



Dinas a Sir Abertawe

Cofnodion Cyfarfod y **Panel Perfformiad Craffu - Addysg**

O bell drwy Microsoft Teams

Dydd Mawrth, 15 Mawrth 2022 am 2.00 pm

Yn Bresennol: Y Cyngorydd L R Jones (Cadeirydd) oedd yn llywyddu

Y Cyngorydd(wyr)

C Anderson
L James

Y Cyngorydd(wyr)

S J Gallagher
S M Jones

Y Cyngorydd(wyr)

D W Helliwell
L J Tyler-Lloyd

Aelodau

Cyfetholedig(wyr)

D Anderson-Thomas

Aelodau

Cyfetholedig(wyr)

Aelodau Cyfetholedig(wyr)

Hefyd yn bresennol

Y Cyngorydd Robert
Smith

Aelod y Cabinet dros Wella Addysg, Dysgu a Sgiliau

Swyddogion

Helen Morgan Rees, Cyfarwyddwr Addysg Dros Dro

Michelle Roberts, Swyddog Craffu

Pam Cole, Uwch-arweinydd ar gyfer Dysgwyr Lleiafrifoedd Ethnig a Chydraddoldebau

Alison Lane, Pennaeth y Tîm Anghenion Dysgu Ychwanegol a Chynhwysiad

Kate Phillips, Pennaeth y Gwasanaeth Dysgwyr Diamddiffyn

Damien Beech, Pennaeth y Tîm Gwella Ysgolion

Ymddiheuriadau am absenoldeb

Y Cyngorydd(wy): A M Day, B Hopkins a/ac M A Langstone

Aelodau Cyfetholedig(wyr): A Roberts

1 Datgeliadau o fuddiannau personol a rhagfarnol

None

2 Gwahardd Pleidleisiau Chwip a Datgan Chwipiau'r Pleidiau

None

3 Cofnodion

The minutes of the 14 February 2022 where accepted by the Panel.

4 Cwestiynau gan y Cyhoedd

No public questions were received.

5 **Briffio ar geiswyr lloches a disgyblion sy'n ffoaduriaid**

Diolchodd y Panel i Pam Cole, Uwch-arweinydd ar gyfer Dysgwyr Lleiafrifoedd Ethnig a Chydraddoldebau am friffio'r Panel ar lafar ac ateb cwestiynau. Nodwyd y canlynol:

- Clywodd y Panel fod y gwasanaeth hwn yn cael ei ariannu gan Lywodraeth Cymru a'i fod yn rhan o'r gwasanaeth ehangach ar gyfer disgyblion sydd â iaith gyntaf heblaw Cymraeg/Saesneg, a bod Saesneg yn iaith ychwanegol (dysgwyr SIY). Bod dysgwyr SIY yn grŵp amrywiol iawn ac yn cynnwys teuluoedd sefydlog, ymfudwyr economaidd, teithwyr, ceiswyr lloches a ffoaduriaid. Mae Abertawe hefyd yn ddinas amrywiol iawn gyda thros 140 o ieithoedd a thafodieithoedd yn cael eu siarad ymhlith poblogaeth ein hysgolion. Dywedwyd wrth y Panel fod y cymorth allweddol ar gael mewn ysgolion unigol a rôl y gwasanaeth canolog oedd arwain a chynghori ysgolion.
- Gofynnodd y Panel am y ddarpariaeth a oedd yn cael ei wneud ar gyfer dyfodiad teuluoedd o Wcráin. Dywedwyd wrthynt am yr hyn sydd gennym ar waith ar hyn o bryd ac ystyriwyd y ffordd orau o baratoi ymlaen llaw ar gyfer unrhyw bobl sy'n cyrraedd. Hefyd, nodwyd ei bod yn anodd gwybod ar hyn o bryd faint o blant fydd yn dod i mewn i'r ddinas, sy'n wahanol i gynlluniau eraill y mae'r cyngor wedi'u rheoli, gan ein bod fel arfer yn cael gwybod am y niferoedd ymlaen llaw. Cydnabuwyd y bydd hyn yn heriol oherwydd ei bod yn anodd rhagweld ble y gallai teuluoedd gael eu cynnal yn y ddinas. Gallai hyn effeithio ar rai ysgolion nad ydynt yn cael eu defnyddio'n draddodiadol gan ddisgyblion SIY. Cytunodd y Panel y bydd yn bwysig rhannu arfer da ar draws ysgolion.
- Mae Abertawe wedi bod yn ardal wasgaru ar gyfer Ffoaduriaid a Cheiswyr Lloches ers dros 20 mlynedd ac mae'n Ddinas Noddfa. Mae gan Gyngor Abertawe ddigon o brofiad a llawer o systemau ar waith i gefnogi teuluoedd a'u plant, a ddylai fod yn sylfaen dda yn y cyfnod heriol hwn. Roedd y Panel yn falch o glywed am y gwaith a wneir ar hyn o bryd ar draws y ddinas.

6 **Diwygio Anghenion Dysgu Ychwanegol a'u gweithredu**

Diolchodd y Panel i Alison Lane, Pennaeth y Tîm Anghenion Dysgu Ychwanegol a Chynhwysiad am ddod i'r cyfarfod a rhoi adroddiad ysgrifenedig i'r Panel. Nodwyd y canlynol:

- Clywodd y Panel fod hwn yn ddiwygiad eang a'r ad-drefniant mwyaf ers blynyddoedd lawer ym maes ADY. Hefyd, bod y cyngor wedi bod yn pryderu am oblygiadau'r pandemig o ran gwneud cynnydd ond bod angen llongyfarch staff ar y llwyth gwaith sydd wedi'i gwblhau yn ystod y ddwy flynedd ddiwethaf i gadw hyn ar y trywydd iawn drwy gyfnod mor anodd. Dywedwyd wrthynt mai'r her fwyaf fydd rheoli disgwyliadau a chydweithio ar weledigaeth a rennir i gael y model gorau ar gyfer ein disgyblion ADY.
- Croesawodd y Panel y cynnydd cyffredinol a wnaed mewn perthynas â diwygio ADY. Maent yn fwy hyderus, er ein bod yng nghamau cynnar y diwygiad deddfwriaethol hwn, ein bod mewn sefyllfa dda i wynebu'r heriau sydd o'n blaenau.

7 Y Diweddaraf am Gynnydd Addysg Heblaw yn yr Ysgol

Diolchodd y Panel i Kate Phillips, Pennaeth y Gwasanaeth Dysgwyr Diamddiffyn, am ddod i'r cyfarfod a rhoi adroddiad manwl i'r panel. Nodwyd y canlynol:

- Clywodd y Panel fod y gwasanaeth yn cael ei adolygu ar hyn o bryd ac mae hyn wedi cynnwys edrych ar y meysydd allweddol canlynol:
 - *Polisi EOTAS newydd* - mae hwn yn cael ei gwblhau ac yn cynnwys gwaith i fireinio argymhellion a wnaed i'r Cabinet yn 2016 sy'n angenrheidiol gan fod pum mlynedd bellach wedi mynd heibio. Yn ystod y blynyddoedd ers hynny, cydnabuwyd efallai nad yw atgyfeirio'r plant a'r bobl ifanc sydd â'r Anawsterau Emosiynol ac Ymddygiadol Cymdeithasol mwyaf difrifol yn unig i ddarpariaeth EOTAS yn ddigonol i ddiwallu anghenion Abertawe. Mae effeithiolrwydd atal ac ymyrryd yn gynnar gan ysgolion Abertawe a gwasanaethau canolog yn golygu bod llai o blant a phobl ifanc y mae angen darpariaeth Uned Cyfeirio Disgyblion (UCD) arnynt. Fodd bynnag, mae mwy o blant a phobl ifanc ag anghenion ACEY hirdymor a chynnydd yn nifer y disgyblion ag Anhwylder ar y Sbectrwm Awtistig (ASD) sy'n cyflwyno ymddygiad heriol. Mae'r grŵp tasg a gorffen EOTAS newydd wedi nodi'r angen i ddatblygu darpariaeth i ddiwallu anghenion y garfan gymhleth hon uwchlaw a thu hwnt i'r cynnig cwricwlwm presennol sydd wedi'i deilwra i fodel ailintegreiddio.
 - *Sicrhau canlyniadau gwell ym Maes Derw* - mae hyn yn cynnwys presenoldeb, gwaharddiadau a'r ddarpariaeth ran-amser ym Maes Derw. Nodwyd y gellir gwella pob un o'r meysydd hyn. Tynnwyd sylw hefyd at yr angen i sicrhau bod yr holl leoliadau i ddisgyblion ym Maes Derw yn briodol er mwyn diwallu anghenion dysgwyr. Gan fod blwyddyn gyfan wedi mynd heibio ers agor Maes Derw, mae'n briodol ystyried pa mor dda yw'r newidiadau o ran diwallu anghenion plant a phobl ifanc Abertawe.
 - *Cyllid EOTAS* - mae angen parhaus i sicrhau bod y cyllid sydd ar gael ar gyfer darpariaeth EOTAS yn Abertawe yn cael ei dargedu at anghenion. Ar hyn o bryd, mae'r rhan fwyaf o'r cyllid ar gyfer darpariaeth EOTAS yn cael ei roi i Uned Cyfeirio Disgyblion Maes Derw, fodd bynnag, wrth i anghenion newid a'r dysgwyr hynny sy'n bodloni cylch gwaith Maes Derw leihau, mae angen edrych ar becynnau cymorth pwrpasol, amlasiantaethol, nad oes ganddynt gyllid penodol ar hyn o bryd. Byddai hefyd yn fuddiol targedu adnoddau at ymyrryd ac atal yn gynharach. Mae effeithiolrwydd yr arian datganoledig i ysgolion uwchradd yn awgrymu bod targedu adnoddau'n gynnar yn effeithiol o ran lleihau nifer y dysgwyr y mae angen darpariaeth EOTAS arnynt.
- Dywedodd yr Aelod Cabinet wrth y Panel fod adroddiad 2016 wedi darparu sylfaen gadarn ar gyfer y gwasanaeth hwn ac rydym bellach yn dechrau adeiladu ar hynny. Roedd y Panel yn cydnabod y bydd anghenion disgyblion yn Abertawe yn newid ac yn esblygu, felly roeddent yn falch o weld y gallu i addasu ac adolygu'n model darparu.

8 Y diweddaraf am y cwricwlwm newydd gan gynnwys cynnydd o ran ei weithredu

Diolchodd y Panel i Damien Beech, Pennaeth y Tîm Gwella Ysgolion am ddod i gyfarfod y Panel, ac am ddarparu adroddiad a thrafod cynnydd. Nodwyd y canlynol:

- Mae'r Panel yn croesawu'r cynnydd cyffredinol a wnaed mewn perthynas â chyflwyno'r cwricwlwm newydd i Gymru ond roeddent yn dal i bryderu ynghylch parodrwydd pob ysgol i gyflwyno'r cwricwlwm newydd. Dywedwyd wrth y Panel fod Llywodraeth Cymru yn cydnabod bod dylunio'r cwricwlwm yn broses barhaus a chylchol o ymgysylltu, dylunio, cynllunio, treialu a gwerthuso. Cydnabuwyd hefyd ei fod yn broses ailadroddol gan fod cwricwlwm pob ysgol yn parhau i esblygu i ddiwallu anghenion ei dysgwyr. Cytunodd y Panel a phwysleisiodd bwysigrwydd rôl Cynghorwyr Gwella Ysgolion a Chynghorwyr Cwricwlwm wrth gynghori a helpu'r ysgolion hynny a allai fod yn ei chael hi'n fwy heriol i gadw ar y blaen â datblygiad eu cwricwlwm. Roeddent hefyd yn cytuno â swyddogion pan ddywedasant y bydd cydweithio rhwng ysgolion yn arbennig o fuddiol o ran datblygu'r cwricwlwm.

9 Adroddiad diwedd y flwyddyn - Craffu ar Addysg

Gan mai hwn fydd cyfarfod olaf y flwyddyn ddinesig hon, gwahoddwyd y Panel i fyfyrion ar waith craffu, profiadau ac effeithiolrwydd y flwyddyn hon. Roedd hyn yn cynnwys croesawu unrhyw syniadau a fyddai'n gwella effeithiolrwydd y gwaith craffu ar addysg.

Cytunodd y Panel nad oeddent wedi cael cyfle i weld gwaith yn digwydd ar lawr gwlad eleni oherwydd y pandemig ac roeddent yn awyddus i ymweld ag ysgolion a chwrdd â Phrifathrawon, staff a disgyblion unwaith eto cyn gynted ag y bo modd.

Talodd y Panel deyrnged i ysgolion a'r adran addysg mewn perthynas â'r ffordd y maent wedi delio ag addysg drwy'r pandemig gan gytuno eu bod wedi gwneud gwaith gwych.

Diolchodd Cynullydd y Panel i'r Swyddog a chyd-aelodau'r Panel am eu hymrwymiad i'r Panel, gan ei fod yn teimlo bod hyn wedi gwneud gwahaniaeth cadarnhaol eleni.

Daeth y cyfarfod i ben am 3.45 pm

Cadeirydd



To:
Councillor Robert Smith
Cabinet Member for Education
Improvement, Learning and Skills

BY EMAIL

Please ask for: Michelle Roberts
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Date 28 March 2022
Dyddiad:

Summary: This is a letter from the Education Scrutiny Performance Panel to the Cabinet Member for Education Improvement, Learning and Skills following the meeting of the Panel on 15 March 2022 where they looked at the Panels watching brief items.

Dear Cllr Smith,

Education Scrutiny Performance Panel – 15 March 2022

We would like to thank you and your supporting Officers for attending our meeting. We are writing to you to reflect on what we learnt from the discussion and to share the views of the Panel.

Refugee and Asylum Seeker Education Briefing

We heard that this service is funded by Welsh Government and is part of the wider service for pupils who have a first language other than English/Welsh English (EAL learners). We heard EAL learners are a hugely diverse group and includes settled families, economic migrants, Roma, asylum seekers and refugees. Swansea is a very diverse city with over 140 languages and dialects spoken amongst our school population. We heard that the key support lies within individual schools and the role of the central service was to guide and advise schools.

We asked about the provision that was being made for the arrival of families from Ukraine. We were informed that what we have in place currently and how we can best prepare in advance for any arrivals was being considered. Also, that it is difficult to know at this stage how many children will come into the city, which is different to other schemes the council has managed, as we are usually informed of numbers in advance. We recognise this will be challenging because of the unpredictability of where families may be hosted in the city. This could impact on some schools that are not traditionally use to EAL pupils. We agree with you that sharing of good practice across schools will be important.

OVERVIEW & SCRUTINY / TROSOLWG A CHRAFFU

SWANSEA COUNCIL / CYNGOR ABERTAWE

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I dderbyn yr wybodaeth hon mewn fformat arall neu yn Gymraeg, cysylltwch â'r person uchod
To receive this information in alternative format, or in Welsh please contact the above

We understand that Swansea has been a Refugee and Asylum Seeker dispersal area for over 20 years and that we are a City of Sanctuary. We were pleased to hear that Swansea Council, has the experience to and has many systems in place for supporting families and their children, which should provide a good grounding in this challenging time. We are pleased to hear about the work currently being done across the city and agreed with you when you said it is vital that we get this right.

Additional Learning Needs (ALN) Reform Update

We heard that this is a wide-ranging reform and the biggest shake up for many years in ALN. Also, that the Council had been concerned about the implications of the pandemic on making progress but we agreed that staff need to be congratulated on the huge amount of work that has been completed in the last two years to keep this on track through such a difficult time. We look forward to seeing further developments as it progresses in the future. We were told that the biggest challenge will be managing expectations and working together on a shared vision to get the very best model for our ALN pupils.

We welcomed the overall progress that has been made in relation to ALN reform. We were reassured that although we are in the early stages of this legislative reform, we are well positioned to face the challenges that lie ahead.

Education Other Than At Schools (EOTAS) Update

We were told that the service is now being reviewed and this has included looking at the following key areas:

- *A new EOTAS policy* - this is being finalised giving refinement to recommendations made to Cabinet in 2016, which is needed as five years have now passed. During the intervening years, it has been recognised that only referring children and young people with the most severe Social Emotional and Behavioural Difficulties (SEBD) needs to EOTAS provision may not be sufficient to meet the needs of Swansea. The effectiveness of prevention and early intervention by Swansea schools and central services mean that there are less children and young people requiring Pupil Referral Unit (PRU) provision. However, there are a greater number of children and young people with long-term SEBD needs and an increase in pupils with Autistic Spectrum Disorder (ASD) presenting with challenging behaviours. The new EOTAS task and finish group has identified the need to develop provision to meet the needs of this complex cohort above and beyond the current curriculum offer which is tailored to a reintegration model.
- *Delivering improved outcomes within Maes Derw* - this includes attendance, exclusions and the part time provision at Maes Derw. It has been identified that these are all areas which can be improved. The need to ensure all pupil placements at Maes Derw are appropriate, in order for learners' needs to be met has also been highlighted. Now that it has been a whole year since the opening of Maes Derw, it is appropriate to consider how well the changes are meeting the needs of Swansea children and young people.
- *EOTAS funding* - there is a continual need to ensure that the funding available for EOTAS provision, which in Swansea is targeted at need. Currently, the majority of the funding for EOTAS provision is with Maes Derw PRU, however, as needs change and those learners who meet the remit of Maes Derw reduce, there is a need to look at bespoke, multi-agency packages of support, which do not currently have dedicated funding. It would also be beneficial to target resource at earlier

intervention and prevention. The effectiveness of the devolved money to secondary schools suggests targeting resource early is effective in reducing the number of learners requiring EOTAS provision.

You told us that the 2016 report had provided a firm foundation for this service and we are now starting to build upon that. We recognise that the needs of pupils in Swansea will change and evolve, so we are pleased to see the ability to flex and review our model of delivery here in Swansea therefore enabling us to meet those changing needs.

New Curriculum for Wales Update

We welcome the overall progress that has been made in relation to the introduction of the new curriculum for Wales but our concerns still remain with regard to the readiness of all schools to introduce the new curriculum. We were told that some comprehensive schools would be ready by September, while others would not be. Also, that all primary schools in Swansea would go ready or not in September. We felt this was very concerning and emphasised the importance of getting this right, otherwise pupils will suffer.

We were told the Welsh Government recognise that curriculum design is a cyclical process of engagement, design, planning, trialling, and evaluation. Also, that it is an ongoing process with each school's curriculum continuing to evolve to meet the needs of their learners. We agreed and emphasised the importance of the role of School Improvement Advisers and Curriculum Advisers in advising and getting those schools who may be finding it more challenging, up to speed with their curriculum development. We also agreed with officers when they said school to school collaboration will be particularly beneficial in relation to curriculum development.

Your Response

We would welcome your comments on any of the issues raised in this letter but on this occasion do not require a formal written response.

Yours sincerely

COUNCILLOR LYNDON JONES

Convener, Education Scrutiny Performance Panel

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