

Atodiad 8

Derbyniwyd ymatebion ffurfiol gan y canlynol:

Darpariaeth Arbenigol i Ddysgwyr Cynradd ac Uwchradd ag Anghenion Iechyd a Lles Emosiynol

- Estyn
- Corff Llywodraethu Ysgol Gynradd Albany Primary School
- Corff Llywodraethu a Pennaeth Ysgol Gynradd Baden Powell
- Pennaeth Ysgol Gynradd Fairwater
- Corff Llywodraethu Ysgol Gynradd Herbert Thompson
- Corff Llywodraethu Ysgol Gynradd Lakeside
- Corff Llywodraethu Ysgol Gynradd Springwood
- Corff Llywodraethu Ysgol Gyfun Gymraeg Plasmawr
- Pennaeth Ysgol Gyfun Gymraeg Plasmawr
- Corff Llywodraethu Ysgol Gymraeg Pwll Coch
- RhAG - Rhieni Dros Addysg Gymraeg

Darpariaeth Arbenigol i Ddysgwyr Cynradd Sydd ag Anghenion Dysgu Cymhleth a / neu Awtistiaeth

- Estyn
- Corff Llywodraethu Ysgol Gynradd Albany
- Corff Llywodraethu Ysgol Gynradd Coed Glas
- Pennaeth Ysgol Gynradd Coed Glas
- Corff Llywodraethu a Pennaeth Ysgol Gynradd Greenway
- Corff Llywodraethu a Pennaeth Ysgol Gynradd Severn

Ymatebion ffurfiol i'r Darpariaeth Arbenigol i Ddysgwyr Cynradd ac Uwchradd ag Anghenion Iechyd a Lles Emosiynol

Ymateb Estyn i'r cynnig i gyflwyno darpariaeth arbenigol ar gyfer dysgwyr ag anghenion iechyd a lles emosiynol yn Ysgol Gynradd Baden Powell, Ysgol Gynradd Y Tyllgoed, Ysgol Gynradd Herbert Thompson, Ysgol Gynradd Lakeside, Ysgol Gynradd Springwood, Ysgol Gymraeg Pwll Coch ac Ysgol Gyfun Gymraeg Plasmawr.

Paratowyd yr adroddiad hwn gan Arolygwyr Ei Fawrhydi dros Addysg a Hyfforddiant yng Nghymru.

O dan delerau Deddf Safonau a Threfniadaeth Ysgolion (Cymru) 2013 a'i Chod cysylltiedig, mae'n ofynnol i gynigwyr anfon dogfennau ymgynghori i Estyn. Fodd bynnag, nid yw Estyn yn gorff y mae'n ofynnol iddo weithredu yn unol â'r Cod ac nid yw'r Ddeddf yn gosod unrhyw ofynion statudol ar Estyn o ran materion trefniadaeth ysgolion. Felly, fel corff yr ymgynghorir ag ef, bydd Estyn dim ond yn rhoi eu barn ar rinweddau cyffredinol cynigion trefniadaeth ysgolion.

Mae Estyn wedi ystyried yr agweddau addysgol ar y cynnig ac wedi llunio'r ymateb canlynol i'r wybodaeth a ddarparwyd gan y cynigiwr.

Y cynnig yw sefydlu darpariaeth arbenigol ar gyfer dysgwyr ag anghenion iechyd a lles emosiynol mewn 7 ysgol ledled Dinas Caerdydd. Mae hyn yn cynnwys chwe ysgol gynradd ac un ysgol uwchradd. Mae hyn yn cynnwys cynigion am un ysgol gynradd cyfrwng Cymraeg ac un ysgol uwchradd cyfrwng Cymraeg. Mae dosbarth lles eisoes mewn tair ysgol [Ysgol Gynradd Lakeside, Ysgol Gynradd Springwood ac Ysgol Gymraeg Pwll Coch]. Y cynnig ar gyfer yr ysgolion hyn yw disodli darpariaeth bresennol y dosbarth lles. Byddai'r ddarpariaeth yn Ysgol Gynradd Y Tyllgoed yn cael ei chyd-leoli gydag Ysgol Arbennig newydd The Court.

Crynodeb / Casgliad

At ei gilydd, mae Estyn yn ystyried bod y cynnig yn debygol o gynnal safon y ddarpariaeth addysg yn yr ardal, o leiaf. Fodd bynnag, mae angen rhoi mwy o ystyriaeth i'r manylion o ran sefydlu a chynnal darpariaeth arbenigol o fewn ysgol brif ffrwd a'r goblygiadau i'r holl ddysgwyr, staff a'u rhieni.

Disgrifiad a manteision

Mae'r awdurdod lleol wedi amlinellu rhesymeg glir ar gyfer ei gynnig. Yn ei hanfod, mae hyn yn ymwneud â galw cynyddol am ddarpariaeth arbenigol a dosbarthu'r ddarpariaeth honno'n well o fewn y ddinas. Fodd bynnag, nid yw'r cynnig yn darparu gwybodaeth am y graddau y mae'r galw'n cynyddu. Mae'r cynnig yn cyfeirio at ddiffyg capasiti yn ysgolion arbennig y ddinas a'r pwysau o ran defnyddio lleoliadau'r tu allan i'r sir. Fodd bynnag, nid yw'n glir sut mae defnyddio lleoliadau'r tu allan i'r sir yn uniongyrchol berthnasol i'r cynigion.

Mae'r awdurdod lleol yn datgan ei fod yn cynnal 90 o leoedd ar gyfer dysgwyr oedran cynradd a 284 o leoedd ar gyfer dysgwyr oedran uwchradd ag anghenion iechyd a lles emosiynol, ar hyn o bryd. Mae'r cynnig hwn yn ymwneud â sefydlu 64 o leoedd ychwanegol mewn chwe ysgol gynradd a 20 o leoedd mewn ysgol uwchradd cyfrwng Cymraeg. Nid yw'n glir pam mae'r galw ar gyfer dysgwyr oedran uwchradd yn llawer mwy na dysgwyr oedran cynradd, a ph'un a yw'r cynnydd arfaethedig mewn lleoedd ar gyfer dysgwyr cynradd ac uwchradd yn ddigonol i fodloni'r galw.

Mae'r awdurdod lleol yn rhoi trosolwg o fanteision y cynnig. Mae'r rhain yn ymwneud â'r awdurdod yn bodloni'r galw, staff arbenigol yn gweithio'n agosach gyda chydweithwyr eraill yn yr awdurdod a'r ysgol arbennig benodol, bod darpariaeth o bosibl yn agosach at gartrefi dysgwyr, a chynyddu darpariaeth trwy gyfrwng y Gymraeg. Fodd bynnag, ni roddir gwybodaeth benodol o ran y manteision arfaethedig i ddysgwyr, na beth mae'n debygol fydd darpariaeth y cwricwlwm neu ddarpariaeth ehangach, gan gynnwys cymorth.

Nid yw'r awdurdod lleol yn rhoi trosolwg o unrhyw opsiynau amgen a allai fod wedi cael eu hystyried.

Mae'r awdurdod lleol yn darparu llinell amser gyffredinol ar gyfer y cynnig, gyda dyddiad gweithredu disgwylidig, sef mis Medi 2024.

Mae'r cynnig yn datgan y gallai'r canolfannau adnoddau arbenigol leihau'r pellter sy'n cael ei deithio gan ddysgwyr. O ran dosbarthiad daearyddol darpariaeth arbenigol, mae'r cynnig [tud.6] yn nodi "...er bod cludiant am ddim o'r cartref i'r ysgol ar gael ar gyfer plant o'r fath... ac aiff ymlaen i ddatgan [tud.9]...bod y Cyngor yn cymhwyso'r pellter cerdded cymhwyso statudol o ddwy filltir i ysgolion cynradd a 3 milltir ar gyfer ysgolion uwchradd, gan gynnwys ysgolion arbennig a chyfleusterau canolfannau arbenigol. Gallai cludiant am ddim gael ei ddarparu ar gyfer rhai dysgwyr sy'n byw o fewn y pellterau hyn..." Gallai'r ddau ddatganiad hyn achosi dryswch. Yn ychwanegol, nid yw'n glir o'r cynnig p'un a fydd unrhyw ddysgwyr sy'n derbyn cludiant am ddim o'r cartref i'r ysgol dan anfantais trwy beidio â gallu cael mynediad at ddarpariaeth cyn / ar ôl yr ysgol, yn enwedig os nad yw amseriad y cludiant a ddarperir yn hyblyg.

Nid yw'r cynnig yn nodi p'un a fydd disgyblion yn cael eu dadleoli o ddarpariaethau prif ffrwd neu arbenigol presennol, a'r cymorth, gan gynnwys trefniadau pontio, y mae'n debygol y bydd ei angen ar ddisgyblion a'u rhieni, ac elwa ohono.

Nid yw'r awdurdod lleol yn darparu gwybodaeth am gostau o ran sefydlu neu ddisodli darpariaeth bresennol ac nid yw'n ystyried ychwaith p'un a oes angen unrhyw waith adeiladu, adnewyddu neu addasu ar ddarpariaeth arfaethedig neu ddarpariaeth bresennol. Nid yw'n glir fod adeilad o fewn yr ysgolion arfaethedig wedi'i nodi.

Nid yw'r cynnig yn darparu unrhyw wybodaeth o ran trefniadau staffio arfaethedig na sut bydd staff yn cael eu cefnogi.

Nid yw'r awdurdod lleol wedi darparu Asesiad o'r Effaith ar y Gymraeg fel rhan o'r cynnig hwn. Nodir y bydd darpariaeth adnoddau arbenigol wedi'i lleoli mewn dwy ysgol cyfrwng Cymraeg. Fodd bynnag, nid yw'n glir a fydd y ddarpariaeth trwy

gyfrwng y Gymraeg. Nid yw'r awdurdod lleol wedi darparu Asesiad o'r Effaith ar y Gymuned fel rhan o'r cynnig hwn.

Mae'r awdurdod lleol yn datgan ei bod yn "...ddyddiau cynnar..." [tud.2] o ran y cynnig. Mae gan y Cyngor gyfres o ddigwyddiadau ymgynghori wyneb yn wyneb ac ar-lein a fydd yn cael eu cynnal rhwng 29 Tachwedd 2023 ac 16 Ionawr 2024.

Agweddau addysgol ar y cynnig

At ei gilydd, nid yw'r awdurdod lleol wedi ystyried mewn unrhyw fanylder, heblaw am y materion hynny sydd o bosibl yn gysylltiedig â lleoliad a chludiant, effaith debygol y cynigion ar ddysgwyr, eu rhieni neu'r ysgolion arfaethedig.

Mae'r cynnig yn darparu trosolwg ar lefel uchel o'r deilliannau arolygu diweddaraf ar gyfer y saith ysgol. Fodd bynnag, nid yw'n darparu digon o wybodaeth am y sylwadau o ran anghenion dysgu ychwanegol [ADY].

At ei gilydd, mae canfyddiadau arolygiadau o ran cynnydd disgyblion a'r ddarpariaeth ar eu cyfer yn gadarnhaol bron ym mhob un o'r ysgolion a ystyrir yn y cynnig. Er enghraifft:

Ysgol Gynradd Baden Powell 2017

- Mae'r ddarpariaeth a'r cymorth ar gyfer disgyblion ag anghenion dysgu ychwanegol yn effeithiol.
- Mae'r rhan fwyaf o ddisgyblion ag ADY yn gwneud cynnydd da mewn cyflawni eu targedau.
- Mae disgyblion sydd angen cymorth ychwanegol yn cael eu nodi'n gynnar.
- Mae gweithdrefnau a rhaglenni ymyrraeth perthnasol ar waith i sicrhau bod disgyblion yn derbyn y cymorth sydd ei angen arnynt.

Ysgol Gynradd Y Tyllgoed 2020

- Mae'r ddarpariaeth ar gyfer disgyblion ag anghenion dysgu ychwanegol yn nodwedd gref yn yr ysgol.
- Mae'r ganolfan [les] yn darparu gofal, cymorth ac arweiniad penodol a buddiol ar gyfer ei disgyblion.
- Trwy ystod o asesiadau a gwaith pontio addysgiadol, mae staff yn dod i wybod yn gyflym iawn beth yw anghenion unigol disgyblion.
- Caiff yr holl rieni ohebiaeth ddyddiol werthfawr am gynnydd eu plentyn a'r meysydd perthnasol ar gyfer gwella. Mae'r ymagwedd drefnus a gofalus hon yn galluogi staff i fonitro unigolion yn agos iawn.

Ysgol Gynradd Herbert Thompson 2022

- Mae'r ysgol yn darparu cymorth teilwredig, sy'n galluogi llawer o ddisgyblion, ond yn enwedig y rhai ag anghenion dysgu ychwanegol, i wneud cynnydd da o'u manau cychwyn.

- Mae disgyblion ag anghenion dysgu ychwanegol, yn gwneud cynnydd cryf mewn llawer o feysydd dysgu, yn enwedig o ran datblygu eu medrau llythrennedd a'u medrau cymdeithasol ac emosiynol.
- Mae'r ysgol yn gwneud defnydd pwrpasol o weithdrefnau asesu i olrhain cynnydd disgyblion wrth iddynt symud trwy'r ysgol.
- Mae systemau cadarn ar waith i nodi, monitro, ac adolygu cynnydd disgyblion ag anghenion dysgu ychwanegol (ADY). Cynhelir cyfarfodydd cynnydd disgyblion rheolaidd ac effeithiol iawn sy'n cynnwys arweinwyr, athrawon dosbarth a'r cydlynnydd anghenion dysgu ychwanegol (ADY).
- Mae'r cydlynnydd anghenion dysgu ychwanegol yn cynnig goruchwyliaeth effeithiol ac yn cydlynu gwaith pob un o'r staff yn dynn.
- Mae eglurder a manylder cofnodion disgyblion yn rhagorol ac yn sicrhau bod pob un o'r staff sy'n ymwneud â chynorthwyo disgybl yn deall eu rôl ac yn cyfrannu'n ystyrlon tuag at ei ddatblygiad.

Ysgol Gynradd Lakeside 2014

- Nid oes unrhyw sylwadau o ran disgyblion ag AAA / ADY

Ysgol Gynradd Springwood 2018

- Gwahoddwyd yr ysgol i baratoi astudiaeth achos ar effaith ei chanolfan adnoddau ar gyfer disgyblion ag ADY.
- Un o gryfderau penodol yr ysgol yw'r ffordd y mae'r holl ddisgyblion yn dangos lefel uchel o garedigrwydd ac ystyriaeth at ei gilydd, er enghraifft trwy'r cymorth a roddant i ddisgyblion eraill ag anghenion dysgu ychwanegol.
- Mae darpariaeth helaeth yr ysgol o raglenni ymyrraeth yn llwyddiannus iawn o ran diwallu anghenion emosiynol, iechyd a chymdeithasol disgyblion.
- Ceir partneriaeth ragorol rhwng arweinydd dosbarthiadau'r ganolfan adnoddau a chydlynnydd yr ysgol ar gyfer anghenion dysgu ychwanegol.
- Ceir trefniadau hynod lyfn rhwng y ganolfan adnoddau a dosbarthiadau prif ffrwd.
- Mae bron pob un o'r disgyblion mewn dosbarthiadau prif ffrwd yn cynorthwyo disgyblion o'r dosbarth adnoddau yn dda iawn ac maent yn sensitif i'w hanghenion. Er enghraifft, pan fydd disgyblion hŷn o'r ganolfan adnoddau yn chwarae pêl-droed yn ystod amseroedd chwarae, mae disgyblion prif ffrwd yn chwarae i'w hannog i sgorio, ac yn dathlu gyda nhw pan fyddant yn sgorio.
- Mae disgyblion o'r dosbarth adnoddau yn elwa ar yr ystod eang o gyfleoedd i gymryd rhan mewn dosbarthiadau a chlybiau prif ffrwd. O ganlyniad i'r ffaith fod mwyafrif y disgyblion yn integreiddio'n dda iawn, ac ansawdd uchel y ddarpariaeth o fewn y dosbarth adnoddau ei hun, mae'r disgyblion hyn yn gwneud cynnydd rhagorol tuag at eu targedau unigol.
- Mae'r cydlynnydd anghenion dysgu ychwanegol yn hynod effeithiol o ran sicrhau bod disgyblion, rhieni, staff a rhanddeiliaid eraill yn cydweithio'n effeithiol i ddarparu cynlluniau ac ymyriadau penodol a thargedig.

Ysgol Gymraeg Pwll Coch 2018

- Yn ystod eu cyfnod yn yr ysgol, mae'r rhan fwyaf o ddisgyblion, gan gynnwys y rhai ag anghenion dysgu ychwanegol, yn gwneud cynnydd cadarn yn eu dysgu ac yn cyflawni'n dda.
- Mae'r ddarpariaeth ar gyfer disgyblion ag anghenion dysgu ychwanegol yn effeithiol.
- Mae gweithdrefnau'n drylwyr ac yn galluogi staff i nodi anghenion disgyblion yn gynnar, ac yn darparu cymorth pwrpasol.
- Mae cynlluniau addysg unigol yn fanwl, yn cynnwys targedau clir ac yn cael eu rhoi ar waith yn effeithiol gan athrawon a chynorthwywyr, sy'n sicrhau bod bron pob un o'r disgyblion yn gwneud cynnydd cadarn yn erbyn eu targedau.
- Mae rhieni'n cael gwybodaeth dda am gynnydd eu plant ac yn cael eu cynnwys yn llawn yn y broses i greu a gwerthuso cynlluniau.

Ysgol Gyfun Gymraeg Plasmawr 2023

- Mewn mwyafrif o wersi, mae disgyblion, gan gynnwys y rhai ag anghenion dysgu ychwanegol (ADY), yn gwneud cynnydd cadarn yn eu gwybodaeth a'u dealltwriaeth bynciol.
- Mae'r tîm ADY yn meddu ar ddealltwriaeth drylwyr o anghenion disgyblion ag ADY ac yn rhoi cymorth penodol a buddiol iddynt. Maent yn defnyddio nifer o ffynonellau i adolygu'r ddarpariaeth ar gyfer disgyblion unigol yn rheolaidd, ac yn addasu yn unol ag anghenion y disgybl.
- Mae arweinwyr ar draws yr ysgol yn darparu lefelau uchel o gymorth ar gyfer staff a cheir arweinyddiaeth effeithiol o ran darpariaeth ar gyfer lles ac anghenion dysgu ychwanegol (ADY).
- Mae cynlluniau addysg unigol yn darparu gwybodaeth fanwl am anghenion disgyblion ac yn cynnwys targedau penodol. Ceir rhaglen hyfforddi ddefnyddiol sy'n cynnwys strategaethau amrywiol ar gyfer athrawon a chynorthwywyr i gynorthwyo disgyblion penodol yn yr ystafell ddosbarth.
- Yn yr 'Hyb Cymorth ADY', mae disgyblion o bob oed yn gweithio gyda'i gilydd yn effeithiol i ddatblygu eu medrau bywyd yn llwyddiannus mewn amgylchedd diogel ac ysgogol. Mae disgyblion sy'n mynychu'r 'Dosbarth Lles' yn derbyn cymorth pwrpasol ac yn teimlo'n ddiogel. Yma, caiff disgyblion fanteisio ar ddarpariaeth amrywiol ac addas i'w cynorthwyo i ddelio â'u hemosiynau ac ymdopi â bywyd bob dydd.

Albany Primary School Governing Body

Do you support the plans put forward to improve the provision for Children and Young People with additional learning needs?

Yes.

Do you support the proposal for each of the school sites?

Yes.

Would you like to suggest any changes or alternatives?

The lack of EWB provision for primary aged pupils with emotional health and wellbeing needs in Cardiff continues to have a range of significant impacts on our school, including impacting how we use space in the school, impacting staff welfare and retention and impacting the wellbeing of pupils. An example would be a pupil waiting over two years for a placement which had an extremely significant impact on the child's wellbeing and wider family. We welcome the increase in provision – it is much needed and will help to ease pressures on schools such as ours. However we do not feel the provision will be sufficient for the numbers of children who need support across the city.

We also believe there will be risk of further increase in demand due to school budget pressures and the freeze on ALN funding and not being able to apply for additional funding leaving schools with lower levels of staffing to manage complex needs. We support proposals to improve facilities for prevention and early intervention in primary and secondary schools, including flexible spaces to allow for smaller classes and for setting up in-house nurture arrangements and internal exclusion.

Additional comments.

We believe it is fundamentally important that provision is fit for purpose for all pupils that need it. We have experienced a very concerning situation where a female pupil was not provided with a suitable placement for over two years, a key factor being that all of the provision explored by the council was focused on meeting the needs of boys. There needs to be planned provision for girls as part of this consultation – we would like to better understand how this will be addressed. For example, will some of the new Specialist Resource Bases be focused on meeting the needs of girls? How will you ensure that the new units accept a balanced proportion of girls as well as boys? With mental health challenges becoming more complex there are a significant number of girls with complex needs across the city and there needs to be sufficient provision not just in number of places but also for peers of the same gender. Many provisions explored by families are very boy dominated which can be intimidating for girls or parents when exploring provisions.

Cathy Madge

Chair of Albany Primary School Governing Body

Baden Powell Primary School - Governing Body

Do you support the plans put forward to improve the provision for Children and Young People with additional learning needs?

Yes.

Do you support the proposal for each of the school sites?

Baden Powell Primary School

- *establish an 8 place specialist resource base for emotional health and wellbeing at Baden Powell Primary School from September 2024, within the existing buildings.*

Yes.

Would you like to suggest any changes or alternatives?

No.

Additional comments.

Baden Powell Primary has been well supported by the Local Authority in recent years to develop provision for pupils with additional learning needs. Since setting up the informal class, there has been a positive impact on pupils across the school, both in the wellbeing class and in the mainstream classes. Ongoing LA advice and guidance has upskilled staff to support pupils effectively. School staff are well trained in recognising what pupils need and delivering beneficial interventions to enable children to make good progress socially and academically. The Headteacher of Baden Powell Primary School has consulted with representatives of our school community including Staff, Governors, Parents and Pupils, and fully support the proposal to establish a formal 8 place specialist resource base for emotional health and wellbeing from September 2024, within our existing buildings.

Baden Powell Primary School - Headteacher

Do you support the plans put forward to improve the provision for Children and Young People with additional learning needs?

Yes.

Do you support the proposal for each of the school sites?

Yes – support the following:

Baden Powell Primary School

- *establish an 8 place specialist resource base for emotional health and wellbeing at Baden Powell Primary School from September 2024, within the existing buildings.*

Fairwater Primary School

- *establish an 8 place specialist resource base for emotional health and wellbeing at Fairwater Primary School from September 2024, within the existing buildings. This would replace the existing wellbeing class.*

Lakeside Primary School

- *establish a 16 place specialist resource base for emotional health and wellbeing at Lakeside Primary School from September 2024, within the existing buildings. This would replace the existing wellbeing class.*

Springwood Primary School

- *establish an 8 place specialist resource base for emotional health and wellbeing at Springwood Primary School from September 2024, within the existing buildings. This would replace the existing wellbeing class.*

Ysgol Gymraeg Pwll Coch

- *establish an 8 place specialist resource base for emotional health and wellbeing at Ysgol Gymraeg Pwll Coch from September 2024 within the existing buildings. This would replace the existing wellbeing class.*

No opinion on the following:

Herbert Thompson Primary School

- *establish a 16 place specialist resource base for emotional health and wellbeing at Herbert Thompson Primary School from September 2024, within the existing buildings.*

Ysgol Gyfun Gymraeg Plasmawr

- *establish a 20-place Specialist Resource Base for learners with Emotional Health and Wellbeing Needs at Ysgol Gyfun Gymraeg Plasmawr from September 2024, within the existing school buildings.*

If you do or do not support the proposed changes than please explain why.

Baden Powell - We developed an 'in-house' well being class in response to pupil need in 2021. This has been successful in meeting the needs of our pupils, and has impacted positively on pupils both in the wellbeing class and in the mainstream classes.

Fairwater Primary School, Lakeside Primary School, Springwood Primary School, Ysgol Gymraeg Pwll Coch – This would replace the existing wellbeing class.

Would you like to suggest any changes or alternatives?

No, I agree with the proposed changes.

Additional comments.

Baden Powell Primary has been well supported by the Local Authority in recent years to develop provision for pupils with additional learning needs. Since setting up the informal class, there has been a positive impact on pupils across the school, both in the wellbeing class and in the mainstream classes. Ongoing LA advice and guidance has upskilled staff to support pupils effectively. School staff are well trained in recognising what pupils need and delivering beneficial interventions to enable children to make good progress socially and academically. As Headteacher of Baden Powell Primary School, I have consulted with representatives of our school community including Staff, Governors, Parents and Pupils, and fully support the proposal to establish a formal 8 place specialist resource base for emotional health and wellbeing from September 2024, within our existing buildings.

Fairwater Primary School Headteacher

In terms of the SRB it is very much welcomed by myself, I think this provision will afford more responsive needs of individual pupils being met. For example, I fully support that the pupils access the SRB for as long as they need to rather than following a time scale that was previously in place.

Fairwater Primary has a great deal of potential in terms of provision, and I do not feel that this is being fully maximised. I would welcome the Local Authority to invest more in our site/provision. Our current provision/ site does not have an outdoor secure space for the children to access. This would ensure further outdoor development opportunities it would safeguard our pupils. We also have an unused toilet block that I would welcome being turned into a sensory room for supporting the needs of the pupils - this would mean investment, again, from the Local Authority.

We have recently adjusted the setting so that we have two rooms available for the children to use. I ask as the Headteacher that we are afforded the opportunity by the Local Authority to recruit an additional staff member so that we can increase our pupil capacity. I would recommend funding for a HLTA so that greater impact can be achieved.

In response to the consultation, I do fully support the SRB development, however, I do recommend that further development is enabled at the SRB provision/site at Fairwater Primary School.

Thanks

Miss Ceri Evans
Pennaeth/ Headteacher
Ysgol Gynradd Y Tyllgoed/ Fairwater Primary School

Herbert Thompson Primary School Governing Body

Do you support the plans put forward to improve the provision for Children and Young People with additional learning needs?

Yes.

Do you support the proposal for each of the school sites?

Herbert Thompson Primary School

- *establish a 16 place specialist resource base for emotional health and wellbeing at Herbert Thompson Primary School from September 2024, within the existing buildings.*

Yes.

If you do or do not support the proposed changes than please explain why

Response on behalf of the Full Governing Body of Herbert Thompson Primary School

We welcome the proposals to establish a specialist resource base at Herbert Thompson Primary School to service the needs of the Ely and Caerau children. We believe that this is a provision that is very much needed within this community.

We support the establishment of the specialist resource base within the existing school buildings but reiterate the findings of the initial survey of the site that the only suitable existing building would be the former boxing club building, but that this building will require extensive refurbishment to be a suitable space for the resource base.

Would you like to suggest any changes or alternatives?

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Additional comments

It is our hope that the specialist resource base will be fully resourced and sustainable to support the community for many years to come. We welcome the proposal that the resource base will have a phased recruitment of pupils to allow time for procedures within the base to be embedded.

We look forward to the ongoing support of the Local Authority to fully embed the specialist resource base within Herbert Thompson Primary School.

Steven Harris (on behalf of the Governing Body of Herbert Thompson).

Lakeside Primary School Governing Body

Do you support the plans put forward to improve the provision for Children and Young People with additional learning needs?

Yes.

Do you support the proposal for each of the school sites?

Yes – support the proposals; support proposals relating to Lakeside Primary School with amendments.

If you do or do not support the proposed changes than please explain why.

Lakeside Governing Body supports the proposed changes in principle.

To clarify, pupils need to remain dual-registered throughout their time in the provision.

As part of the consultation process, the Governing Body attended a local authority consultation briefing and an on-site, face-to-face visit to the class followed by a presentation from the Wellbeing staff.

The governing body, leadership team and staff as a whole are fully committed to continuing the high-quality provision that currently characterises the wellbeing provision at the school. We are committed to ensuring that this continues assuming the transition to a formalised SRB provision takes place.

Current position

Excellent practice has been identified at the Lakeside Wellbeing Class Provision within the current staff to student structure (**ratio of 7 staff members to 12 pupils***). There have been a number of success stories since the class's creation, with some children returning to their mainstream settings and others effectively prepared for more specialised placements following a period of time with us.

- 2 X teachers with ALN allowance
- 1 X HLTA with ALN Allowance
- 4 X grade 4 TAs with ALN allowance

We consider that the classes at Lakeside represent an 'invest to save' where the intensive therapeutic provision has clearly demonstrated value for money and has enabled the children to engage much more effectively with learning given their complex starting points. We are sure that the council recognises that the provision of an SRB is founded on the belief that it is much more effective to intervene to meet the needs of these most vulnerable learners before their challenges increase significantly. If this is not done, the risk that more substantial and costly intervention will be needed in the future as these young people grow older is heightened.



Concerns around number of pupils rising to 16

To date, although the class has always (on paper) been allocated 16 pupils, we have never had that many. The highest number being 12 attending at one time (we have 14 on our books currently but only 12 attend).

The Wellbeing Class is specifically for children with emotional health and wellbeing needs. The school and the governing body have concerns about increasing the number of children attending the class, at the current high level of emotional, health and wellbeing needs that we are experiencing with our children and families, particularly since the Covid pandemic.

The following list summarises the challenges and risks of increasing the number of pupils. Please see the attached document, which provides further details.

If the Lakeside Wellbeing Class provision were to increase from 12 to 16 pupils, we risk the following issues arising:

Meeting the needs of EHWP pupils and fulfilling their IDPs (ALP) effectively

- There is considerable stability in the staffing of the provision which has contributed to excellent teamwork and a strong commitment to each and every child. We believe that this has been a critical factor in its success. It has led to the building of excellent relationships with the families of the children concerned. This has proved so important in underpinning the quality of relationships between staff and children which is such a strong characteristic of the provision as it currently stands.
- The current staffing complement (7) for 12 children is critical to allowing a high - quality provision to continue. All of the children in the provision require one to one

support during much of the day. This is because they need an adult to co-regulate with them and to keep themselves and others safe.

- Pupils need support to continue making progress in areas that are foundations for effective learning e.g., self-regulation, relationships and feeling safe in school. Pupils require a predictable educational environment that is underpinned by the principles of attachment and nurture.
- Key adults need to be emotionally and physically available, attentive and attuned to pupil's needs. Pupils require access to wider therapeutic support to enable them to process some of their experiences in a safe therapeutic space.
- Toileting needs - Intimate health and/or continence needs of children (for example, toileting support requires 2 staff members per child). The setting has one changing room equipped with a shower.

Space

- Physical space - Children in the setting find relationships with other children challenging and need space. Sometimes they are able to work/ play in twos, but rarely higher numbers. Staff model positive relationships between children. This often includes supporting distressed / dysregulated behaviour or interactions between children and helping them to return to their window of tolerance.
- Learning and therapeutic areas - The two classes are set up to allow rooms to be both therapeutic and learning environments with break out spaces and room for 1:1 sessions.
- Calming areas – we have two, beautiful, soft play rooms which are used for de-escalation / calming areas which are in constant use. Staff use these rooms to co-regulate with the children, usually on a 1:1 basis. These are also used to deliver 'relationship-based-play' activities and trauma informed therapeutic activities.
- Outdoor space – this is limited as a free flow activity on the decked area. There is one small climbing frame that around 2-3 children can use at once. Children are able to access the wider areas of outdoor space across the school, but this requires a high adult-pupil ration to be successful and keep everyone safe.

Logistics

- Transport - We do not have a dedicated taxi drop off area. A potentially unmanageable increase in practical logistics such as transport, transition within the school building (currently all 7 staff are placed in various positions according to our traffic management plan, to enable children to transition safely between classroom and taxis, e.g. gate duty, transitioning children from taxis into the building, etc)
- Multi-agency working eg visitor, meetings, conferences – to fully support children and families, there are a large number of meetings which are arranged by external parties and that take place within school hours. These always require attendance by one and sometimes two members of staff
- Paperwork, such as IDPs – all pupils in the setting have a large amount of detailed and individual information and legal paperwork, such as IDPs, PCP

meetings, Court documents and health care plans. These are high quality and need to be maintained on around a half termly basis, alongside yearly provision reviews and often, applications for future specialist provision.

Wider school involvement

The Wellbeing Class, families, children and staff, all form part of Lakeside Primary School and are part of everything we do. As a result, the class, with high numbers of multi-agency working, including safeguarding, health and safety, ALN needs and logistical daily planning, requires support and time from the senior leaders of the school, including the Headteacher and ALNCo. This would increase if the provision were to grow in number.

Funding

It was suggested at the consultation meeting that reduction in children could affect the level of funding that the class receives. Reducing the funding will obviously affect the staff>child ratio, the safety of the children, the traffic management plan, resources for the children, Health & Safety, and staff wellbeing. The current staffing complement for 12 children is critical to allowing this high -quality provision to continue.

We have identified significant risks with reducing the pupil to staff ratio and that these put at risk Cardiff's 2030 Learning Entitlement's Vision: specifically, it risks children's ability to "thrive and fulfil their potential" and "realise their dreams and ambitions"

We are keen to work together with the LA and other Wellbeing Classes / SRBs to make Cardiff a beacon of excellent practice for our emotional health and wellbeing children. We seek discussions around the points we have raised in order to get this right for our pupils across the city.

Would you like to suggest any changes or alternatives?

Changes to the proposed number of 16 down to 12 (with the current level of need), yet retaining the current funding levels.

If the Lakeside Wellbeing provision is to continue its excellent work and its current level of successful outcomes, the funding level must remain as it is currently. Such is the nature of the class that staff have to be ready at all times to deal with the unexpected (dysregulation, incontinence, safeguarding disclosure or discovery) alongside planning in the high level of correspondence, paperwork, meetings, logistics, and visitors/visits. At a higher pupil>staff ratio, we have concerns that there will be negative impacts on learning, pupil and staff wellbeing, Health & Safety, and positive outcomes.

Springwood Primary School Governing Body

May I, on behalf of governors at Springwood Primary School, confirm that we accept the proposals as outlined and discussed as part of the presentation. We understand all resources to run the Unit, will be provided from central budgets.

We have had a Wellbeing Class in our school for a number of years, and so the proposal does not mean a major change for us.

It is good to see lots of effort being put in to help and support those young children who need addition provision and congratulations for making this happen, despite pressure on budgets.

If you require anything further from me, then please don't hesitate to ask.

Derek King
(Chair of Governors).

Ysgol Gyfun Gymraeg Plasmawr Governing Body

The governing body of Ysgol Plasmawr appreciates the detailed presentation of information provided by the county regarding the establishment of an SRB at the school. We have always focused on ensuring we can provide for all students, whatever their needs, in a fully inclusive Welsh-medium environment at the school. We understand that this SRB will enable us to reduce the instances of pupils needing to move out of the Welsh-medium sector to access appropriate provision and welcome this.

Ysgol Gyfun Gymraeg Plasmawr Headteacher

Welsh medium schools provide for a fully comprehensive intake of pupils from all areas of Cardiff. With a diverse intake of pupils there will always be pupils who need additional support with their needs, including EHW needs, and the lack of provision for pupils that need more than is available in a mainstream setting has meant that these pupils currently need to leave the Welsh medium sector. We welcome this opportunity to provide for pupils with EHW pupils within the sector by establishing an SRB on the site of Ysgol Gyfun Gymraeg Plasmawr. This will allow us to respond to the needs of these pupils and ensure they have the opportunity to succeed in a Welsh medium environment. The layout of the school site will allow us to locate the provision for this small group of pupils in a manner that will not impact the provision to other pupils. The decision to locate the SRB at Ysgol Plasmawr builds on our longstanding work with EHW pupils and reflects the strengths in pastoral support noted in our recent Estyn inspection.

Corff Llywodraethu Ysgol Gymraeg Pwll Coch

Pennaeth / Headteacher: Mr D Rees
Dirprwy Bennaeth / Deputy Headteacher: Mrs S Sampson
Cadeirydd y Llywodraethwyr/Chair of Governors: Mrs N Gruffudd-Evans

Ysgol Gymraeg Pwll Coch, Rhodfa Lawrenny, Lecwydd, Caerdydd. CF11 8BR
Ysgol Gymraeg Pwll Coch, Lawrenny Avenue, Leckwith, Cardiff. CF11 8BR



Teulu mawr ŷm ni i gyd

Ysgol Gymraeg Pwll Coch – Ymateb i'r Ymgynghoriad

Yn 2022, cytunodd y Corff Llywodraethu a'r Pennaeth i agor CAA Lles cyfrwng Cymraeg dros dro yn Ysgol Gymraeg Pwll Coch. Rydym bob amser yn ymfalchïo yn ein hethos cynhwysol fel ysgol, ac roeddem ar y pryd, wrth gytuno i agor dosbarth lles dros dro, yn awyddus i adeiladu ar hyn. Rydym hefyd o'r farn bod cael darpariaeth cyfrwng Cymraeg o'r fath yn y sir yn bwysig, ac roeddem yn hapus i gefnogi'r AALI gyda'r cynllun.

Fodd bynnag, er gwaethaf ymdrechion sylweddol y pennaeth a'r staff yn y CAA yn ystod y cyfnod dros dro hwn, rydym wedi dod i'r casgliad nad yw'r ddarpariaeth lles a dreialwyd yn gweithio ac mae bellach yn achos pryder difrifol. Mae pryderon y Corff Llywodraethu wedi eu cyflwyno i swyddogion yr AALI mewn dogfen ar wahân.

Ar ôl ystyried yn ofalus iawn, mae'n dristwch mawr bod yn rhaid i Gorff Llywodraethu Ysgol Gymraeg Pwll Coch ei gwneud yn glir na all gefnogi'r ffurfioli, na hyd yn oed barhad y CAA Lles yn yr ysgol. Nid ydym o dan unrhyw amheuaeth bod yr ysgol a'i staff wedi gwneud pob ymdrech posibl i sicrhau llwyddiant y ganolfan dros y flwyddyn ddiwethaf. Am y rhesymau sydd wedi'u cynnwys yn y ddogfen, mae'n anffodus na all ddod yn opsiwn parhaol.

Rydym yn ddiolchgar am y trafodaethau helaeth rhwng yr ysgol a'r AALI, yn enwedig swyddogion ADY a CTY, yn ystod y pythefnos diwethaf. Nodwn fod y cyngor yn derbyn penderfyniad y Corff Llywodraethu na all cynlluniau i sefydlu dosbarth lles yn yr ysgol barhau.

Edrychwn ymlaen at weithio mewn partneriaeth agos er lles yr holl ddisgyblion yn y dyfodol.

Yn ddiffuant,

Nona Gruffudd-Evans

Cadeirydd y Corff Llywodraethu

Ar ran Corff Llywodraethu Ysgol Gymraeg Pwll Coch



**Ymateb Rhieni Dros Addysg Gymraeg i ymgynghoriad
Cyngor Dinas Caerdydd
ar y
DARPARIAETH ARBENIGOL I DDYSGWYR CYNRADD AC
UWCHRADD AG ANGHENION IECHYD A LLES EMOSIYNOL**

18 Ionawr 2024

1. Dymuna RhAG ddiolch am y cyfle i ymateb i'r ymgynghoriad hwn gan Gyngor Dinas Caerdydd ar y **DDARPARIAETH ARBENIGOL I DDYSGWYR CYNRADD AC UWCHRADD AG ANGHENION IECHYD A LLES EMOSIYNOL**
2. Y mae cyfundrefn gynllunio addysg Gymraeg trwy'r Cynlluniau Strategol y Gymraeg mewn addysg yn gorfod bod yn rhan graidd o gynllunio darpariaeth addysg ehangach pob Awdurdod Lleol. Ers Medi 2022, mae Cyngor Sir Caerdydd wedi bod yn gweithredu cynllun newydd a gytunwyd gan Lywodraeth Cymru.

Cynyddu cyfleoedd i ddysgwyr fedru caffael y Gymraeg fel eu bod yn medru ei defnyddio'n rhwydd yw sail uchelgais Llywodraeth Cymru i gyrraedd miliwn o siaradwyr ac y mae dogfen gynllunio addysg Gymraeg y Llywodraeth ei hun yn nodi

“Mae Cymraeg 2050 yn glir mai trochi cyfrwng Cymraeg - sef lle mae cyfrwng yr addysgu a'r dysgu yn cael ei gyflwyno'n gyfan gwbl neu'n bennaf drwy gyfrwng y Gymraeg - yw'r model mwyaf dibynadwy ar gyfer creu siaradwyr Cymraeg gyda'r sgiliau a'r hyder i ddefnyddio'r iaith yn gyfforddus yn eu bywydau bob dydd.”

(Tudalen 3:

<https://www.llyw.cymru/sites/default/files/publications/2021-02/canllawiau-gynlluniau-strategol-cymraeg-addysg.pdf>)

3. Y mae Deilliant 6 y Cynlluniau Strategol Cymraeg mewn Addysg (CSCA) yn rhoi cyfrifoldeb ar yr Awdurdodau Lleol i fod yn cynyddu'r ddarpariaeth addysg i'r dysgwyr hynny sydd ag anghenion Dysgu Ychwanegol (ADY). Mae'r deilliant yn nodi fel a ganlyn:

Deilliant 6: Cynnydd yn y ddarpariaeth addysg cyfrwng Cymraeg i ddisgyblion ag anghenion dysgu ychwanegol (“ADY”) yn unol â'r dyletswyddau a bennir gan y Ddeddf Anghenion Dysgu Ychwanegol a'r Tribiwnlys Addysg (Cymru) 2018 <https://www.llyw.cymru/sites/default/files/publications/2021-02/canllawiau-gynlluniau-strategol-cymraeg-addysg.pdf>

4. Byddwn yn disgwyl felly fod y ddarpariaeth a gynigir yn rhan o'r ymgynghoriad hwn yn cael ei osod o dan gyfrifoldeb Deilliant 6 CSCA'r Sir.
5. Da yw felly gweld bod Addysg Gymraeg yn cael sylw yn yr ymgynghoriad hwn a bod yna ddarpariaeth newydd yn cael ei gynigir ar gyfer Ysgol Pwll Coch ac Ysgol Gyfun Plasmawr. Y mae hyn yn welliant arwyddocaol ar sefyllfa'r dlawd iawn y gorffennol gan nad oes darpariaeth o'r fath wedi bodoli ar gyfer dysgwyr mewn addysg Gymraeg cyn i'r dosbarthiadau dros dro agor.
6. Adlewyrcha'r diffyg hwn yn y ddarpariaeth, sefyllfa rhy gyffredin. Mewn papur ar y cyd rhwng Comisiynydd y Gymraeg a'r Comisiynydd Plant yn 2023 o'r enw **Y Gymraeg yn y Gyfundrefn Anghenion Dysgu Ychwanegol** nodwyd yn gryno ar gyhwyn y ddogfen, bwyntiau allweddol yr adroddiad, sef
 - Dylai darpariaeth ADY yng Nghymru adlewyrchu anghenion gwlad ddwyieithog, a dan Gonfensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn (CCUHP) mae gan blant yr hawl i dderbyn addysg yn eu hiaith eu hunain.
 - Mae'r dystiolaeth yn dangos bod ffordd bell i fynd er mwyn sicrhau cyfundrefn ADY cyfrwng Cymraeg. Mae heriau sylweddol, ac rydym yn derbyn nad hawdd fydd eu goresgyn ac ni fydd modd gwneud hynny dros nos.
 - Mae'n hanfodol bod Deddf Anghenion Dysgu Ychwanegol a'r Tribiwnlys Addysg (Cymru) 2018 yn cael ei gweithredu'n llawn er mwyn sbarduno cynllunio a gweithredu pwrpasol i sicrhau darpariaeth ADY cyfrwng Cymraeg sy'n gyfartal â'r ddarpariaeth Saesneg.
 - I wneud hyn yn effeithiol, rhaid i awdurdodau lleol adolygu yn llawn y ddarpariaeth ADY drwy gyfrwng y Gymraeg, gan ystyried anghenion siaradwyr Cymraeg ac i ba raddau y mae'r anghenion hyn yn cael eu diwallu. Mae'r dystiolaeth yn awgrymu nad yw hyn wedi digwydd ym mhob achos, ac mae hefyd felly yn codi cwestiynau ynghylch prosesau cynllunio ar gyfer gwella'r ddarpariaeth hon.
7. Yn yr ystyriaethau a nodwyd ar gyfer Deilliant 6 yn y canllaw ar gyfer llunio'r CSCA, awgrymwyd y ddau gwestiwn canlynol:

Sut y byddwch yn asesu maint a gallu'r gweithlu Anghenion Dysgu Ychwanegol (ADY) cyfrwng Cymraeg a defnyddio'r canlyniadau i gynllunio'r gweithlu yn y sector hwn?

a

A ydych chi'n ymgysylltu â rhieni/gofalwyr er mwyn sicrhau eu bod yn deall y ddarpariaeth a'r cymorth sydd ar gael drwy gyfrwng y Gymraeg?

<https://www.llyw.cymru/sites/default/files/publications/2021-02/canllawiau-gynlluniau-strategol-cymraeg-addysg.pdf>

8. Byddwn felly wedi disgwyl gweld cyfeiriad at gynnwys y CSCA sydd yn ymateb i'r ddwy ystyriaeth uchod ar gyfer Deilliant 6 o fewn yr ymgynghoriad hwn. Ond nid oedd dim manylion am faint a gallu'r gweithlu ADY na'r elfen o gysylltu gyda rhieni/gofalwyr. Byddai gallu dangos ymrwymiad i gynyddu gallu'r gweithlu ar lefel ysgol ac Awdurdod wedi bod yn addas yma.

9. Ar dudalen 19 nodwch

Mae'r ystod o gynigion yn canolbwyntio ar gefnogi disgyblion mewn ysgolion prif ffrwd, lle bo hynny'n briodol, ac ar dwf cynaliadwy darpariaeth arbenigol sefydledig a llwyddiannus. Byddai hyn yn lleihau dibyniaeth y Cyngor ar lefydd y tu allan i'r sir a rhai annibynnol yn y blynyddoedd i ddod.

Er bod y ddarpariaeth cyfrwng Cymraeg eisoes yn bodoli, a yw'n deg nodi bod y ddarpariaeth yn sefydledig a llwyddiannus eto ar ôl ond ychydig fisoedd o ddarpariaeth?

10. Dwedwch hefyd ar yr un dudalen

Byddai'r cynnydd cyffredinol yn y ddarpariaeth, i gyd-fynd yn agosach â'r angen a amcanestynnir am leoedd, yn galluogi nifer fwy o ddysgwyr i gael eu lleoli mewn darpariaeth sydd o fewn neu'n agosach at eu cymuned leol ac yn lleihau amseroedd teithio.

Mae hyn yn cyffredinoli braidd gan nad yw hyn o reidrwydd yn wir ar gyfer dysgwyr addysg Gymraeg gan efallai y byddai rhai'n gorfod teithio ar draws y ddinas o'r dwyrain er mwyn cyrraedd Ysgolion Pwll Coch a Phlasmawr.

11. Dymunwn nodi ein pryder yn ddifrifol bod yr ymgynghoriad yn nodi'n barhaus bod angen i "ysgolion ddeall eu cyfrifoldebau a'r corff llywodraethol" o ran cynnal y ddarpariaeth, ond nid oes unrhyw wybodaeth am ba mor barod y mae'r ysgolion yn ymarferol na sut y mae'r ysgolion yn mynd i gaffael yr arbenigedd i fedru darparu'r gynhafiaeth arbenigol i'r dysgwyr hyn gan yr Awdurdod Lleol. Dymunwn atebion i'r canlynol:

- Beth yw swyddogaeth yr Awdurdod Lleol yn hyn o beth gan mai nhw sydd yn gyfrifol am y maes statudol hwn?
- Pa hyfforddiant proffesiynol sydd angen ar y staff presennol er mwyn gallu darparu'r gwasanaeth arbenigol hwn?

- A oes ymarferiad mapio i ddangos ystod yr hyfforddiant sydd ar gael yn y Gymraeg a nifer y staff yn yr ysgol sydd wedi ei dderbyn yn barod neu am gael yr hyfforddiant. Ni fyddai'n deg nac yn gyfreithlon ddisgwyl i ysgol gychwyn darparu gwasanaeth arbenigol fel hyn heb yr arbenigedd.
12. Yn achos Ysgol Pwll Coch, nodwn ein pryder hefyd nad oes digon o wybodaeth yn yr ymgynghoriad am oblygiadau rhoi 8 o blant o fewn yr ystod oedran 5-11 ag anghenion lles ac emosiynol dwys o fewn yr un dosbarth.
- Beth yw'r lefel staffio priodol ar gyfer hyn?
 - Sawl athro fydd yn y dosbarth gyda'r dysgwyr hyn fel bod yr addysg yn addas ar gyfer oed ac anghenion y dysgwyr? Nid oes unrhyw wybodaeth am hyn yn y ddogfen ac y mae'n wybodaeth y dylai fod ar gael i rieni a gofalmwr dysgwyr yr ysgol fedru ei ystyried cyn cychwyn.
 - Sawl cynorthwydd arbenigol fydd yn y dosbarth?
13. Yn achos Ysgol Plasmawr a fydd yr 20 lle ar gyfer oed 11-19? Os felly mae'r cwestiynau uchod a mwy yn codi eto ar gyfer yr ysgol hon?
- Beth yw'r lefel staffio priodol ar gyfer hyn?
 - Sawl athro fydd yn y dosbarth gyda'r dysgwyr hyn fel bod yr addysg yn addas ar gyfer oed ac anghenion y dysgwyr? Nid oes unrhyw wybodaeth am hyn yn y ddogfen ac y mae'n wybodaeth y dylai fod ar gael i rieni a gofalmwr dysgwyr yr ysgol fedru ei ystyried cyn cychwyn.
 - Sawl cynorthwydd arbenigol fydd yn y dosbarth?
 - Sut fydd y ddarpariaeth yn edrych o flwyddyn 10 pan fydd y pynciau arholiadau yn cael eu dewis gan y dysgwyr? Sut fydd y gefnogaeth yn digwydd bryd hynny?
14. Mae camsyniad yn y blwch olaf ar dudalen 69 sydd nodi bod ysgol Gyfun Plasmawr yn dod o dan gategori Ysgol gynradd gymunedol Gymraeg.
15. Nodwch am gostau staffio heb unrhyw symiau yn yr ymgynghoriad hwn ond beth am y costau hyfforddiant parhaus arbenigol ac i'r sector Gymraeg? A oes ystyriaeth wedi ei roi i'r angen am hyfforddi staff mewn ysgolion Cymraeg lle y mae yna angen ystyried cefndir ieithyddol y dysgwyr wrth eu cefnogi yn y darpariaethau hyn a'r ffaith fod y maes yn un sydd â phrinder adnoddau arbenigol yn y Gymraeg?
16. Tra nodwch ar dudalen 82

Mae'r Cyngor yn monitro'r galw am ddarpariaeth anghenion dysgu ychwanegol a phatrymau dewis mewn darpariaeth addysg Gymraeg ar oed cynradd ac uwchradd, er mwyn rhoi cynlluniau priodol ar waith i fodloni unrhyw gynnydd yn y galw.

rhaid cofio bod gofyniad y CSCA erbyn hyn yn gofyn i Awdurdodau Lleol sbarduno'r galw am addysg Gymraeg. Wrth fod niferoedd mewn addysg Gymraeg yn cynyddu yna daw mwy o ddysgwyr i'n hysgolion gydag ystod ehangach o anghenion. Rhaid bod yn barod o'r cychwyn i'w cefnogi ac nid ymateb i bob cais. Er mwyn sbarduno'r galw rhaid i'r cynnig am addysg Gymraeg ddod yn ddewis gwirioneddol i rieni drwy fedru gweld yn glir beth yw'r cynnig ar gyfer eu plentyn hwy - beth bynnag fo'r angen. Mae manylu ar ystod gefnogaeth sydd ar gael i ddysgwyr ar wefannau, ar gyfrifon cyfryngau cymdeithasol yr ysgol a'r Awdurdod Lleol gan hefyd fanylu ar natur ac ehangder yr hyfforddiant arbenigol a'r gefnogaeth a dderbynia staff yr ysgolion gan yr Awdurdod Lleol, yn hanfodol.

17. **Cydymffurfio â Safonau'r Gymraeg**

Nid cynnig hawdd mo'r ymgynghoriad hwn i fesur yr effaith ar y Gymraeg o ran safonau'r Gymraeg gan ei fod yn cynnwys cynigion ar gyfer ysgolion cyfrwng Cymraeg a Saesneg. Deallwn y rhesymeg y tu ôl i gyplysu'r cynigion yn y modd hwn gan ei fod yn tynnu cynigion tebyg o ran natur darpariaeth at ei gilydd. Ond wrth wneud hynny y mae wedi cymryd un peth allweddol yn rhy ganiataol sef bod y ddarpariaeth yr un mor sefydledig yn yr ysgolion Cymraeg ag y mae yn yr ysgolion Saesneg.

Gwyddwn nad yw hyn yn wir o'n gwaith gyda deilliant 6 y Fforwm Addysg Gymraeg. Ac felly, byddwn wedi hoffi gweld mesur effaith ar y cynlluniau ysgolion Cymraeg a Saesneg ar wahân gan fod gwahaniaethau yn yr effeithiau rhwng y ddau.

Nid ydym yn gwbl argyhoeddedig eich bod wedi cydymffurfio â Safonau'r Gymraeg a ddylai wedi cael ystyriaeth fanwl yn rhan o'r ymgynghoriad hwn. Nodwn yn benodol safonau 91, 92 a 93 sef y safonau yn ymwneud ag ymgynghori.

91 Llunio Polisi

Pan fyddwch yn cyhoeddi dogfen ymgynghori sy'n ymwneud â phenderfyniad polisi, rhaid i'r ddogfen honno **ystyried a cheisio barn ynghylch yr effeithiau** (pa un ai yw'r rheini'n bositif neu'n andwyol) y byddai'r penderfyniad polisi o dan ystyriaeth yn eu cael ar -

- (a) cyfleoedd i bersonau ddefnyddio'r Gymraeg, a
- (b) peidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg.

92 Llunio Polisi

Pan fyddwch yn cyhoeddi dogfen ymgynghori sy'n ymwneud â phenderfyniad polisi, rhaid i'r ddogfen honno **ystyried a cheisio barn ynghylch sut y gellid llunio neu addasu'r polisi o dan ystyriaeth** fel y byddai'n cael effeithiau positif, neu effeithiau mwy positif, ar -

- (a) cyfleoedd i bersonau ddefnyddio'r Gymraeg, a
- (b) peidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg.

93 Lluio Polisi

Pan fyddwch yn cyhoeddi dogfen ymgynghori sy'n ymwneud â phenderfyniad polisi, rhaid i'r ddogfen honno **ystyried a cheisio barn ynghylch sut y gellid llunio neu addasu'r polisi o dan ystyriaeth** fel na fyddai'n cael effeithiau andwyol, neu fel y byddai'n cael effeithiau llai andwyol, ar -

- (a) cyfleoedd i bersonau ddefnyddio'r Gymraeg, a
- (b) peidio â thrin y Gymraeg yn llai ffafriol na'r Saesneg.

Cydnabyddwn fod yna drafodaeth o'r effeithiau ar y Gymraeg yn rhan o'r ddogfen ar dudalen 81 ond ni allwn weld unrhyw drafodaeth a fyddai'n diwallu'r safonau uchod yng nghorff yr ymgynghoriad nac mewn dogfen gysylltiedig. Nd oeddwn wedi gweld unrhyw ddolen gydag astudiaeth effaith fwy ar y Gymraeg ar dudalen y Cyngor. Ymddiheurwn os oedd yna ddogfen arall a byddwn yn falch iawn o gael ein cyfeirio at y ddogfen honno.

Rydym wedi nodi'r geiriau mwn print bras yn y safonau uchod sydd yn ein barn ni angen ystyriaeth bellach sef **ystyried a cheisio barn ynghylch yr effeithiau**. Nid oedd cyfle i wneud hyn yn benodol er bod lle yn yr holiadur i nodi sylwadau'n rhydd.

Byddwn yn awgrymu bod yna effeithiau negyddol a risgiau megis

- Dysgwyr yn gorfod teithio'n bellach na'i hysgol Gymraeg agosaf ac felly'n colli cyswllt gyda ffrindiau os oeddynt wedi gorfod symud i'r dosbarth arbenigol.
- Risg o symud i addysg Saesneg yn y cyswllt uchod ac felly'n colli'r Gymraeg o bosib. Byddai hyn yn cael effaith ar dargedau'r CSCA ac ar gynaliadwyedd y ddarpariaeth.
- Risg o ddiffyg hyfforddiant arbenigol yn yr ystod eang o feysydd yn y Gymraeg ar gyfer medru cynnal y ddarpariaeth yn gynaliadwy ac yn effeithiol.
- Risg o symud i addysg Saesneg o ganlyniad i ddiffyg trafndiaeth ac felly'n colli'r Gymraeg o bosib. Byddai hyn yn cael effaith ar dargedau'r CSCA ac ar gynaliadwyedd y ddarpariaeth.

Rydym yn gofyn i'r sir roi ystyriaeth fanwl i'n hymateb. Nid oes digon o gig ar yr asgwrn i ni fedru bod yn hyderus gyda chynigion yr ymgynghoriad hwn fel y maent heb y manylion ychwanegol a chadarnhad o'r cwestiynau a ofynir uchod.

Byddwn yn barod i drafod ein hymateb gyda swyddogion a chynghorwyr Cyngor Sir Dinas Caerdydd ar unrhyw amser cyfleus fel arfer.

Elin Maher

Parents for Welsh Education (RhAG)

Ymatebion ffurfiol i'r Darpariaeth Arbenigol i Ddysgwyr Cynradd Sydd ag Anghenion Dysgu Cymhleth a / neu Awtistiaeth

Ymateb Estyn i'r cynnig i gyflwyno darpariaeth arbenigol ar gyfer dysgwyr ag anghenion dysgu cymhleth ac/neu awtistiaeth yn Ysgol Gynradd Coed Glas, Ysgol Gynradd Greenway ac Ysgol Gynradd Severn.

Paratowyd yr adroddiad hwn gan Arolygwyr Ei Fawrhydi dros Addysg a Hyfforddiant yng Nghymru.

O dan delerau Deddf Safonau a Threfniadaeth Ysgolion (Cymru) 2013 a'i Chod cysylltiedig, mae'n ofynnol i gynigwyr anfon dogfennau ymgynghori i Estyn. Fodd bynnag, nid yw Estyn yn gorff y mae'n ofynnol iddo weithredu yn unol â'r Cod ac nid yw'r Ddeddf yn gosod unrhyw ofynion statudol ar Estyn o ran materion trefniadaeth ysgolion. Felly, fel corff yr ymgynghorir ag ef, bydd Estyn dim ond yn rhoi eu barn ar rinweddau cyffredinol cynigion trefniadaeth ysgolion.

Mae Estyn wedi ystyried yr agweddau addysgol ar y cynnig ac wedi llunio'r ymateb canlynol i'r wybodaeth a ddarparwyd gan y cynigiwr.

Y cynnig yw sefydlu darpariaeth arbenigol ar gyfer dysgwyr ag anghenion dysgu cymhleth ac/neu awtistiaeth mewn tair ysgol gynradd cyfrwng Saesneg yn Ninas Caerdydd. Trwy wneud hynny, bydd y Cyngor yn cynyddu'r ddarpariaeth gan 60 lle, wedi'u dosbarthu'n gyfartal ar draws y tair ysgol. Crynodeb / Casgliad

At ei gilydd, mae Estyn yn ystyried bod y cynnig yn debygol o gynnal safon y ddarpariaeth addysg yn yr ardal, o leiaf. Fodd bynnag, mae angen rhoi mwy o ystyriaeth i amlinellu anghenion y dysgwyr yn glir, y cymorth sydd ei angen arnynt a manylion am sefydlu a chynnal darpariaeth arbenigol o fewn ysgol brif ffrwd, a'r goblygiadau i'r holl ddysgwyr, staff a'u rhieni.

Disgrifiad a manteision

Mae'r awdurdod lleol wedi amlinellu rhesymeg glir, ar y cyfan, ar gyfer ei gynnig. Yn ei hanfod, mae hyn yn ymwneud â galw cynyddol, diffyg darpariaeth bresennol a dosbarthu darpariaeth arbenigol yn well ar gyfer dysgwyr ag anghenion dysgu cymhleth ac/neu awtistiaeth, ar draws y Ddinas.

Mae'r cynnig yn cyfeirio at ddiffyg capasiti yn ei bedair ysgol arbennig a'i naw canolfan adnoddau arbenigol. Mae hefyd yn nodi y bydd capasiti Ysgol Arbennig Riverbank yn cynyddu gan ychydig dros 30 o leoedd ychwanegol yn sgil ei hailadeiladu a'i hystemyn. Mae Tabl 4 y cynnig [tud.14] yn dangos yn glir sut mae'r galw am "leoliadau arbenigol" wedi cynyddu, flwyddyn ar ôl blwyddyn, er 2017, gyda 24% yn fwy o leoliadau'n cael eu creu yn 2022-2023 nag yn 2017. Fodd bynnag, nid yw'n glir a yw hyn yn ymwneud yn benodol â dysgwyr ag anghenion dysgu cymhleth ac/neu awtistiaeth, neu'r holl ddysgwyr ag ADY mewn canolfannau adnoddau

arbenigol, gan gynnwys ysgolion arbennig a lleoliadau addysg heblaw yn yr ysgol [AHY]. Mae'r cynnig yn mynd ymlaen i ddangos bod y galw yn debygol o gynyddu gan 10% pellach, hyd at 2028.

Mae'r cynnig [tud.15] yn datgan "...ni ellir modelu tueddiadau twf i barhau'n amhendant uwchlaw 3.8% o'r boblogaeth ysgolion yn gyffredinol...ni ragwelir y dylid rhoi cyfran mor uchel o ddysgwyr mewn darpariaeth arbenigol, fel ysgol arbennig, canolfannau adnoddau arbenigol ac unedau cyfeirio disgyblion...Lle bo'n briodol, dylid rhoi cymorth mewn ysgolion prif ffrwd i ddysgwyr aros yng nghymuned eu hysgol gartref. Mae'r Cyngor yn ymchwilio i gyfleoedd i wella cyfleusterau ar gyfer *atal* ac ymyrraeth gynnar mewn ysgolion cynradd ac uwchradd. Croesewir y farn eang y dylid cynorthwyo ysgolion prif ffrwd i fod mewn sefyllfa well i ddiwallu anghenion dysgwyr ag ADY. Fodd bynnag, nid yw'n glir sut bydd yr awdurdod yn atal dysgwyr rhag cael anghenion dysgu cymhleth ac/neu awtistiaeth.

Mae'r cynnig yn awgrymu bod trefniadau anogaeth a gwahardd mewnol yn briodol ar gyfer dysgwyr ag anghenion dysgu cymhleth ac/neu awtistiaeth. Mae hon yn nodwedd bryderus o'r cynnig hwn.

Mae'r awdurdod lleol yn rhoi trosolwg o fanteision y cynnig. Mae hyn, yn ôl pob golwg, yn ymwneud â'r awdurdod yn bodloni'r galw ac yn dosbarthu darpariaeth ADY arbenigol yn well mewn ysgolion prif ffrwd, a'r potensial ar gyfer llai o amser teithio i ddysgwyr i'r ddarpariaeth, ac oddi yno. Fodd bynnag, ni roddir unrhyw wybodaeth benodol o ran y manteision arfaethedig ehangach i ddysgwyr, na beth mae'n debygol fydd darpariaeth y cwricwlwm neu'r ddarpariaeth ehangach, gan gynnwys cymorth.

Nid yw'r awdurdod lleol yn rhoi trosolwg o unrhyw opsiynau amgen a allai fod wedi cael eu hystyried.

Mae'r awdurdod lleol yn darparu llinell amser gyffredinol ar gyfer y cynnig, gyda dyddiad gweithredu disgwylidig, sef mis Medi 2024.

Mae'r cynnig yn nodi bod y pellter cerdded o ddwy filltir i'r ysgol yr un mor berthnasol i ysgolion arbennig a chyfleusterau adnoddau arbenigol. Aiff y cynnig ymlaen i ddatgan "...[gallai] anghenion unigol disgyblion mewn ysgolion arbennig a chanolfannau adnoddau arbenigol...gyfyngu'r cwmpas ar gyfer cyfraddau uchel o deithio llesol...". Hynny yw, efallai y bydd yn bosibl darparu cludiant am ddim o'r cartref i'r ysgol ar gyfer disgyblion sy'n mynychu'r canolfannau adnoddau arbenigol.

Nid yw'r cynnig yn nodi p'un a fydd disgyblion yn cael eu dadleoli o ddarpariaethau prif ffrwd neu arbenigol presennol, a'r cymorth, gan gynnwys trefniadau pontio, y mae'n debygol y bydd ei angen ar ddisgyblion a'u rhieni, ac elwa ohono.

Nid yw'r awdurdod lleol yn darparu unrhyw wybodaeth am gostau o ran sefydlu darpariaeth ac nid yw'n ystyried ychwaith p'un a oes angen unrhyw waith adeiladu, adnewyddu neu addasu ar ddarpariaeth arfaethedig neu ddarpariaeth bresennol. Nid yw'n glir fod adeilad o fewn yr ysgolion arfaethedig wedi'i nodi. O ganlyniad, nid oes modd rhoi sylw ar addasrwydd yr adeilad.

Nid yw'r cynnig yn darparu gwybodaeth o ran trefniadau staffio arfaethedig na sut bydd staff yn cael eu cynorthwyo.

Nid yw'r awdurdod lleol wedi darparu Asesiad o'r Effaith ar y Gymraeg fel rhan o'r cynnig hwn.

Nid yw'r awdurdod lleol wedi darparu Asesiad o'r Effaith ar y Gymuned fel rhan o'r cynnig hwn.

Mae'r awdurdod lleol yn datgan ei bod yn "...ddyddiau cynnar..." [tud.2] o ran y cynnig. Mae gan y Cyngor gyfres o ddigwyddiadau ymgynghori wyneb yn wyneb ac ar-lein a fydd yn cael eu cynnal rhwng 29 Tachwedd 2023 ac 16 Ionawr 2024.

Agweddau addysgol ar y cynnig

At ei gilydd, nid yw'r awdurdod lleol wedi ystyried mewn unrhyw fanylder effaith y cynigion ar ddysgwyr ag ADY, eu rhieni na'r camau sydd angen i ysgolion arfaethedig eu cymryd, ac mae'r awdurdod lleol yn rhoi ystyriaeth lawn i anghenion y dysgwyr sy'n debygol o gael eu lleoli yn y canolfannau adnoddau arbenigol.

Hyd at dudalen 19, mae'r cynnig yn cyfeirio at ddysgwyr ag anghenion dysgu cymhleth ac/neu awtistiaeth. Nid yw'n diffinio beth mae anghenion dysgu cymhleth yn ei olygu, ac nid yw'n nodi lefel awtistiaeth dysgwyr, ychwaith. Mae'r adran addysgu a dysgu ar dudalen 20 o bosibl yn newid anghenion dysgwyr i "...anghenion dysgu cymhleth (yn cynnwys awtistiaeth) ar gyfer dysgwyr ag "anableddau dysgu cyffredinol difrifol. Efallai bod gan rai disgyblion anawsterau cysylltiol, yn cynnwys awtistiaeth, anghenion corfforol neu feddygol, anawsterau lleferydd ac iaith..." Efallai bod yr adran hon yn ceisio cyfeirio at faterion cydafiachedd. Fodd bynnag, gellid dadlau hefyd y gallai ehangu'r angen posibl arwain at leoli dysgwyr ag anghenion amrywiol a chyferbyniol yn amhriodol. Ni fyddai hyn er budd dysgwyr, yn gyffredinol. At ei gilydd, mae anghenion y dysgwyr yn rhy annelwig, fel y mae'r disgrifiad cyfyngedig iawn am sut bydd eu hanghenion yn cael eu diwallu.

Mae'r cynnig yn glir y bydd gan yr holl ddysgwyr gynllun datblygu unigol statudol. Fodd bynnag, ni ddywedir p'un a fydd hyn yn cael ei gynnal gan yr awdurdod lleol neu'r ysgol.

Mae'r cynnig ar gyfer pob un o'r tair ysgol yn nodi y byddai dwy ystafell ddosbarth yn cael eu sefydlu i ddarparu amgylchedd anogol, yn cynnwys ystafell i grwpiau bach gyda mynediad at ardal ddysgu ddiogel y tu allan a thoiledau hygyrch. Mae'r wybodaeth hon yn gyfyngedig iawn. Nid yw'n bosibl rhoi sylwadau ar addasrwydd yr amgylchedd gan na ddarparwyd mwy o wybodaeth. Felly, nid yw'n glir fod anghenion dysgwyr ag anghenion dysgu cymhleth ac/neu awtistiaeth, neu yn wir y rhai ag anghenion corfforol neu feddygol, wedi cael eu hystyried.

Mae'r cynnig yn amlinellu bod dull graddol yn cael ei ddefnyddio wrth dderbyn dysgwyr ac nad yw capasiti llawn fel arfer yn cael ei fodloni o fewn y flwyddyn gyntaf o agor. Byddai hyn yn ymddangos yn ddull synhwyrol a bydd yn galluogi dysgwyr a staff i ymgynefino â'r lleoliad newydd.

Nid yw'r cynnig yn darparu unrhyw wybodaeth am y cwricwlwm y bydd dysgwyr yn ei ddilyn na ph'un a ddisgwylir y bydd dysgwyr yn dysgu neu'n cymryd rhan mewn gweithgareddau eraill ochr yn ochr â'u cyfoedion yn y brif ffrwd.

Yn gyffredinol, mae plant ag anghenion dysgu cymhleth ac/neu awtistiaeth yn fwy tebygol o gael eu cynorthwyo gan bobl broffesiynol eraill, fel cydweithwyr o faes iechyd. Nid yw'r cynnig yn darparu gwybodaeth ynghylch unrhyw ystyriaeth a roddwyd i drefnu bod gofod addas ar gael i bobl broffesiynol eraill gyfarfod â disgyblion, eu rhieni a staff yr ysgol.

Nid yw'r cynnig yn darparu gwybodaeth am gymwysterau na phrofiad staff a fydd yn cael eu cyflogi yn y ddarpariaethau arbenigol. Nid yw ychwaith yn darparu gwybodaeth am sut bydd staff yn elwa ar gysylltiadau â ddarpariaethau arbenigol eraill yn yr awdurdod nac unrhyw gymorth a fydd yn cael ei ddarparu gan ysgolion arbennig neu wasanaeth cynghori ar ADY yr awdurdod.

Mae'r cynnig yn glir mai corff llywodraethol yr ysgolion fydd yn llywodraethu'r ddarpariaethau arbenigol. Fodd bynnag, ni ddarperir unrhyw wybodaeth am sut bydd y cyrff llywodraethol, y penaethiaid a'r uwch arweinwyr yn cael eu cynorthwyo i gynllunio a gweithredu'r ddarpariaeth yn effeithiol. Tybir y bydd cydlynwyr anghenion dysgu ychwanegol [CydADY] yn ysgwyddo'r cyfrifoldeb arwain am ddarpariaeth, ond ni nodir hyn. Nid yw'r cynnig yn ystyried effaith ei gyfrifoldeb ychwanegol, nac unrhyw anghenion datblygiad proffesiynol y Cydlynwyr ADY.

Nid yw'r cynnig yn darparu unrhyw wybodaeth am sut bydd staff a dysgwyr presennol yn cael eu paratoi ar gyfer cyflwyno ddarpariaeth adnoddau arbenigol yn eu hysgol.

Ar hyn o bryd, mae **Ysgol Gynradd Coed Glas** yn lletya canolfan adnoddau arbenigol ar gyfer plant â nam ar y clyw. Nid oes unrhyw newidiadau arfaethedig i'r ddarpariaeth honno.

Ar hyn o bryd, mae'r ysgol yn gweithredu ar sail capasiti llawn, a disgwylir y bydd nifer y disgyblion ar y gofrestr yn gostwng yn y blynyddoedd nesaf.

Yn ei "asesiad diweddaraf o gyflwr ac addasrwydd adeiladau ysgol", pennodd y Cyngor y barnwyd bod cyflwr adeiladau'r ysgol yn wael gyda diffygion mawr, a barnwyd bod addasrwydd yn foddhaol. Mae'n perfformio yn unol â'r bwriad, ond nid yw'n cefnogi cyflwyno'r cwricwlwm yn effeithiol mewn rhai meysydd. Mae'r cynnig yn datgan y byddai'r safle, a seilwaith lleol, yn cefnogi datblygu ddarpariaeth canolfan adnoddau arbenigol. Fodd bynnag, nid yw'r cynnig yn darparu unrhyw wybodaeth am sut bydd yn goresgyn cyflwr ei adeiladau ysgol ac asesiad addasrwydd o ran y ddarpariaeth adnoddau arbenigol.

Mae'r cynnig yn amlinellu asesiad o farn y Cyngor ar ansawdd a safonau yn yr ysgol. Mae'r farn hon yn gadarnhaol. Cyfeirir at ein harolygiad diweddaraf o'r ysgol ym mis Ionawr 2023. Fodd bynnag, nid yw'r cynnig yn cyfeirio'n benodol at ein barnau ar y ddarpariaeth ar gyfer disgyblion ag ADY, a'u cynnydd. Yn [ein hadroddiad](#), rydym yn nodi bod:

- Mwyafrif y disgyblion ag anghenion dysgu ychwanegol [ADY] yn gwneud cynnydd da yn eu dysgu.
- Staff yn darparu cymorth cryf ar gyfer disgyblion ag ADY. Ceir system glir ar gyfer nodi disgyblion sydd angen cymorth ychwanegol mewn dysgu, ac fe gaiff darpariaeth ei chynllunio'n effeithiol i'w cynorthwyo i wneud cynnydd da yn eu medrau.
- Disgyblion â namau ar eu clyw yn cael eu cynnwys yn llawn ym mywyd yr ysgol. Mae'r disgyblion hyn yn gweithio gyda'u cyfoedion bron ym mhob dosbarth, tra bod disgyblion ym mhob dosbarth yn dysgu Iaith Arwyddion Prydain i gyfathrebu â'u ffrindiau.

Ysgol Gynradd Greenway

Mae'r ysgol yn gweithredu ar sail capasiti llawn ar hyn o bryd, a disgwylir y bydd y nifer ar y gofrestr yn disgyn dros y blynyddoedd nesaf.

Yn ei "asesiad diweddaraf o gyflwr ac addasrwydd adeiladau ysgol", pennodd y Cyngor y barnwyd bod cyflwr adeiladau'r ysgol yn foddhaol ond gyda mân ddirywiad, a barnwyd bod addasrwydd yn foddhaol. Mae'n perfformio yn unol â'r bwriad, ond nid yw'n cefnogi cyflwyno'r cwricwlwm yn effeithiol mewn rhai meysydd.

Mae'r cynnig yn amlinellu asesiad o farn y Cyngor ar ansawdd a safonau yn yr ysgol. Mae'r farn hon yn gadarnhaol. Cyfeirir at ein harolygiad diweddaraf o'r ysgol ym mis Hydref 2022. Fodd bynnag, nid yw'r cynnig yn cyfeirio'n benodol at ein barnau ar y ddarpariaeth ar gyfer disgyblion ag ADY, a'u cynnydd. Yn [ein hadroddiad](#), rydym yn nodi bod:

- Disgyblion sydd ag ADY yn gwneud cynnydd cryf o'u mannau cychwyn unigol.
- Staff cymorth yn gweithio'n ddiwyd i integreiddio disgyblion ag ADY yn yr ystafell ddosbarth ac yn cynorthwyo athrawon yn dda.
- Prosesau cadarn ar waith i nodi disgyblion ag ADY gan ddefnyddio ystod eang o dystiolaeth.
- CydADY yr ysgol, ynghyd ag athrawon dosbarth, yn sicrhau bod disgyblion ag ADY yn cael eu nodi'n brydlon a bod cymorth addas yn cael ei roi ar waith.
- Staff yn gweithio'n dda gyda'u hysgolion partner lleol i fwrw ymlaen â datblygiadau'r cwricwlwm ac ymagweddau at gynorthwyo disgyblion ag ADY.

Ysgol Gynradd Severn

Mae'r ysgol yn gweithredu ar sail capasiti o ryw 90% ar hyn o bryd, a disgwylir y bydd y niferoedd ar y gofrestr yn gostwng dros y blynyddoedd nesaf.

Yn ei "asesiad diweddaraf o gyflwr ac addasrwydd adeiladau ysgol", pennodd y Cyngor y barnwyd bod cyflwr adeiladau'r ysgol yn wael gyda diffygion mawr, a barnwyd bod addasrwydd yn foddhaol. Mae'n perfformio yn unol â'r bwriad, ond nid yw'n cefnogi cyflwyno'r cwricwlwm yn effeithiol mewn rhai meysydd.

Yn ystod ein harolygiad o'r ysgol, cyhoeddom lythyr iechyd a diogelwch, yn nodi pryderon am y to a'r ffaith fod dŵr yn mynd i mewn i'r adeilad, yn cynnwys y potensial

fod darnau'n disgyn o'r adeilad. Mae'r Cyngor wedi ymateb gan ddweud eu bod yn gwbl ymwybodol o gyflwr yr adeilad ac nad yw gollyngiadau yn mynd i mewn i'r adeilad "...yn risg iechyd a diogelwch heb ei rheoli. Pan fu gollyngiadau, aseswyd risg yr achosion neu mae gwasanaethau wedi cael eu hynysu ac mae camau rheoli parhaus ar waith i sicrhau diogelwch defnyddwyr..." Mae'r Cyngor yn dweud ei fod "...wrthi'n cynnal arolygon amlen ar hyn o bryd er mwyn datblygu rhaglen waith a fydd yn cael ei rhannu gyda'r ysgol cyn gynted ag y bo modd..."

Mae'r cynnig yn amlinellu asesiad o farn y Cyngor ar ansawdd a safonau yn yr ysgol. Mae'r farn hon yn gadarnhaol. Cyfeirir at ein harolygiad diweddaraf o'r ysgol ym mis Hydref 2023. Fodd bynnag, nid yw'r cynnig yn cyfeirio'n benodol at ein barnau ar y ddarpariaeth ar gyfer disgyblion ag ADY, a'u cynnydd. Yn [ein hadroddiad](#), rydym yn nodi bod:

- Disgyblion ag ADY yn gwneud cynnydd da o ran eu manau cychwyn unigol.
- Y CydADY yn trefnu ac yn rheoli cymorth gwerthfawr ar gyfer disgyblion ag ADY yn effeithlon.
- Strwythurau a phrosesau clir ar waith i nodi, cefnogi a monitro cynnydd y disgyblion hyn.
- Yr ysgol yn gweithio'n dda gydag asiantaethau allanol i sicrhau bod cymorth ar gyfer disgyblion yn diwallu eu hanghenion dysgu unigol ac yn eu galluogi i wneud cynnydd da.

Albany Primary School Governing Body

Do you support the plans put forward to improve the provision for Children and Young People with additional learning needs?

Yes.

Do you support the proposal for each of the school sites?

Yes.

Would you like to suggest any changes or alternatives to the proposed changes?

We support the proposed changes and believe any increase in provision is a positive thing. We are concerned however that it will still be insufficient to meet needs across the city. We have a significant number of pupils in our school that will require specialist provision and if the need is similar across the city more will be needed to be done so it would be interesting to know future plans.

Do you wish to make any additional comments?

Within the community our school is based in, there are a lot of pupils arriving from overseas. Often they have no identification or diagnosis of needs prior to arrival. They need enhanced support whilst working towards a specialist referral, which was previously available. We understand that there are processes and that evidence is needed before allocating specialist places but it is vital that there are reactive systems in place and the possibility of fast tracking some pupils where needs are clear.

Cathy Madge
Albany Primary School Chair of Governors

Coed Glas Primary School Governing Body



COED GLAS PRIMARY SCHOOL

Tŷ Glas Avenue, Llanishen, Cardiff, CF14 5DW

frontdesk@coedglasprimary.co.uk

029 2075 4862



Headteacher: Mrs Sophie Notley

8.01.24

RE: Consultation to establish a 20 place specialist resource base for Complex Learning Needs and/or Autism at Coed Glas Primary School from September 2024, within the existing buildings.

Governor's response

It was considered that an SRB would be positive for the local community. Governors considered both options for either a Complex Learning Needs or an Autism base and believed that the right decision for Coed Glas Primary would be an Autism base. This is based on the school's successful record of integration with the children in the current SRB. It was considered that the school did not have the facilities for complex needs which would do a disservice to those children. It was acknowledged by the Governing Body that staff were aware of the positive and negative challenges, but morally considered it the right decision to have an additional SRB once the practicalities had been worked out.

Governors acknowledge that there are staffing challenges coming for September 2024 and opening an additional SRB would provide an opportunity to address those should current staff wish to apply for permanent positions within the base. The non-teacher representative on the Governing Body shared that the Teaching Assistant staff were concerned about losing jobs in September and considered that several members of current staff would be interested in applying for a role within a base.

Governors agree that an autism base would be a great opportunity and further enhance what Coed Glas already has to offer. It was acknowledged that it would mean so much more if Coed Glas pupils, who needed it, were considered a priority.

Reducing the PAN

Governors firmly believe that reducing the PAN to 60 is crucial to the success of a new base at Coed Glas and to the school community as a whole. The impact of very large class sizes on children cannot be underestimated. Several parent governors have had their own children in the situation of being in a very large class before the school was able to split into three classes. Without any spare classrooms, should an SRB be opened at Coed Glas, there is a real risk of class sizes increasing to

unmanageable levels. Continuing with a PAN of 75 alongside opening an additional SRB is not feasible.

Governors and SLT have discussed the impact of having a PAN of 75 has had during the last academic year. Alongside the significant budgetary pressures of splitting very large cohorts into three classes there is the impact on staff that has led to more than one resignation. Reducing pupil mobility would reduce staff workload. A PAN of 60 has to be seen as essential should an additional SRB be opened at Coed Glas.

Workload

The Governing Body expressed concerns over staff and Senior Leadership Team workload increasing with the additional SRB. They recognise that the very challenging behaviour of a small number of children over the past term has added significantly to the workload of SLT in particular. Governors are concerned about the pressure and workload on teachers and teaching assistants, particularly where year groups already have a higher number of children from our current SRB and children with ALN requiring ALP. Governors would want assurances from ALN panels that discussions with the school leadership team would happen before any child was admitted to a new SRB to ensure that there was capacity to support these children appropriately and not to the detriment of the other children.

They agree with the headteacher that any staff recruited to a new SRB would need to have the right skills and experience to ensure that additional pressure does not always fall on SLT. Governors will be very much part of the recruitment process. Governors would like current staff to have the opportunity to access relevant training over the coming terms.

Funding

Governors are very clear that sufficient funding needs to be in place to ensure that the SRB is appropriately resourced to meet the needs of the children joining and that repairs to the demountable classrooms are also funded.

Governors also discussed concerns over the size of the current staff car park. Whilst they acknowledge the desire to encourage more sustainable forms of school travel they totally understand that many of the staff do not live nearby and have to travel some distance to work. An additional 10 staff for the new SRB would put further pressure on this car park. Governors agree with the headteacher that expanding the car park into the school field to increase spaces by 10 would go some way to improve matters. Included in these 10 additional spaces should be another two disabled bays. Governors recognise that some of the potential children joining a new SRB would be arriving via taxi. With the current SRB pupils also arriving via taxi this would put additional pressure on spaces and would be a safety concern.

Governors are already aware and have met with Cardiff Council transport representatives regarding the consultation on changes to parking outside of Coed

Glas Primary. This will further reduce the opportunity for additional staff to park nearby.

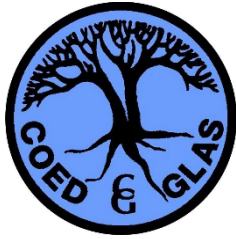
Governors discussed the concern over mainstream ALN funding being frozen. The Governors are very concerned about the impact this is having on children with IDPs requiring ALP who are in mainstream classes and the pressure this is putting on staff. Governors understand that the new SRB would be fully funded, however they wish to make their views clear about ALN funding. Governors recognise the difficulty this is putting on the school budget as these children are entitled to support. Funding for resources for the new SRB is vital. Governors have discussed the amount of £5000 shared at the consultation meeting. Governors recognise that this amount is insufficient to fund specialist resources and IT equipment for both the children, teachers and HLTAs in a new SRB. Due to Coed Glas deficit position any additional funding needed would have to come from Cardiff Council.

Staffing and budget

Coed Glas is one of many schools in a deficit position. This will have a significant impact on staffing levels next academic year. The Governors are very keen to retain as many staff as possible. There are a large number of temporary contracts due to budget restrictions and some members of staff have expressed a real interest and desire to work in a new SRB. Governors are interested in exploring recruitment to the new base for September 2024 so that any current staff who were successful at interview could avoid a break in service.

Kelvin Pritchard
Chair of Governors

Coed Glas Primary School Headteacher



COED GLAS PRIMARY SCHOOL

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Headteacher: Mrs Sophie Notley

12.01.24

RE: Consultation to establish a 20 place specialist resource base for Complex Learning Needs and/or Autism at Coed Glas Primary School from September 2024, within the existing buildings.

Headteacher's response

We have considered both options for either a Complex Learning Needs or an Autism base and believe that the right decision for Coed Glas Primary would be an Autism base. We already have a successful model of inclusion with our current SRB and this model of integration works well for all of our pupils, staff and families.

Agreeing to establish an additional SRB at Coed Glas is fundamentally the right thing to do. We had a very successful Estyn inspection last January and Inspectors highlighted us as 'an exceptionally caring and inclusive primary school where all pupils are encouraged to succeed in all aspects of learning.' They also noted that 'all staff provide strong support for pupils with ALN.' That being said, adding to staff workload is a real concern and ensuring that any new SRB has staff who are appropriately trained, ratios that provide the right support and is fully funded is vital to its success. School staff are stretched to their limits at the moment particularly with the pressure of having children with IDPs that are not funded. My staff want to do the very best they can for these children as well as the mainstream children but with no money to provide additional support from adults this burden often lands on the class teacher and their support staff.

Staff concerns are around pupil dysregulation and additional workload for mainstream teachers. We already run our own wellbeing provision that caters for a range of needs alongside providing much needed support for a small number of children who display significant behavioural difficulties. Our capacity for coping with any more behavioural needs is stretched to breaking point. Again, the right recruitment to any new SRB is crucial. It is vital that staff have experience and training that includes de-escalation techniques and Thrive. For a new SRB to be successful at Coed Glas it is essential that any child joining us who requires greater levels of support on a regular basis is found a more suitable place or additional funding is provided to increase levels of staffing.

Staff brought up the difficult juxtaposition of an ALN system for mainstream pupils with IDPs which is woefully underfunded alongside a new SRB that would be fully funded. We currently have several children at Coed Glas in mainstream classes who may well have ended up permanently excluded from other schools and/or referred for specialist provision. The lack of funding to sufficiently staff support with appropriately trained adults for children with ALN is a huge worry. The wider picture of lack of funding for any child with ALN needs addressing.

That being said, one of the reasons we believe having an Autism base at Coed Glas is the right decision is the number of pupils, several in Early Years, who either have a diagnosis of Autism or are on the ND pathway who are really struggling in the mainstream environment. Some of these children could be high attaining with the right provision and we have requested specialist places for them. I know that these places do not currently exist and without schools agreeing to SRBs these children will continue to struggle, damaging their experience of education and potentially leading to them becoming anxious non-attenders later.

Having met with Springwood Primary headteacher and the lead teacher for their Autism base, it seems that having an Autism SRB that caters for children who have the potential to do well but need a resource base in order to succeed would be the right decision for Coed Glas.

Barriers and solutions

From a practical standpoint we have the space to establish an SRB as the birth rate continues to drop. Vital to the success of a new SRB would be a cap on our pupil numbers at 60 rather than our current 75. Once a new SRB opens we would not be able to split very large classes of over 35 into three as all available classrooms would be in use. Teaching more than 32 children in a class is unmanageable and not a good environment for any child to succeed. This is something our families and the Governing Body are firm about. In the last few years we have had to split two classes of over 34 children into three several times. This has had a significant impact on our budget. With our deficit position this is no longer an option for us. Continuing with a PAN of 75 would mean mixed year groups which is something we are not prepared to do. Our Estyn team was very pleased that we did not have mixed year groups. Our families and Governors are firmly against this too.

Whilst I know that reducing our PAN to 60 requires an additional consultation, we need assurance that admissions would not accept children beyond a cap of 60 into any year group of two classes prior to any consultation taking place. This is essential as we have lost excellent experienced staff due to excessively large class sizes in the very recent past. It puts a huge strain on class teachers in particular. Last year we admitted well over 60 new pupils outside of Reception and Nursery intakes. 10% of these children came with ALN requiring ALP (unfunded) and 50% with EAL. Because we have a PAN of 75 we continue to admit pupils mid-year on a very regular basis. Reducing our intake to 60 would reduce pupil mobility which also adds to staff workload. The impact of having pupils with ALN, EAL and challenging

behaviours in some classes has been significant. It would be essential that serious consideration would be given by the panel regarding year groups that already have a high number of children from our current SRB alongside higher numbers of children with IDPs requiring ALP in mainstream.

Staffing and budget

Coed Glas is one of several schools in a deficit position. This will have a significant impact on our staffing levels next academic year. I am very keen to retain as many staff as possible. We have excellent people who are experienced in working with children with a range of ALN. We have a large number of temporary contracts due to budget restrictions and it is highly likely that we will have to make some difficult staffing decisions in the coming school year to attempt to reduce our deficit. Some members of staff have expressed a real interest and desire to work in a new SRB. For me, recruitment is the key to the success of a new SRB at Coed Glas. Having experienced and passionate staff is crucial. I have met with HR to discuss current contracts and processes we would need to follow. Ideally if we could recruit to the new base before September 2024 with a view to staggered starts for the children joining then any of my current staff who were interested in applying and successful at interview could avoid a break in service. I would like to access Autism training for any of my staff who are interested in working in the base over the coming two terms.

Practical points – parking

Whilst I absolutely agree that local schools for local children is the right thing, I imagine that several of the 20 children potentially starting at Coed Glas Autism SRB would be travelling to school via taxis. As a number of our children with IDPs in mainstream classes alongside children arriving in taxis for our current SRB have disabled parking rights, the two disabled parking bays are always busy in the mornings particularly with parents dropping their children off. Our school car park is not large enough to cater for the number of staff cars and taxis at the moment. I have spoken with my health and safety officer on a number of occasions recently regarding cars entering and exiting the car park at the start of the school day. There is also consultation on changing the parking outside Coed Glas which would further impact the staff ability to park nearby. We have the space to expand our car park by 10 spaces which would provide additional disabled parking bays with increased numbers of children arriving in taxis and give some additional spaces for any new staff. The increase in both staff and taxi parking would be very difficult to manage. This may seem like a minor point however it has the potential to cause additional workload for SLT who would end up trying to manage parking pressures on a daily basis. Many of our staff live outside of Cardiff and need to drive to work.

Expanding our car park is essential and would need to be funded.

Funding to improve current buildings

Our demountable classrooms would be the ideal location for an Autism SRB as it would give those children a much needed quieter space away from the busy corridors and areas of the main school whilst still being nearby to access their mainstream classes. The demountable classrooms have their own garden area and would definitely help any children with Autism to manage their dysregulation. I believe the set up funding available is £5000 per classroom. This is not enough money to kit out a classroom with any specialist resources, such as sensory equipment, that would provide the right environment for children with Autism alongside your usual classroom resources. Additional funding would be required to provide enough IT equipment for the children and the adults working there. The teachers and HLTAs would need laptops. I have absolutely no money in my school budget to fund this. These classrooms are in need of some upgrades particularly the decked walkway and steps up to the demountable classrooms need some repair, as do the fire doors. Dean Griffiths came out to assess the buildings and saw the need to do some repairs whilst recognising that the classrooms were sound. Again, due to our deficit budget this would need to be funded.

Key points:

- Autism SRB
- Reduction in our PAN to 60
- Training for current staff
- Commitment to funding resources needed
- Funding to increase our car park size to include additional disabled bays
- Repairs to demountable classrooms funded
- Consideration on start date to ensure no break in service for any current staff
- Support with recruitment



Sophie Notley
Headteacher

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Headteacher / Prifathro: Mr Nic Naish

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RE: ALN consultation response

19.1.24

Following on from a number of meetings and on behalf of the Governing Body at The Oaks Federation, we are pleased to offer our support for the proposed SRB provision at our school. We feel it will benefit our community to have the resources located at Greenway. The benefit will support learners, families and the current team to offer the very best for learners in Cardiff.

We only ask that the proposal is fully supported with appropriate funding and resources and that plans are communicated in a timely and efficient manner as the process develops.

With thanks

Nic Naish (Headteacher)
Bryan Jeffries (Chair of Governors)

**Severn Primary School Governing Body, Headteacher, Deputy Headteacher
and Additional Learning Needs Coordinator**



15th January 2024

To whom it may concern,

Detailed below is a response about how the proposed Special Resource Base (SRB) at Severn Primary School for complex learning needs and autism could be implemented effectively. The plans have been drawn up through consultation with the Severn Governing Body, the Additional Learning Needs Coordinator and the Severn Primary Senior Leadership Team.

As a school we fully support the proposal of an SRB at Severn due to the positive impact it will have on pupils and their families in accessing education and support which will meet their individual needs where mainstream education cannot. However, we want to ensure the SRB will be able to run effectively and safely alongside the current mainstream provision at Severn. Therefore, we have highlighted the benefits the SRB will bring to the school community but also the potential risks/concerns for both plans.

Plan 1

Use the whole upstairs of the main school building to house Year 6 and Year 5 and Year 4. This would create the necessary room for the SRB and allow a more flexible hall timetable for all year groups. It would also support Severn Care Club to increase in size and maintain a school library and community room for parental engagement activities and interventions for pupils.

Location and learning environment

- The SRB to be located in the current Year 3 classrooms. This is because both classrooms are situated in the heart of the school meaning pupils who access the SRB are at the centre of school life and feel included as part of Severn Primary School.

- Both classrooms are situated in the newest part of the building and therefore are in the best condition and have just recently had brand new flooring.
- Both classrooms have access to an enclosed outdoor space, nearby access to toilets for male and female and there is a room situated between both classrooms which could have a multi-purpose use, such as for changing, small group intervention, or sensory area.
- Both classes benefit from having a large store cupboard in each classroom
- Both classrooms are situated in close proximity to the main school hall which would enable pupils to more easily access assemblies and whole school events.
- There is an additional room nearby which is close to the toilets which could be used as a multi-purpose room, such as a shower/changing room for example

Plan 2

As above, but only using two classrooms and the main hall upstairs of the main school building to house the displaced classes.

Benefits and opportunities for the school

- Opportunities for pupils with complex needs to be supported in our cluster with education provision which meets their specific needs
- The SRB would further enhance Severn as an inclusive school community
- Pupils would have a personalised curriculum to help develop their skills
- Specialist teachers and teaching assistants on site to support other colleagues
- Parents would less anxious about sending their children to provision in a different part of the city.
- The SRB would offer a more inclusive approach for all stakeholders
- The school would receive additional funding to run the SRB
- There would be potential to increase the numbers of pupils who could attend Severn Care Club if the upstairs could be used to house classes. The current Reception classroom could become Severn Care Club. This would allow Nursery parents to use the provision in the morning which is not currently available. This could in turn increase numbers on roll for the school moving forward

Threats

Budget

- The school is currently running a large deficit budget for the first time this year. The ALNCO who was out of class full time now has a 2.5 day teaching commitment each week. As a result of this the ALNCO's workload is being absorbed by other senior leaders
- The threat of redundancy is extremely likely this year. This will impact negatively on the whole school in terms of losing staff.
- We understand we will receive funding to run the SRB which will be ringfenced. However, we have a number of questions about potential additional costs which the whole school budget might incur.
 1. Will the ratio of 1 teacher and two teaching assistants be sufficient as we do not currently know the specific needs of the pupils until they are allocated places? If the ratio is not sufficient and another member of staff is required, will this cost be covered by the SRB funding?
 2. If a member of staff is ill and cover is needed, will the SRB budget cover this? Will the school be able to use our Mutual Supply Fund to cover long term illness or will there be alternative arrangements?
 3. Will future pay rise costs be covered by the SRB budget so it doesn't impact on the school budget?
 4. Who will control the SRB budget? Will it be a separate budget or included as a cost centre in our main budget?
 5. Will there be a maintenance budget for the SRB classrooms and outdoor area?
 6. Will there a resource budget as part of the SRB budget? If additional specialist resources are required to support pupils, will this cost be met?
 7. Will there an additional funding to increase the leadership capacity/salaries. For example an assistant headteacher or a TLR for the lead SRB teacher.

School building

- The school building is in a poor state of repair. Half the school is currently clad in scaffolding in readiness for roof and stonework repairs. Severn is currently rated as a C. Category D schools are replaced. The school is in regular contact with Building Services to identify and plan future building works

- There are constant issues with drains, roof leaks and boilers/central heating. This eats into an already stretched budget and the time of senior leaders. Concerns regarding the roof were identified by Estyn during their inspection in early October 2023.
- The Estates Manager (EM) is retiring in August. We know it is proving difficult for many schools to attract and appoint candidates with suitable skills. Severn is a very large site and requires constant upkeep, maintenance and monitoring.
- The current KS2 pupil toilet block which SRB pupils would potentially use is very old and needs replacing
- Severn House (the EM's living accommodation) has now been vacated due to water ingress. Work is due to commence very soon on the property. This will impact negatively on access to the school building.
- As a result of the poor condition of the building, a lot of senior leaders' time is spent supporting meetings, working with the EM and keeping the building in working order on a daily basis.

Additional concerns

- Would the SRB be subject to our standard school policies? If this is the case, these would all need to be revised. Or, will specific policies be written relating to the SRB? Who will be responsible for writing these and will they need to be approved by the School's Governing Body?
- In addition to this, who will be responsible for writing risk assessments in relation to the SRB?
- The SRB will impact on daily school timetables and functions. For example, our playground areas are small and timetables would need to be staggered in order to accommodate playtimes, lunchtimes and access to these areas for lessons. This will mean less available time for the curriculum in these areas. Hence why, use of the upstairs of the school is vital (In particular the hall) to the success of the SRB and the school as a whole.
- Housing the SRB in any other location on the school site would be a short-term solution as evidence suggests pupil numbers will rise in the near future.

Overall, we are keen to support the proposal as we highlighted earlier in the letter. However, we do feel that the SRB would not function effectively unless it was located where the Year 3 classrooms currently are and that the school had access to the upstairs space in the main building.

Our school community is made up of a large percentage of pupils with English as a second language, free school meals and additional needs. In addition, many pupils start at Severn with low levels of literacy and numeracy skills compared to their peers:

“During their time at school, many pupils make good progress in most areas of learning, often from starting points that are below the level expected for their age. Around a half of pupils enter Reception with communication skills well below the level expected for their age”

Estyn October 2023.

A school library and community room are essential for helping pupils embrace a love of reading, receive bespoke literacy and numeracy intervention support and engage parents to buy into school life to support their child’s learning.

The school building also requires a lot of work in order to bring it up to standard to not only meet the demands of the SRB but the whole school community to provide the best possible learning environment for pupils and staff.

Yours sincerely

Mr Nick Wilson
Headteacher

Mr Andy Roberts
Chair of Governors

Mr Andrew Jones
Deputy Headteacher

Mrs Waj Bibi
Additional Learning Needs Coordinator