



Ysgol Gyfun Gymraeg Bro Myrddin

Cynllun Cydraddoldeb i Bobl Anabl

Dyddiad yr adolygwyd gan y Corff Llywodraethol: 17 Mawrth 2016

Llofnod y Cadeirydd: _____

Dyddiad yr adolygwyd gan y Corff Llywodraethol: 30 Mawrth 2017

Llofnod y Cadeirydd: _____

Dyddiad yr adolygwyd gan y Corff Llywodraethol: 27 Mawrth 2018

Llofnod y Cadeirydd: _____

CYNLLUN CYDRADDOLDEB I BOBL ANABL

1. Cyflwyniad

Mae'r Cynllun Mynediad i'r Anabl yn nodi ein hagwedd tuag at hyrwyddo cydraddoldeb i bobl anabl ymhob agwedd o fywyd ein hysgol.

Mae ein Cynllun yn cynnwys holl agweddau ar anabledd p'un ai fod hyn mewn perthynas â disgyblion a'u rhieni a gofalmwyr, staff ac aelodau o gymuned ehangach yr ysgol.

Mae ein dealltwriaeth o anabledd yn union fel yr un a gyflwynwyd gan y Comisiwn Hawliau Anabledd: -

"Mae person yn anabl os oes ganddynt gyflwr meddyliol neu qorfforol sydd ag effaith hirdymor neu ddifrifol ar eu gallu i gwblhau gweithgareddau arferol o ddydd i ddydd".

Yn y diffiniad hwn, mae sylweddol yn golygu mwy na mân neu ddistadl, ac mae 'hirdymor' yn golygu mwy na blwyddyn.

Dyma yw ein datganiad cyntaf a chychwynnol.

2. Cynnwys plant, pobl ifanc ac oedolion anabl wrth ddatblygu ein Cynllun

2.1 Ein bwriad yw cynnwys :-

1. plant a phobl ifanc anabl a'u rhieni a gofalmwyr.
2. staff Anabl.
3. aelodau anabl o'r gymuned ehangach, o'r cychwyn.

1. Rydym wedi cynnwys plant a phobl ifanc anabl drwy :-

- drafod gyda disgyblion anabl yn yr ysgol
- ymgynghori gyda gofalmwyr disgyblion anabl yn yr ysgol
- ymgynghori gydag aelodau'r Cyngor Ysgol
- ymgynghori gyda rhieni disgyblion anabl yn yr ysgol
- ymgynghori gyda disgyblion mewn ysgolion ar gyfer plant anabl yn yr ardal

2. Rydym wedi cynnwys staff anabl drwy :-

- ymgynghori gyda staff anabl yn yr ysgol
- ymgynghori gyda staff mewn ysgolion ar gyfer plant anabl yn yr ardal
- gofyn i gynrychiolwyr undeb am eu barn
- rhoi ystyriaeth i ganllawiau yr Awdurdod Addysg

3. Rydym wedi cynnwys aelodau anabl o'r gymuned ehangach drwy:-

- ymgynghori gyda mudiadau ar gyfer pobl anabl yn y gymuned
- gofyn i gynrychiolwyr undeb am eu barn
- rhoi ystyriaeth i ganllawiau Cyngor Sir Gaerfyrddin

3. Ymestyn ein hymwybyddiaeth o anabledd

3.1 Er mwyn ymestyn ein hymwybyddiaeth a dealltwriaeth o bobl anabl a'r ffyrdd y medrwn hyrwyddo cyfleoedd cyfartal rydym wedi gweithio gyda:-

- ysgolion eraill
- gweithwyr proffesiynol o leoliadau nad ydynt yn ysgolion
- asiantaethau eraill
- ymarferwyr o'r sector wirfoddol

3.2 Rydym wedi cynnal cysylltiad o'r fath mewn amryw ffyrdd: -

- grwpiau trafod cyffredinol
- grwpiau ffocws
- grwpiau cynrychioliadol
- llythyru ac e-bostio ffurflenni ar gyfer disgyblion, rhieni, staff a'r gymuned ehangach

3.3 Rydym yn cydnabod mai drwy gynnwys pobl anabl yn uniongyrchol rydym wedi: -

- sicrhau cyngor gwerthfawr
- meithrin gwell ddealltwriaeth o'r rhwystrau maent yn eu hwynebu
- archwilio'r ffyrdd i'w goresgyn
- dysgu'r ffordd orau o hyrwyddo cydraddoldeb i bobl ifanc.

4. Ein trefniadau ar gyfer casglu gwybodaeth ynghylch effaith ein polisïau ac arferion ar bobl anabl

4.1 Gwnaethom archwilio effaith ein polisïau a'n harferion ar bobl anabl yn nhermau :

1. recriwtio, cadw a datblygu gweithwyr anabl
2. cyfleoedd ar gyfer disgyblion anabl
3. cyflawniadau disgyblion anabl
4. cynnwys rhieni/gofalwyr anabl.

4.2 Rydym hefyd wedi ystyried effaith ein polisïau a'n harferion ar unigolion anabl sy'n defnyddio ein hysgol ar adegau eraill.

5. Dadansoddiad o'n gwybodaeth a'r meysydd yr ydym yn eu targedu er mwyn eu gwella

5.1 Cafodd y wybodaeth a gasglwyd gennym ei ddadansoddi, a gwelwyd rhai esiamplau o arferion da yn ogystal â meysydd allweddol oedd angen eu gwella.

Bydd y wybodaeth ganlynol yn cael ei chasglu:-

- tueddiadau dros gyfnod ar gyfer cyflogaeth pobl anabl
- gwybodaeth ansoddol oddi wrth weithwyr anabl
- data perfformiad disgyblion anabl
- data ymddygiad disgyblion anabl

- gwybodaeth ystadegol ac ansoddol ar effaith ymyriadau parthed disgyblion anabl.

Bydd y wybodaeth yn cael ei defnyddio yn y ffyrdd canlynol:-

- mewn adroddiadau i gyfarfodydd o'r corff llywodraethu
- adroddiadau crynolod i'r llywodraethwyr yn flynyddol
- trafodaethau UDA ac adrannau pwnc wrth hunanarfarnu a llunio cynlluniau datblygiad blynyddol
- ystyriaeth wrth wneud penderfyniadau am staffio, cwricwlwm ac adnoddau

Mae ein harfer dda yn cynnwys: -

- Mae'r Adran Anghenion Dysgu Ychwanegol eisoes yn ymdopi'n effeithiol a disgyblion ag ystod o anableddau ac anawsterau.
- Mae cynlluniau hygyrchedd yn bodoli yn yr ysgol.
- Mae adroddiad blynyddol y corff llywodraethu i'r rhieni yn cyfeirio at addasrwydd yr adeilad i ddisgyblion anabl.
- Mae disgyblion ag anableddau wedi eu hintegreiddio i holl weithgareddau yr ysgol megis cofrestru, gwasanaethau, teithiau ac ati.
- Mae disgyblion anabl yr ysgol yn cael eu gwobrwyo yn aml mewn gwasanaethau boreol.
- Mae pob disgybl gydag anabledd yn yr ysgol yn cael mynediad i gyrsiau sydd yn arwain at gymwysterau cydnabyddedig allanol.
- Mae staff yr ysgol wedi mynychu cyrsiau hyfforddiant ar godi a thrafod disgyblion gydag anableddau.
- Mae'r ysgol yn cyd-weithio'n dda gyda staff allanol sy'n cefnogi disgyblion anabl, megis disgyblion gyda nam gweld a chlywed.
- Mae pennaeth yr adran Anghenion Dysgu Ychwanegol a/neu Phennaeth Blwyddyn 7 yr ysgol yn ymweld gydag ysgolion cynradd y teulu i ddarganfod anawsterau ac anableddau disgyblion yn ystod mis Ionawr y flwyddyn drosglwyddo er mwyn cynllunio ar gyfer eu gofynion ym Medi Blwyddyn 7.
- Mae gweithgareddau allgyrsiol yr ysgol yn agored i bob disgybl.
- Mae'r ysgol yn gweithio yn agos iawn gyda rhieni disgyblion sydd ag anawsterau ac anableddau.

5.2 Ymhlith y meysydd sydd angen i ni sicrhau gwelliant mae: -

- Hyfforddiant rheolwyr a staff yr ysgol a gwella ymwybyddiaeth ar faterion anabledd ac oblygiadau deddfwriaeth ddiweddar.
- Gwella arferion casglu a dadansoddi gwybodaeth ar faterion anableddau staff a disgyblion.
- Ennill profiad wrth ymgynghori gydag unigolion, sefydliadau a mudiadau ar faterion anabledd.
- Penodi athrawon a staff mwy arbenigol ar gyfer ymdrin ag anableddau amrywiol.
- Darparu rhaglen o hyfforddiant ar gyfer materion anabledd mewn ysgolion.

- Addysgu ymhellach disgyblion yr ysgol ar sut i ymdrin â disgyblion sydd yn anabl; mae disgyblion yn gadael bagiau ar hyd y coridorau yn lle defnyddio y silffoedd a ddarparwyd gan yr ysgol.
- Darparu rhagor o adnoddau ar gyfer disgyblion anabl, megis llyfrau print bras, diweddarau offer ac adnoddau TGCh.
- Addasu cynnwys deunydd cwricwlaidd disgyblion gyda nam gweld yn ogystal â chynyddu maint y print.
- Cynnal archwiliadau tymhorol o ddiffygion yr adeilad gan ystyried disgwyliadau disgyblion gydag amryw o anableddau.
- Gweithio'n agosach ac yn rheolaidd gydag asiantau allanol ac arbenigwyr mewn meysydd anabledd er mwyn gwella darpariaeth yr ysgol.
- Cynyddu'r nifer o weithwyr anabl sydd yn gweithio yn yr ysgol.
- Cynnal arolwg o anableddau disgyblion yr ysgolion cynradd er mwyn cynllunio darpariaeth yn yr ysgol uwchradd mewn da bryd ac yna gweithredu ar y wybodaeth.
- Gwneud ymdrech bellach i gynyddu cyfleon disgyblion anabl mewn gweithgareddau ysgol gyfan, megis y mabolgampau.

6. Ein Cynllun Gweithredu

6.1 Rydym yn cydnabod na fedrwn wneud pob peth ar unwaith. Rydym wedi cytuno ar y meysydd uchel eu blaenoriaeth sydd angen eu gwella yn ystod y tair blynedd nesaf: -

- Hyfforddiant rheolwyr a staff yr ysgol a gwella ymwybyddiaeth ar faterion anabledd ac oblygiadau deddfwriaeth ddiweddar.
- Gwella profiad arweinwyr a rheolwyr yr ysgol wrth ymgynghori gydag unigolion, sefydliadau a mudiadau ar faterion anabledd.
- Cynnal arolwg o anableddau disgyblion yr ysgolion cynradd er mwyn cynllunio darpariaeth yn yr ysgol uwchradd mewn da bryd, ac yna gweithredu ar y wybodaeth.
- Gwella arferion casglu a dadansoddi gwybodaeth ar faterion anableddau staff a disgyblion.

6.2 Rydym yn cydnabod bod angen i'n cynllun gweithredu fod yn benodol er mwyn bod yn effeithiol ac rydym wedi nodi'n holl weithredoedd allweddol. Rydym wedi neilltuo unigolion allweddol i drosglwyddo'r gweithredoedd ac rydym wedi ceisio bod mor eglur â phosib ynglŷn â'r gwelliannau rydym yn eu disgwyl yn sgil y gweithredoedd o'r fath.

Hefyd rydym yn cydnabod y bydd unrhyw newidiadau cadarnhaol o ganlyniad i weithredoedd o'r fath yn gwneud synnwyr os byddant yn gwella pethau i ddisgyblion anabl ac rydym wedi nodi ein hagwedd tuag at gynnwys disgyblion anabl drwy werthuso'r canlyniadau hyn.

YSGOL GYFUN GYMRAEG BRO MYRDDIN



DISABILITY ACTION PLAN

Date received by the Governing Body: 17 Mawrth 2015

Llofnod y Cadeirydd:

DISABILITY ACTION PLAN

1. Introduction

This Disability Access Plan sets out an approach to promoting disability equality in each and every aspect of school life.

Our Disability Access Plan embraces all aspects of disability whether this relates to pupils and their parents and carers, staff and members of the wider school community.

Our understanding of disability is that provided by the Disability Rights Commission:-

"A person is disabled if they have a mental or physical condition which has a substantial and long term effect on their ability to carry out normal day to day activities".

In this definition, substantial means more than minor or trivial and the phrase long term means more than one year.

This is our initial statement.

2. Our involvement of disabled children, young people and adults in the development of our Scheme.

2.1 We set out from the outset to actively engage:-

1. Disabled children and young people and their parents and carers.
2. Disabled staff .
3. Disabled members of the wider community.

1. We have involved disabled children and young people by:

- consulting with disabled pupils in school
- consulting with the carers of our disabled pupils
- consulting with members of the School Council
- consulting with the parents of our disabled children
- consulting with pupils who attend schools for disabled children in this area

2. We have involved disabled staff by:-

- consulting with disabled staff in school
- consulting with the staff of schools for disabled children in this area
- asking the opinion of union representatives
- considering the guidelines set out by the Education Authority

3. We have involved disabled members of the wider community by:-
- consulting with organisations for the disabled in the community
 - asking the opinion of union representatives
 - considering the guidelines set out by Carmarthenshire County Council

3. Extending our disability awareness

3.1 To extend our awareness and understanding of disabled people and the ways in which we can promote equality of opportunity we have worked with:-

- other schools
- professionals from non-school settings
- other agencies
- practitioners from the voluntary sector

3.2 We have sustained this involvement by a range of means: -

- general discussion groups
- focus groups
- representative groups
- mail and e-mail forms for pupils, parents, staff and the wider community

3.3 We recognise that through the direct involvement of disabled people we have: -

- secured invaluable advice
- better understood the barriers they face
- explored what might be done to overcome these barriers
- learned how best we might promote disability equality for young people.

4. Our arrangements for gathering information on the effect of our policies and practices on disabled people.

4.1 We have examined the impact of our policies and practices on disabled people in terms of:-

- recruitment and retention of disabled employees
- opportunities for disabled pupils
- disabled pupils' achievements
- the involvement of disabled parents/carers.

4.2 We have also looked at the impact of our policies and practices on disabled users of our school premises at other times.

5. The analysis of our information and the areas we are targeting for improvement

5.2 The information that we gathered was analysed and this generated some examples of our good practice as well as key areas for improvement.

The following information will be collected:-

- trends, over a period of time, concerning the employment of disabled persons

- qualitative information from disabled workers
- disabled pupils' performance data
- disabled pupils' discipline data
- statistical and qualitative information concerning the effect of intervention on disabled pupils.

The information will be used in the following ways:-

- in reports to meetings of the Governing Body
- in condensed annual reports to the Governors
- discussions of the Senior Leadership Team and subject departments self-evaluation and when drawing up annual development plans.
- for consideration when making decisions with regard to staffing, curriculum and resources.

Our areas of good practice include:-

- The Special Needs Department is already coping well with pupils who have a range of disabilities and difficulties.
- An accessibility plan exists in school.
- The schools have, in the past, consulted with teachers and special needs assistants with regard to the accessibility plan and propose to do so in the future with this plan.
- The Governing Body's annual report refers to the suitability of the school building for disabled pupils.
- Disabled pupils are integrated into all school activities such as registration, services, trips and so forth.
- Disabled pupils often receive prizes during morning services.
- Every disabled pupil in school has access to courses which lead to recognised external qualifications.
- School staff have attended training courses in how to lift and handle disabled pupils.
- School co-operates well with external staff supporting disabled pupils, such as pupils with sight impairment.
- The head of the school Special Needs department and/or the Head of Year 7 visits the "family" of primary schools to find out about pupil disabilities and problems during January of the transfer year, so that plans can be made for their needs in readiness for Year 7 in September.
- School extracurricular activities are open to all pupils.
- The school works closely with the parents of children who have problems and disabilities.

5.2 The areas where we need to secure improvement include: -

- Training for school managers and staff and improving awareness of disability matters and the implications of recent legislation.
- Improving our methods of collecting and analysing information on staff and pupil disability matters.
- Gaining experience by consulting with schools, institutions and organisations on disability matters.
- School lacks the facilities for using a trampoline for "rebound therapy";

- Appointing more specialised teachers and staff to deal with a variety of disabilities.
- Providing a programme of training regarding disability matters in schools.
- Better preparation of our school pupils on how to treat disabled pupils; pupils leave bags in the corridors instead of using the shelves provided by school.
- Providing more resources for disabled pupils, namely large print books, updating ICT equipment and resources.
- Adapting the curricular content for pupils with a sight impairment, as well as increasing the print size.
- Conducting a term by term inspection of the buildings shortcomings when considering the expectations of pupils with a variety of disabilities.
- Working more closely and regularly with external agencies and experts in the field of disability matters so that we can improve our provision.
- Increasing the number of disabled workers who are employed in the school.
- To conduct a survey of the disabilities of primary school pupils so that secondary school provision can be planned in good time and then act on this information.
- Make further attempts to include pupils with disabilities in whole-school events such as the school sports.

6. Our Action Plan

- 6.1 We recognise that we cannot do everything at one. We have agreed upon the following priority areas for improvement over the next three years: -
- Training for school managers and staff and improving awareness of disability matters and the implications of recent legislation.
 - Improving the experience of the leaders and managers of our school in by consulting with schools, institutions and organisations on disability matters.
 - To conduct a survey of the disabilities of primary school pupils so that secondary school provision can be planned in good time and then act on this information.
 - Improving our methods of collecting and analysing information on staff and pupil disability matters.
- 6.2 We recognise that to be effective we need to make our action plans specific and we have set out each of the key actions that we will be taking. We have identified key individuals to deliver each of these actions and we have tried to be as clear and as explicit as possible about the improvements we expect will arise from these actions. We recognise that any positive changes resulting from these actions only make sense if they are recognised as improving things for disabled

people and we have therefore set out our approach to involving disabled people in the evaluation of these outcomes.