

**Darparu ar gyfer plant sy'n derbyn gofal gan Awdurdodau Lleol  
yn Ysgolion Gwynedd  
Providing for children who are looked after by Local Authorities  
in Gwynedd Schools**

*Ysgol Waunfawr*



*Llofnodwyd ar ran Cadeirydd y Llywodraethwyr: \_\_\_\_\_  
Signed on behalf of the Chair of Governors:*

*Dyddiad Cymeradwyo:  
Date of approval*

*Dyddiad Adolygu:  
Review date*

## 1. Cyflwyniad

Mae'r polisi hwn yn ymwneud â disgyblion sydd mewn gofal ac yn mynychu ysgol neu unrhyw ddarpariaeth addysgol amgen arall yng Ngwynedd

## 2. Cyd-destun

Mae consensws bellach ymhlith ymchwilwyr, llunwyr polisi, a'r bobl ifanc sy'n destun y polisi, eu bod yn gwynebu nifer o broblemau yn cynnwys:

- 2.1 Bwlio (am eu bod yn agored i niwed ac ar adegau yn gallu bod yn tynnu sylw negyddol atyn nhw eu hunain yn hytrach nag fel canlyniad penodol derbyn gofal yr awdurdod lleol)
- 2.2 Anawsterau emosiynol ac/ neu ymddygiadol sy'n llesteirio cynnydd addysgol
- 2.3 Unigrwydd a theimlad o golled
- 2.4 Amhariad ar eu haddysg cyn iddynt symud i ofal
- 2.5 Sawl newid ysgol tra'n derbyn gofal (a gorfod ail-gychwyn y broses gymdeithasol o wneud ffrindiau, trefn newydd ac ati)
- 2.6 Gorbryder, a phryder cynyddol am y sefyllfa adref
- 2.7 Agwedd negyddol neu dorcalonus posib gan gyfoedion, staff gofal ac athrawon gan gynnwys disgwyliad isel o gyrhaeddiad
- 2.8 Diffyg hyder a bylchau hanesyddol yn yr addysg cynt yn arwain at ddiffyg cymhelliant, diffyg cyrhaeddiad a diffyg gwireddi potensial yr unigolyn.

## 3. Diffiniad o blentyn mewn gofal

Diffinir plentyn mewn gofal fel plentyn sy'n derbyn lleoliad gofal ar sail cynllun gofal Awdurdod Lleol, boed hynny'n wirfoddol neu'n orfodol.

- 3.1 Lleolir plant sy'n destun i orchymyn gofal mewn lleoliadau maeth, a phreswyl neu'n gynyddol yn ôl yn eu cartrefi mewn lleoliad gyda rhiant neu gyda theulu neu ffrindiau.
- 3.2 Yn ysgolion Gwynedd ceir plant sydd mewn gofal i Awdurdod Gwynedd
- 3.3 Yn ogystal, ceir plant yn ysgolion Gwynedd sy'n destun i gynlluniau gofal Awdurdodau eraill - **mae rhain hefyd angen cael eu cynnwys fel plant mewn gofal yn ysgolion Gwynedd**

## 4. Datganiad o fwriad

Bydd Adran Addysg Gwynedd yn unol â'i dyletswydd statudol yn cyngori a chynorthwyo ysgolion i ddiogelu ac hyrwyddo lles plentyn sy'n derbyn gofal ac yn arbennig hyrwyddo cyflawniad addysgol y plentyn

## 5. Fframwaith Statudol

- 5.1 Deddf Plant 2004
- 5.2 Deddf Mabwysiadu a Phlant 2002
- 5.3 Deddf Safonau Gofal 2000
- 5.4 Deddf Addysg 1996

## 6. Egwyddorion Sylfaenol

- 6.1 Mae gan bob plentyn sydd mewn gofal yng Ngwynedd yr hawl i gael mynediad i addysg cyn ysgol a holl wasanaethau addysg statudol a derbyn pob cyfle a chymorth i ddatblygu'n addysgol, yn emosiynol ac yn gymdeithasol.

## 7. Dyletswydd Adran Addysg Gwynedd

- 7.1 Sicrhau fod pob plentyn sydd mewn gofal yng Ngwynedd yn cael mynediad i'r addysg briodol ar gyfer ei allu a'i ddawn er mwyn gwireddi ei botensial
- 7.2 Mewn cydweithrediad â GwE, sicrhau hyfforddiant penodol arbenigol i athrawon fydd yn hyrwyddo cynhwysiant, lles a chyflawniad addysgol pob plentyn sydd mewn gofal yng Ngwynedd.
- 7.3 Rhannu arferion da yn y maes rhwng ysgolion y sir er mwyn deall yn well anghenion y grwp bregus hwn o ddysgwyr.
- 7.4 Sicrhau fod pob Ysgol a sefydliad addysgol yng Ngwynedd yn clustnodi person dynodedig ar gyfer plant mewn gofal.
- 7.5 Enwi swyddog oddi fewn i Adran Addysg Gwynedd sydd â chyfrifoldeb am gadw golwg cyffredinol ar gynnydd, datblygiad a phresenoldeb y plant sydd mewn gofal yng Ngwynedd.
- 7.6 Bydd cynnydd addysgol pob disgybl yng ngofal yr awdurdod yn cael ei fonitro yn yr adolygiad statudol o drefniadau gofal a'r cynllun Addysg Personol (PEP) yn cael ei drafod ymhob adolygiad.
- 7.7 Bydd yr Adran Addysg yn ymateb i'r disgwyliad arnynt i sicrhau lleoliad addysgol ar gyfer disgybl mewn gofal o fewn 20 diwrnod ysgol fan bellaf, lle na fydd cadw at yr ugain diwrnod yn bosibl, byddent yn darparu addysg dros dro, nes datrys y sefyllfa.
- 7.8 Bydd yr Adran Addysg yn sicrhau bod y plant yng ngofal yr awdurdod yn rhan o unrhyw drafodaeth a phenderfyniadau ynglŷn â'u haddysg. Bydd eu barn yn cael ei ystyried a'i gofnodi'n ofalus yn y Cynllun Addysg Personol (PEP)

- 7.9 Asesu pa agweddau ar gymorth addysg fydd eu hangen ar blant ar ôl iddynt gael eu mabwysiadu ac os ydynt yn blant ar ddatganiad o anghenion addysgol unigol, parheir i'w cefnogi.
- 7.10 Bydd pob plentyn mewn gofal yn cael i cyfle i gyfranogi o weithgareddau tu allan i oriau ysgol a drefnir, gan gynnwys rhai academiaidd, diwylliannol, chwaraeon a hamdden, er mwyn lledu profiadau y disgyblion a chodi eu hyder a'u hunan ddelwedd.

## **8. Dyletswyddau Corff Llywodraethol Ysgol**

- 8.1 Dylai corff Llywodraethol ysgolion sicrhau bod polisi gweithredol, cyfredol ganddynt ar gyfer plant mewn gofal. Bydd y polisiau gorau yn cynnwys:
- Dynodi aelod o staff i dderbyn cyfrifoldeb am y maes
  - Trefn derbyn gwybodaeth parthed niferoedd sydd yn derbyn gofal
  - Trefn sicrhau bod y plant mewn gofal yn cael cyfle cyfartal yn yr ysgol
  - Sicrhau bod person dynodedig ar gyfer plant mewn gofal yn rhan o drefn yr ysgol
  - Sicrhau awyrgylch bositif tu fewn i'r ysgol
  - Sicrhau trefn effeithiol o fonitro cynnydd addysgol a threfn effeithiol i ddelio â thangyflawni.
  - Monitro cynnydd plant mewn gofal yn yr ysgol o'u cymharu â thargedau cyrhaeddiad Llywodraeth Cymru.
- 8.2 Mae gan lywodraethwyr ysgolion ddyletswydd i gyfarfod â gofynion Deddf Plant , Deddfau Addysg 1981,1988, 1996, a Deddf Plant 2004

## **9. Cyfrifoldebau a dyletswyddau Penaethiaid Ysgolion**

- 9.1 Sicrhau bod aelod o staff wedi ei ddynodi i dderbyn cyfrifoldeb penodol am ddisgyblion sydd mewn gofal yn yr ysgol.
- 9.2 Sicrhau bod yr ysgol yn monitro absenoldeb disgyblion sydd yng ngofal yr awdurdod lleol, a chyflwyno adroddiad i'r awdurdod addysg.
- 9.3 Sicrhau awyrgylch ac ethos gadarnhaol parthed disgyblion yng ngofal yr awdurdod, gan greu ysgol ble mae rhagfarn ac agweddau stereoteipio negyddol am disgyblion sydd mewn gofal yn cael ei herio a'u diddymu.
- 9.4 Bod yn ymwybodol o sensitifrwydd gwahardd disgyblion sy'n derbyn gofal yr awdurdod lleol, gan gydnabod yr angen i blant dderbyn addysg di-fwlch.
- 9.5 Sicrhau bod unrhyw anghenion dysgu ychwanegol yn cael eu darparu mewn cydweithrediad a'r Cyd-gysylltydd Anghenion Dysgu Ychwanegol yn yr ysgol.

## **10. Cynllun Addysg Personol – y “PEP”**

- 10.1 Rhaid sicrhau bod pob disgybl yn meddu ar Gynllun Addysg Personol (PEP). Mae'r "PEP" yn gorwedd o fewn Cynllun Gofal y plentyn ac yn gyfrifoldeb ar y gweithiwr cymdeithasol a dynodir i weithio gyda'r plentyn.
- 10.2 Mae'r PEP wedi ei lunio fel bo cyfrifoldeb ar yr Ysgol i'w gwblhau , ar ôl ymgynghori a gyda chydweithrediad y plentyn, y rhieni/ gofalwyr, y gweithiwr cymdeithasol ac asiantaethau priodol.
- 10.3 Dylid cytuno ar gynnwys y PEP cyn gynted ag y bo modd ,ac o fewn 20 diwrnod fan bellaf ar ôl i'r plentyn fynd i ofal neu i ysgol newydd.
- 10.4 Mae'r PEP yn rhan o ddogfen statudol ac yn brawf o fwriad yr Ysgol i weithredu i ddarparu'r addysg fwyaf priodol i'r unigolyn mewn gofal.
- 10.5 Dylid adnewyddu'r PEP bob 6 mis a'i gyflwyno bob tro mae Adolygiad statudol ar y plentyn yn digwydd.
- 10.6 Lle'n bosibl, dylid ceisio galw cyfarfod yn yr ysgol i adolygu'r PEP yn flynyddol.
- 10.6 Bydd disgwyl anfon copi diwygiedig o'r PEP i mewn i'r Adran Addysg yn flynyddol tra bo'r plentyn yn parhau i fod mewn gofal.

Llofnodwyd ar ran Cadeirydd y Llywodraethwyr: \_\_\_\_\_

Dyddiad: \_\_\_\_\_

## 1. Introduction

This policy relates to looked after pupils who attend a School or any other alternative educational provision in Gwynedd.

## 2. Context

There is now consensus between researchers, policy shapers and the young people who are subject to the policy, that they face a number of problems, including:

- 2.1 Bullying (as they are vulnerable to harm and at times they can draw negative attention to themselves rather than as a specific result of being looked after by the local authority)
- 2.2 Emotional and/or behavioural difficulties that hinder educational progress
- 2.3 Loneliness and a sense of loss
- 2.4 Disruption to their education before they moved into care
- 2.5 Many school changes whilst being looked after (and having to re-start the social process of making friends, new routines, etc.)
- 2.6 Anxiety, and increased concern about the situation at home
- 2.7 A potentially negative or heart-breaking attitude by peers, care staff and teachers, including a expectations of low attainment
- 2.8 Lack of confidence and historical gaps in the previous education leading to a lack of motivation, lack of attainment and failure to realise the individual's potential.

## 3. Definition of a looked after child

A looked after child is defined as a child who is receiving a care placement based on a Local Authority care plan, both on a voluntary or compulsory basis.

- 3.1 Children who are the subject of a care order are placed in a foster or residential placement, or increasingly in their homes in a placement with parents or with friends or family members.
- 3.2 There are children who are being looked after by Gwynedd Authority in Gwynedd schools.
- 3.3 In addition, there are children in Gwynedd schools who are the subject of other Authorities' care plans - **they also need to be considered as looked after children in Gwynedd schools.**

## 4. Statement of Intent

In accordance with its statutory duty, Gwynedd Education Department will advise and assist schools to safeguard and promote the welfare of a looked after child and will, in particular, promote the child's educational attainment.

## **5. Statutory Framework**

- 5.1 Children Act 2004
- 5.2 Adoption and Children Act 2002
- 5.3 Care Standards Act 2000
- 5.4 Education Act 1996

## **6. Basic Principles**

6.1 Every looked after child in Gwynedd is entitled to access pre-school education and all statutory education services and to receive every opportunity and support to develop educationally, emotionally and socially.

## **7. The Duty of Gwynedd Education Department**

7.1 Ensuring that every looked after child in Gwynedd has access to the appropriate education for their ability and talent in order to realise their potential.

7.2 In collaboration with GwE, ensuring specialist specific training to teachers that will promote inclusion, welfare and the educational attainment of every looked after child in Gwynedd.

7.3 Sharing good practice in the field between the county's schools in order to better understand this vulnerable group of learners.

7.4 Ensuring that each School and educational setting in Gwynedd earmarks a designated person for looked after children.

7.5 Naming and officer within Gwynedd Education Department who is responsible for the general monitoring of the progress, development and attendance of looked after children in Gwynedd.

7.6 Monitoring the educational progress of every child in the authority's care in the statutory review of care arrangements and the Personal Education Plan (PEP) will be discussed in each review.

7.7 The Education Department will respond to the expectation on them to secure an educational setting for a looked after child within a maximum of 20 school days, and where it is not possible to achieve this within the twenty days, they will provide temporary education, until the situation is resolved.

7.8 The Education Department will ensure that the children in the authority's care are involved in any discussion or decisions regarding their education. Their views will be considered and recorded carefully in the Personal Education Plan (PEP).

7.9 Assessing what aspects of educational support that children will need after they are adopted and if they are children on a statement of individual educational needs, they will continue to be supported.

7.10 Every looked after child will have an opportunity to participate in activities arranged outside school hours, including academic, cultural, sports and leisure activities, in order to broaden the pupils' experiences and boost their confidence and self-image.

## **8. The Duties of a School Governing Body**

8.1 A School Governing Body should ensure that they have an operational and current policy for looked after children. The best policies will include:

- Designating a member of staff to take responsibility for the field
- A procedure for receiving information regarding the number of looked after children
- A procedure for ensuring that the looked after children are given equal opportunities at school
- Ensuring that a designated person for looked after children is a part of the school system
- Ensuring a positive environment within the school
- Ensuring an effective system of monitoring educational progress and an effective system to deal with underachievement
- Monitoring the progress of looked after children at the school compared with the Welsh Government's attainment targets.

8.2 School governors have a duty to meet the requirements of the Children Act, the Education Acts of 1981, 1988, 1996 and the Children Act 2004.

## **9. The responsibilities and duties of School Headteachers**

9.1 Ensuring that a member of staff has been designated to take specific responsibility for looked after pupils at the school.

9.2 Ensuring that the school monitors the absences of pupils who are in the local authority's care, and submit a report to the education authority.

9.3 Ensuring a positive environment and ethos regarding pupils who are in the authority's care, by creating a school where prejudice and attitudes of negative stereotyping about looked after pupils is challenged and abolished.

9.4 Being aware of the sensitivity of excluding pupils who are looked after by the local authority, acknowledging the need for children to receive a seamless education.

9.5 Ensuring that any additional learning needs are provided for in collaboration with the Additional Learning Needs Coordinator at the school.

## **10. Personal Education Plan - the "PEP"**

10.1 It must be ensured that every pupil has a Personal Education Plan (PEP). The "PEP" is included within the child's Care Plan and is the responsibility of the social worker designated to work with the child.



10.2 The PEP has been drawn up so that there is a responsibility on the School to complete it, following consultation with the cooperation of the child, the parents/carers, the social worker and appropriate agencies.

10.3 Agreement should be reached on the contents of the PEP as soon as possible, and within a maximum of 20 days after the child is taken into care or attends a new school.

10.4 The PEP is a part of a statutory document and is proof of the School's intention to act to provide the most appropriate education for the looked after individual.

10.5 The PEP should be renewed every 6 months and submitted each time that a statutory Review is held regarding the child.

10.6 Where possible, an attempt should be made to call a meeting at the school in order to review the PEP annually.

10.6 It will be expected for an amended copy of the PEP to be sent in to the Education Department annually whilst the child continues to be looked after.

**Signed on behalf of the Chair of the Governors:** \_\_\_\_\_

**Date:** \_\_\_\_\_