

# Ymgysylltu â dinasyddion: Crynodeb Arolwg Ar-lein Addysg Heblaw yn yr Ysgol

## Cefndir a'r Dull o Ymgysylltu

Yn hydref 2019 dechreuodd y Pwyllgor Plant, Pobl Ifanc ac Addysg gynnal ymchwiliad i Addysg Heblaw Yn Yr Ysgol (EOTAS). Er mwyn sicrhau bod profiadau'n cael eu clywed gan deuluoedd sy'n defnyddio addysg heblaw yn yr ysgol yng Nghymru, a staff sy'n gweithio o fewn darpariaethau EOTAS, cynhaliodd y Tîm Ymgysylltu â Dinasyddion arolwg ar-lein i gasglu'r sylwadau hyn.

## Teuluoedd

Gwahoddwyd rhieni a gofalwyr y mae eu plentyn wedi defnyddio (neu yn defnyddio) darpariaeth EOTAS yn ystod yr ychydig flynyddoedd diwethaf ac sy'n byw yng Nghymru i gymryd rhan gan staff o fewn darpariaethau EOTAS a thrwy ymgyrch ar y cyfryngau cymdeithasol.

Roed yr arolwg yn ymchwilio i'r meysydd canlynol:

- Pa fath o amserlenni yr oedd rhieni a gofalwyr yn eu hwynebu pan oedd angen rhoi eu plentyn mewn darpariaeth EOTAS?



- A oedd teuluoedd yn cael eu cefnogi gan awdurdodau lleol wrth iddynt aros am leoliadau a pha mor fodlon oeddent â'r cyfathrebu yn ystod y broses hon?
- Fel teuluoedd, a oeddent yn gallu ymgysylltu'n effeithiol â'r ddarpariaeth a'i staff i sicrhau bod cynnydd yn cael ei wneud yn addysg, lles a llwyddiant at y dyfodol eu person ifanc?

Daeth sylwadau i law gan **19 teulu** o bob un o bum Rhanbarth y Cynulliad.

## Staff

Gwahoddwyd staff ar bob lefel i gyflwyno ymateb i'r arolwg. Roedd y cwestiynau'n canolbwyntio ar eu dealltwriaeth o strategaethau arfer gorau, mynediad at ddatblygiad proffesiynol a dulliau darparu gwasanaeth gan staff yn y sector.

Cysylltwyd â darpariaethau EOTAS yn uniongyrchol a cynhaliwyd ymgyrch ar y cyfryngau cymdeithasol.

Gwnaeth **85 aelod o staff** ar draws pob un o bum Rhanbarth y Cynulliad gyflwyno arolwg.

## Canlyniadau'r arolwg

Er mwyn llunio'r nodyn crynodeb hwn, cynhaliwyd dadansoddiad o set ddata gyflawn; gellir priodoli'r holl ddata i ymatebion unigol a gellir dadansoddi'r data ymhellach drwy adolygu'r canlyniadau cychwynnol.

## Straeon y Teuluoedd

Roedd dadansoddiad o'r data a gyflwynwyd gan rieni yn disgrifio pedwar pwynt amlwg ar hyd eu taith. Mae'r sylwadau a gyflwynwyd yn disgrifio'n agored y materion yr oedd teuluoedd wedi dod ar eu traws ar hyd y ffordd ac maent wedi'u hamlygu isod.

Mae'r dyfyniadau yn yr adran hon wedi'u cyflwyno gan rieni a gofalwyr.

### Gadael Ysgol Brif Ffrwd

Lle roedd teuluoedd yn disgrifio'r pwynt cychwynnol y gwnaeth eu plentyn adael yr ysgol, roedd mwyafrif y rhesymau a nodwyd o ganlyniad i ddiffyg dealltwriaeth gan yr ysgol brif ffrwd er mwyn delio â'r person ifanc a'i anghenion. Mae'n aneglur a yw hyn oherwydd diffyg cyllid, hyfforddiant neu'r ddau.

*"He went to the EOTAS provision because the education system failed him. He was diagnosed at 14 with autism. He was in a school where they told me he had no problems and he needed to man up, he was too weak. He was groomed by another pupil and sexually assaulted because he couldn't understand the intentions of this boy. Then they listened to me, but they still put him at the back of his home economics room with his head of year for five months while they decided what to do. Social services were involved and we had tests, at long last someone was listening"*

*"Prior to attending the EOTAS provision our child was failed by the system so much so that he had tried to take his own life. He didn't receive a statement of educational needs in time before high school began, and this proved detrimental to his well-being. With a diagnosis of Asperger's, ADHD, and General Anxiety disorder the stress and unfamiliarity of the new rota, lack of his old familiar routine meant he quickly fell apart. We chose this EOTAS provision due to its unique layout and its unique environment for our son. We can honestly say that the provision and its staff played an integral part in saving our child's life"*

*“My son couldn't cope in a large class, he had behaviour problems, attachment disorder with heightened anxieties. No one took much responsibility it was a case of out of sight out of mind with no support except for SNAP Cymru which I found myself”*

*“My son has ASD was being bullied in main stream school and because of this he found he couldn't cope with the main stream environment. He used to walk out of school”*

*“My child has severe anxiety and could not attend main stream school. We had contact with Snap and Families Together. The lack of support from the school was absolutely appalling with no consideration for the welfare of our daughter and just treated her as a number that wasn't attending school. The LEA were a disgrace and provided no support just threats of court action”*

## Cyfnod o amser rhwng gadael addysg brif ffrwd a chael eu derbyn mewn darpariaeth EOTAS

Roedd sylwadau o safbwynt teuluoedd yn amlygu'r amser hir a gymerwyd i'r bobl ifanc hyn fynd i ddarpariaeth EOTAS ar ôl iddynt adael eu hysgol brif ffrwd. Er enghraifft, cymerodd 4 mis i un teulu a chymaint â 3 blynedd i deulu arall.

Ym mron pob achos, disgrifiodd teuluoedd ddiffyg cyfathrebu gan yr awdurdodau lleol. Roeddent yn teimlo bod yn rhaid iddynt “frwydro” i gael atebion a herio penderfyniadau. Nodwyd nad oedd awdurdodau lleol, yr oeddent yn ymddiried ynddynt i ddechrau i ddelio â'r sefyllfa i ddechrau, yn gallu cynnig awgrymiadau addas na rheoli'r broses yn effeithiol. Roedd pryderon efallai na fyddai awdurdodau'n ddigon gwybodus o'r opsiynau sydd ar gael.

*“The individual home tutors have been excellent but the overall structures which support them and the lack of connection between the different bits of the education system have been very poor indeed”*

*“We waited 3 years and we had to fight for it and had no support from the LEA”*

*“We waited for 12 months for 5 hours tutoring at the library. Then a further 6 months for online learning”*

*“Our daughter had a breakdown at 14, suspected ASD. Couldn't attend school [...] I had to continually chase the Local Authority. We were passed from dept to dept and each dept refused to take ownership. Calls and emails were not*

*returned. It was an absolute nightmare. I had no support, just open hostility for trying to get help for my daughter”*

*“The timescale for waiting for a place was way too long. Our son had to have home tuition for a year and he was with no education whatsoever for a good few months. We had to fight to get him where he is now, the LEA didn’t want him to go to the provision he’s in, they made that very clear”*

*“My daughter was suffering from social anxiety and was school phobic. I had a huge fight on my hands as my daughter was misunderstood. We were consistently threatened with legal action for my daughter’s non-attendance at school. They did not care about her well-being but only wanted her mark on their register. There needs to be more EOTAS provisions available as there is an increase in children with anxiety disorders, depression and social problems which make them school phobic. There are not enough places available for these children and their parents are therefore not informed about the provisions available to their children”*

*“My child waited about 4months to get into a provision other than school and huge time scale gaps when things haven’t worked out”*

*“I cannot praise the EOTAS provision highly enough. Very difficult to access though. Even professionals don’t seem to know it exists, or think it’s for physical illness only”*

## **Cyfnod o amser wrth i bobl ifanc setlo yn y ddarpariaeth EOTAS neu wrth baratoi pobl ifanc ar gyfer lleoliad newydd**

Roedd y mwyafrif o rieni yn disgrifio nad oedd eu plant wedi cael unrhyw ddewis o ran lleoliad astudiaethau eu plant, sut y byddent yn astudio na beth fyddent yn ei astudio. Roedd teuluoedd yn teimlo ei bod hi’n ymddangos nad yw darpariaethau EOTAS yn teilwra ei ddull i ddelio ag unigolion a’u hamgylchiadau penodol. Roedd hyn yn aml yn niweidiol i’r person ifanc ac nid oedd yn darparu amgylchedd dysgu cadarnhaol a hylaw, ac felly roedd yn methu ar adegau.

*“Absolutely terrible there was no support. I had to chase everything. When she was finally provided with the new provision there was no discussion about the subjects and range of online lessons. Just a laptop and left to get on with it. Another epic fail as it was again too much. She needed to start slow and build up. We weren’t asked for our opinion or suggestions”*

*“To me my child was an afterthought and was passed from pillar to post, unsuitable tutors were put in place which escalated everything it was a nightmare with little or no support early intervention is a must but it needs to be the right help offered”*

*“Information was not passed onto to tutors so on my daughters first session she was given a maths GCSE exam to complete. This triggered massive anxiety and she was unable to return”*

*“My son hasn't been supported. If we had waited he would have missed 2 years of schooling. We opted to pay for some online schooling to fill the gap while we waited for support. Once we did this we weren't offered anything and are still paying 2 years later. LA has refused to engage”*

*“I'd describe the quality of EOTAS provision for my child as poor. It's only 5 hours a week at local library. If my son had a learning disability he would have had a statement and full time education as the issue was mental health he was discriminated against, it's totally unacceptable”*

## Ar ôl setlo mewn darpariaeth EOTAS

Nododd rhieni, ar ôl i bobl ifanc setlo mewn darpariaeth EOTAS, roeddent wedi dod ar draws llawer o arwyddion cadarnhaol bod eu hymddygiad, lles a dysgu yn gwella.

Roedd teuluoedd yn teimlo bod y strategaethau a oedd yn gweithio yn cynnwys gweithio'n agos gyda'r bobl ifanc, cymorth 1:1, meithrin ymddiriedaeth a chanolbwyntio ar sgiliau bywyd. Nododd teuluoedd hefyd welliant mewn cyfathrebu gan y staff yn y darpariaethau o gymharu â sut roedd cyfathrebu wedi bod gyda'r awdurdod lleol yn flaenorol.

Disgrifiwyd lawer gwaith bod yr amgylchedd cadarnhaol hwn yn “newid bywyd” i'r bobl ifanc hyn a'u teuluoedd. Fodd bynnag, i rai, dim ond meithrin eu gwydnwch ddigwyddodd, oherwydd pan ddaeth i'r pwynt lle roedd y bobl ifanc hyn yn ceisio ennill cymwysterau, ymddengys nad oedd hyblygrwydd na darpariaeth i'w cefnogi nhw mewn amgylchedd arholiadau.

*“My daughter has come on leaps and bounds. She now feels that she has a future with the plans they are putting in place for her. She trusts them and has really started to grow. This is all thanks to the 1 on 1 support she has received. They are giving her life lessons and skills. How to have an opinion. Setting out a clear path for their future and giving them the confidence to achieve this”*

*“My son went from being bullied and scared and uncomfortable and not going out, to growing in confidence feeling comfortable and safe and was able to continue his studies. The EOTAS provision has made a real difference in my sons life because of them my son will do his exams will move on get a job all because of the support and teaching of the dedicated staff”*

*“Our son tried to do GCSE Papers, he was excited to do the exam and hoped to achieve a grade but unfortunately we were let down again by the system. We were unable to get an adjudicator to witness exams being taken in exam controlled environment. Instead we were told they could sit exams in a leisure centre with other pupils. This failed my son as he cannot sit with people he doesn't know in a place he has never been with an adjudicator he has never seen before”*

*“The staff are amazing. I see them every day. Nothing is too much trouble. They have been so patient with him, I can go there and speak or ring any time. He's gone from a child who hides in the corner and won't speak to anyone, that wouldn't wear clothes to a young man who will speak to you. He now will wear trainers, all be it they are soft and we have to have the right material etc, but there was a time he was actually wearing pyjamas and slippers. That's the only way we could get him there”*

*“We've never thought about the future. Just trying to get him to go to school and learn has been the main focus for us. For us we just want him to be happy, he will be doing his GCSE exams soon and then we will be thinking about what's next. The staff at the provision take him to the shop to get lunch and take him out on trips to socialise. You can't rush a child with autism, it takes longer and you can get setbacks at any time. Where you have to recalculate and start again”*

*“It's nice to know that my son is happy and safe and feels a part of something they go above and beyond. I'm always kept up to date with how he's doing in school by text message and regular phone calls”*

*“We owe so much to the staff and their dedication to these pupils, they promoted personal development always at our son's level and pace. They helped him to develop social skills, independence and positive behaviours [...] Before this time my son never had any goals or future aspirations and for his Dad and I this was heart breaking, our child never felt like he fit anywhere in the world. Our son has come such a great way in the years he has been able to have the benefit of the EOTAS provision. He has days where he is far more*



*confident, his behaviours have calmed down to a point he often can verbally say how he feels”*

*“For many children just one day or a few hours a week accessing school would be more appropriate than being out of school all the time but that doesn't seem to be possible at the moment”*

*“I can honestly say it's been one of the toughest time's we as a family have been through. Getting him there [to the EOTAS provision] was a traumatic experience but I'm so glad I kept going and got him in there. Since he started it's like a weight has been lifted. Like we've got a friend who is there for him and us. I know there are a lot of kids who are like mine and just don't fit into the system. You have to keep proving why you need the place over and over, and they do think it's a one size fits all”*

## Arolwg Staff

Drwy holi staff yn benodol, cododd pum thema gyson. Dewiswyd dyfyniadau ar y sail eu bod yn dangos themâu sy'n codi dro ar ôl tro ac, felly, yn crynhoi'r sylwadau cyffredinol o'r ymatebion.

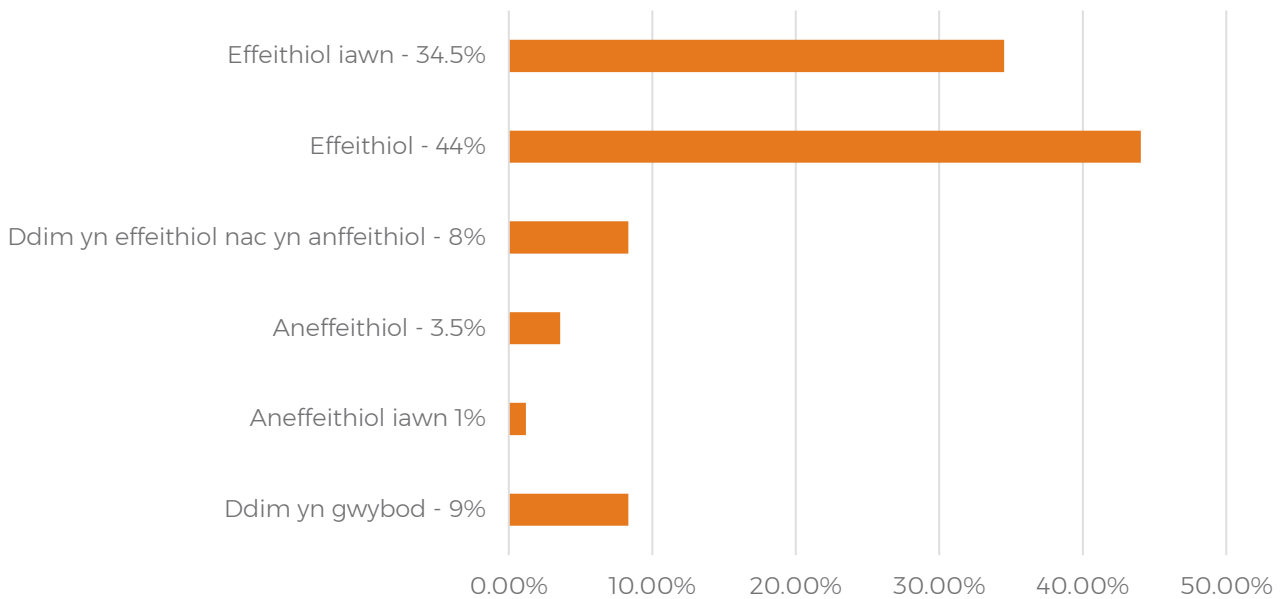
Mae'r canlyniadau wedi'u cyfrifo yn ôl nifer y bobl a ymatebodd i'r cwestiwn penodol, nid nifer y bobl a ymatebodd i'r arolwg yn gyffredinol.

Mae'r dyfyniadau yn yr adran hon wedi'u cyflwyno gan staff sy'n gweithio o fewn darpariaethau EOTAS.

### Thema 1 - Cyfathrebu â rhieni

Dewisodd staff o'r opsiynau canlynol i ddisgrifio pa mor effeithiol oeddent yn teimlo bod y ddarpariaeth yr oeddent yn gweithio ynddi yn ymgysylltu a chefnogi rhieni trwy gydol y broses EOTAS:





I egluro eu dewis, gwahoddwyd cyfranogwyr yr arolwg i wneud sylwadau ar ôl y cwestiwn. Dyma'r ystod o strategaethau a dulliau y mae staff yn eu defnyddio i gyfathrebu'n dda. Mae'r rhestr yn amrywiol ond roedd yn ymddangos bod llawer o'r darpariaethau yn cynnig;

- Gwybodaeth i'r rhiant ynghylch derbyniad cychwynnol myfyriwr newydd sy'n mynychu ei ddarpariaeth ar ôl i'r person ifanc gael ei ddyrannu i'r ddarpariaeth honno.
- Gwybodaeth fanwl am sut mae'r ddarpariaeth yn cael ei rhedeg a'r disgwyliadau a'r diwylliant yn y lleoliad.
- Diweddariadau rheolaidd ar sut mae eu plentyn yn dod yn ei flaen, diweddariadau dyddiol yn aml.
- Gwahoddiadau i ddigwyddiadau rhieni a phlant, y tu hwnt i ddigwyddiadau yn arddull 'noson rieni' a sesiynau grŵp cefnogi rhieni.
- Cyswllt hawdd â staff. Roedd darpariaethau yn cynnig sianeli cyfathrebu mewn amryw o ffyrdd ac mewn rhai achosion defnyddiwyd cynllun cyfeillio aelodau staff a theuluoedd unigol er mwyn sicrhau cysondeb.

*"We have close contact with parents from the moment the application for placement is received. We have regular telephone contact with parents and use the app 'class dojo'. This allows us to share pupils progress on a daily basis and also allows parents to contact staff via a messaging facility within the app. We have regular reviews with parents to discuss pupil progress at both our setting and mainstream"*

*"We work closely with parents from the minute a child is referred. We ensure regular contact is made and we listen and support any concerns they have"*

*"We hold regular meetings, open evenings and events for parents/carers. Daily and weekly information shared via a communication app, including sharing their child's work through photographs and short videos. Regular positive phone calls. Parent/carer engagement has increased dramatically in the last 2 years"*

*"A letter is sent out with a prospectus outlining our objectives. A home visit then takes place followed by a visit for both students and parents/carers to attend. We explain what is available"*

*"Having a member of staff to link with the family is good practice"*

*"Community cafe twice a year where parents are invited to attend and we offer to pick parents up in the mini bus so they can attend."*

*"Parents tell us they feel supported through the process and value the communication with the provider. Parents tell us that they and their child feel more positive about future outcomes"*

*"Parents are invited to events such as sports day and craft fayres which parents are well attended"*

*"We try to build a good relationship with the young people to trust us. We are sometimes the only bit of consistency that they have"*

*"Information passed back forth with parents on very frequent basis. Students behaviour at home discussed and joint approaches encouraged"*

Gwnaed sylwadau gan y staff ynghylch yr heriau a oedd yn codi wrth i rieni unigol beidio ag ymgysylltu ag ymdrechion y staff yn y ddarpariaeth bob amser.

*"Engagement with parents/carers starts at an early stage in the admissions process and we endeavour to keep in close contact with parents/carers. Many parents respond positively, however it is extremely difficult to support and engage all parents/carers"*

*"We keep parents, who are willing to engage, fully up to date and maintain daily contact"*

*"Our communication is good, parents don't always respond"*

*“Some of these challenges have developed from the logistics of the provision or situation, but some may have developed from confusion about the system they [parents] have found themselves within”*

*“Difficulties with regular and building contact with parents due to logistics of covering the entirety of North Wales and visiting time to the hospital being in the evening. Contact is sought, welcomed but has its challenges”*

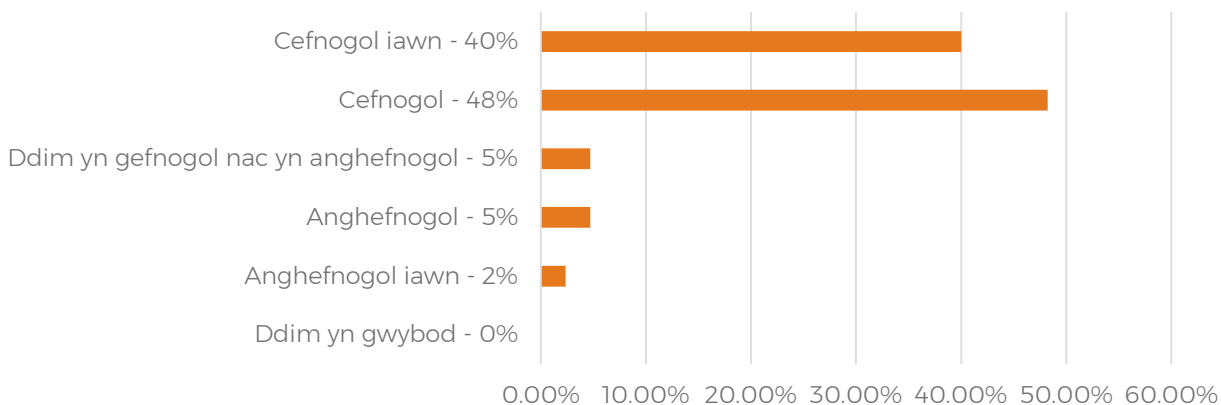
*“The 'supporting' aspect is very effective, however because of the geographical implications of the settings engagement can be difficult”*

*“It is hard for parents to understand who oversees their child’s education and who is responsible for them”*

*“The system is effective but there is room for improvement. Sometimes parents arrive at the PRU and do not seem to be fully informed about the process”*

## Thema 2 - Hyfforddiant Staff

Dewisodd staff o'r opsiynau canlynol i ddisgrifio pa mor gefnogol oeddent yn teimlo oedd y ddarpariaeth yr oeddent yn gweithio ynddi wrth gynnig cyfleoedd datblygu proffesiynol.



Er mai'r canfyddiad cyffredinol oedd bod staff yn gallu datblygu eu sgiliau ymhellach, gyda sawl sylw yn nodi eu bod yn derbyn hyfforddiant ar lefel gradd ac wedi'u noddi gan y ddarpariaeth, nodwyd rhai anawsterau gan gynnwys:

- Yr her i ganfod amser o fewn yr wythnos ysgol i fynd ar gyrsiau.
- Cyfyngiadau ariannol.

- Diffyg hyfforddiant addas ar gyfer y lleoliad maen nhw'n gweithio ynddo gan fod cyrsiau yn aml yn canolbwyntio ar leoliadau prif ffrwd.

*"I'm often offered opportunities, however it can be difficult to arrange cover and I often feel guilty if suitable cover isn't available - as it can be too distributive for the children"*

*"They encourage us to take on professional development but it's often quite difficult to release us due to the establishment we work in"*

*"A significant amount of EOTAS staff time is out in mainstream schools supporting under performing schools. Yet a NQT cannot complete their training within a PRU provision and general behaviour management through Teacher training is still not given the emphasis it is needed. A teacher needs to have good behaviour management skills to enable their pupils to learn to their full potential. Behaviour and learning goes hand in hand"*

Mae darpariaethau wedi ceisio gweithio o amgylch yr heriau hyn ond mae'n ymddangos bod y dulliau'n amrywio:

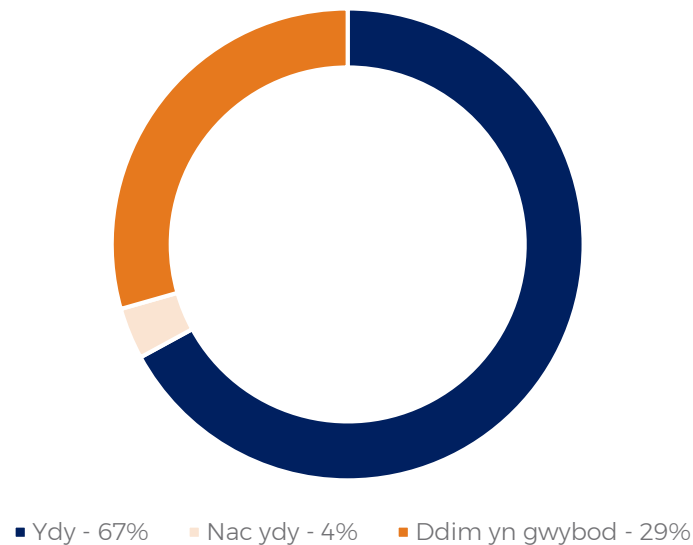
*"We are part of a cluster group where we share ideas and resources. Training is provided on a variety of subjects, which allows my own personal development to grow"*

*"Staff are routinely placed on local authority courses and in addition staff are given opportunities to access external accreditation. At our provision, we have set up a monthly learning group where we discuss aspects of leadership at all levels"*

*"Although due to staff numbers it is not always possible to attend training, staff are offered plenty of CPD time, including time at university. Twilight training is also arranged to keep staff up to date"*

### **Thema 3 - Gweithio mewn partneriaeth**

Dewisodd staff o'r opsiynau canlynol i nodi a oedd eu darpariaeth yn rhannu syniadau ac arfer gorau â darpariaethau EOTAS eraill ac ysgolion prif ffrwd:



Gellid dod i gasgliadau y gallai fod diffyg cyfathrebu mewnol o ran rhannu arfer gorau o ystyried bod bron i 30% o'r ymatebwyr wedi dewis 'ddim yn gwybod' ar gyfer y cwestiwn hwn.

Fodd bynnag, soniwyd am lawer o ddulliau cadarnhaol, gan gynnwys:

- Digwyddiadau rhwydweithio cenedlaethol ar gyfer yr holl staff unedau cyfeirio disgyblion yng Nghymru.
- Ymweliadau rheolaidd â darpariaethau lleol eraill i rannu syniadau, strategaethau ymddygiad cadarnhaol ac arsylwi sesiynau.
- Anfonir cymorth allgymorth wythnosol o un ddarpariaeth i'r ysgol brif ffrwd leol – yn ystod yr ymweliad, mae'r staff yn trafod cynnydd a strategaethau ac ymagweddau ymddygiad cadarnhaol i wella strwythurau dysgu.
- Gwahoddir staff o ysgolion prif ffrwd i ddarpariaethau i ddysgu llawer o'r uchod ond hefyd i gael ymdeimlad o'r amgylchedd yn y ddarpariaeth.
- Mae nifer o ysgolion wedi sefydlu Grwpiau Diddordeb Arbenigol yn y ddarpariaeth neu gyda staff ar draws sawl darpariaeth neu ysgol brif ffrwd – trafodir y cwricwlwm a phynciau eraill.
- Mae sawl awdurdod lleol wedi sefydlu clystyrau o ysgolion lle mae cyfarfodydd cymedroli traws-glystyrau, rhwydweithio a rhannu syniadau yn bosibl yn ogystal â threfnu cyrsiau cydweithredol gan ddarparwyr allanol.

Ymddengys hefyd bod rhywfaint o rannu arfer gorau rhwng sefydliadau roedd y bobl ifanc yn astudio ynddynt ar ôl iddynt adael darpariaeth EOTAS. Roedd y dull blaengar hwn yn cefnogi'r bobl ifanc a'u cynlluniau ar gyfer y dyfodol.

## Thema 4 - Cyllido/Cyllidebu

Rhannwyd barn ynghylch canfyddiad staff o werth am arian yn y ddarpariaeth yr oeddent yn gweithio ynddi. Roedd y themâu yn canolbwyntio ar y canlynol:

- Diffyg cyllid.
- Oedi gyda chyllid neu daliadau hwyr
- Diffyg gwerth am arian o ran costau cludo a defnyddio staff asiantaeth.

*"I think it's a complete waste of money paying Transport costs of £10,000 plus every month to transport pupils out of county to provisions in Cardiff. The invoices make my eyes water every week!"*

*"Agency staff costs a ridiculous amount making a 50% profit per person"*

*"Some pupils are in a taxi from rural Vale for over an hour and a half to get to provisions in Cardiff. They should have opportunities much closer to home that is more economical overall"*

*"We need to be funded securely and fairly for us to be able to continue. We have had great successes from this programme and have changed the lives of many of our learners. We would love to be funded secure enough to be able to continue this provision"*

Gwnaed sawl sylw ynghylch dulliau cyllido cymhleth. Nid oedd rhai darpariaethau yn gallu cael gafael ar un ffynhonnell ariannu i dalu am adennill costau llawn er mwyn eu galluogi i gyflawni eu gwaith. Mae darpariaethau yn edrych ar fusnesau lleol, cyllido'r celfyddydau neu hyd yn oed redeg digwyddiadau codi arian elusennol i dalu costau.

## Thema 5 - Lliniaru risgiau

Gofynnwyd i staff ddisgrifio a oeddent yn teimlo bod y ddarpariaeth yr oeddent yn gweithio ynddi yn lliniaru risgiau mewn tri maes;

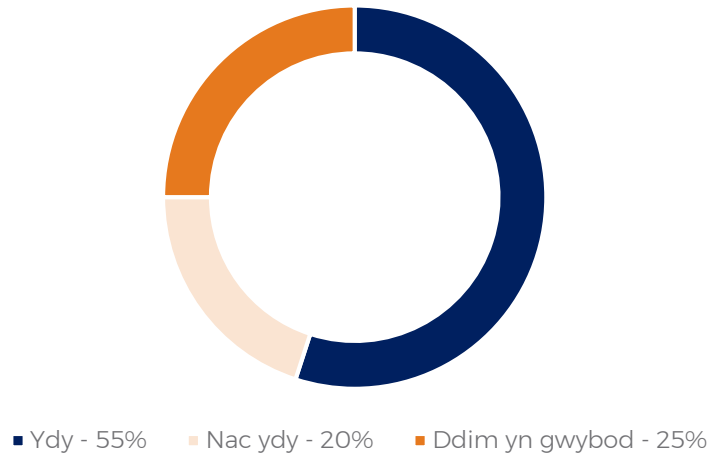
- a) rhwystrau i iechyd meddwl;
- b) ymwneud â throedd; a

c) mynediad i addysg Gymraeg.

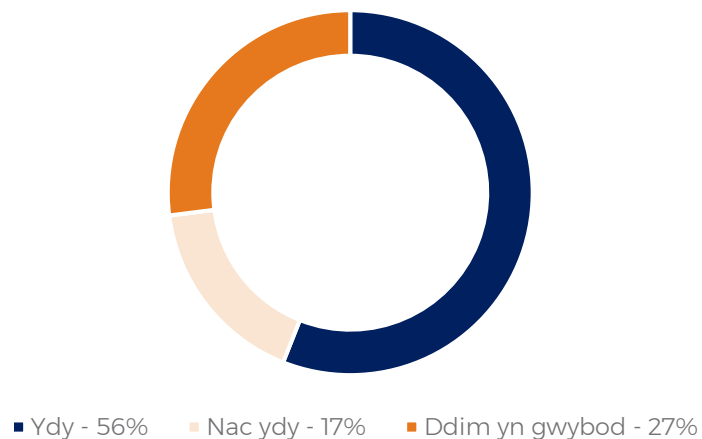
Ar y cyfan, ymatebodd staff yn gadarnhaol i'r tri maes ac roedd y mwyafrif yn teimlo bod y risgiau hyn yn cael eu lliniaru i'r eithaf.

Roedd y canlyniadau fel a ganlyn:

a) A yw'r ddarpariaeth yn lliniaru'r risg i rwystrau cynyddol rhag cael gafael ar gymorth iechyd meddwl?:

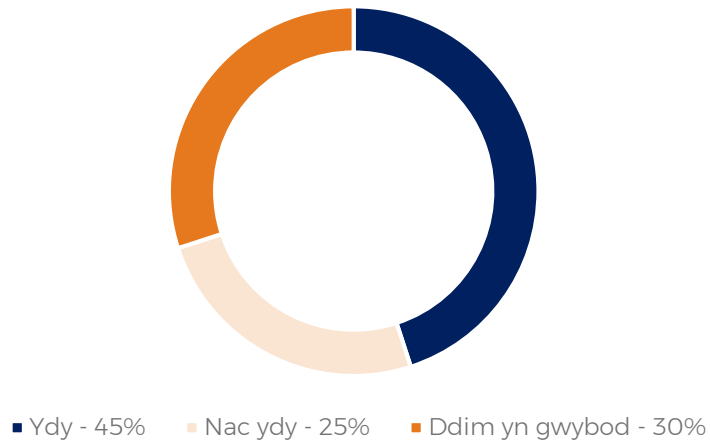


b) A yw'r ddarpariaeth yn lliniaru'r risg i ymwneud â throedd a'r system cyfiawnder troseddol?:





c) A yw'r ddarpariaeth yn lliniaru'r risg i ddiffyg mynediad i addysg yn y Gymraeg?:



Er eu bod yn dangos nifer fawr o gyfranogwyr nad oeddent yn gwybod sut y gellir lliniaru'r risgiau hyn yn eu hysgol neu beidio, disgrifiwyd llawer o strategaethau cadarnhaol ledled Cymru gan gynnwys:

a) Mae darpariaethau wedi; cyflogi Cynorthwydd Cymorth Llythrennedd Emosiynol; cynnig cwnsela ar y safle; sefydlu 'lleoedd diogel' i fyfyrwyr siarad neu dawelu; cynnig therapi celf; hyfforddi staff i allu cefnogi ar y safle; gweithio gyda sefydliadau partner i gael mynediad at wasanaethau lles ac iechyd meddwl arbenigol; cydweithio â'r gwasanaethau cymdeithasol, gan gynnwys Gwasanaethau Iechyd Meddwl Plant a'r Glasoed ac Iechyd Emosiynol a Gwasanaethau Lles, sefydliadau sector gwirfoddol ac ati i gefnogi disgyblion.

*"Staff are trained in emotional literacy and thrive and to deal with social and emotional issues as routine practice"*

*"Pupils have access to the emotional health team, and can access art therapy in need be. Staff offer ELSA [Emotional Literacy Support] and a safe place"*

*"We refer pupils to the Health and Well Being team, they can assess and work alongside CAMHS if necessary. They provide help and support to the young person and their families, in a number of different types of therapeutic interventions"*

*"We have CAMHS support in our EOTAS provision delivered by our PRU's, and we have a good relationship with the service. We also liaise closely with YJS, and they are represented on the LA's Inclusion panel"*

b) Mae darpariaethau wedi; cael cymorth gan dimau atal ieuenctid, Swyddogion Cyswllt yr Heddlu, Timau Cyfiawnder Ieuenctid; cyflwyno gwersi gan staff hyfforddedig ar gamddefnyddio sylweddau ar gyffuriau a chamddefnyddio alcohol; rhedeg Prosiectau Cynhwysiant a Chefnogaeth Ieuenctid; sefydlu rhaglenni celfyddydau i ganolbwyntio ar ganlyniadau cadarnhaol.

*"We work closely with the Youth Justice Team through at least weekly meetings. A member of the YJT sits on our management committee. We have recently been involved in a multi-agency project (Education and Criminality Partners) reporting on links between school exclusion and criminality"*

*"We annually access Crucial Crew which allows pupils to meet and take part in educational activities provided by the Emergency Services"*

c) Nododd sawl darpariaeth eu bod yn gallu darparu'r cwricwlwm yn Gymraeg. Fodd bynnag, ni wnaeth holl ymatebwyr yr arolwg sylwadau ar y maes hwn a disgrifiodd yr ychydig a roddodd sylwadau fod diffyg darpariaeth yn y Gymraeg.

*"Although the provision currently accessed is not delivered through the medium of Welsh, students are able to access support for Welsh development if they are first language Welsh speakers. However we currently do not have the ability to offer GCSE Welsh Language to the learners"*

*"Pupils can be Welsh speaking when they arrive and use of incidental Welsh is used daily"*

*"Welsh lessons are now being offered, but unfortunately only one member of part time staff speaks Welsh"*