



**Dirprwyo Cyllideb Integreiddio AAA Ysgolion Cynradd
Papur Trafod Hydref 2013**

A) Cyflwyniad

Y materion sydd angen mynd i'r afael â hwy i sicrhau cynllun cytunedig ar gyfer symud ymlaen yw:

1. Y sail dros yr angen i ddirprwyo
2. Y gyllideb wirioneddol sydd angen ei dirprwyo i ysgolion a'r amserlin ar gyfer gweithredu.
3. Y categorïau o angen o fewn y gyllideb ddirprwyedig ac ystyriaeth o unrhyw eithriadau.
4. Ystyriaeth o gyllidebau AAA eraill y gellid eu cynnwys
5. Modelau ar gyfer dyrannu'r gyllideb yn cynnwys y mesur o angen.
6. Effaith y dirprwyo ar staffio o fewn ysgolion unigol a'r gweithredu i'w ddilyn.
7. Effaith ar gynnwys datganiadau unigol o anghenion addysgol arbennig os yw newid mewn ariannu i'w weithredu
8. Effaith disgyblion Blwyddyn 6 yn nhymor yr haf 2014.
9. Yr angen i gyfathrebu newidiadau arfaethedig i staff a rhieni.
10. Ffyrdd i'r Awdurdod fonitro'r defnydd o gyllidebau dirprwyedig.
11. Sail arolwg blynyddol o'r gyllideb ddirprwyedig.
12. Ystyriaeth o asesiad blynyddoedd cynnar o fewn y ddarpariaeth ABC.

Ystyrir y rhain yn unigol i'w ddilyn gan set benodol o gynigion i'w hystyried.

B) Ystyriaethau

1. Y sail dros yr angen i ddirprwyo

Mae'r rhagolygon ariannol ar gyfer gwasanaethau cyhoeddus yn bryderus ac mae angen i Awdurdodau wneud defnydd mwy effeithiol ac effeithlon o adnoddau sydd ar gael. Yn hanesyddol mae'r Awdurdod wedi rheoli'r gyllideb integreiddio ac mae ysgolion wedi cyflwyno ceisiadau tystiolaeth-seiliedig am gymorth ychwanegol yn arferol ar ffurf cymorthyddion anghenion arbennig. Gellir dadlau bod ysgolion mewn gwell sefyllfa na'r Awdurdod i benderfynu ar ddarpariaeth wirioneddol ar gyfer disgyblion unigol fel bod symudiad ymaith o ddarpariaeth a arweinir gan alw at ddull mwy cynlluniedig ysgol-gyfan yn cynnwys darpariaeth strwythuredig unigol a grŵp. Mae disgyblion, ar y cyfan, yn cael eu cefnogi'n well drwy ddull hyblyg a weithredir ar lefel ysgol lefel. Gellir cyflawni hyn drwy ddirprwyo arian i ysgolion unigol fel y gwneir penderfyniadau'n lleol.

2. Categorïau angen o fewn y gyllideb ddirprwyedig ac ystyriaeth o unrhyw eithriadau

Mae'r gyllideb integreiddio yn cynnwys arian i gefnogi disgyblion sydd â datganiad o anghenion addysgol arbennig a chynllun 3* yr Awdurdod.

Yn gyffredinol gellir gwahaniaethu dau gategori o ddisgyblion sydd ar ddatganiad mewn ysgolion cynradd. Y cyntaf yw'r disgyblion hynny y bydd eu hanghenion yn peri y bydd lefel uchel iawn o gefnogaeth yn ofynnol drwy gydol eu haddysg. Yr ail yw'r disgyblion hynny sydd angen cefnogaeth fanwl yn yr ysgol gynradd ond sy'n gyffredinol yn disgyn o fewn cwmpas darpariaeth ysgol uwchradd wrth drosglwyddo. Mae angen i'r Awdurdod ystyried a allai arian gael ei ddirprwyo i ysgolion ar gyfer y ddwy set o ddisgyblion.

Cyflwynwyd y cynllun 3* i gefnogi categori o ddisgyblion nad aseswyd eu hanghenion yn rhai sy'n gwarantu paratoi datganiad o anghenion addysgol arbennig ond sydd yn parhau i fod angen cymorth ychwanegol na all yr ysgol ei ddarparu. Dylai'r arian gael ei ddirprwyo ar gyfer y categori hwn o ddisgyblion.

3. Y gyllideb sydd ar gael a'r amserlin ar gyfer dirprwyo

a. Ar gyfer y flwyddyn ariannol 2013 / 2014 y gyllideb integreiddio sylfaenol oedd £2.4m. Roedd hwnnw'n darparu cefnogaeth i ddisgyblion gyda datganiad o anghenion addysgol arbennig a'r cynllun 3*. Gwariwyd y mwyafrif llethol o'r arian hwn yn cefnogi cymorthyddion anghenion arbennig; y mae eu cost uned yn rhyw £20k. Y ddarpariaeth ar gyfer disgyblion ar ddatganiad oedd £1,780,900 ac ar gyfer y cynllun 3* roedd yn £589,500.

Gellir dadlau bod angen cadw swm arbennig yn ôl i ddarparu cefnogaeth ariannol ar gyfer y disgyblion hynny sy'n cael eu hasesu yn ystod y flwyddyn ariannol fel rhai sydd angen datganiad o anghenion addysgol arbennig ac y bydd eu hanghenion yn peri bod lefel uchel iawn o gefnogaeth yn ofynnol drwy gydol eu haddysg. Gallai hyn gyfateb ag ariannu pump o gymorthyddion anghenion arbennig.

b. Categorïau i'w dadansoddi –

- I. Datganiadau hirdymor, 3-18. (Tirau'r Awdurdod yn yr uwchradd)
- II. Datganiadau a drosglwyddir i dimau ysgol wrth drosglwyddo
- III. Darpariaeth 3* bresennol

c. Mae angen i ymgynghori ddigwydd gyda phenaethiaid ac iddynt hwy wedyn drafod gyda'r Llywodraethwyr. Bydd cynrychiolwyr rhieni ar y Cyrff Llywodraethu. Amcanu i ddirprwyo cyllideb 13/14.

4. Ystyriaeth o gyllidebau AAA eraill y gellid eu cynnwys

a) 3 x unedau arbennig CA2

Os dirprwyir, gallai ysgolion benderfynu cadw'r ddarpariaeth neu gynnwys arian mewn dirprwyo. Gallent hefyd ystyried newid natur y ddarpariaeth e.e.

- Cyflwyno grwpiau prynhawn
- Athrawon i ymweld yn unig ag ysgolion yn rheolaidd i gynghori a hyfforddi staff
- Disgyblion i fynychu am hanner tymhorau llawn ar gyfer dal i fyny'n drwyadl ar raglenni a ddyfeisir gan athrawon a'r gwasanaeth seicolegol addysg. Natur y disgyblion a dderbynnir i newid. Newid natur y disgyblion sy'n mynychu e.e. materion ymddygiadol.

5. Modelau ar gyfer dyrannu'r gyllideb yn cynnwys mesur o angen

- Yn ôl dosbarth
- Yn ôl maint ysgol

- Yn ôl fformwla seiliedig ar ffigwr o 20% o ddisgyblion a fydd yn profi angen yn ystod bywyd ysgol
- Yn ôl yr arfer bresennol
- Yn ôl data o fewn PLASC sy'n seiliedig ar ddadansoddiad DAD
- Ystyriaethau o gyllidebau ysgol os ydynt uwchben neu islaw cost cyfartalog disgybl

6. Effaith y dirprwyo ar staffio o fewn ysgolion unigol a gweithredu i'w ddilyn

Ar hyn o bryd mae staff yn weithwyr uniongyrchol yr Awdurdod. O dan ddirprwyaeth byddai'r staff o fewn strwythur staffio'r ysgol.

Dylai fod gymhariaeth o arian dirprwyedig yn seiliedig ar fodel dyrannu ffafriedig ar gyfer ysgolion unigol yn erbyn eu lefel bresennol o staffio i weld yr effaith. Ceir posibilrwydd o fod angen dilyn gweithdrefnau diswyddo.

7. Effaith ar gynnwys datganiadau unigol o anghenion addysgol arbennig os yw newid mewn ariannu i gael ei weithredu

Bydd angen i'r Awdurdod ystyried newid geiriad y ddarpariaeth. Ceir problem ar drosglwyddo i'r ysgol uwchradd ar hyn o dro.

8. Effaith disgyblion Blwyddyn 6 yn nhymor yr haf 2014

Modelau i'w hystyried-

Mynd am 5 mis a 7 mis

Mynd am y sefyllfa bresennol

Mynd am sefyllfa mis Medi

9. Yr angen i gyfathrebu newidiadau arfaethedig i staff a rhieni

Gallai'r Awdurdod anfon llythyr gyda chynigion i deuluoedd a dargedir.

10. Ffyrdd i'r Awdurdod fonitro'r defnydd o gyllidebau dirprwyedig

Bydd angen defnyddio ffurfenni monitro.

11. Sail yr arolwg blynyddol o'r gyllideb ddirprwyedig

Mae angen i'r amseru gael ei sylfaenu ar sail dirprwyo,

12. Ystyriaeth o asesu'r blynyddoedd cynnar o fewn darpariaeth ABC

Yr Uned ABC i asesu rhai 3 oed (Blwyddyn M) ar gyfer datganiadau hirdymor cyn y Nadolig bob blwyddyn er mwyn dechrau'r broses. Disgyblion eraill i gael eu bwydo i'r trefniadau ariannu.

C) Cynigion penodol i'w hystyried

i) Bydd yr Awdurdod yn dirprwyo'r gyllideb integreiddio i ysgolion gan eu bod mewn sefyllfa well i ddatblygu pecynnau cefnogi effeithiol ac effeithlon ar gyfer disgyblion gydag anghenion addysgol arbennig o fewn cyfyngiadau ariannol penodol.

ii) Bydd yr Awdurdod yn dirprwyo'r hyn a ganlyn:

1. Y ddarpariaeth 3* bresennol
2. Darpariaeth ar gyfer disgyblion sydd ar ddatganiad y gall yr ysgol ymroi i'w hanghenion.

iii) Bydd darpariaeth ar gyfer y disgyblion hynny sydd angen darpariaeth hirdymor benodol a ddarperir o fewn fframwaith amlasiantaethol yn cael ei dirprwyo ar sail unigol i ysgolion ar y model comisiynu yr aed iddo drwy gytundeb.

iv) Bydd y ddirprwyaeth yn seiliedig ar ddata o fewn PLASC, yn seiliedig ar ddadansoddiad DAD, ac wedi ei chytuno â'r Awdurdod. Felly y sail yw angen cyffredinol yr ysgol. Trosir yr angen hwn i gyfundrefn rifol er mwyn adnabod swm penodol ar gyfer pob ysgol.

v) Ni fydd arolwg o'r symiau a ddirprwywyd yn ystod y flwyddyn ond bydd arolwg blynyddol o'r broses yn digwydd.

vi) Bydd y Panel Cymedroli yn parhau gyda'r briff o:

1. Ystyried ceisiadau ar gyfer asesu statudol yn nhermau'r angen am ddarpariaeth hirdymor benodol a ddarparwyd o fewn fframwaith amlasiantaethol.
2. Adolygu'r broses o ddirprwyo.

vii) Bydd ar yr Awdurdod a'r ysgolion angen mesur effaith dirprwyo ar lefelau staffio a chymryd camau priodol.

viii) Bydd y dirprwyo yn seiliedig ar werth un cymhorthydd angenion arbennig llawn amser yn bod yn £20,000. Felly dirprwyir arian nid oriau.

viii) Bydd yr Awdurdod yn cadw £100,000 wrth gefn ar gyfer yr achosion hynny lle'r adnabyddir angen am ddarpariaeth hirdymor benodol a ddarparwyd o fewn fframwaith amlasiantaethol yn ystod y flwyddyn. Bydd unrhyw danwariant yn cael ei ddwyn ymlaen i'r flwyddyn ariannol ddilynol.

ix) Mae angen datblygu modelau o contractau ar gyfer comisiynu cefnogaeth gan ysgolion.

x) Bydd angen i ysgolion gytuno ar gytundeb lefel gwasanaeth yn ogystal â rhoi adroddiad yn flynyddol i'r Awdurdod ar eu defnydd o'u cyllideb ddirprwyedig ac ar ei heffeithiolrwydd.

xi) Ymgynghori i ddigwydd gydag ysgolion hyd at 14 Ionawr i gael ei ddilyn gan adroddiad i'r Pwyllgor Gwaith. Modelu effeithiau dirprwyo ar staffio i ddechrau'n fuan wedyn.

Cytundeb Lefel Gwasanaeth : Dirprwyo'r Gyllideb Integreiddio

A] Egwyddorion Sylfaenol

- Mae'r arian sydd i'w ddirprwyo i gael ei ddefnyddio i gyfarfod ag anghenion disgyblion .

B] Rôl yr Awdurdod

- Gosod y gyllideb integreiddio'n flynyddol i ysgolion.
- Rhannu'r gyllideb i ysgolion unigol ar sail angen ysgol.
- Adolygu'r broses yn flynyddol drwy'r Panel Cymedroli
- Monitro defnydd ac effaith yr arian

C] Rôl yr ysgol

- Penderfynu ar y defnydd o'r swm dirprwyedig drwy gwblhau Atodiad A a dychwelyd i'r Awdurdod
- Asesu effaith yr arian drwy gwblhau Atodiad B a'i dychwelyd i'r Awdurdod
- Cydweithredu ag ysgolion eraill i ystyried y ddarpariaeth leol.

Atodiad A –Defnydd o'r gyllideb integreiddio a ddirprwywyd

Blwyddyn Ariannol 13/14.

Swm - £45,000

Mae angen cwblhau'r ffurflen hon yn flynyddol a'i dychwelyd i'r Adran Dysgu Gydol Oes erbyn diwedd Mai 2013.

<u>Darpariaeth</u>	<u>Disgrifiad</u>	<u>Cydweithredu gydag ysgolion eraill</u>	<u>Targedu</u>	<u>Cyllid</u>
1	Cyflogi cymhorthydd llawn amser yn y CS.	Dim	Disgyblion CS gyda sgiliau darllen ac ysgrifennu isel. Cefnogaeth benodol i 3 disgybl	£18,000
2	Cyflogi cymhorthydd yn y CS am 2 ddiwrnod; i ddechrau ym mis Medi 2013	Ysgolion A a B yn ei chyflogi am y 3 diwrnod arall	Cefnogaeth arbennig ar gyfer grŵp o 10 o ddisgyblion.	£4,900
3	Cyflogi cymhorthydd llawn amser yn CA2	Dim	Cefnogaeth arbennig i grŵp o 15 o ddisgyblion.	£18,000
4	Adnoddau	Trafod adnoddau gydag ysgolion A a B i rannu adnoddau	Disgyblion CA2	£1,800
Cyfanswm				£42,700

Arwyddwyd

Pennaeth –

Cadeirydd y Llywodraethwyr –

Llywodraethwr sy'n gyfrifol am ADY –

Dyddiad –

Atodiad B – Effaith y defnydd o’r gyllideb ddirprwyedig ar gyfer y flwyddyn ariannol 13/14.

Mae angen cwblhau’r ffurflen hon yn flynyddol a’i dychwelyd i’r Adran Dysgu Gydol Oes erbyn diwedd Mai 2014.

Darpariaeth	Nifer y disgyblion a dargedwyd	Deiliant disgwyliedig	Canlyniad *gweler y tabl canlyniadau	Sylwadau	Barn (Gwyrdd, melyn, oren, coch)
1					
2					
3					
4					
Gwerth am arian					

Arwyddwyd

Pennaeth –

Cadeirydd y Llywodraethwyr –

Llywodraethwr sy’n gyfrifol am ADY –

Dyddiad–



**Delegation of the SEN Primary Schools' Integration Budget.
Discussion Paper Autumn 2013**

A) Introduction.

The issues that need to be addressed to ensure an agreed plan to move forward are:-

1. The basis for the need to delegate
2. The actual budget that needs to be delegated to schools and the time line for implementation.
3. The categories of need within the delegated budget and consideration of any exemptions.
4. Consideration of other SEN budgets that could be included.
5. Models for allocation of the budget including the measurement of need.
6. Effect of the delegation on staffing within individual schools and action to be taken.
7. Effect on the contents of individual statements of special educational needs if a change in funding is to be implemented
8. The effect of Year 6 pupils in the summer term 2014.
9. The need to communicate proposed changes to staff and parents.
10. Ways for the Authority to monitor the use of delegated budgets.
11. Basis of annual review of the delegated budget.
12. The consideration of early years assessment within ABC provision.

These will be considered individually to be followed by a specific set of proposals to be considered.

B) Considerations.

1. The basis for the need to delegate.

The financial outlook for public services is worrying and Authorities need to make more effective and efficient use of available resources. Historically the Authority has controlled the integration budget and schools have presented evidence based requests for additional help usually in the form of special needs assistants. It can be argued that schools are in a better position than the Authority to decide on actual provision for individual pupils so that there is a move away from demand led provision to a more planned whole school approach to include structured individual and group provision. Pupils, on the whole, are better supported through a flexible approach implemented at a local school level. This can be achieved through the delegation of finance to individual schools so that decisions are made locally.

2. The categories of need within the delegated budget and consideration of any exemptions.

The integration budget consists of finance to support pupils who have a statement of special educational needs and the Authority's 3* scheme.

Generally one can distinguish two categories of statemented pupils within the primary schools. The first are those pupils whose needs will require a very high level of support throughout their education. The second are those pupils who require detailed support at primary school but who generally fall within the scope of secondary school provision at transfer. The Authority needs to consider whether finance could be delegated to schools for both sets of pupils.

The 3* scheme was introduced to support a category of pupils whose needs were not assessed as warranting the preparation of a statement of special educational needs but who still needed extra help that the school could not provide. The finance should be delegated for this category of pupils.

3. The available budget and time line for delegation.

a. For the 2013 / 2014 financial year the basic integration budget was £2.4m. This provided support for pupils with a statement of special educational needs and the 3* scheme. The vast majority of this finance was spent employing special needs assistants; whose unit cost is some £20k. The provision for statemented pupils was £1,780,900 and for the 3* scheme it was £589,500.

It can be argued that a certain sum needs to be kept back to provide financial support for those pupils who are assessed during the financial year as needing a statement of special educational needs and whose needs will require a very high level of support throughout their education. This could correspond to the funding of five special needs assistants.

b. Categories to be analysed –

- IV. Long term statements, 3-18. (Authority teams in secondary)
- V. Statements that will be transferred into school teams at transfer
- VI. Present 3* provision

c. Consultation needs to take place with head teachers and for them to then discuss with Governors. There will be parent representatives on the Governing Bodies. Aim to delegate the 13/14 budget.

4. Consideration of other SEN budgets that could be included.

a) 3 x KS2 special units

If delegated, schools could decide to keep the provision or include finance in delegation.

They could also consider changing the nature of provision e.g.

- Introduce afternoon groups
- Teachers to only visit schools regularly to advise and train staff.
- Pupils to attend for full half terms for intensive catch up on programmes devised by teachers and educational psychology service. Nature of admitted pupils to change.
- Change nature of pupils attending e.g. behavioural issues

5. Models for allocation of the budget including the measurement of need.

- By class
- By size of school
- By formula based on figure of 20% of pupils will experience a need during school life
- By present practice
- By data within PLASC based on DAD analysis
- Consideration of school budgets if above or below average pupil cost

6. Effect of the delegation on staffing within individual schools and action to be taken.

Presently staff are direct Authority employees. Under delegation the staff would be within the school staffing structure.

There should be a comparison of delegated finance based on preferred allocation model for individual schools against their present level of staffing to see the effect. There is the possibility of needing to follow redundancy procedures.

7. Effect on the contents of individual statements of special educational needs if a change in funding is to be implemented.

The Authority will need to consider changing provision wording.
This an issue on transfer to secondary school at the present moment.

8. The effect of Year 6 pupils in the summer term 2014.

Models to consider-

Go for 5 months and 7 months

Go for present situation

Go for September situation

9. The need to communicate proposed changes to staff and parents.

The Authority could send letter with proposals to targeted families

10. Ways for the Authority to monitor the use of delegated budgets.

Monitoring forms will need to be used.

11. Basis of annual review of the delegated budget.

The timing needs to be based on the basis of delegation

12. The consideration of early years assessment within ABC provision.

ABC Unit to assess 3 year olds (Year N) for long term statements before Christmas each year so as to begin the process. Other pupils to be fed into the funding arrangements.

C) Specific proposals to be considered.

i) The Authority will delegate the integration budget to schools as they are in a better position to develop effective and efficient support packages for pupils with special educational needs within finite financial restrictions.

ii) The Authority will delegate the following –

- 1. The present 3* provision**
- 2. Provision for statemented pupils whose needs can be addressed by the school.**

iii) Provision for those pupils who need specific long term provision provided within a multiagency framework will be delegated on an individual basis to schools on a commissioning model entered into by contract.

iv) The delegation will be based on data within PLASC, based on DAD analysis, and agreed with the Authority. Therefore the basis is the overall need of the school. This need will be translated into a numerical system so as to identify a specific sum for each school.

v) There will be no review of the delegated amounts during the year but an annual review of the process will take place.

vi) The Moderation Panel will continue with the brief of

- 1. Consideration of requests for statutory assessment in terms of the need for specific long term provision provided within a multiagency framework.**
- 2. Reviewing the process of delegation**

vii) The Authority and schools will need to measure the effect of delegation on staffing levels and take appropriate steps.

vii) Delegation will be based on the value of one full time special needs assistant as being £20,000. Therefore finance will be delegated not hours.

viii) The Authority will keep £100,000 in reserve for those cases where a need for specific long term provision provided within a multiagency framework is identified during the year. Any underspend will be carried forward to the following financial year

ix) Model contracts for commissioning support from schools need to be developed.

x) Schools will need to agree to a service level agreement as well as report annually to the Authority on their use of their delegated budget and on its effectiveness.

xi) Consultation to take place with schools up to 14 January to be followed by a report to the Executive. Modelling of the effects of delegation on staffing to start soon after.

Service Level Agreement : Delegation of the Integration Budget.

A] Basic Principles

- The finance to be delegated is to be used to meet the needs of pupils with special educational needs within the stages of School Action and More and Statemented.
- The Authority will continue to consider applications for statutory assessment for those pupils in terms of their need for specific long term provision provided within a multiagency framework. The Authority will commission the school to provide the required support.
- The school and the Authority should monitor the use of this finance.
- The school welcomes schools cooperating to develop local provision.

B] The Authority's Role

- Set the integration budget annually to schools.
- Divide the budget to individual schools on the basis of school need.
- Review the process annually through the Moderation Panel
- Monitor the use and effect of the finance

C] The school's role.

- Decide on the use of the delegated sum by completing Appendix A and returning to the Authority
- Assessing the effect of the finance by completing Appendix B and returning to the Authority
- Cooperating with other schools to consider local provision.

Appendix A –Use of the delegated integration budget.

Financial Year 13/14.

Sum - £45,000

This form needs to be completed annually and returned to the Lifelong Learning Department by the end of May 2013.

<u>Provision</u>	<u>Description</u>	<u>Cooperating with other schools</u>	<u>Targeting</u>	<u>Finance.</u>
1	Employing a full time assistant in the FPh.	None	FPh pupils with low reading and writing skills. Specific support for 3 pupils	£18,000
2	Employing an assistant in the FPh for 2 days; to start in September 2013	Schools A and B employing her for the other 3 days	Specific support for a group of 10 pupils.	£4,900
3	Employing a full time assistant in KS2	None	Specific support for a group of 15 pupils.	£18,000
4	Resources	Discussing resources with schools A and B to share resources	KS2 pupils	£1,800
Total				£42,700

Signed

Headteacher –

Chair of Governors –

Governor responsible for ALN –

Date –

Appendix B – Effect of the use of the delegated budget for the financial 13/14.

This form needs to be completed annually and returned to the Lifelong Learning Department by the end of May 2014.

Provision	Number of pupils targeted	Expected outcome	Result *see results table	Comments	Judgement (Green yellow, orange, Red)
1					
2					
3					
4					
Value for money					

Signed

Headteacher –

Chair of Governors –

Governor responsible for ALN –

Date –