i reolaeth y Pwyllgor, gall atgyfeirio Bil at ddibenion craffu amharu'n sylweddol ar ein rhaglen waith ehangach.

Er ei bod yn bosibl mai symptom o'n model pwyllgorau yw hyn yn hytrach na'n maint, gyda llai na 45 o Aelodau ar gael i eistedd ar bwyllgorau sy'n cwmpasu'r fath amrywiaeth o feysydd a chyfrifoldebau, credwn y byddwn yn wynebu'r un her o ran ein capasiti yn y pen draw - waeth beth fo'r system bwyllgorau a fabwysiadwn.

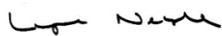
- **Capasiti i ymgysylltu â'r cyhoedd yn ystyrion**

Dylai ymgysylltu â'r cyhoedd fod yn rhan allweddol o'n gwaith fel pwyllgorau, ac fel Aelodau Cynulliad unigol. Er ein bod yn ymdrechu i fabwysiadu dulliau arloesol i wneud y mwyaf o'n gallu i ymgysylltu â phobl Cymru, credwn fod cyswllt wyneb yn wyneb yn aml yn angenrheidiol. Credwn fod ein maint, ar brydiau, wedi rhwystro ein gallu i ledaenu'r gwaith hwn rhyngom, ac i deithio i bob cwr o Gymru i ofyn i'n dinasyddion gyfrannu at waith ein pwyllgor.

- **Y cydbwysedd cymharol rhwng y cyfarfod llawn ac amser pwyllgorau**

Rydym yn cydnabod hyd yn oed os penderfynir cynyddu maint y Cynulliad, mae'n annhebygol y bydd unrhyw newidiadau yn dod i rym yn ystod y Cynulliad nesaf. O'r herwydd, credwn y dylid ystyried rhaniad amser ffurfiol y Cynulliad rhwng y cyfarfod llawn a busnes pwyllgorau er mwyn sicrhau y gwneir y defnydd gorau posibl o'r 60 Aelod Cynulliad sydd gennym.

Yn gywir,



Lynne Neagle AC
Cadeirydd



Education Achievement Service response to additional questions*: The National Assembly for Wales: Children Young People and Education Committee / School improvement and raising standards

In our 2018 inquiry on the PDG and schools causing concern, we heard that schools use a number of different tracking tools to monitor pupils' progress, including 'Alps'. Do the consortia favour or promote a particular tool in their region or is there quite a lot of variation in the methods used by different schools?

The EAS supports schools and settings with the tools and /or software they have introduced within their own settings, there is not a preferred method or tool. Our focus is on supporting schools to identify and use a wide range of data effectively to ensure all learners are well supported at the earliest opportunity enabling them to make appropriate progress overtime.

The EAS provides analysis of school level data that can be used to support school self-evaluation processes. This includes analysis of individual pupils from year 2 to year 9 noting the progress they are making overtime. In addition, the EAS facilitates the sharing of effective practice from within and outside of the region where data has been used to facilitate effective teaching and learning enabling learners to make progress overtime. As part of the Equity and Wellbeing agenda the EAS works in partnership with local authorities to support and advise on evaluations that are made on the impact of specific interventions that have been used to support learners.

Along with other regions the EAS uses 'ALPS' (a company who measure and compare progress from GCSE to A level across over 2,000 providers in England and Wales) as a value-added performance analysis for A Level, AS level and BTEC in secondary schools. All 24 schools with 6 forms across the region use this system.

How much progress is being made in reducing the attainment gap between pupils eligible for free school meals (eFSM) and their peers in your region?

There are effective links between the work of each of the local authorities and the EAS to ensure synergy and no duplication of efforts when providing support and challenge to schools in this aspect of work. The work of the region is to promote improved outcomes for all groups of learners and the focus is very much on the quality of teaching and learning to ensure all learners make appropriate progress overtime.

Each of the improvement strands within the current EAS Business Plan has a specific emphasis on the work of the EAS in promoting improved outcomes for vulnerable learners, in particular, those in receipt of Free School Meals (FSM). These strategies are based on a wide range of research evidence. It is important that all other stakeholders, including schools and local authorities, have their own specific strategies to support and promote improved outcomes for vulnerable learners. The EAS endeavours, as appropriate, and within available resources to support local authority strategic plans to maximise the impact on learner outcomes.

There is a regional Equity and Wellbeing Strategy which encompasses all the approaches that are being implemented across the region to support schools in promoting improved outcomes for vulnerable learners. The strategy has been formulated with a wide range of partners (including local authorities, Health Board, Gwent Police) and continues to be reviewed and updated. A summary of some of the areas contained within the regional strategy is noted below:

- A regional

professional panel (including local authorities and EAS) that discusses and approves school grant plans (Pupil Development Grant (PDG), Looked After Children (LAC), Educated other than at school (EOTAS)) with headteachers and chairs of governors. In addition, this encompasses midyear reviews of grant plans and impact capture.

- A regional professional learning offer for schools and settings that covers all aspects of the wellbeing and equity agenda, grant planning and interventions.
- Support for schools to interrogate data on groups of learners to assist with planning for improvement.
- Regional delivery schools for wellbeing and equity, a cluster that delivers professional learning to support the LAC agenda and a Lead Pupil Referral Unit that offers support and professional learning across the region.
- The delivery of Adverse Childhood Experiences (ACEs) professional learning with nearly all schools having completed Unit 1 with a target of all schools completing Unit 2 (Emotion Coaching) by July 2020.
- Pilot programme working in partnership with Children's Commissioner on the Rights to Education due to be rolled out to all schools.
- Working in partnership with Young Carers Wales to design lessons for both primary and secondary phases to raise awareness of young carers.
- Created a regional 'Wellbeing Toolkit' which has been used across schools to audit provision and engagement in learning for all vulnerable learners. In addition, all clusters of schools have developed 'Wellbeing Plans' that are bespoke to the priorities within their community.

1.1. Between eligible for free school meals (eFSM) pupils and other pupils:

In addition to the information provided above the region has:

- Completed regional based research on provision and performance of FSM learners which has been shared with all schools to support PDG planning and the provision for pupils eligible for FSM.
- Introduced Professional Panels (including LA and EAS) to discuss with headteachers and chairs of governors their PDG and LAC grant plans. These sessions afford the opportunity to align support needs and apply rigour to the approval and impact capture of grant plans.
- Provided termly sessions, in collaboration with the regional Additional Learning Needs Transformation Lead for governors to assist them in scrutinising school grant plans and to be cognisant of the latest research and effective practice.
- Partially funded a vulnerable learner lead practitioner in every secondary school to engage in a 12-month professional learning programme. Schools will engage in research on the engagement and provision for FSM learners within their own school context enabling them to review and refine their own school strategy for improving the provision for FSM learners.
- Introduced the RADY (Raising attainment of disadvantaged youngsters) programme that has been implemented in 6 secondary schools, this is now running into the 2nd year.
- Engaged with 'Children in Wales' and 'Poverty Proofing' to support schools to review the 'cost of the school day'.
- Engaged with Education Endowment Foundation to host regional research events.

How much of a role do the consortia have in supporting minority ethnic pupils and Gypsy, Roma and Traveller learners? How has the approach changed in recent years? Is this work led by a lead authority in the region rather the consortium?

The support element for supporting minority ethnic pupils and Gypsy, Roma and Traveller learners is provided through via local authorities, the detail of this is provided below. The approach that is described below has been in place across the south east Wales region for many years.

The EAS supports and challenges schools through bespoke programmes that focus on leadership and pedagogy to ensure that all groups of learners make the appropriate rate of progress overtime. In addition, the EAS has worked collaboratively with schools and GEMS to write a toolkit to support schools who are new to receiving ethnic minority and new to English learners.

Minority ethnic pupils: Gwent Education Minority-ethnic Service (GEMS) works to provide strategic support and intervention for minority-ethnic pupils who have English as an Additional Language (EAL) across the South East Wales Consortia (SEWC). A referral process ensures that all new arrivals are known to the service and initial assessments carried out in home language or English. GEMS has the flexibility to assess pupils in a range of languages. GEMS support is provided to pupils in cohorts from Year 2 to Year 11 who may be at risk of underachieving at school and who have a Welsh Government language acquisition stage of A/B. Pupils below Year 2 can be supported if there is capacity and support available.

All supported pupils are assigned a Language Acquisition Record to track their language development. These records are available to all schools and local authority officers. The Language Acquisition Record allows early identification of pupils who are not making the expected rate of language acquisition and allows for allocation of additional intervention. To ensure practice is consistent, training in identifying the correct Language Acquisition stages was carried out across the region in 2018 and will again be offered to all schools in 2019.

Gypsy, Roma and Traveller learners: Newport City Council hosts the GEMS service. Torfaen, Blaenau Gwent, Caerphilly and Monmouthshire local authorities access support from GEMS through established Service Level Agreements (SLAs). GEMS provides support to schools across the region with the aim of building their capacity to meet the needs of Gypsy, Roma Traveller (GRT) pupils. However, as Torfaen and Blaenau Gwent run their own Traveller Services, GRT does not form part of their SLA.

*Additional information has been provided in the original evidence that was submitted in December 2019.

Eitem 5.7

GwE response to additional questions - Children, Young People and Education Committee

Specific groups of pupils

- 1. In our 2018 inquiry on the PDG and schools causing concern, we heard that schools use a number of different tracking tools to monitor pupils' progress, including 'Alps'. Do the consortia favour or promote a particular tool in their region or is there quite a lot of variation in the methods used by different schools?**

The GwE data team has produced a comprehensive assessment tracker tool which enables schools to analysis pupil performance and identify underperformance. Many schools who have adopted the tool as their main progress tracker have been identified by ESTYN as effectively tracking learner progress and used as good practice case studies. The impact of the data summary and tracking can be seen in many schools with schools focusing on progress of groups of learners. This includes:

- Schools focusing on individual pupil progress from baseline to end of primary education, by both teachers and school leaders.
- Schools focusing on progress of groups of learners.
- Better consistency throughout schools in teacher assessment and target setting which leads to a more robust self-evaluation and improvement planning.
- Using a variety of ways to interrogate pupil data and present the findings e.g. through graphs and charts

GwE commission ALPs – a company who measure A level progress from GCSE to A level across over 2,000 providers across England and Wales - to provide results analysis for all schools and local authorities, and to provide us with a full regional report.

iCAM Project – GwE is working with experts from Warwick and Bangor Universities to develop an individual child attainment model (iCAM) to predict attainment and inform child-driven priorities for secondary schools in Wales . The model will be based on historical data from across Wales and, if successful, would dispense with need for arbitrary between-school comparisons for cohorts of children and instead model expectations about individual children's attainment at KS4. Twenty seven secondary schools are piloting a data management system that focuses on highlighting in-school variance. As in-school variance is four times more significant than school-to-school variance, effectively addressing this issue is central to improving performance across the region. Another smaller pilot programme is running to review and develop schools' awareness and tracking of question level analysis.

- 2. How much progress is being made in reducing the attainment gap between pupils eligible for free school meals (eFSM) and their peers in your region?**

A clear and robust Pupil Development Grant (PDG) Support Plan for both FSM and Looked After Children (LAC) is being implemented across the region with clear communication plans.

The main priority for GwE is to support Local Authorities and schools to raise the educational attainments, achievements and engagement of children across the region by delivering a joined up partnership approach programme that will be:

- Reaching and Accessible to learners
- Engaging & Motivating
- Child/Young Person centred
- Flexible & tailored in terms of support and provision
- Focused on transition and progression
- Driven by joined up regional partnership and collaboration whilst addressing local needs.

The following actions are been implemented to drive improvement across the region:

- Further development and implementation of the consortia's PDG Strategic Adviser Role across the region with focus on regional objectives/outcomes and national collaboration and consistency of role via the All Wales PDG project group.
- Increase in the number of schools implementing the regional PDG framework model, focusing on the 5 key areas that are evidence based.
- PDG Workshop developed and delivered across the region to support schools to further embed evidence based practises both via Collaborative Institute for Education Research, Evidence and Impact (CIEREI) and via the EET toolkit.
- Targeted work on the effective practise in relation to PDG for school governors.
- Further development in supporting Pupil Referral Units (PRU) in the use of the PDG and developing key strategies via the regional PRU steering group.
- Targeted support via the PDG for schools to deliver evidence based practise such as the Readiness for Learning project and Trauma Informed Schools.
- Increase in the number of individual PDG monitoring visits across the region and working with Core Leads to identify schools/settings that need additional support and to identify successful practise.
- Further developed Oracy and Literacy intervention programmes. Good practise to be shared in the Evidence based conference in February 2020.
- Supporting schools to further develop key interventions with the PDG and evaluate its impact.
- Rolled out the Evaluating and measuring impact guidance across the region for schools to use to identify successful practice and distance travelled by FSM learners.
- Data, target setting and tracking are more effectively and consistently applied and discussed with SIA's/LA's via the Strategic & Core Lead.
- Annual audit and evaluation of impact on the actual evidence of grant spend has been carried out on the PDG in each school for 2018/19 and 2019-2020. This has resulted in identifying specific lines of enquiry for SIA's during school monitoring visits.

3. How much of a role do the consortia have in supporting minority ethnic pupils and Gypsy, Roma and Traveller learners? How has the approach changed in recent years? Is this work led by a lead authority in the region rather the consortium?

Support services are provided by Local Authorities. Since 2017, the Minority Ethnic Achievement, and Gypsy and Traveller Children Education Grants are passported directly from Welsh Government to Local Authorities. The grant amounts vary considerable depending on the demographics. For example in some authorities, there is a high percentage of Pupils

learning English as an additional language (EAL) and the grant is used to fund a support service which up-skill, support and assist schools in being able to successfully meet the needs of their EAL learners.

Role of the consortia:

- Pupil outcomes - outcomes are analysed annually. Through the work of Supporting Improvement Advisers, the performance of various groups of learners are analysed and are part of the conversation with schools.
- Tracking systems - the GwE data team has produced a comprehensive assessment tracker tool which enables schools to analysis pupil performance and identify underperformance. The impact of the data summary and tracking can be seen in many schools with schools focusing on progress of groups of learners. The GwE tracker and departmental systems to monitor performance of all pupils is a priority for all school visits to identify key aspects for improvement.
- Teaching and Learning - through the vast range of development programmes offered to schools by the consortia, teachers are now much more knowledgeable about the development of literacy and numeracy, differentiation, how to influence and advance learning for all groups of learners, lead subjects effectively in school and offer support to other schools, with regard to their own development journey.

Julie Morgan AC

Y Dirprwy Weinidog Iechyd a Gwasanaethau Cymdeithasol

27 Ionawr 2020

Annwyl Ddirprwy Weinidog,

Bil Plant (Diddymu Amddiffyniad Cosb Resymol) (Cymru)

Diolch am eich llythyr dyddiedig 7 Ionawr 2020 yn cadarnhau eich bod wedi gosod Memorandwm Esboniadol diwygiedig mewn perthynas â'r Bil Plant (Diddymu Amddiffyniad Cosb Resymol) (Cymru) (y Bil).

Ar 13 Medi 2019, ysgrifennoch at y Pwyllgor yn ymateb i'r argymhellion a wnaed yn ein hadroddiad ar y goblygiadau ariannol o'r Bil. Roedd y Pwyllgor yn falch o nodi eich bod yn derbyn y mwyafrif o'n hargymhellion a'n casgliadau.

Mae'r Pwyllgor yn gwerthfawrogi bod rhai o'r diwygiadau yn y Memorandwm Esboniadol o ganlyniad uniongyrchol i chi weithredu argymhellion y Pwyllgor a bod data ychwanegol ar gael ers cyhoeddi'r Memorandwm Esboniadol gwreiddiol a gyflwynwyd ym mis Mawrth 2019. Fodd bynnag, rydym yn pryderu bod cyfanswm cost y Bil wedi cynyddu o ystod o rhwng £2.3m - £3.7m i £6.2m - £7.9m.

Mae'r Pwyllgor yn derbyn mai dyma natur y broses graffu ac rydym yn ddiolchgar i Lywodraeth Cymru am ein hysbysu o'r newidiadau a wneir i Femoranda Esboniadol, yn unol â'n hargymhelliad yn ein hadroddiad ar Ymchwiliad i'r amcangyfrifon ariannol sy'n mynd gyda deddfwriaeth.

Fodd bynnag, mae rhai o'r costau yn y Bil wedi codi'n sylweddol ers gosod y Memorandwm Esboniadol gwreiddiol ac mae costau newydd wedi cael eu nodi, gan gynnwys y canlynol:



- mae'r Asesiad Effaith Rheoleiddiol diwygiedig yn darparu cyfanswm cost gweithgareddau codi ymwybyddiaeth o £2.8m, y gost yn flaenorol oedd rhwng £1.3m - £2.7m);
- nid oedd gwybodaeth am gostau cynlluniau gwarediadau y tu allan i'r llys wedi'u cynnwys yn wreiddiol ac amcangyfrifir eu bod yn costio rhwng £810,000 a £2.5m dros y cyfnod gwerthuso (yn unol ag Argymhelliad 5 yn ein hadroddiad);
- mae costau ar gyfer staff sy'n gweithio mewn rolau diogelu y bydd angen iddynt ymgylfarwyddo â chanllawiau newydd wedi cael eu cynnwys - £882,000 dros y cyfnod gwerthuso (yn unol ag Argymhelliad 7 yn ein hadroddiad);
- costau'r grŵp Gorchwyl a Gorffen/gweithredu o £620,000 (dros 2020-21 a 2021-22);
- mae costau'r adolygiad ôl-weithredu hefyd wedi'u cynnwys - £100,000 dros y cyfnod gwerthuso (yn unol ag Argymhelliad 9).

Er cydnabod bod rhai o'r costau diwygiedig yn ymwneud â newidiadau y cytunwyd arnynt yn ystod y camau diwygio, mae eraill yn ymwneud â chostau y dylid bod wedi'u rhagweld wrth ddatblygu'r Asesiad Effaith Rheoleiddiol gwreiddiol. Mae'r Pwyllgor yn disgwyl i'r Asesiad Effaith Rheoleiddiol sy'n dod gyda Bil wrth ei gyflwyno gael ei gostio'n llawn ac yn gadarn.

Mae'r Pwyllgor yn pryderu bod gofyn i'r Cynulliad gymeradwyo Datrysiaid Ariannol Bil cyn Cyfnod 2, ond gall costau gynyddu'n sylweddol yn dilyn y camau diwygio. Mae'r Pwyllgor yn deall bod angen i'r Cynulliad ddarparu ymrwymiad ariannol i Fil fynd yn ei flaen, fodd bynnag, rydym yn gweld Biliau sy'n cael eu diwygio'n helaeth yn ystod camau hwyrach pan nad oes gofyn am graffu ariannol ychwanegol.

Rhaid i'r Cynulliad allu gwneud penderfyniad gwybodus mewn perthynas ag ymrwymo adnoddau. Byddwn yn cadw llygad ar y sefyllfa hon wrth inni agosáu at ddiwedd y Cynulliad hwn ac os bydd angen, byddwn yn ystyried cyflwyno sylwadau i'r Pwyllgor Busnes i ystyried y broses.



Rwy'n anfon copi o'r llythyr hwn at y Prif Weinidog, y Pwyllgor Plant, Pobl Ifanc ac Addysg a'r Pwyllgor Busnes er gwybodaeth.

Yn gywir,

A handwritten signature in black ink, appearing to read 'Llyr', is centered on a light yellow rectangular background.

Llyr Gruffydd AC
Cadeirydd y Pwyllgor Cyllid

