

## **Agenda – Y Pwyllgor Plant, Pobl Ifanc ac Addysg**

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Lleoliad:	I gael rhagor o wybodaeth cysylltwch a:
Ystafell Bwyllgora 1 – y Senedd	Llinos Madeley
Dyddiad: Dydd Mercher, 22 Ionawr 2020	Clerc y Pwyllgor 0300 200 6565
Amser: 09.15	<a href="mailto:SeneddPPIA@cynulliad.cymru">SeneddPPIA@cynulliad.cymru</a>

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### **Rhag-gyfarfod preifat**

(09.15 – 09.30)

#### **1 Cyflwyniad, ymddiheuriadau, dirprwyon a datgan buddiannau**

(09.30)

#### **2 Craffu ar Adroddiad Blynyddol Cymwysterau Cymru – 2018–2019**

(09.30 – 10.30)

(Tudalennau 1 – 23)

David Jones, Cadeirydd – Cymwysterau Cymru

Philip Blaker, Prif Weithredwr – Cymwysterau Cymru

Dogfennau atodol:

Briff Ymchwil

CYPE(5)–03–20 – Papur 1 – Adroddiad Blynyddol Cymwysterau Cymru ar gyfer 2018 – 2019

### **Egwyl**

(10.30 – 10.40)



### **3 Addysg heblaw yn yr ysgol – Sesiwn dystiolaeth 1**

(10.40 – 11.40)

(Tudalennau 24 – 81)

Ann Keane, Cyn-gadeirydd grŵp gorchwyl a gorffen EOTAS Llywodraeth Cymru (daeth y grŵp i ben ar ddechrau 2017)

Yr Athro Brett Pugh, Cadeirydd grŵp cyflawni Llywodraeth Cymru ar gyfer EOTAS (y grŵp presennol)

Dogfennau atodol:

Briff Ymchwil

Dadansoddiad o'r ymatebion i'r ymgynghoriad

CYPE(5)-03-20 – Papur 2 – Ann Keane (Saesneg yn unig)

CYPE(5)-03-20 – Papur 3 – Yr Athro Brett Pugh (Saesneg yn unig)

CYPE(5)-03-20 – Papur 4 – Nodyn o'r ymweliadau ar 28 Tachwedd

### **4 Papurau i'w nodi**

(11.40)

#### **4.1 Llythyr gan y Cadeirydd at Bwyllgor yr Economi, Seilwaith a Sgiliau – diweddariad yn dilyn y sesiwn graffu ar gyllideb ddrafft y Gweinidog ar 8 Ionawr**

(Tudalen 82)

Dogfennau atodol:

CYPE(5)-03-20 – Papur i'w nodi 1

#### **4.2 Llythyr gan y Gweinidog Tai a Llywodraeth Leol ynghylch eglurhad am Asesiadau wedi'u Seilio ar Ddangosyddion a'u diben o fewn cyfrifiadau Setliad y Llywodraeth Leol**

(Tudalen 83)

Dogfennau atodol:

CYPE(5)-03-20 – Papur i'w nodi 2

- 5 Cynnig o dan Reol Sefydlog 17.42(ix) i benderfynu gwahardd y cyhoedd o weddill y cyfarfod ac ar gyfer y cyfarfod cyfan ar 30 Ionawr.**  
(11.40)
  
- 6 Ymchwiliad i addysg heblaw yn yr ysgol – Trafod y dystiolaeth**  
(11.40 – 11.45)
  
- 7 Cyllideb ddrafft Llywodraeth Cymru ar gyfer 2020–2021 – Trafod yr adroddiad drafft**  
(11.45 – 12.15)

Mae cyfyngiadau ar y ddogfen hon

## CYPE(5)-03-20 – Papur 1

Adroddiad Blynyddol Cymwysterau Cymru ar gyfer 2018 – 2019

<https://www.qualificationswales.org/media/5247/qw-annual-report-2019-c.pdf>

# Eitem 3

Yn rhinwedd paragraff(au) vi o Reol Sefydlog 17.42

Mae cyfyngiadau ar y ddogfen hon

Yn rhinwedd paragraff(au) vi o Reol Sefydlog 17.42

Mae cyfyngiadau ar y ddogfen hon

## CYPE(5)-03-20 – Papur 2

Cynulliad Cenedlaethol Cymru  
Y Pwyllgor Plant, Pobl Ifanc ac Addysg  
Ymchwiliad i Addysg Heblaw yn yr Ysgol  
EOTAS 27  
Ymateb gan: Ann Keane - EOTAS Grŵp  
gorchwyl a gorffen

National Assembly for Wales  
Children, Young People and Education Committee  
Inquiry into Education Otherwise than at School  
EOTAS 27  
Response from: Ann Keane – EOTAS Task and  
Finish

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### Introduction

This paper is sent to the Committee in December 2019 by Ann Keane and is a summary of the work of the Education Otherwise than at School (EOTAS) Task and Finish Group between September 2015 and March 2017, when it was replaced by the EOTAS Delivery Group, chaired by Dr Brett Pugh.

In my last *Annual Report* (page 35, pub. 2015) as HMCI at Estyn I drew a comparison between the success of the special school sector and the challenges in the pupil referral unit sector:

‘Since 2010, we have inspected 26 PRUs. A few are excellent, with sector-leading practice. However, for the most part, inspection outcomes are generally worse for PRUs than for any other sector, with half having only adequate or unsatisfactory standards and provision...too many learners remain in PRUs for too long, do not re-integrate into mainstream schooling, do not attend well enough, do not achieve appropriate qualifications or move successfully to further education, employment or training.

This is usually because the quality of teaching varies too much. The curriculum is often limited and uninteresting...Partnerships with other schools are also weak in many cases...In all cases, these features link with shortcomings in leadership and management in the PRU, by the local authority through the PRU’s management committee and officers. There is limited or no professional development for leaders or support for teachers-in-charge...Overall, the provision in too many PRUs fails the vulnerable learners who attend them.’

At the time, around half of children whose education was otherwise than at school were registered at PRUs.

## **The EOTAS Task & Finish Group**

Given the concern I had expressed about this sector while at Estyn I felt that I could contribute positively by accepting the Ministerial invitation to chair the Task & Finish Group being set up in 2015 to identify how to make progress in this troubling sector.

In addition to Estyn's reports on the sector there had been two other influential publications: one a review of the sector commissioned by Welsh Government from Edinburgh University (2012) and the other a report by the Children's Commissioner for Wales i.e. *The Right to Learn - Supporting children and young people at pupil referral units to reach their potential* (2014).

When the Task & Finish Group began its work in September 2015, six key areas for improvement had already been identified in workshops held at previous PRU and EOTAS conferences. These six areas were:

Leadership/Accountability/Resources/Structures/Learner  
Wellbeing/Outcomes

In order to help to focus the work of the group I devised a matrix that could be populated from the recommendations of all the relevant published reviews/reports and which would identify and capture the actions/duties for policy and delivery agencies (see Appendix 1). This was completed by civil servants and provided a starting point for discussion at the meetings where representatives from the sector, from local authorities and consortia as well as HMI were present, supported by a civil service secretariat. In addition to our meetings we held annual EOTAS conferences and circulated an informal paper for Group members to discuss with colleagues in order to test out views and feed back to the Group (see Appendix 2). The fruit of our deliberations and consultations finally appeared in the 2017 *Education otherwise than at school (EOTAS) Framework for Action*. The proposed actions were prioritised/synchronised as short, medium or long-term and related either to specific recommendations in reports or to actions that had been agreed in the T. & F. Group. Several proposals involved the commissioning of further pieces of research or analysis that would be required to inform further thinking, action and/or guidance.

The issues and concomitant actions that mainly concerned us as a Group may be summarised as follows:

- Establishing multi-agency referral panels in all LAs that would ensure that children were placed in a setting and/or with support that met their needs. Managed moves can be informal and undertaken without scrutiny.

- Developing commissioning frameworks and quality assurance arrangements for all non-school, non-PRU settings and provision whether it is used as part of EOTAS by LAs or by schools as 'alternative provision'.
- Meeting the training needs of staff and management committees.
- Including the sector in pioneering new curriculum and assessment arrangements.
- Standardising pupil and PRU registration practices.
- Improving and standardising the collection of data about pupils (and MIS).
- Developing an appropriate benchmarking framework for evaluating pupil outcomes (one that reflects progress in achievement and improvements in wellbeing).
- Sharing responsibility for accountability metrics with schools from which referrals made whether or not there is dual registration.
- Strengthening curriculum and support links with schools to enhance opportunities for re-integration and joint provision.
- Ensuring that PRUs and EOTAS where appropriate are included in arrangements for consortia support, funding for 21<sup>st</sup> century schools, general professional development (and School as a Learning Organisation) activity.

The Framework for Action reflects these concerns. We also discussed the status of PRUs, which both are and are not schools. In the main the Group favoured a view of PRUs as part of what Estyn describes as a 'continuum of provision' and to retain PRUs within LA control offers greater flexibility in that continuum. However, there was also a strong voice in favour of giving PRUs the autonomy of mainstream schools.

## **Appendix 1**

### **EOTAS matrix for areas and aspects to target (2015 paper)**

Here is a draft outline matrix that can be used to link the 6 areas you have already identified for 'targeted and strategic policy interventions' to aspects and actions for the different agencies involved. This can be used to inform your work plan which sets out actions and milestones for these interventions. The matrix can also be used to check against recommendations from different reviews (Edinburgh, Estyn, Children's Commissioner etc) and against issues raised by the Minister and DfES officials to make sure that everything that WG accepts or would consider accepting can be covered.

<b>Areas</b>	<b>Aspects</b>	<b>WG</b>	<b>Consortia</b>	<b>LA</b>	<b>School</b>	<b>PRU</b>	<b>Other</b>
Leadership	Policy						
	Guidance						
	Registration						
	Regulations						
	Governance:						
	of PRUs	Clearer model/ Definition					
	of partnerships						
	Info for pupils/ Parents						

<b>Areas</b>	<b>Aspects</b>	<b>WG</b>	<b>Consortia</b>	<b>LA</b>	<b>School</b>	<b>PRU</b>	<b>Other</b>
Resources	Funding model/ formula						
	ITET						
	Staff development						
	Accommodation				Shared	sites	

<b>Areas</b>	<b>Aspects</b>	<b>WG</b>	<b>Consortia</b>	<b>LA</b>	<b>School</b>	<b>PRU</b>	<b>Other</b>
Structures/ organisation	Curriculum				Pupils	register jointly	
	Info-sharing						

	Partnership working on the continuum of provision:	Joint DfES approach to NEETS/ Youth Eng Strategy					
	Referrals						
	Exclusions						
	Managed Moves						
	Appeals						
	Reintegration						
	Pathways						

<b>Areas</b>	<b>Aspects</b>	<b>WG</b>	<b>Consortia</b>	<b>LA</b>	<b>School</b>	<b>PRU</b>	<b>Other</b>
Outcomes	Tracking progress:						
	credits/ qualifications attained						
	destinations						
	reintegration rates.						
	Record-keeping (behaviour)						
	Reporting						

<b>Areas</b>	<b>Aspects</b>	<b>WG</b>	<b>Consortia</b>	<b>LA</b>	<b>School</b>	<b>PRU</b>	<b>Other</b>
Accountability	PIs						
	Standardised National Benchmarking Framework						
	Self- evaluation						
	inspection						

<b>Areas</b>	<b>Aspects</b>	<b>WG</b>	<b>Consortia</b>	<b>LA</b>	<b>School</b>	<b>PRU</b>	<b>Other</b>
Learner wellbeing	Behaviour support						
	ALN support						
	Safeguarding arrangements						
	Learner voice						

Ann Keane  
15.07.15

## **Appendix 2**

### **Education other than at school (EOTAS) task and finish group**

#### **Framework for Action – Discussion Paper – February 2016**

##### **Introduction**

Following a number of reports on PRUs and other EOTAS provision in Wales, the Minister for Education and Skills made it clear that current standards within the sector were not acceptable. The Minister established a Task and Finish Group and invited Ann Keane to take up the position of Chair. The Group has been tasked with developing practical solutions that will deliver improved outcomes and standards of wellbeing and accountability in the sector for pupils and staff alike.

The work of the Group has been divided into two tranches. The first tranche, which began in September 2015, has focussed on PRUs. The second will focus on wider EOTAS provision.

##### **Framework Development**

The Framework seeks to reflect the many and varied views of stakeholders.

In February 2015, the Welsh Government hosted a PRU conference in which six key areas were discussed, and stakeholders were asked to highlight issues and propose solutions. The engagement informed the development of proposals which were then presented at a follow-up conference in November 2015. As before, stakeholders were actively engaged in discussion at dedicated conference workshops and were asked to provide feedback on draft proposals. This feedback has been used to further refine a draft framework, which Task and Finish Group members are now considering.

##### **Framework for Action – PRU stage – FEEDBACK REQUIRED**

The draft proposals set out in this discussion paper are still in development.

The paper is a summary of the actions that are being proposed at this stage. It is being circulated for wider discussion by the sector and for feedback to and by the members of the Task and Finish Group.

All current and further proposals will be subject to agreement by Group consensus and subsequently to agreement by the Minister for Education and Skills.

##### **Proposals**

##### **Short-term work (2016)**

- Welsh Government to commission analysis and evaluation of the access/referral panels operating in local authorities.
- Welsh Government to commission an evaluation of 'best practice' in relation to how pupils are referred to PRUs and how they are reintegrated into mainstream schools.
- Welsh Government to commission WLGA-led analysis of training needs for management committees, PRUs and challenge advisers.
- Welsh Government to explore the feasibility of adapting support material produced by Governors Wales to support the work of management committees.
- Welsh Government to commission analysis of pupil registration practices to enable better data collection.
- Welsh Government to further consider how a more appropriate range of outcomes for EOTAS can be measured and incorporated into a benchmarking framework.
- Welsh Government to continue its work to make the PDG available to pupils in PRUs.
- Welsh Government to review the '21<sup>st</sup> Century school buildings' bidding process to ensure that PRUs are included within local authority bids where this is appropriate.

### **Medium-term work (2016-17)**

- Welsh Government to develop non-statutory, best-practice guidance on how to establish and sustain local authority access/referral panels as well as establishing better referral and integration procedures.
- Welsh Government to consider support arrangements for PRUs and local authorities to make sustainable improvements to resources (staff training, MIS infrastructure, management committee training).
- Welsh Government to explore the options for supporting the tailoring and delivery of specific PRU staff and management training modules.
- Welsh Government to introduce non-statutory guidance on PRU opening and closing procedures.
- Welsh Government to consider the results of the analysis of pupil registration practices and the potential introduction of standardised procedures, which could include increased requirements for dual registration.
- Welsh Government to commission a review of how well the current management committees are working.

### **Long-term work (2017-19)**

The long-term work of the group will be informed by the results of the work undertaken in the short and medium terms.

Initial discussions have indicated that this could include the introduction of primary and secondary legislation that will change the way that EOTAS

services and provision are organised and commissioned currently. Any legislative changes would be accompanied by supporting statutory guidance.

The Task and Finish Group has been asked to discuss the options outlined above and identify issues for inclusion in a final paper to be considered by the group in March 2016.

## **CYPE(5)-03-20 – Papur 3**

### **Paper submitted to the Children, Young People and Education Committee- Professor Brett Pugh**

#### **Introduction**

This paper is submitted to the Committee in January 2020 by Brett Pugh in his capacity as Chair of the Education Otherwise than at School (EOTAS) Advisory Group (formerly Education Otherwise than at School (EOTAS) Delivery Group). It provides the context for the establishment of the Delivery Group during the summer term 2017, its terms of reference and a summary of its work to date. It concludes by outlining its current position and its future work priorities and functions.

#### **Context**

In September 2015 the EOTAS Task and Finish Group was established with the purpose of driving forward improvements within the sector and promoting EOTAS services as a fully integrated aspect of the continuum of education provision. It was chaired by the former Estyn Chief Inspector Ann Keane, and included representatives from the Welsh Government, local authorities, schools, pupil referral units (PRUs), Estyn and the Office of the Children's Commissioner for Wales.

The first phase of the Group's work looked at all facets of PRU provision and the legislative basis on which they operate. The second phase considered wider EOTAS provision, and was informed by Estyn's thematic review report, which was published in June 2016<sup>1</sup>.

The Group's considerations culminated in a 'Framework for Action'<sup>2</sup> which was issued for consultation in summer 2017 and published in December 2017. The Framework was divided into the following key provision areas: EOTAS access panels, training for PRU management committees, EOTAS commissioning frameworks, data and information sharing, successful futures and collaboration and partnership working. Welsh Government decided that the actions within the Framework should be introduced on a phased basis over the short, medium and long term. Welsh Government felt that before medium and long term non-statutory and statutory requirements could be established, short term proposals needed to be undertaken to expand the current evidence base on EOTAS provision and practice, so as to inform the development of model policy options.

The EOTAS Task and Finish Group disbanded in March 2017 and was replaced by the EOTAS Delivery Group. The Delivery Group's role was to oversee the implementation of the work identified in the Framework for Action and act as a consultative group for the development of guidance and legislation (see Appendix 1

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<sup>1</sup> Estyn (2016) Education Other Than at School. Available at: <https://www.estyn.gov.wales/thematic-reports/education-other-school>

<sup>2</sup> Welsh Government (2017) Education Other Than at School (EOTAS) Framework for Action. Available at: <https://gov.wales/sites/default/files/publications/2018-03/education-otherwise-than-at-school-framework-for-action.pdf>

for the Terms of Reference of the Group). The membership of the Group was made up of Welsh Government officials, some members of the previous EOTAS Task and Finish Group, Estyn and other stakeholders working within local authorities, PRUs and EOTAS providers.

## **Consultation and publication of the Framework**

The EOTAS Delivery Group's initial task was to work with the Welsh Government to undertake the Framework for Action's consultative phase, engaging with stakeholders to facilitate consultation responses and identify unintended consequences, practical barriers to implementation and gaps in proposals.

A number of consultation events were held and extensive responses received as part of the consultation which took place between 5 June and 31 July 2017. A summary of the responses from the EOTAS Framework for Action consultation can be accessed at:

<https://gov.wales/sites/default/files/consultations/2018-02/171204-summary-of-responses-en.pdf>

The Framework was published in December 2017 and formed the action plan for the Delivery Group's work. The Framework is available at:

<https://gov.wales/education-otherwise-school-eotas-framework-action>

## **Outline of the work of the Delivery Group**

Following the publication of the Framework the work of the Delivery Group was to advise Welsh Government and stakeholders and to focus on the short term actions within the framework. These actions were designed to provide an evidence base to inform policy models and to support the delivery of the provisions and actions within the medium and long term sections of the Framework. Amongst the key deliverables covered under the short term actions were:

- Welsh Government to commission WLGA led analysis of training needs for management committees. The analysis was published in August 2017 see:

<https://gov.wales/pupil-referral-unit-management-committees-analysis-training-and-development-needs>

Subsequently, in 2018, A Handbook for Management Committees of Pupil Referral Units was published on the Framework):

<https://gov.wales/sites/default/files/publications/2018-11/handbook-for-management-committees-of-pupil-referral-units.pdf>

- Welsh Government to commission analysis of local authority access/referral panels. This was published in October 2018 see:

- <https://gov.wales/sites/default/files/publications/2018-10/an-analysis-of-local-authority-pupil-registration-practices-for-learners-accessing-pru-and-eotas-provision.pdf>
- Welsh Government to commission analysis of pupil registration practices across Wales to better enable data collection and establish best practice regarding accountability and outcomes. This analysis was published in October 2018: <https://gov.wales/sites/default/files/publications/2018-10/an-analysis-of-local-authority-referral-panels-and-or-practices-for-learners-accessing-eotas-provision.pdf>
- Welsh Government to undertake research into best practice for commissioning frameworks and quality assurance for EOTAS provision. Research into current approaches to commissioning EOTAS provision has been undertaken. A report of the findings is expected to be published in Spring 2020.
- Welsh Government to explore the feasibility of expanding the support available, via various stakeholders, to management committee members. Estyn have undertaken a remit review into the effectiveness of PRU management committees. The findings will inform consideration of any additional support management committees require. The report is expected to be published in February 2020.
- Welsh Government to undertake an analysis of pupil registration and exclusions data. Estyn undertook a review of pupil registration practices which was published in October 2018: <https://gov.wales/review-registration-process-learners-accessing-pupil-referral-units-pru-and-education-other-school>
- Welsh Government to work with Careers Wales and local authorities to explore the options for improving the collection of data from former EOTAS learners to identify effective interventions and inform future provision. Initial discussions have taken place to explore options for improving data collected from former EOTAS pupils. Further meetings are planned with key stakeholders.
- Welsh Government to work with regional consortia to assess learning and development requirements for challenge advisors working with PRUs. Since January 2018, strategic advisors for the Pupil Deprivation Grant (PDG) have been appointed. Each advisor champions a specific area. One of the four strategic advisors is an EOTAS champion.
- Welsh Government to continue to make PDG available to PRUs for single registered pupils and to consider amending PDG guidance. The PRU PDG has been extended to all those pupils who are single registered at a PRU.

- Welsh Government to review the 21<sup>st</sup> Century School bidding and funding process to ensure that PRUs (and other EOTAS settings, where appropriate) are considered in local authority bids. 21<sup>st</sup> Century Schools policy officials now scrutinise business cases to ensure that PRUs and EOTAS provision are being considered effectively by local authorities. A number of local authorities have considered PRU and EOTAS facilities as part of their second wave, 21<sup>st</sup> Century Schools and Colleges Programme. These projects are subject to the usual satisfactory completion of the business case process. In addition, Welsh Government has increased its programme funding intervention rate for special schools to 75% for Band B to support these projects (this was 50% in Band A).

A full update of progress on the Framework has already been provided for the Committee by the Minister for Education and should be used to access detailed information.

### **Current position and future priorities**

The baseline work has now been largely completed and it is important to move forward with the medium and long term actions set out in the Framework. Focus is currently being given to the following key areas:

1. increasing access to the curriculum for EOTAS pupils;
2. improving the commissioning of EOTAS provision and establishing EOTAS referral panels; and
3. standardising EOTAS pupil registration practices.

These three areas are integral to supporting children and young people, wherever possible, to remain in mainstream education. Also, key is the interconnectedness between the actions in the framework: policies need to be designed and implemented so that they support and reinforce one another, e.g. the commissioning guidance will need to make reference to access to the curriculum.

Essential to this aim will be the use of Welsh Government's new approach to accountability. The new accountability measures will need to include a measure of how socially inclusive schools are and to reduce incentives for schools and local authorities to off-roll pupils. Estyn's report into pupil registration practices (October 2019) provides some very useful data, information and recommendations to support this (see <https://www.estyn.gov.wales/thematic-reports/pupil-registration-practices>).

In addition, there will need to be strong cohesion between Welsh Government policy areas and stakeholders in developing a whole school approach to mental health and well-being that can provide guidance to schools and support them to understand why some children have behaviour difficulties that can lead to exclusion. Welsh Government's work to tackle adverse childhood experiences (ACEs) will support this. Welsh Government has supported the creation of an ACE Support Hub for Wales,

which has developed a programme of ACE awareness training for schools. By March 2020, all schools in Wales will have been able to access this training. The training will enable schools to understand behaviour and to put in place ACE informed practices to support children who are at risk of exclusion.

With all the above in mind Welsh Government has reviewed the terms of reference of the Delivery Group in order to ensure the expertise of its members is being utilised to best effect. A greater emphasis is now being placed on the advisory capacity of the Group. Its name has been amended to become the EOTAS Advisory Group. The role of the EOTAS Advisory Group is to:

- provide expert advice to the Minister on the implementation of the EOTAS Framework for Action.
- provide advice to officials on the development of policy to implement the Framework.
- be updated on progress of the work plan.
- raise awareness of the work being undertaken to implement the Framework.

(See Appendix 2 for details.)

Two important elements of the Advisory Group's work are its engagement with stakeholders and its role in awareness raising. A good vehicle for both these elements is the annual EOTAS Conference. Last year the EOTAS conference was held on 24 September. The agenda included a presentation by Estyn on the findings of its review into off-rolling and a breakout session on the duties of schools and PRUs being introduced as part of the Additional Learning Needs and Education Tribunal Act (Wales) 2018. In addition, delegates had the opportunity to network with organisations represented in the 'marketplace', amongst these were Careers Wales, Estyn, NHS Wales (Together for Children and Young People programme) and Welsh Government officials from the whole school approach to mental health and wellbeing.

**Paper submitted to the Committee on 6 January 2020.**

**Professor Brett Pugh**

## Appendix 1



### 1. Introduction

1.1. The EOTAS Task and Finish Group was established in September 2015 with the purpose of driving forward improvements within the sector and promoting EOTAS services as a fully integrated aspect of the continuum of education provision.

1.2. It was chaired by the former Estyn Chief Inspector Ann Keane, and included representatives from the Welsh Government, local authorities, schools, PRUs, Estyn and the office of the Children's Commissioner for Wales.

1.3. The first phase of the group's work looked at all facets of PRU provision and the legislative basis on which they operate. The second phase considered wider EOTAS provision, and was informed by Estyn's thematic review report, which was published in June 2016.

1.4. The Group's considerations culminated in a 'Framework for Action' which subject to agreement by the Cabinet Secretary for Education will be published for consultation in the Spring 2017.

### 2. Purpose

2.1. The EOTAS Task and Finish Group disbanded in March 2017 and has been replaced by the EOTAS Delivery Group. The Delivery Group will act as a consultative group for the development of guidance and legislation and oversee the implementation of the work identified in the Framework for Action.

2.2. The EOTAS Delivery Group will be expected to work with the Welsh Government through the Framework for Action's consultative phase, engaging with other stakeholders to facilitate consultation responses and identify unintended consequences, practical barriers to implementation and gaps in proposals.

2.3. During the EOTAS Task and Finish Group's considerations, it was evident that some existing Welsh Government guidance, information and policy documents acted to complicate the delivery and monitoring of EOTAS provision.

2.4. This added complication included, but was not limited to, the use of different terminology, the ability to record certain registration practices - despite legislation and guidance prohibiting them - and mechanisms for measuring outcomes contradicting the Welsh Government's promotion of inclusive education.

2.5. The Group will be expected to review the identified documents and recommend changes to the Welsh Government policy team.

2.6. Following the launch of the final Framework for Action, the Group will be expected to act as a consultative group overseeing the implementation of the Framework for Action and acting as a 'critical friend' to the Welsh Government, as officials develop the fine detail of the guidance and legislative proposals outlined in the Framework.

### **3. Key tasks**

3.1. The key tasks of the EOTAS Delivery Group will be to:

- facilitate discussions at the Framework for Action consultation events for stakeholders
- consider the analysis of consultation responses to the Framework for Action
- review the Welsh Government's PLASC technical completion notes
- review the Welsh Government's 'Exclusions from Schools and Pupil Referral Unit guidance'
- review the Welsh Government's 'Guidance on School Attendance Codes' review the Framework for Action for unintended consequences
- act as the consultative group for the development of guidance and legislation as outlined in the Framework for Action.

### **4. Membership**

4.1. The membership of the Group will comprise of Welsh Government officials, some members of the previous EOTAS Task and Finish Group, Estyn and other stakeholders working within local authorities, PRUs and EOTAS providers.

4.2. Members will be able to nominate a substitute if they are unable to make a meeting. They will be required to inform Welsh Government officials with as much prior notice as possible.

4.3. Non-members will be invited to attend specific meetings when appropriate.

## **5. The Chair's role**

5.1. The EOTAS Delivery Group will be chaired by Dr Brett Pugh. The role of the secretariat and related administrative support will be undertaken by Welsh Government officials from the Pupil Wellbeing Team within the Education and Public Services Group, Welsh Government.

5.2. The planning and scheduling of meetings is the responsibility of the Chair. In order to make maximum use of the meeting time available, a work plan will be set up for the Delivery Group, based on the key tasks outlined in 3.1. Group members will be expected to work on agreed actions in between the main meetings of the group, and occasionally take part in sub group meetings to address specific items.

5.3. All agreed tasks will be sent by e-mail to the Chair and lead official two weeks before the scheduled meetings

5.4. The Chair will agree the overarching work programmes with lead officials and present it together with these draft terms of reference to the first meeting of the Delivery Group. The work plan will be divided into short, medium and long term actions. Stocktakes will be held with officials at each meeting to check on implementation.

5.5. The Delivery Group will agree on a timescales for reporting to Ministers and ADEW, Consortia and other relevant groups.

## **6. Meetings**

6.1. In addition to attending the consultation events between April and September 2017, overview meetings of the Group will be held three times a year and, if required, additional meetings will be scheduled.

6.2. From time to time, group members may be required to attend ad-hoc meetings on a specific work item(s), separate to the overview meetings, and share electronic communication in the interim periods.

## **7. Planning and communications**

7.2. The Pupil Wellbeing Team has prepared a communication and engagement plan and group members may be asked to contribute to news and social media articles published by the Welsh Government. Members will also be expected to engage with, and disseminate information to, their respective groups and networks using an agreed statement format. At the end of the each meeting an appropriate communication will be agreed and a timescale for dissemination.

## Appendix 2

### **Education Otherwise than at School (EOTAS) Advisory Group Terms of Reference and Membership**



Llywodraeth Cymru  
Welsh Government

The role of the EOTAS Advisory Group is to:

- Provide expert advice to the Minister on the implementation of the EOTAS Framework for Action.
- Provide advice to officials on the development of policy to implement the Framework.
- Be updated on progress of the work plan.
- Raise awareness of the work being undertaken to implement the Framework.

#### **Timing**

Meetings of the Group will be held quarterly and, if required, additional meetings will be scheduled.

#### **Membership**

Meetings will be chaired by Professor Brett Pugh.

Membership will be by Ministerial invitation. As agreed by the Minister for Education, membership of the group comprises of Welsh Government officials, some members of the previous EOTAS Task and Finish Group, Estyn, EOTAS providers and stakeholders working in local authorities and pupil referral units (PRUs).

Members will be able to nominate a substitute if they are unable to attend a meeting.

#### **Supplementary work**

From time to time, group members may be invited to ad-hoc meetings and/or comment on documents. Documents not in the public domain should not be shared via email. Welsh Government will disseminate confidential papers using Objective Connect.

#### **Administration**

The role of the secretariat and related administrative support will be undertaken by officials from the Learner Inclusion Team within the Education and Public Services Group, Welsh Government.

# Addysg Heblaw yn yr Ysgol: Nodyn o ymweliadau'r Pwyllgor ar 28 Tachwedd 2019

Ar 28 Tachwedd 2019, ymwelodd aelodau'r Pwyllgor â thri lleoliad sy'n cefnogi plant a phobl ifanc sy'n derbyn addysg heblaw yn yr ysgol (EOTAS). Roedd y lleoliadau hyn ym Mhen-y-bont ar Ogwr, Caerdydd a Chaernarfon.

Roedd gan ddisgyblion gymysgedd o anghenion a galluoedd, rhai yn ymwneud ag iechyd meddwl (gan gynnwys hunan-niweidio sylweddol a syniadaeth hunanladdol ar brydiau) ac eraill ag ymddygiadau cymdeithasol, emosiynol a rheoleiddio.

Prif ddiben yr ymweliadau oedd galluogi trafodaethau wyneb yn wyneb â disgyblion, er mwyn dod i ddeall eu profiadau o dderbyn addysg y tu allan i'w hysgolion prif ffrwd. Siaradodd yr Aelodau hefyd â staff, rhieni a gofalwyr. Cynhaliodd y Pwyllgor yr ymweliadau ar ddechrau'r ymchwiliad i sicrhau bod profiadau uniongyrchol y rhai sy'n ymwneud ag EOTAS yn amlwg ym meddwl yr Aelodau wrth i'r Pwyllgor archwilio'r maes hwn yn fwy manwl.

Paratowyd y nodyn hwn gyda chaniatâd yr holl leoliadau yr ymwelwyd â hwy. Ei ddiben yw llywio sesiynau tystiolaeth lafar, ac adroddiad terfynol ac argymhellion y Pwyllgor. Er mwyn cynnal preifatrwydd y rhai y siaradodd yr Aelodau â hwy, nid yw'r sylwadau wedi'u priodoli i unigolion.

Hoffai'r Pwyllgor ddiolch i'r holl blant, pobl ifanc, staff, rhieni a gofalwyr a alluogodd i'r ymweliadau hyn ddigwydd ac a roddodd o'u hamser i helpu'r Aelodau gyda'r gwaith hwn.



## Cefnogaeth mewn ysgolion prif ffrwd

1. Nododd y mwyafrif o'r dysgwyr a'r rhieni/gofalwyr mai **y chydig iawn, os o gwbl, o gefnogaeth oedd ar gael** yn eu hysgolion prif ffrwd i alluogi plant a phobl ifanc ag anawsterau i aros yno. Cafwyd y sylwadau a ganlyn:

“Doedd dim strwythur cefnogaeth.”

“Roeddwn i allan o wersi 24/7. Doeddwn i ddim yn dysgu.”

“Doedd athrawon ddim yn talu sylw - wnes i ddim dysgu.”

“Roeddwn i'n cael fy ngwneud i deimlo'n ddrwg.”

“Roedd gen i ofn gofyn am help.”

“Mae angen i athrawon ddeall yn well sut i'n helpu ni.”

“Doedd yr athrawon ddim yn fy hoffi i felly fe wnaethant fy nghicio allan.”

“Maen nhw'n colli eu tymer mor gyflym [...] Maen nhw'n meddwl ein bod ni'n ceisio cael sylw. Ond rydyn ni eisiau i rywun wrando.”

“Ro'n i'n cael help ond yn hapus i ddod yma i osgoi cael bai ar gam.”

2. Roedd y materion a nodwyd gan ddysgwyr a rhieni/gofalwyr mewn ysgolion prif ffrwd yn cynnwys trallod a achoswyd gan y canlynol:

- meintiau dosbarth mwy;
- defnyddio dulliau ynysu;
- tynnu amserau egwyl/cinio a theithiau ysgol, cyngherddau a diwrnodau chwaraeon yn ôl;
- peidio â gwrando/deall eu hanghenion;
- y chydig neu ddim cysylltiad yn cael ei feithrin rhwng disgyblion ac athrawon;
- newid ymagwedd yn aml yn yr ysgol tuag at anawsterau ymddygiadol, emosiynol a chymdeithasol (BESD) ac iechyd meddwl;

- cael eu labelu a'u stigmatiddio, gan arwain at ddirywiad pellach mewn ymddygiad; a
- gorfod symud darpariaeth/ysgolion prif ffrwd, gan fynd “ar goll” yn y system.

**3.** Cyfeiriodd y nifer fach o ddysgwyr a rhieni/gofalwyr a nododd eu bod wedi derbyn rhywfaint o gefnogaeth yn eu hysgol brif ffrwd at y canlynol fel adnoddau pwysig:

- **cardiau amser allan** - i'w dangos i gael caniatâd i adael yr ystafell ddosbarth pan oeddent yn teimlo'r angen;
- **“tai dysgu”/“parthau adferol”** - i ymweld â hwy pan nad oeddent yn gallu aros yn eu dosbarth prif ffrwd;
- **amserlenni llai** - cynyddu hydrinedd yr amser a dreulir yn amgylchedd ffurfiol yr ysgol.

**4.** Fodd bynnag, eglurodd y dysgwyr fod **nifer o heriau mewn perthynas â'r adnoddau hyn**. Roedd y rhain yn cynnwys bod yn rhy ofnus ar adegau i ddangos eu cerdyn amser allan, teimlo'n “ddrwg” neu'n ynysig pan oeddent yn gadael eu dosbarthiadau prif ffrwd i fynd i dai dysgu/parthau adferol, a theimlo nad oeddent yn dysgu'n arbennig o dda er bod y mecanweithiau hyn ar waith. Cyfeiriodd mwyafrif y rhai a wnaeth sylwadau cadarnhaol am eu hysgolion prif ffrwd at **bwysigrwydd staff penodol** a oedd wedi gwrandao arnynt, wedi deall eu problemau, ac wedi darparu cefnogaeth wedi'i theilwra.

**5.** Gofynnwyd **beth allai fod wedi bod yn well** yn eu profiad, ac awgrymodd y dysgwyr a rhai o'r rhieni/gofalwyr y canlynol:

- dylai athrawon fod **wedi'u hyfforddi'n well** i wella eu dealltwriaeth o anawsterau ymddygiadol, emosiynol a chymdeithasol, anghenion niwroddatblygiadol ac iechyd meddwl, a'u galluogi i allu ymdrin â theimladau cadarnhaol/negyddol yn well. Teimlai'r dysgwyr fod eu heriau'n cael eu cam-labelu'n rheolaidd fel achosion o gamymddwyn. Teimlai'r rhieni/gofalwyr y byddai hwn yn fuddsoddiad da o ystyried cyffredinrwydd cynyddol salwch meddwl a hunanladdiad wrth newid i fod yn oedolion;
- dylid rhoi **mwyafrif o rybudd** / dylid cymryd camau cyn i ddysgwr gael ei “gicio allan” o ddosbarth;

- dylai staff yr ysgol **gymryd mwy o amser i ddeall anghenion dysgwyr** - mae angen amynedd a dealltwriaeth i'w helpu i oresgyn y materion sy'n eu hwynebu;
- **dull mwy cymesur o wahardd**- roedd dysgwyr yn teimlo eu bod yn cael eu gwahardd oherwydd nifer o ddigwyddiadau bach a oedd yn cronni yn hytrach na materion difrifol a oedd yn gwarantu gweithredu yn y fath ffordd; a
- mwy o **gydraddoldeb rhwng y pwysigrwydd a roddir ar les a chyrhaeddiad** - roedd rhai o'r rhieni/gofalwyr yn ofni nad oedd ysgolion yn ymgysylltu rhag ofn niweidio mesurau perfformiad, yn enwedig canlyniadau arholiadau.

## Opsionau amgen i brif ffrwd a lefel y dewis

**6.** Soniwyd am brofiadau cymysg mewn perthynas â'r **opsionau a'r dewisiadau sydd ar gael y tu hwnt i ysgol brif ffrwd.**

**7.** Teimlai'r dysgwyr ym Mhen-y-bont ar Ogwr fod ganddynt opsiynau amgen yn agos at eu cartrefi. Yn ogystal â'r uned ei hun, roeddent yn ymwybodol o'r opsiynau ar gyfer addysg gartref. Gwnaethant hefyd dynnu sylw at y ffaith eu bod yn gallu cael gafael ar ddarpariaeth mewn colegau addysg bellach yn ystod blynyddoedd 10 ac 11, ar y cyd â'u presenoldeb yn yr Uned Cyfeirio Disgyblion. Roeddent yn teimlo bod y rhain yn ddefnyddiol iawn i'w galluogi i ystyried a pharatoi ar gyfer eu hopsiynau addysg ôl-16. Mewn cyferbyniad, nododd dysgwyr yng Nghaerdydd mai dim ond un opsiwn a gyflwynwyd iddynt, yn hytrach nag ystod.

**8.** Nododd mwyafrif y dysgwyr ar draws y tri lleoliad eu bod yn teimlo'n **nerfus cyn mynd i mewn i EOTAS** ynghylch yr hyn a fyddai'n digwydd ar ôl gadael darpariaeth brif ffrwd. Ymhlith y pryderon roedd:

- colli ffrindiau;
- colli allan ar ddysgu;
- y stigma o fod yn EOTAS, gan gynnwys cael eich ystyried yn "ddrwg"; a
- chael trafferth dychwelyd i'r ysgol brif ffrwd.

**9.** Teimlai rhai o'r rhieni/gofalwyr fod **diffyg gwybodaeth** am yr opsiynau amgen sydd ar gael iddynt hwy a'u plant. Roeddent yn teimlo bod hyn yn effeithio ar eu

gallu i wneud dewis gwybodus, ac mewn un achos yn gohirio eu penderfyniad i symud eu plentyn o'r ysgol brif ffrwd rhag ofn iddynt gyfyngu ar eu rhagolygon a'u cyrhaeddiad yn y dyfodol.

**10.** Er bod nifer yn canmol staff yr ysgol brif ffrwd ac awdurdodau lleol, gwnaethant sylwadau ei bod wedi bod yn “frwydr hir” i ddod o hyd i'r bobl iawn. Teimlai rhai hefyd y gallai sicrhau EOTAS ddibynnu ar **lefel y gefnogaeth/gwybodaeth sydd gan rieni, a pha mor agos ydynt at dref/dinas** sydd â phoblogaeth ddigonol o ran maint i gynnal darpariaeth o'r fath.

#### Amser i sicrhau darpariaeth amgen

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**11.** Nodwyd **profiadau cymysg** mewn perthynas â'r amser a gymerodd i sicrhau darpariaeth heblaw yn yr ysgol, a natur y gefnogaeth a ddarparwyd yn ystod y cyfnod interim. Roedd yr amseroedd aros a nodwyd yn amrywio o ychydig iawn i 16-18 mis.

**12.** Yn achos oedi, roedd cefnogaeth dros dro yn amrywio o “rywfaint o addysg gartref” (i'r unigolyn a oedd yn aros 16-18 mis) i “ddim byd” (i'r unigolyn arall a oedd yn aros 6-7 mis). Mewn cyferbyniad, nododd dysgwyr arall fwlch llawer byrrach o 2-3 mis yn ei haddysg, pan ddarparwyd ystod o gefnogaeth, gweithgareddau ac amser gyda gweithwyr ieuenctid. Roedd consensws ymhlith y rhai a wnaeth sylwadau am yr amser y mae'n ei gymryd i sicrhau dewis arall bod unrhyw fwlch yn ddi-fudd ac y gallai effeithio ar iechyd meddwl, lles a chyrhaeddiad.

**13.** Dywedodd rhai o'r rhieni/gofalwyr fod eu plentyn yn aros mewn ysgol brif ffrwd heb y lefel angenrheidiol o gefnogaeth **wedi effeithio ar yr uned deuluol ehangach**. Gwnaethant nodi bod brodyr a chwiorydd eraill yn cael eu heffeithio ac mewn perygl o adlewyrchu ymddygiad. Fe wnaethant hefyd egluro bod eu swyddi eu hunain yn cael eu heffeithio oherwydd y nifer o weithiau y bu'n rhaid iddynt adael y gwaith i gasglu eu plant yn gynnar yn dilyn cais gan yr ysgol.

#### Cefnogaeth yn narpariaeth EOTAS

**14.** Nododd mwyafrif y dysgwyr ar draws y tri lleoliad eu bod yn teimlo eu bod wedi cael **cefnogaeth dda iawn ar ôl iddynt ymuno â'u darpariaeth EOTAS**. Ychwanegodd llawer fod eu profiad wedi gwneud **gwahaniaeth sylweddol a chadarnhaol i'w haddysg**.

## Manteision EOTAS

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**15.** Y prif agweddau y pwysleisiodd y dysgwyr a'u rhieni/gofalwyr eu bod yn well yn EOTAS oedd:

- **staff addysgu a staff cymorth** yn cymryd yr amser i wrando arnynt a bod yn fwy profiadol wrth ymdrin â'u hanghenion a'u deall;

“Nid oes gan y staff dymer fer yma.”

“Mae dealltwriaeth ac ymddiriedaeth rhwng y disgyblion a'r staff. Rydyn ni'n ffitio i mewn yma.”

“Mae'r staff i gyd wedi cael hyfforddiant mewn iechyd meddwl.”

“Rydyn ni i gyd yn dod ymlaen yma. Rydyn ni fel teulu.”

- nifer llai o ddysgwyr, yn enwedig o ran **maint bach dosbarthiadau**, gan olygu eu bod yn cael y sylw yr oedd ei angen arnynt, nad oeddent mor bryderus i ofyn am help, ac nad oeddent yn teimlo bod yr ystafell yn orlawn oherwydd eraill;

“Gall staff ddod i adnabod plant lawer mwy oherwydd ei bod yn llai nag ysgol brif ffrwd.”

“Nid yw mor swnllyd â fy ysgol arall.”

- **hyblygrwydd a natur y gefnogaeth** yn fwy ffafriol i ddysgu;

“Maen nhw'n egluro pethau yma.”

“Mae'n haws gofyn am help.”

“Mae'n helpu i gael profiadau a rennir. Fe allwn ni fod yn onest yma.”

- y **cyflymder dysgu** yn llawer mwy wedi'i deilwra i'w hanghenion unigol;

“Nid yw athrawon yn ein rhuthro ni yma.”

“Mae'r brif ffrwd yn canolbwyntio ar raddau.”

- **rhieni/gofalwyr yn cymryd rhan ac yn wybodus** am addysg eu plentyn.

“Fe alla i ofyn am sgwrs ar unrhyw adeg... mae'r cyfathrebu'n rhagorol.”

**16.** Nodwyd bod y gefnogaeth a gawsant yn **yr uned wedi gwella eu dysgu**. Cafwyd y sylwadau a ganlyn:

“Mae wedi gwella fy nysgu oherwydd fy mod i'n dod i'r ysgol nawr. Roeddwn i'n arfer cael wythnosau i ffwrdd yn fy ysgol arall.”

“Rwy'n gwneud mwy o waith yma.”

“Rwy'n ôl i ddiwrnod llawn o ddysgu yma, yn hytrach nag amserlen lai.”

“Mae'n fwy hamddenol yma felly rydw i'n ymgysylltu mwy.”

“Nid oes gen i ofn gofyn am help mwyach. Rwy'n siarad mwy ac rwy'n llai pryderus.”

“Mae fy hyder wedi cynyddu.”

“Rwy'n fwy hyderus ac yn fwy annibynnol.”

“Mae fy ymddygiad wedi gwella.”

“Mae hi wedi ffynnu yma.”

“Dwi heb orfod ei gasglu'n gynnar unwaith yma.”

“Dwi'n canolbwyntio ac yn gwrando'n fwy ar yr athrawon.”

“Dwi'n llai hyper a dwi ddim yn codi ffrae na chwffio cymaint.”

Amrywiaeth o bynciau a chefnogaeth

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**17.** Roedd ystod y pynciau a oedd ar gael i ddysgwyr yn amrywio o un lleoliad i'r llall, ond roedd y tri ohonynt yn darparu **pynciau craidd** (Cymraeg/Saesneg a Mathemateg, gan gynnwys cymwysterau TGAU lle bo hynny'n briodol). Mewn rhai achosion, darparwyd pynciau craidd drwy dasgau mwy ymarferol (er enghraifft mathemateg yn cael ei gynnwys mewn sesiynau coginio drwy bwysu cynhwysion), a **llawer mwy o bwyslais ar anogaeth, ymddygiadau ac emosiynau** nag ar y cwricwlwm ffurfiol.

**18.** Cyfeiriodd rhai o'r disgyblion/rheini at **gwrwicwlwm mwy cyfyngedig** fel pryder a oedd wedi'u hatal i ddechrau rhag bod eisiau mynd i ddarpariaeth EOTAS (ac yn ffactor a fyddai'n eu denu yn ôl i'w hysgol brif ffurdd). Serch hynny, roedd rhai pobl ifanc a'u rhieni/gofalwyr yn teimlo bod y gefnogaeth a ddarperir yn EOTAS yn eu

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galluogi i fod **yn fwy tebygol o lwyddo i ddysgu a/neu ennill cymwysterau**, hyd yn oed os yw'n fwy cyfyngedig o ran cwmpas neu nifer. Fodd bynnag, dywedodd un disgybl ei fod yn poeni am ddychwelyd i'r ddarpariaeth brif ffrwd ac angen "dal i fyny" gyda gwaith:

"Be' sy'n weindio fi fyny yw dal fyny efo gwaith ysgol."

**19.** Rhoddwyd llawer o bwyslais yn y tri lleoliad ar:

- **les, gwytnwch, ac anogaeth** y disgyblion;
- **sgiliau bywyd ac addysg sy'n gysylltiedig â'r gwaith** i bobl ifanc, yn enwedig y rhai sy'n agos at oedran gadael yr ysgol;
- **cysylltiadau da gyda gwasanaethau eraill** megis cefnogaeth gwasanaethau iechyd meddwl plant a'r glasod ac anghenion dysgu ychwanegol i'r rheini sydd ag anghenion penodol - disgrifiodd un rhiant ddarpariaeth EOTAS fel

"...Angor popeth."

- **cysylltiadau da â rhieni/gofalwyr** i sicrhau eu bod yn cymryd rhan lle bo hynny'n bosibl/briodol ac yn gallu dysgu mwy am anawsterau ymddygiadol, emosiynol a chymdeithasol. Rhoddwyd argaeledd Swyddog Ymgysylltu â'r Teulu ym Mhen-y-bont ar Ogwr i gefnogi rhieni/gofalwyr fel enghraifft o arfer da yn hyn o beth;
- y **cyfleusterau** sydd ar gael, gan gynnwys nodweddion fel ardaloedd hamddena gyda bagiau ffa/ardaloedd tawel, ceginau i ddysgwyr, y llyfrgell a chyfleusterau chwaraeon a oedd yn galluogi eu datblygiad ehangach; a
- **darparu amser gwarchodedig** ar ddechrau a diwedd pob diwrnod i ddathlu llwyddiannau, neu i siarad am unrhyw beth a oedd wedi digwydd neu a oedd yn peri pryder i'r plant a'r bobl ifanc, er mwyn sicrhau nad oedd pryderon neu broblemau'n mynd yn waeth.

**20.** Pwysleisiodd llawer o'r disgyblion a'u rhieni/gofalwyr **werth y gefnogaeth ehangach hon**, gan egluro nad oedd ar gael yn eu hysgolion prif ffrwd. Ymhlith yr enghreifftiau roedd "ymyriadau sgiliau a lles" gorfodol fel coginio ac ymwybyddiaeth ofalgar, "sesiynau cyfoethogi" a oedd yn cynnwys teithiau cerdded yn y goedwig a chwaraeon, a gwaith gwirfoddol yn y gymuned a oedd yn helpu i ddatblygu eu sgiliau pobl. Teimlwyd bod yr holl agweddau hyn **wedi helpu i**

bontio bwlch pwysig rhwng darpariaeth EOTAS a lleoliadau dysgu/gwaith yn y dyfodol.

### Amser yn rhan o EOTAS

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**21.** Nod y tri lleoliad oedd sicrhau bod y plant a'r bobl ifanc yn **gallu dychwelyd i'r ysgol brif ffrwd**.

**22.** Yng Nghaernarfon, mynychodd disgyblion o nifer o ysgolion prif ffrwd cynradd ac uwchradd lleol am gyfnod dros dro o chwe wythnos, i ganolbwyntio ar les ac anghenion cymdeithasol/emosiynol. Gan eu bod wedi cael amser i ffwrdd o'r cwricwlwm i raddau helaeth i ganolbwyntio ar anogaeth ac ymddygiad, mae ail-integreiddio i'r ysgol brif ffrwd yn cael ei wneud yn araf, gan ymweld â'r ysgol flaenorol gyda staff EOTAS i ddechrau.

**23.** Ym Mhen-y-bont ar Ogwr, er y gallai dysgwyr ym mlwyddyn 10 ac 11 fod yn rhan o EOTAS yn barhaol, amser llawn, rhoddwyd grwpiau oedran iau ar **raglen "drws troi"** yn gyntaf. Er bod y rhieni/gofalwyr yn cydnabod mai nod y dull hwn oedd gweithredu fel ymyrraeth gynnar, **nid oeddent yn hyderus y byddai'r addasiadau angenrheidiol yn cael eu gwneud mewn ysgolion prif ffrwd** i baratoi ar gyfer dychweliad eu plentyn. Roeddent yn cwestiynu pa mor effeithiol y gallai rhaglenni fod pe na bai staff, yn ogystal â dysgwyr, yn newid eu hymddygiad a'u dulliau.

**24.** Yng Nghaerdydd, er bod pob dysgwr wedi nodi ei fod yn mwynhau ei ddarpariaeth EOTAS, roeddent **yn unfrydol yn eu hawydd i ddychwelyd i'w hysgolion prif ffrwd**. Roedd eu rhesymau'n amrywio, gyda rhai yn colli eu ffrindiau ac eraill yn credu y byddent yn cyflawni mwy o TGAU gan eu rhoi mewn gwell sefyllfa yn ddiweddarach mewn bywyd.

**25.** Roedd barn y **gallai cychwyn o'r newydd mewn ysgol newydd, yn hytrach na dychwelyd i'r ysgol brif ffrwd flaenorol, fod yn well yn aml**. Roedd hyn yn seiliedig ar y ffaith bod gan lawer o ddysgwyr enw drwg yn eu hysgolion blaenorol a oedd yn ei gwneud yn anodd iawn cychwyn o lechen lân. Eglurodd staff a rhieni/gofalwyr er nad oedd ymddygiad rhai dysgwyr yn or-broblemus, erbyn iddynt adael EOATS, gallai dychwelyd i'w hen ysgol brif ffrwd weithiau arwain at ymddygiadau heriol yn dychwelyd.

## Trafnidiaeth

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**26.** Roedd y trefniadau ar gyfer trafndiaeth yn amrywio ar draws lleoliadau, ond roeddent yn cynnwys **tacsis a bysiau** wedi'u hariannu gan awdurdodau lleol, a chefnogaeth gan rieni/gofalwyr. Roedd dysgwyr yng Nghaernarfon a Phen-y-bont ar Ogwr yn canmol eu gyrwyr a'u hebryngwyr, gan egluro eu bod yn aml yn codi eu hwyliau yn y bore pan roeddent yn cyrraedd i fynd â hwy i'r ysgol.

**27.** Soniodd rhai o'r dysgwyr yng Nghaerdydd am daith mewn car o 30-40 munud bob ffordd, ond ni fynegwyd unrhyw bryderon sylweddol ynghylch cludiant i/o unrhyw un o'r lleoliadau. Nododd rhai o'r rhieni/gofalwyr eu bod wedi bod yn poeni am dtrafnidiaeth i ddechrau, ond nid oedd unrhyw broblemau wedi dod i'r amlwg mewn gwirionedd.

**Cynulliad Cenedlaethol Cymru**  
Y Pwyllgor Plant, Pobl Ifanc ac Addysg

**National Assembly for Wales**  
Children, Young People and Education Committee

Russell George AC  
Cadeirydd  
Pwyllgor yr Economi, Seilwaith a Sgiliau  
Drwy e-bost

15 Ionawr 2020

Annwyl Russell,

## **Cyllideb Ddrafft Llywodraeth Cymru 2020-21: ymchwil ac arloesi**

Yn haf 2019, ysgrifennodd y Pwyllgor Plant, Pobl Ifanc ac Addysg (PPIA) at y Gweinidog Addysg yn gofyn am bapur ysgrifenedig i lywio ein gwaith craffu ar Gyllideb Ddrafft 2020-21. Yn y **llythyr** hwn fe nodwyd y byddem yn gweithio gyda phwyllgorau eraill sydd â'r un diddordebau a chyfrifoldebau – gan gynnwys Pwyllgor yr Economi, Seilwaith a Sgiliau (ESS) – fel na fyddai Llywodraeth Cymru na Phwyllgorau'r Cynulliad yn dybyglu ymdrechion yn ddiangen.

Yn unol â'r hyn a gyfunwyd â chi, ac i sicrhau bod amser y Gweinidog Addysg ac amser y Pwyllgorau yn cael ei ddefnyddio mor effeithiol â phosibl, gan fod yr amserlen ar gyfer cylch y gyllideb yn dynn, gofynnwyd cwestiynau am ymchwil ac arloesi i'r Gweinidog Addysg yn ein sesiwn craffu ar y gyllideb ar 8 Ionawr, 2020. Fel aelod o'r Pwyllgor PPIA a'r Pwyllgor ESS, arweiniodd Hefin David AC ar yr agwedd hon ar ein gwaith craffu. Mae'r agweddau perthnasol ar y drafodaeth ym mharagraffau 158 - 181 o **Gofnod y Trafodion**.

Gan gydnabod cylch gwaith eich Pwyllgor, a'r ffaith bod gennych gyfrifoldeb am graffu ar waith Llywodraeth Cymru mewn perthynas ag ymchwil ac arloesi, deallaf ei bod yn fwriad gan y Pwyllgor ESS ystyried y wybodaeth hon a'i hadlewyrchu yn eich adroddiad. Yn hynny o beth, roeddwn am ysgrifennu i ddwyn y dystiolaeth hon i'ch sylw yn ffurfiol, ac er mai'r Pwyllgor PPIA a gasglodd y dystiolaeth, oherwydd rhesymau effeithlonrwydd, dyma nodi mai'r Pwyllgor ESS a fydd yn ystyried materion ymchwil ac arloesi yng Nghyllideb Ddrafft Llywodraeth Cymru ar gyfer 2020-21 a chyflwyno adroddiad arnynt.

Yn gywir,



**Lynne Neagle AC**  
Cadeirydd



CYPE(5)-03-20 - Papur i'w nodi 2

**Julie James AC/AM**  
Y Gweinidog Tai a Llywodraeth Leol  
Minister for Housing and Local Government

Cadeirydd,  
Y Pwyllgor Plant, Pobl Ifanc ac Addysg



Llywodraeth Cymru  
Welsh Government

16 Ionawr 2020

Annwyl Gadeirydd y Pwyllgor,

Yn dilyn adroddiad y Pwyllgor Plant, Pobl Ifanc ac Addysg ar Ariannu Ysgolion yng Nghymru ac ymateb Llywodraeth Cymru iddo, rwy'n ysgrifennu atoch i gynnig eglurhad pellach i chi ynghylch yr Aseidiadau ar Sail Dangosyddion a'u diben wrth gyfrifo'r Setliad Llywodraeth Leol.

Mae'n bwysig bod Aelodau'r Cynulliad yn gwerthfawrogi sut mae cyfran mor fawr o gyllideb Llywodraeth Cymru yn cael ei dosbarthu rhwng awdurdodau lleol, pa ffynonellau data sy'n cael eu defnyddio wrth ddyrannu'r arian, pa mor drwyadl ac annibynnol yw'r fformiwla a'r prosesau a ddilynir i'w diweddarau bob blwyddyn.

Rwy'n fodlon darparu canllawiau ysgrifenedig ychwanegol i'r canllawiau sydd ar gael yn y "Llyfr Gwyrdd", sef yr wybodaeth gefndir i Aseidiadau o Wariant Safonol a gyhoeddir ar ôl cyhoeddi'r gyllideb derfynol bob blwyddyn. Fel arall, os byddai'n well gennych chi, unrhyw aelod o'ch pwyllgor neu glerc eich pwyllgor gael sesiynau briffio technegol wyneb yn wyneb, rwy'n hapus i wneud trefniadau.

Rwy'n edrych ymlaen at eich ymateb.

Yn gywir

**Julie James AC/AM**  
Y Gweinidog Tai a Llywodraeth Leol  
Minister for Housing and Local Government

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

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