

National
Assembly for
Wales

Cynulliad
Cenedlaethol
Cymru



Gan Liz Withers Mai 2009

Adroddiad ar ein canfyddiadau ymchwil gan y Grŵp
Trawsbleidiol Awtistaeth yn y Cynulliad Cenedlaethol
Cadeirwyd gan Janet Ryder AC

ddarpariaeth addysg awtistaeth arbenigol yng Nghymru

Cipolwg ar

A snapshot of specialist autism education provision in Wales

A report into our research findings by the Cross Party
Autism Group in the National Assembly for Wales
Chaired by Janet Ryder AM

By Liz Withers May 2009



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The Cross Party Autism Group in the National Assembly for Wales was established in 2002 and since this time the group has had a role in bringing individuals and families, professionals, and Assembly members together to discuss issues affecting people with autism, their families and carers. Its aim is to raise awareness and promote the interests of people affected by autism in Wales.

The National Autistic Society Cymru provides the secretariat for the Cross Party Autism Group.

For further information on the CPAG, please contact:

Cross Party Autism Group

The National Autistic Society Cymru
6-7 Village Way
Greenmeadow Springs Business Park
Tongwynlais
Cardiff
CF15 7NE

Tel: 02920 629 316
Email: cpag@nas.org.uk
Website: www.autism.org.uk/cpag

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Chair's Foreword

I am pleased to be able to present this piece of work which, was inspired by concerns raised at our meetings regarding the provision of secondary and post-16 education for young people with autism. We conducted this work with limited resources, with the aim of stimulating discussion and hopefully action by those who affect both policy and spending. Because of the limited nature of our resources, the recommendations made are based on those responses we have had and from repeated issues raised at Cross Party Autism Group meetings by parents and carers.

I must make it clear that all the results, assumptions and recommendations in this report are based on those responses we have received anecdotally, though this is supported repeatedly by parents and young people's experiences. However, we also found examples of good practice and there may well be more examples among others who did not respond. Where it does exist it should be highlighted and used as an example to others.

I would also like to add my thanks to all those who did respond; their views are very important, representing as they do the many people, colleges and schools that are offering services to young people. I would also like to thank the work that Liz Withers in particular has done to support this piece of work and more generally to support the Cross Party Group.

Janet Ryder AM

Chair of the Cross Party Autism Group



Overview of our findings

From the responses we have received it would seem that specialist autism education providers are dissatisfied with co-ordination and planning at a local level and are concerned that Further Education (FE) is not meeting the needs of young people on the autism spectrum in Wales.

Our findings tell us that:

- 75% of schools feel there is a lack of adequate local provision for the young people they support (this links to short breaks, wraparound services, etc)
- 50% of schools find local cooperation difficult
- 58% of schools do not feel there is adequate FE provision for young people on the autism spectrum in Wales.

Autism and education

Autism¹ is a lifelong developmental disability that affects the way a person communicates with, and relates to, other people. It also affects how they make sense of the world around them. It is a spectrum condition, which means that, while all people with autism share three main areas of difficulty (social interaction, social communication and social imagination) their condition will affect them in different ways. Some people with autism are able to live relatively independent lives but others may need a lifetime of specialist care. People with autism may also experience some form of sensory sensitivity or under-sensitivity, for example to sounds touch, tastes, smells, light or colours.

According to NAS Cymru figures, over 25,000 people in Wales have autism. Of these, around 6,000 are children and young people aged under 18. A lack of appropriate

provision for children with autism in schools can have a detrimental impact on children with autism and their families, and impacts on society in general.

Background to this paper

The aim of this paper is to highlight key issues of concern for specialist autism education providers in Wales. The research for this paper was carried out by the Cross Party Autism Group (CPAG) in the National Assembly for Wales². The group is chaired by Janet Ryder AM. This research was conducted following specific concerns regarding the organising and funding of appropriate education provision for young people with autism in secondary and post-16 education in Wales, raised at the April 2008 meeting of the CPAG. To investigate some of these issues, and to try to create a picture of specialist autism provision across Wales, questionnaires were sent to schools in Wales with an autism specialism. These included statutory and independent special schools, as well as mainstream schools with autism resource bases. 24 responses were received – a fairly representative sample from across Wales. Just under half of respondents were from special schools and 88% of schools who took part were state-funded institutions. Two responses were received through the medium of Welsh³.

As a result of the data we received back from schools in November 2008, questionnaires were also sent to FE providers in Wales to enable some comparison of views to take place. 9 responses were received, all from mainstream colleges. Evidence gathering took place between September and March 2009. This is the final report of the key findings from the research.

¹ We use the term autism here to cover all diagnoses on the autism spectrum, including Asperger syndrome.

² The National Autistic Society Cymru provides the secretariat for the Cross Party Autism Group in the National Assembly for Wales. The group brings together Assembly Members, professionals, people with autism and parents, and meets at the National Assembly for Wales in Cardiff Bay. Its aim is to raise awareness and promote the interests of people with autism spectrum disorders, their families and carers.

³ The questionnaires sent to schools were bilingual

4 Key Findings

Autistic Spectrum Disorder (ASD) Action Plan – out of action?

In April 2008 the Welsh Assembly Government (WAG) launched the Autistic Spectrum Disorder (ASD) Strategic Action Plan for Wales to drive improvements across services for children, young people and adults in health, social services and education. Central to the plan is the notion of joint working and agencies coming together to plan for better access to services and support for people with autism and their families. The CPAG supports the plan.

In line with the plan, local agencies should come together through a local stakeholder group and be working to develop a local autism plan. The plan will be informed by data gathered at a local level on the numbers of children and young people with autism in their area, and a mapping exercise identifying current provision and gaps in services and support locally⁴.

Our research indicates that only 46% of schools feel autism is a priority for their local education authority (LEA). Of the remaining schools, many feel their LEA could do more to prioritise autism and 20% feel their LEA does not prioritise autism at all. There is clearly a disparity here between the commitment shown by the WAG to autism and the levels of awareness and mainstreaming of information about the plan and its implications at local level.

The issues raised by specialist providers were not solely related to education provision. In terms of the main areas of concern in supporting children, young people and their families, schools are clearly aware of the barriers that parents face in accessing a whole range of support. In fact, 75% of schools feel there is a lack of

adequate local provision for the young people they support. Specifically, almost half of respondents told us that access to short breaks and parental support during out-of-school hours was hard to come by.

'Many parents have difficulty obtaining respite care'

Teacher in an autism centre attached to a mainstream primary school in South East Wales

We know that access to short-break provision for young people with autism in Wales is extremely patchy. In fact, according to Shared Care Network, children with autism spectrum disorders are amongst those who wait the longest for short breaks⁵. Despite the availability of generic short-break provision within authorities, mainstream provision can often find it very difficult to cope with the needs of children and young people with autism, which can mean parents find it almost impossible to access appropriate support.

The CPAG believes that local authorities should be using a proportion of their recurring allocation from the WAG for supporting children and young people with autism specifically on short break services⁶. The group also recommends that the Health, Wellbeing and Local Government Committee in the National Assembly for Wales looks into the issue of access to short-break services for children and young people with autism and their families.

The CPAG believes that local agencies, and the local named lead in particular, need to be engaging with specialist education providers in the local area who are in a unique position to inform the current picture relating to services and support, particularly gaps in service.

However, in light of the evidence provided in this paper, the **CPAG also believes that access to wraparound services for young people with autism, including short breaks, should be considered as a priority in local autism plans**. The CPAG supports ESTYN's recommendation that, 'local authorities should strategically plan services in partnership with others to provide effective non-educational support in conjunction with school based support, for pupils with complex special needs and their families.'⁷

Local and regional co-operation

The importance of cooperation cannot be overstated in ensuring that a young person with autism has easy access to a wide variety of services and support in his or her area. Despite an increase in structures to aid co-operation, 50% of schools participating in our research reported that they still find cooperation to plan for local and regional provision for children and young people with autism difficult.

'The Unlocking Potential Plan has promoted things in the educational system, but we need a lot more organisation between education, health and social services.'

Teacher in a Welsh medium specialist school in Anglesey.

'Sometimes far too many people [are] involved [and] nothing gets completed.'

Teacher in a special school in North East Wales

This is of particular concern, since local agencies must work together to deliver on the plan at local level, but also there will now be more opportunities for agencies to come together to plan for low-incidence, high-cost

services at regional level. This planning will be supported by regional co-ordinators housed by the Welsh Local Government Association. As part of the ASD action plan, the WAG aims to issue guidance to LEAs on the development of regional provision of goods and services for children and young people across Wales. However, this is not autism specific.

The CPAG believes that local agencies would benefit from greater autism-specific guidance on commissioning services and support for young people across Wales both at local and regional level.

Disparities across the sector

Children and young people with autism often have very complex educational needs which can require myriad learning aids, support staff, speech and language therapy and sensory stimuli resources in order to ensure that they fulfil their academic potential. However, many specialist state schools that responded to our survey feel that they simply do not have the finances to provide these resources to every student.

[We need] more psychological and psychiatric support... [The] level of speech therapy support is farcical... [The WAG need to] encourage purpose-built, autism-friendly and carefully-thought-out provision. Facilities in private sector can be jaw dropping.'

Special school for pupils with profound multiple and complex difficulties and autism in South Wales Central

Access to support through the medium of Welsh was also highlighted as an issue, both in terms of access to appropriate educational provision, but also in terms of in-school support.

⁴ There is an expectation by WAG that this work will include adults also

⁵ Shared Care Network (2007). *Still waiting: families of disabled children in the UK waiting for short break services*. Bristol: Shared Care Network

⁶ Since 2007 the Welsh Assembly Government has made £1.7 million available to local authorities in Wales through the revenue support grant for children and young people with autism. £0.7million of this allocation is for social services

⁷ ESTYN (October 2008). *Local authority placements of pupils with additional learning needs in independent special schools with linked 52-week residential provision*. Cardiff: Estyn, p.7

'There are enough communication problems without also having to come to terms with an unfamiliar language'

A special school in North West Wales

57% of those state schools that completed the questionnaire admitted that they feel out-competed by the independent sector. Most specifically in terms of resources, and access to speech and language therapists, occupational therapists and training opportunities for support staff.

When asked what more the WAG should do to support the development of local provision, 54% of schools feel that it should increase funding.

'Across Wales there needs to be agreement on levels of support to ensure that there is a standard of service accessible to all. Should be monitored by the WAG'

Special school in South Wales Central

The CPAG believes that all young people with autism should be able to access local education provision appropriate to their needs. The CPAG also recommends that the WAG makes available more schemes for specialist education providers such as 'Unlocking the Potential of Special Schools' (2006). In cases where this funding has been made available, schools have highlighted it as beneficial.

Troubled transition

Transition can be a particularly difficult time for young people with autism because they can find change hard to cope with. They can also find it difficult to visualise things beyond their routine, such as what they would like to do in the future. For these reasons effective and

early planning around transition is essential. Despite this our research indicates that 50% of schools have experienced problems with their young people moving onto further education.

'We have never been able to place a child in FE because they cannot provide the individual support a child needs.'

Teacher in a special school in South Wales

We also asked colleges about their experiences of transition. All the colleges that responded to the survey agreed that support could be improved for young people at transition from school to college.

25% of schools that have experienced problems at transition highlight a lack of training and knowledge of autism amongst FE staff as the main reason for these problems. 4 out of the 9 (44%) colleges agreed that there is a lack of staff awareness and training in autism and that they require greater expertise.

'Being kindly disposed and interested is not enough; committed staff need committed training which will improve the quality of provision overall.'

Mainstream FE provider North East Wales

In order to improve transition, suggestions from colleges included more 'taster days' and 'schools links programmes'.

'We have close links with feeder schools, with college staff attending school reviews when possible. Feeder schools have a programme of visits to the college in the spring term with, in some cases, students spending time in college with their support staff. In July the

college holds a three-day induction course for all new learners in the department. This allows the students to get to know the college environment, try some lessons and to meet the other learners.'

Mainstream college

Funding for specialist college placements

The process of applying for specialist college placements is a major issue highlighted frequently in the group and something we would like the Assembly Government to take urgent action on. Schools and colleges have highlighted the importance of a planned transition with opportunities for taster days which give young people a chance to get to know their new environment, and staff the time to understand more about a young person's individual support needs. However, the group understands that parents are not currently able to apply for funding for a specialist college placement until the end of January, where the student is due to start at the college that September.

'I know several parents of severely autistic young people who have had under a week between a decision on funding and their child starting college. [This is] disastrous for young people with this level of need. It makes a nonsense of having transitional annual reviews from the age of 13/14 years at school.'

Parent of a young man with autism

The CPAG believes this delay in being able to apply for – and receive decisions on – funding is unnecessary and has a detrimental impact on the young person with autism, the family and the placement college. We would like to see the WAG change policy in this area as a matter of priority.

Specific issues for young people with Asperger syndrome

75% of schools surveyed think there are specific issues for young people with Asperger syndrome in accessing ongoing support in college. Examples of these include preparation for – and support into – employment, lack of support outside college, and losing friends when moving out of their county for placements. In general, colleges concurred that providing tailored support for young people with Asperger syndrome is often difficult. Colleges reflected the recognition that young people at the 'higher end' of the spectrum need social skills and life skills support, and they often struggle to provide this.

'We have a lot of experience in supporting learners who have severe learning difficulties alongside their autism, but are increasingly taking learners who have moderate learning difficulties but extremely poor social skills. The difficulty here is in meeting their learning needs as well as their social and life skills needs.'

Mainstream college South West Wales

The general sense is that this is largely due to a lack of access to funding and not meeting the criteria for support.

'There is a distinct lack of services for people with ASD, particularly for those at the higher end of the spectrum. For example, to be eligible for assistance from the Community Teams for Learning Disabilities, a service user must have an IQ of less than 70. This precludes many of our students who still will require a high level of support to achieve a degree of independent living and, most importantly, the help and support they require to access employment.'

Mainstream college in West Wales

'There are difficulties for all learners accessing support post-college but for learners with Asperger's it is particularly difficult as the services for people with learning difficulties are not available and often work is not a viable option.'

Mainstream college

The CPAG believes that the WAG needs to take specific action to address the gap between services for young people with Asperger syndrome to better enable them to access support.

Social skills support highlighted by both schools and colleges in their responses is also the most commonly requested support by adults according to NAS Cymru. In light of this, **the CPAG believes that FE providers should also consider how they can best support the development of social skills in their young people with an ASD who often find break time and other non-contact time difficult.** We have heard instances where students find themselves so unable to cope that they actually drop out of FE.

The CPAG welcomes the work the WAG is undertaking to respond to the Education and Lifelong Learning Committee recommendations around transition. The group would strongly support the notion of a support plan (or a statement) being carried with a young person through into college. We also feel that if an Assembly Measure around transition was to be drafted, there would be specific areas where explicit reference to autism and young people with social and communication difficulties should be made. Examples of this might be mandatory training in autism for staff supporting students through transition and in post-16 environments, and a greater focus on broader support, beyond that

with an academic focus, such as life skills and social skills support, to enable young people to be better prepared for the next stages of their lives.

Is FE provision for children and young people with autism fit for purpose?

According to our survey, 58% of schools do not feel there is adequate FE provision for young people on the autism spectrum in Wales, with some reflecting the lack of appropriate FE placements available in Wales felt by some parents.

'My son will be leaving education soon. We are having to look for a college in England. There is nothing suitable in South Wales for him to go (post-16) so we are having to look in England for places that aren't too far away.'

Parent of a young man with autism

'I am aware of some children who have to go outside Wales for FE.'

Teacher in an autism resource base within a mainstream primary school in South East Wales

According to WAG statistics, 38 students with autism in Wales had their further education funded by the WAG in 2007/08. Of these, 16 attended specialist residential colleges in England. Clearly, there is a problem with access to appropriate further education provision in Wales. It is important that young people are able to access provision as close to home as possible.

In regard to FE provision that is available in Wales, many schools in our survey reported that they would like to see more autism awareness training within those FE institutions.

'Courses are there but the understanding of how ASD children learn is not.'

Teacher in an autism resource base within a mainstream secondary school in South East Wales

Six out of the 9 colleges that responded felt that they provided good support to those on the autism spectrum, with 2 considering that their support *'needed improving'*. However, all of the colleges had difficulties in supporting young people with autism. All colleges agreed with the schools that autism awareness and training was important to successfully support students with autism. This includes the need to have an understanding of a young person's sensory needs, and of practical techniques and coping strategies.

'Autism is a hidden disability. Raising awareness amongst all college personnel is of vital importance to ensure that students are treated appropriately and equally.'

Mainstream college in South West Wales

'There is a need for more in-depth training for those staff immediately involved with ASD students. But also there is a need for greater all-college staff awareness since many problems occur outside the classroom, within the wider college community.'

Mainstream college

Meanwhile one college highlighted difficulties in meeting the social and life skills needs as well as learning needs of students with an ASD. **The CPAG would like to see WAG supporting colleges to access autism training, as well as social and life skills support.**

Eight out of the 9 colleges that responded agreed that they thought that Wales would benefit from a state-

funded FE college, especially for those students with an ASD with very high support needs.

'[It's an] excellent idea because it could provide all other life skills areas alongside [the] curriculum: social skills, applying for jobs, interview techniques, etc. It could teach independent living.'

Special school for young people with a variety of complex needs, including autism, in South West Wales

'We are under pressure to accept applicants with particular complex needs but we are unable to meet their needs. Those who make referrals often acknowledge this but cite lack of alternative as reason for making the referral anyway.'

Mainstream college

'Although we have a number of learners with autism there are always some learners for whom it is felt that the college environment is not the most suitable placement. These learners could benefit from the specialist environment that a residential college would offer.'

Mainstream college in South West Wales

Even those schools that answered no to this idea felt that FE has to adapt in order to better meet the needs of young people on the autism spectrum in Wales.

'It would have to be residential which is expensive. Perhaps funding could be put into a number of strategically placed regional centres attached to existing colleges. Getting the right mindset and staff is key to success.'

Special school for pupils with profound multiple and complex difficulties and autism in South West Wales

'Young people with autism can successfully access courses, provided there is someone on site to advise, monitor and support.'

Mainstream school with an autism base in South East Wales

Possible suggestions included training up FE lecturers to improve knowledge and understanding of autism, and increasing efforts to engage youngsters in FE inclusion practices.

The CPAG believes that FE institutions should review the support they have in place for people with autism spectrum disorders and produce a strategy to address gaps in support. Furthermore, in order to inform future planning of FE provision, it would be helpful if the WAG could start collecting data on the destinations of young people with autism when they leave school.

We believe that this short research project has highlighted some major issues in the FE sector relating to the access of support for young people with autism in Wales. **We therefore recommend the Enterprise and Learning Committee undertake a short review to further investigate the barriers to appropriate support in FE for young people with autism.**

Summary of key recommendations

In light of the responses we received and issues raised in the CPAG, we have made some recommendations.

The WAG should:

- consider mandatory training in autism for key staff making assessments and supporting students in post-16 environments
- provide guidance to enable a greater focus on broader support for students with autism within post-16 environments, such as life skills and social skills support
- develop autism-specific guidance on commissioning services and support for young people across Wales both at local and regional level
- make available more schemes for specialist education providers such as 'Unlocking the Potential of Special Schools' (2006)
- improve data collection on the destinations of young people with autism when they leave school
- support colleges to access autism training and social and life skills support
- review their funding policy for young people with autism applying for specialist college placements as a matter of priority to ensure that young people and their families are not disadvantaged by delays in funding decisions
- take specific action to address the gap between services for young people with Asperger syndrome to better enable them to access support.

FE institutions should:

- consider how they can best support the development of social skills and a more rounded curriculum for young people with autism spectrum disorders, and provide greater opportunities for support during breaks and other non-contact time
- review the support they have in place for people with autism spectrum disorders and produce a strategy to address gaps in support.

Local authorities should:

- involve specialist education providers in helping to identify gaps in local provision when completing local mapping to inform the development of local autism plans
- use a proportion of their recurring allocation from the WAG for supporting children and young people with autism, specifically on short-break services
- consider access to wraparound services for young people with autism, including short breaks, as a priority in local autism plans.

The Health, Wellbeing and Local Government Committee should:

- look into the issue of access to short-break services for children and young people with autism and their families.

The Enterprise and Learning Committee should:

- undertake a short review to further investigate the barriers to appropriate support in FE for young people with autism.

12 Annex: Table of respondents

Schools

The Hollies School – Cardiff
 Abertillery Comprehensive School – Blaenau Gwent
 Park Lane Special School – Rhondda Cynon Taf
 Heronsbridge School – Bridgend
 Llandrindod High School – Powys
 Fairwater High School – Torfaen
 Ysgol Crug Glas – Swansea
 Maesmarchog Primary – Neath Port Talbot
 St Christopher’s School – Wrexham
 Ysgol Maes y Coed – Neath Port Talbot
 Daniel James Community School - Swansea
 Brynglas ASD Centre – Newport
 Ysgol Maesydre – Powys
 Darland High School – Wrexham
 Risca Community Comprehensive – Caerphilly
 Williamstown Primary School – Rhondda Cynon Taf
 Tonypandy Primary School – Rhondda Cynon Taf
 Ysgol Cedewain – Powys
 Ysgol y Bont – Anglesey
 Ysgol Gynradd Machynlleth – Powys
 *4 schools wished to remain anonymous

FE providers

Coleg Gwent – Monmouthshire
 Yale College – Wrexham
 Coleg Sir Gâr – Carmarthenshire
 The College Ystrad Mynach – Caerphilly
 Swansea College – Swansea
 Coleg Meirion Dwyfor – Gwynedd
 Neath-Port Talbot College – Neath Port Talbot
 Merthyr College – Merthyr Tydfil
 *1 college wished to remain anonymous

Darparwyr Addysg Bellach

Goleg Gwent – Sir Fynwy
 Coleg Yale – Wrecsam
 Coleg Sir Gâr – Sir Gâr
 Y Coleg Ystrad Mynach – Caerffili
 Coleg Abertawe – Abertawe
 Coleg Meirion Dwyfor – Gwynedd
 Coleg Castell-nedd Port Talbot – Castell-nedd Port Talbot
 Coleg Merthyr Tydfil – Merthyr Tydfil
 * Dymuniad 1 coleg aros yn anhysbys

Ysgolion

Ysgol yr Hollies – Caerdydd
 Ysgol Gyfun Abertyleri – Blaenau Gwent
 Ysgol Arbennig Park Lane – Rhondda Cynon Taf
 Ysgol Heronsbridge – Pen-y-Bont
 Ysgol Uwchradd Llandrindod – Powys
 Ysgol Uwchradd Fairwater – Torfaen
 Ysgol Crug Glas – Abertawe
 Ysgol Gynradd Maesmarchog – Castell-nedd Port Talbot
 Ysgol St Christopher – Wrecsam
 Ysgol Maes y Coed – Castell-nedd Port Talbot
 Ysgol Cymuned Daniel James – Abertawe
 Canolfan ASD Brynglas – Casnewydd
 Ysgol Maesydre – Powys
 Ysgol Uwchradd Darland – Wrecsam
 Ysgol Gyfun Cymunedol Risca – Caerffili
 Ysgol Gynradd Williamstown – Rhondda Cynon Taf
 Ysgol Gynradd Tonypandy – Rhondda Cynon Taf
 Ysgol Cedewain – Powys
 Ysgol y Bont – Ynys Môn
 Ysgol Gyfun Machynlleth – Powys
 * Dymuniad 4 ysgol aros yn anhysbys



Dylai Awdurdodau Lleoli:

- Gynnwys darparwyrr addysg arbenigol i helpu i ganfod bylchau mewn darpariaeth leoli wrth gwblhau gwaith mapio lleoli er mwyn llywio'r gwaith o ddatblygu cynlluniau awtistiaeth lleoli.

- Defnyddio rhan o'r arian cylchol a gant gan Lywodraeth y Cynulliad i gefnogi plant a phobl ifanc ag awtistiaeth, a'i wario ar wasanaethau seibiant byr yn arbenig.

- Rhoi blaenoriaeth i ystyried mynediad pobl ifanc ag awtistiaeth i wasanaethau cofreidiol, gan gymmws sebiannau byr, fel blaenoriaeth mewn cynlluniau awtistiaeth lleoli.

Dylai'r Pwyllgor Menter a Dysgu:

- Gynnal adolygiad byr er mwyn ymchwilio ymhellach i'r rhwystrau i gefnogaeth brodol ym maes AB ar gyfer pobl ifanc ag awtistiaeth.

Gan ystyried yr ymatebion a gawsom a'r materion a

godwyd yn y Grŵp Trawsbleidiol, rydym yn argymhell:

Y dylai Lywodraeth Cynulliad Cymru:

- Ystyried hyfforddiant gorfodol ar awtistiaeth i staff allweddol sy'n gwneud asesiadu ac yn cefnogi myfyrwyr mewn amgylcheddau ôl-16.

- Darparu canllawiau er mwyn rhoi mwy o bwyslais ar gefnogaeth ehangach i fyfyrwyr ag awtistiaeth mewn amgylcheddau ôl-16, fel cymorth gyda sgiliau byw a sgiliau cymdeithasol.

- Datblygu canllawiau sy'n ymwneud yn benodol ag awtistiaeth ar gomisiynu wasanaethau a chefnogaeth i bobl ifanc ledled Cymru yn lleoli ac yn rhanbarthol.

- Cyflwyno mwy o gynlluniau ar gyfer darparwyr addysg arbenigol, fel 'Datgloi' Potensial ysgolion arbenigol' (2006).

- Gwelli'r broses o gasglu data ar gyrchfannau pobl ifanc ag awtistiaeth wedi iddynt adael yr ysgol.

- Cefnogi colegau i gael hyfforddiant ar awtistiaeth a chefnogaeth gyda sgiliau cymdeithasol a sgiliau byw.

- Adolygu ei pholisi ariannu ar gyfer pobl ifanc ag awtistiaeth sy'n ymgaisio am leoliadau mewn colegau arbenigol ar unwaith er mwyn sicrhau nad yw pobl ifanc a'u teuluoedd dan anfantais oherwydd oedi cyn cael penderfyniadau ariannu.

- Cymryd camau gweithredol penodol i ymdrin â'r bylchau rhwng gwasanaethau ar gyfer pobl ifanc a syndrom Asperger fel eu bod yn gallu cael cefnogaeth well.

Dylai sefydliadau Addysg Bellach:

- Ystyried y ffordd orau o gefnogi datblygiad sgiliau cymdeithasol a chwicwilmw mwy cynhwysfawr i bobl ifanc ag anhwylderau ar y sbectwm awtistig a darparu mwy o gyfluoedd i gael cefnogaeth yn ystod amser egwyll ac amser arall heb gyswllt.

- Adolygu'r gefnogaeth sydd ganddynt ar gyfer pobl ag anhwylderau ar y sbectwm awtistig a chynhyrchu strategaeth i ymdrin â'r bylchau mewn cefnogaeth.

chynhyrchu strategaeth i fynd i'r afael â'r bylchau

yn y gefnogaeth. Yn ogystal â hyn, er mwyn

llywio'r gwaith o gynllunio darpariaeth AB yn y

dyfodol, byddai'n ddefnyddio'r pe bai Lywodraeth y

Cynulliad yn gallu dechrau casglu data ar gyrchfannau pobl ifanc ag awtistiaeth wedi iddynt

adael yr ysgol.

Rydym ni'n credu bod y prosiect ymchwil byr hwn wedi amlygu problemau mawr yn y sector AB o ran cael

gatael ar gefnogaeth i bobl ifanc ag awtistiaeth yng Nghymru. **Felly, argymhellwn fod y Pwyllgor Menter**

a Dysgu'n cynnal adolygiad byr er mwyn ymchwilio ymhellach i'r rhwystrau i gefnogaeth brodol ym

maes AB ar gyfer pobl ifanc ag awtistiaeth yn fwy trwy'r:

atom yn cydnabod hyn ond yn cyfeirio pobl atom beth

dynag am nad oes unrhyw ddewis arall".

Coleg prif ffrwd

'Er bod gennyf nifer o ddysgwyr ag awtistiaeth, nid

amgylchedd Coleg yw'r lleoliad myaf addas i bob

dysgwr. Gallai'r dysgwyr hyn eiwa ar yr amgylchedd

arbenigol a gynnigir mewn coleg preswyl."

Coleg prif ffrwd yn y De-orllewin

Roedd hyd yn oed yr ysgolion hynny a atebodd na i'r

syniad hwn yn teimlo bod rhaid i AB addasu er mwyn diwallu anghenion pobl ifanc sydd ar y sbectwm awtistig

yngh Nghymru yn well.

'Byddai'n rhaid iddo fod yn goleg preswyl, sy'n ddru.

'Fallai gellid ariannu nifer o ganolfannau rhanbarthol sydd

wedi'u lleoli'n strategol a fyddai ynghlwm wrth gollegau

staff cywir.' Ysgol Arbenigol i ddisgyblion ag anawsterau lluosog a chymhleth

dwys ac awtistiaeth yn y De-orllewin

'Gall pobl ifanc ag awtistiaeth lwyddo i gael cyrsiau, ar yr

amod bod yna rywun ar y safle i gynghori, monitro a

chefnogi.' Ysgol brif ffrwd gyda chanolfan awtistiaeth yn y De-ddwyrain

Roedd yr awgrymiadau posibl yn cynnwys hyfforddi

darlithwyr AB er mwyn gwella'u gwybodaeth a'u

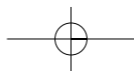
deallwriaeth o awtistiaeth a gwneud mwy o ymdrech i

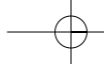
gynnwys pobl ifanc mewn ymarferion cynhwysiant AB.

Maer CPAg yn credu y dylai sefydliadau AB

adolygu'r gefnogaeth sydd ganddynt ar gyfer pobl

ag anhwylderau ar y sbectwm awtistig a





Y farn gyffredinol yw mai'r rheswm pennaf dros hyn yn diffyg mynediad i arian a methu â bodloni'r meini prawf ar gyfer cael cefnogaeth.

'Mae yna ddiffyg gwasanaethau amwg i bobl ag ASD, yn arbennig i'r rheiny sydd ar ben uwch y sbectwm. Er enghraifft, rhaid i ddefnyddiwr gwasanaeth fod ag IQ islaw 70 er mwyn bod yn gymwys i gael cymorth gan y Tîmau Cymunedol ar gyfer Anabdeddau Dysgu. Mae hyn yn hepgor nifer o'n myfyrwyr a fydd angen i'w uchel o gefnogaeth o hyd er mwyn gallu byrn annibynnol i ryw radau, ac yn bwysicach fyth, yr help a'r gefnogaeth y bydd angen arnynt i gael gwaith.'

Coleg prif ffrwd yn y Gorllewin

'Mae pob dysgwyr yn cael anawsterau wrth geisio cael cefnogaeth ar ôl Coleg, ond mae hyn yn arbennig o anodd i ddysgwyr ag Asperger gan nad yw'r gwasanaethau i bobl ag anawsterau dysgu ar gael ac, yn aml, nid yw gwaith yn opswm ymarferol.'

Coleg prif ffrwd

Mae'r CPAg yn credu bod angen i Lywodraeth y Cynulliad gymryd camau gweithredu penodol i ymdrin â'r bwlch rhwng y gwasanaethau ar gyfer pobl ifanc â syndrom Asperger er mwyn iddynt allu cael cefnogaeth.

Amlygodd yr ysgolion a'r colegau gefnogaeth sgiliau cymdeithasol yn eu hatebion, a dyma'r gefnogaeth a ofynnir amdani amlat gan oedolion hefyd yn ôl NAS Cymru. Gan ystyried hyn, mae'r CPAg yn credu y dylai darparwyr AB ystyried hefyd sut y gallant gefnogi datblygiad sgiliau cymdeithasol ymhlith eu pobl ifanc ag ASD sy'n aml yn cael anhawster gydag amser egwyl ac amser arall heb gyswilt. Rydym

wedi clywed am achosion lle mae'r myfyrwyr wedi cael cymaint o anhawster ymdopi fel eu bod wedi gadael AB yn gyfan gwbl.

Mae'r CPAg yn croesawu'r gwaith y mae Lywodraeth y Cynulliad yn ei wneud mewn ymateb i argymhellion y Fwyllgor Addysg a Dysgu Gydol Oes o ran cyfnodau trawsnewidiol. Byddai'r grŵp yn gefnogol iawn o'r syniad bod y person ifanc yn cael cynllun cymorth, neu ddatganiad) a fydd yn parhau i'w ddyddiau coleg. Rydym hefyd o'r farn pe bai Mesur Cynulliad yn cael ei ddatfio ynghylch cyfnodau trawsnewidiol, dylid cyfeirio'n benodol at awtistiaeth a phobl ifanc ag anawsterau cymdeithasol a chyfrathrebu mewn meysydd arbennig. Gallai engreifftiau gymwys hyfforddiant gortodol ar awtistiaeth i staff sy'n cefnogi myfyrwyr trwy gyfnodau trawsnewidiol ac mewn amgylcheddau ôl-16 a mwy o bwyslais ar gefnogaeth ehangach, y tu hwnt i'r hyn a geir yn academaidd, megis cymorth gyda sgiliau byw a sgiliau cymdeithasol, fel bod pobl ifanc yn fwy parod at gyfnodau nesaf eu bywydau.

A yw'r ddarpariaeth AB i blant a phobl ifanc ag awtistiaeth yn ateb y gofyn?

Yn ôl ein harolwg, nid yw 58% o ysgolion o'r farn bod yna ddiagon o ddarpariaeth AB i bobl ifanc sydd ar y sbectwm awtistig yng Nghymru, gyda rhai'n adlewyrchu barn rhai rhieni fod yna ddiffyg lleoliadau AB priodol yng Nghymru.

'Bydd fy mab yn gadael addysg yn fuan; rydym yn gortodol edych am goleg yn Lloegr. Does unman addas iddo yn Ne Cymru ar gyfer addysg ôl-16 felly mae'n rhaid i ni edych yn Lloegr am leodd sydd ddim yn rhy bell i ffrwd.'

Rhiant dyn ifanc ag awtistiaeth gymhleth.

'Rwy'n gwychod am rai plant sy'n gortod mynd allan o Gymru i gael AB.'

Athro mewn canolfan awtistiaeth o fewn ysgol gynradd brif ffrwd y Ddeddwyrair

'Mae'r cyrsiau ar gael, ond nid oes deallwriaeth o sut mae plant ASD yn dysgu.'

Athro mewn canolfan awtistiaeth o fewn ysgol uwchradd brif ffrwd y Ddeddwyrair

Yn ôl ystadegau Lywodraeth y Cynulliad, roedd y Cynulliad yn ariannu darpariaeth addysg bellach 38 o fyfyrwyr ag awtistiaeth yng Nghymru yn 2007/08, gyda 16 o'r rhain yn mynychu colegau preswyl arbennigol yn Lloegr. Mae'n amwg fod yna broblem wrth geisio sicrhau darpariaeth addysg bellach briodol yng Nghymru. Mae'n bwysig bod pobl ifanc yn gallu cael gafael ar ddarpariaeth mor agos i'w cartref â phosibl.

O ran y ddarpariaeth AB sydd ar gael yng Nghymru, nododd sawl ysgol yn ein harolwg yr hoffent weid mwy o hyfforddiant ar ymwybyddiaeth o awtistiaeth yn y setylliadau AB hynny.

'Mae'r cyrsiau ar gael, ond nid oes deallwriaeth o sut mae plant ASD yn dysgu.'

Athro mewn canolfan awtistiaeth o fewn ysgol uwchradd brif ffrwd y Ddeddwyrair

'Mae awtistiaeth yn anabledd cudd. Mae codi ymwybyddiaeth ymhlith pob aelod o bersonel colegau'n hynod bwysig er mwyn sicrhau bod myfyrwyr yn cael eu trin yn briodol ac yn gyfartal.'

Coleg Prif ffrwd yn y De-orllewin

'Mae angen i'r staff hynny sy'n ymwneud yn uniongyrchol â myfyrwyr ASD gael hyfforddiant manylach. Ond mae hefyd angen mwy o ymwybyddiaeth ymhlith holl staff colegau gan fod nifer o'r problemau'n digwydd y tu allan i'r dosbarth, o fewn cymuned ehangach y coleg.'

Coleg prif ffrwd

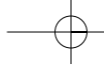
Yn y cyfamser, amlygodd un coleg yr anawsterau o ran diwallu'r anghenion sgiliau cymdeithasol a sgiliau byw yn ogystal â'r anghenion dysgu. Hoffai'r CPAg weld Lywodraeth y Cynulliad yn cefnogi colegau i gael gafael ar hyfforddiant awtistiaeth, yn ogystal â chefnogaeth gyda sgiliau cymdeithasol a sgiliau byw.

Cyfnodd 8 o'r 9 coleg a ymatebodd eu bod yn credu y byddai Cymru'n elwa ar gael coleg AB a rieni'r gan y miadwriaeth, yn arbennig i'r rheiny ag awtistiaeth ddirffrol.

'Syniad ardderchog oherwydd gallai ddarparu'r holl feysydd sgiliau byw eraill ochr yn ochr â sgiliau cymdeithasol y cwricwlwm: ymgaisio am swyddi, technegau cyfwellad ac ati. Gallai addysgu byrn annibynnol.'

Ysgol arbennig i bobl ifanc ag amrywiaeth o anghenion cymhleth, gan gymwys awtistiaeth, yn y De-orllewin.

'Rydym dan bwysau i dderbyn ymgaisiwr ag anghenion cymhleth arbennig, ond nid ydym yn gallu diwallu eu hanghenion. Yn aml, bydd y rheiny sy'n cyfeirio pobl



Trychinebus i bobl ifanc â'r lfeil hon o angen. Mae'n gwned yr adolygiadau trawsnewidiad blynyddol o 13/14 oed yn yr ysgol yn hollol ddiwertn.

Rhiant dyn ifanc ag awtistiaeth ddiffriol

Mae'r CPAg yn credu nad oes angen yr oedi hwn cyn gallu gwneud cais a chael penderfyniad ar ariannu, ac mae'n cael effaith andwyl ar yr unigolyn ifanc ag awtistiaeth, y teulu a choleg y lleoliad. Hoffem weld Llywodraeth y Cynulliad yn rhoi blaenoriaeth i newid y polisi yn y maes hwn.

Materion penodol ar gyfer pobl ifanc â syndrom Asperger

Mae 75% o'r ysgolion a arolygwyd yn credu bod gan bobl ifanc â syndrom Asperger faterion penodol wrth geisio cael cefnogaeth barhaus yn y coleg. Rhai enghreifftiau o'r materion hyn yw eu paratoi ar gyfer cyflogaeth a'u cynorthwyo i gael gwaith, diffyg

cefnogaeth wedi'i haddasu i bobl ifanc â syndrom Asperger yn aml yn anodd. Cydnabur'r colegau bod angen cymorth gyda sgiliau cymdeithasol a sgiliau byw ar bobl ifanc sydd ar ben uwch y sbectwm, ond eu bod yn cael anhawster darparu'r mathau hyn o gefnogaeth i bobl ifanc yn aml.

'Mae genny'm lawer o brofiad o gefnogi dysgwyr ag anawsterau dysgu diffriol ochr yn ochr â'u hawtistiaeth, ond rydym yn dechrau cael mwy a mwy o ddysgwyr ag anawsterau dysgu diffriol ond sydd â sgiliau amawsterau dysgu cymedrol ond sydd â sgiliau cymdeithasol gwael ofnadwy. Yr anhawster yn y fan hon yw diwallu eu hangenion dysgu yn ogystal â'u hangenion sgiliau cymdeithasol a sgiliau byw.'

Coleg prif ffrwd yn y De-orllewin

Er mwyn gwella'r cyfnod trawsnewidiad, awgrymodd y colegau y dylid cael mwy o ddiwrnodau bias ar addysg bellach' a 'rhaglenni cyswllt ysgolion'.

'Mae genny'm gysylltadau agos ag ysgolion bwydo gyda staff y coleg yn mynychu adolygiadau'r ysgol pan fo'n bosibl. Mae gan ysgolion bwydo raglen o ymweiliadau â'r Coleg yn nhymer y gwahanyn, gyda myfyrwyr yn treulio amser yn y Coleg gyda'u staff cymorth mewn rhai achosion. Mae'r coleg yn cynnal cwrs cynefino 3 diwrnod ym mis Gorffennaf i bob dysgwyr newydd yn yr adran. Mae hyn yn rhoi cyfle i fyfyrwyr ddod yn gyfarwydd ag amgylchedd y coleg, i roi cynnig ar rai o'r gwersi ac i gwrrdd â dysgwyr eraill.'

Coleg prif ffrwd

Arian ar gyfer lleoliadau mewn Colegau Arbenigol

Mae'r broses ariannu o ran gwneud cais am leoliadau mewn Colegau Arbenigol yn broblem fawr sy'n cael sylw'n aml yn yr grŵp ac yn un yr hoffem i Llywodraeth y Cynulliad wneud rhywbeth yn ei chylch ar frys. Mae ysgolion a cholegau wedi amlygu pwysigrwydd cynllunio'r cyfnod trawsnewidiad a chreu cyfleoedd ar gyfer

diwrnodau bias a chyfleoedd i bobl ifanc ddod yn gyfarwydd â'u hamgylchedd newydd, yn ogystal â chysleu'r staff ddeall mwy am angenion cymorth unigol pobl ifanc. Fodd bynnag, mae'r grŵp yn deall nad yw rhieni'n gallu gwneud cais am arian ar gyfer lleoliadau mewn colegau arbennig ar hyn o bryd tan ddiwedd mis Ionawr, pan fo'r myfyrwr i fod i ddechrau'r coleg y mis Medi hwnnw.

'Rwy'n gwbod am nifer o rieni pobl ifanc ag awtistiaeth ddiffriol sydd wedi cael penderfyniad ar ariannu lai nag wythnos cyn i'w plentyn ddechrau yn y coleg.'

hwnnw.

Problemau Trawsnewidiad

Gall y cyfnod trawsnewidiad fod yn amser arbennig o anodd i bobl ifanc ag awtistiaeth, gan fod natur eu cyflwr yn gallu golygu eu bod yn cael anhawster ymdopi â newid. Mae'n bosibl y byddant yn cael anhawster dychmygu unrhyw beth y tu hwnt i'w trefn ddyddiol

arterol hefyd, fel beth yr hoffent ei wneud yn y dyfodol. Oherydd hyn, mae'n hanfodol bod y cyfnod trawsnewidiad'n cael ei gynllunio'n effeithiol ac yn gynnar.

Er gwaethaf hyn, mae ein hymchwili yn dangos bod 50% o ysgolion wedi cael problemau wrth i'w pobl ifanc symud ymlaen i addysg bellach.

'Dyn ni byth wedi gallu rhoi plentyn mewn sefyliad AB am na allant ddarparu'r gefnogaeth unigol sydd ei hangen ar benty'n.'

Athro mewn ysgol arbennig yn y De

Gwaethom ofyn i golegau am eu profiadau o gyfnodau trawsnewidiad hefyd. Cyfunodd pob coleg a ymatebodd i'r arolwg y gallai'r gefnogaeth fod yn well i bobl ifanc wrth iddynt symud o'r ysgol i'r coleg.

Gwaeth 25% o'r ysgolion sydd wedi cael problemau gyda'r cyfnod trawsnewidiad bwysleisio mair prif reswm dros y problemau hyn yw diffyg hyfforddiant a gwoboddaeth am awtistiaeth ymhlith staff AB. Roedd 4 o'r 9 coleg (44%) yn cytuno bod yna diffyg ymwybyddiaeth a hyfforddiant mewn perthynas ag awtistiaeth ymhlith staff a bod angen mwy o arbenigedd arnynt.

'Dyw bod yn gymwynasgar a dangos diddordeb ddim yn ymrodde dig a fydd yn gwella ansawdd y ddarpariaeth yn ddigon; rhaid i staff ymrodde dig gael hyfforddiant gyffredinol.'

Darparwr AB prif ffrwd yn y Gogledd-ddwyrain

'gael yn y sector prelat yn syfrdanol.'

'Ysgol Arbennig i ddisgyblion ag anawsterau lluosog a chymhleth dwys ac awtistiaeth yng Nghanol De Cymru.'

Amlygwyd mynediad i gymorth trwy gyfrwng y Gyrraeg fel problem hefyd, o ran cael gafael ar ddarpariaeth addysgol briodol ond hefyd o ran cefnogaeth yn yr ysgol.

'Mae yna ddigon o broblemau cyfathrebu heb orfod ymdopi ag iaitn anghyfarwydd.'

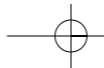
'Ysgol arbennig yn y Gogledd-orllewin'

Cyfraddfodd 57% o'r ysgolion gwladol hynny a gwblhaodd yr holladur eu bod yn teimlo nad ydynt yn gallu cystadlu â'r sector annibynnol. Roedd hyn yn fwyaf penodol o ran adnoddau, mynediad i therapyddion llefydd ac iaitn, therapyddion galwedigaethol a chyfleoedd hyfforddi i staff cymorth.

'Mae angen cytuno ar leiau cymorth ledled Cymru er mwyn sicrhau bod gwasanaeth o safon benodol ar gael i bwyb. Dylai gael ei fonitro gan Llywodraeth y Cynulliad'

'Ysgol arbennig yng Nghanol y De'

Mae'r CPAg Awtistiaeth yn credu y dylai pob unigolyn ifanc ag awtistiaeth allu cael gafael ar ddarpariaeth addysg leol sy'n briodol i'w hangenion. Mae'r CPAg hefyd yn argymhell y dylai Llywodraeth y Cynulliad gyflwyno mwy o gynlluniau ar gyfer darparwr addysg arbennigol, fel Datglo Potensial ysgolion arbennig (2006). Mewn achosion lle mae arian wedi bod ar gael, mae'r ysgolion wedi nodi ei fod wedi bod yn fuddiol iawn.



Cynllun Gweithredu ar gyfer Anhwyldeirau'r Sbectrwm Awstisig (ASD) – ddim yn gweithio?

Yn mis Ebrill 2008, lansiodd Llywodraeth Cynulliad Cymru Gynllun Gweithredu Strategol Cymru ar gyfer Anhwyldeirau'r Sbectrwm Awstisig (ASD) er mwyn sbarduno gwelliannau ar draws gwasanaethau i blant, pobl ifanc ac oedolion yn meysydd iechyd, pobl ifanc ac oedolion yn meysydd iechyd, gwasanaethau cymdeithasol ac addysg. Mae gweithio ar y cyd a chael asiantaethau i ddod at ei gilydd i gynllunio ar gyfer sicrhau gwell mynediad i wasanaethau a chefnogaeth i bobl ag awstistaeth a'u teuluoedd yn ganolog i'r cynllun. Mae CPAG yn cefnogi'r cynllun.

Yn unol â'r cynllun, dylai asiantaethau lleol ddod ynghyd trwy grŵp rhandeddiadaid lleol a mynd ati i ddatblygu trwy grŵp rhandeddiadaid lleol. Bydd y cynllun yn seiliedig ar ddata a gesglir yn lleol am nifer y plant a phobl ifanc sydd ag awstistaeth yn eu hardal ac ymarfer mapio sy'n nodi'r ddarpariaeth gyfredol a'r bylcchau sy'n bodoli mewn gwasanaethau a chefnogaeth yn lleol⁵.

Nododd ein hymchwili mai dim ond 46% o ysgolion oedd yn meddwl fod awstistaeth yn flaenoriaeth i'w Hawdurdod Addysg Lleol (ALL). O'r ysgolion eraill, roedd nifer o'r farn y gallai eu ALL wneud mwy i flaenoriaethu awstistaeth ac roedd 20% yn teimlo nad oedd eu ALL yn rhoi unrhyw flaenoriaeth i awstistaeth. Mae yna wahaniaeth amhwng yma rhwng yr ymrodolad a ddangosir gan Lywodraeth y Cynulliad tuag at awstistaeth a'r lfeleau o ymwybyddiaeth a phrif ffrydio gwybododaeth am y cynllun a'i oblygiadau yn lleol.

Nid oedd y materion a godwyd gan ddarparwyr arbenigol yn ymwneud â darpariaeth addysg yn unig. O ran y prif feysydd sy'n peri gofid mewn perthynas â chefnogi plant, pobl ifanc a'u teuluoedd, mae ysgolion yn ymwybodol

iawn o'r rhystrau sy'n wnebu rhieni wrth geisio cael gafael ar amrywiaeth eang o gefnogaeth. Yn wir, mae 75% o ysgolion o'r farn nad oes yna ddigon o ddarpariaeth lleol ar gyfer y bobl ifanc y maent yn eu cefnogi. Yn benodol, dywedodd bron hanner yr ymatebwyr wrthym ei fod yn anodd iawn cael gafael ar sebiannau byr a chefnogaeth i rieni y tu allan i oriau ysgol.

'Mae nifer o rieni'n cael anhawster sicrhau gofal sebiant.' Athro mewn canolfan awstistaeth sydd ynghlwm wrth ysgol gyrradd brif ffrwd yn y De-ddwyrain

Gwyddom fod y gallu i gael darpariaeth sebiannau byr i Gwyddom fod y gallu i gael darpariaeth sebiannau byr i bobl ifanc ag awstistaeth yng Nghymru'n anghyson dros ben. Yn wir, yn ôl Rhwydwaith Rhannu Gofal, mae plant sy'n dioddef o anhwylderau'r sbectrwm awstisig ymhlith y rheiny sy'n aros hiraf am sebiannau byr⁶. Serch y ddarpariaeth sebiannau byr generig sydd ar gael o fewn awdurdodau, yn aml bydd darparwyr prif ffrwd yn cael traffert ymdopi ag anghenion plant a phobl ifanc ag awstistaeth, sy'n golygu ei bod hi bron yn amhosibl i rieni gafael ar y gefnogaeth briodol.

Mae'r CPAG yn credu y dylai'r awdurdodau lleol fod yn defnyddio rhan o'r arian cyrchol y maent yn ei dderbyn gan Lywodraeth y Cynulliad i gefnogi plant a phobl ifanc ag awstistaeth, a'i wario'n benodol ar wasanaethau sebiant byr⁶. Mae'r grŵp hefyd yn argymhell y dylai Pwyllgor Iechyd, Les a Llywodraeth Leol y Cynulliad archwilio pa mor hawdd yw hi i blant a phobl ifanc ag awstistaeth a'u teuluoedd gael gafael ar wasanaethau sebiant byr.

Mae'r CPAG yn credu y dylai asiantaethau lleol, ac yn arbennig, yr asiantaeth/gweithiwr blaen penodol lleol fod

⁵ Mae Llywodraeth y Cynulliad yn disgwyl i'r gwaith hwn gymwys oedolion hefyd
⁶ Rhannu'r Gofal (2007) Still Waiting: Families of Disabled Children in the UK waiting for Short Break Services

yn trafod â darparwyr addysg arbenigol yn yr ardal lleol sydd mewn sefyllfa unigryw i allu darparu gwybododaeth ar gyfer y darlun cyfredol o wasanaethau a chefnogaeth, yn enwedig y bylcchau yn y gwasanaeth. Fodd bynnag, gan ystyried y dystiolaeth a ddarperir yn y papur hwn, mae'r CPAG hefyd yn credu y dylai gwasanaethau cofleidiol ar gyfer pobl ifanc ag awstistaeth, gan gynnwys sebiannau byr, gael eu hystyried yn flaenoriaeth mewn cynlluniau awstistaeth lleol. Mae'r CPAG yn cefnogi argymhellad ESTYN y dylai awdurdodau lleol gynllunio gwasanaethau'n strategol mewn partneriaeth ag eraill er mwyn cynnig cefnogaeth anadlysgol effeithiol, ar y cyd â chefnogaeth yn yr ysgol, i ddisgyblion sydd ag anghenion arbennig cymhleth ac i'w teuluoedd.⁷

Cydwethredu lleol a rhanbarthol

Ni ellir gorbwysieisio pwysigrwydd cydwethredu wrth sicrhau bod unigolyn ifanc ag awstistaeth yn gallu cael gafael ar amrywiaeth eang o wasanaethau a chefnogaeth yn ei ardal yn hawdd. Er gwaetha'r cymydd mewn strwythurau i hwyuso cydwethreddiead, nododd 50% o'r ysgolion a gymetodd ran yn ein hymchwili eu bod yn parhau i gael anhawster wrth geisio cydwethredu er mwyn cynllunio ar gyfer darpariaeth i blant a phobl ifanc ag awstistaeth yn lleol ac yn rhanbarthol.

'Mae'r Cynllun Datgof Potensial wedi hyrwyddo pethau yn y system addysg, ond mae angen llawer mwy o drefnu rhwng meysydd addysg, iechyd a gwasanaethau cymdeithasol.' Athro mewn ysgol arbenigol Cymraeg yn Ynys Môn.

'Weithiau mae llawer gormod o bobl yn cymryd rhan a does dim byd yn cael ei gyflawni.'

Athro mewn ysgol arbennig yn y Gogledd-ddwyrain

Mae hwn yn offid mawr; rhaid i asiantaethau lleol gydweithio i gyflawni'r cynllun yn lleol, ond nawr bydd yna fwy o gyfleoedd i asiantaethau ddod ynghyd i gynllunio ar gyfer gwasanaethau llai cyffredin, cost uchel yn rhanbarthol. Bydd y cynllunio hwn yn cael ei gefnogi gan gysylltwyr rhanbarthol a leolir gan Gymdeithas Llywodraeth Leol Cymru. Fel rhan o'r cynllun gweithredu ar gyfer ASD, mae Llywodraeth y Cynulliad yn ceisio dosbarthu canllawiau i Awdurdodau Addysg Lleol (ALL) ar ddatblygu darpariaeth rhanbarthol o nwyddau a gwasanaethau i blant a phobl ifanc ledled Cymru. Fodd bynnag, nid yw'r canllawiau'n benodol ar gyfer awstistaeth.

Mae'r CPAG yn credu y gallai asiantaethau lleol elwa ar gael mwy o ganllawiau sy'n ymwneud yn benodol ag awstistaeth ar gyfer comisiynu gwasanaethau a chefnogaeth i bobl ifanc ledled Cymru, yn lleol ac yn rhanbarthol.

Gwahaniaethau ar draws y sector

Yn aml, mae gan blant a phobl ifanc ag awstistaeth angenion addysgol cymhleth iawn sydd angen amrywiaeth o gymhorthion dysgu, staff cymorth, therapi llefydd ac iatth ac adnoddau ysgogtr synhwyrau er mwyn sicrhau eu bod yn cyflawni eu potensial academaidd. Fodd bynnag, mae nifer o'r ysgolion gwladol arbenigol a ymatebodd i'n harwng yn teimlo nad oes ganddynt yr arian i ddarparu'r adnoddau hyn i bob myfyrwr.

'Mae angen mwy o gefnogaeth seicolegol a seiciatrïg arnom. Mae lfeil y gefnogaeth therapi llefydd yn chwethrnillyd... [Mae angen i Lywodraeth y Cynulliad] annog darpariaeth bwrpasol, sy'n ystyriol o awstistaeth ac wedi'i chynllunio'n ofalus. Mae'r cyflusterau sydd ar

⁶ Ers 2007, mae Llywodraeth y Cynulliad wedi rhoi £1.7 miliwn i awdurdodau lleol yng Nghymru trwy'r grant cynnal reffeniw ar gyfer plant a phobl ifanc ag awstistaeth. Mae £0.7miliwn o'r arian hwn ar gyfer gwasanaethau cymdeithasol
⁷ ESTYN (Hydref 2008) Lleoideaau awdurdod lleol ar gyfer disgyblion ag anghenion dysgu ychwanegol mewn ysgolion arbennig annibynnol sydd a darpariaeth breswyl gysylltiedig 52 wythnos t.7

awtistiaeth. O'r rhain, mae oddeutu 6,000 ohonynt yn blant a phobl ifanc dan 18 oed. Gall diffyg darpariaeth brodol ar gyfer plant ag awtistiaeth mewn ysgolion gael effaith andwylol ar blant ag awtistiaeth a'u teuluoedd, ac mae'n effeithio ar gymdeithas yn gyffredinol.

Y cefndir i'r papur hwn

Nod y papur hwn yw amlygu'r prif faterion sy'n peri gofio i ddarparwyr addysg awtistiaeth arbenigol yng Nghymru. Gwnaed yr ymchwil ar gyfer y papur hwn gan y Grŵp Trawsbleidiol Awtistiaeth yng Nghynulliad Cenedlaethol Cymru (CPAG). Cadeirir y grŵp gan Janet Ryder AC. Cynhaliwyd yr ymchwil yn dilyn pryderon penodol o ran treftu ac ariannu darpariaeth addysg brodol i bobl ifanc Nghymru, a godwyd yng nghyfarfod Ebrill 2008 y CPAG. Er mwyn ymchwilio i rai o'r materion hyn, a cheisio creu darlun o ddarpariaeth arbenigol ledled Cymru, anfonwyd holiaduron i ysgolion yng Nghymru gydag

arbenigedd mewn awtistiaeth. Roedd y rhain yn cynwys ysgolion arbennig statudol ac annibynnol, yn ogystal ag ysgolion prif ffurwd gydag adnoddau ar gyfer awtistiaeth. Derbyniwyd 24 ymateb, a chafwyd sampl gymharol gynrychioliadol o bob cwr o Gymru. Cafwyd ychydig llai na hanner yr ymatebion hyn gan ysgolion arbennig ac roedd 88% o'r ysgolion a gymerodd ran yn sefydliadau a noddir gan y wladwriaeth. Cafwyd dau ymateb trwy gyfrwng y Gyrraeg:

O ganlyniad i'r data a gawsom gan ysgolion ym mis Tachwedd 2008, anfonwyd holiaduron i ddarparwyr addysg bellach (AB) yng Nghymru hefyd er mwyn gallu cymharu safbwyntiau. Derbyniwyd 9 ymateb, a'r cwbl o golegau prif ffurwd. Buom yn casglu tystiolaeth rhwng mis Medi a mis Mawrth 2009. Dyma'r adroddiad terfynol ar bŵl ganfyddiadau'r ymchwil.

¹ Mae'r term awtistiaeth yn yr adroddiad hwn yn cwmpassu pawb ar y sbectrwm awtistig, gan gynnwys syndrom Asperger a themau diagnostig eraill a ddefnyddir ar gyfer cyhyrau ar y sbectrwm awtistig.

² Mae Cymdeithas Genedlaethol Awtistiaeth Cymru'n darparu'r ysgreffenyddiaeth ar gyfer y Grŵp Trawsbleidiol Awtistiaeth yng Nghynulliad Cenedlaethol Cymru. Mae'r grŵp yn dwyn ynghyd Aelodau Cynulliad, gweithwyr profesiynol, pobl ag awtistiaeth a rhieni ac yn cyfarfod yng Nghynulliad Cenedlaethol Cymru ym Mae Caerdydd. Ei nod yw codi ymwybyddiaeth a hyrwyddo buddiannau pobl ag anhwylder ar y sbectrwm awtistig, eu teuluoedd a'u gofalu.

³ Anfonwyd holiaduron dwyieithog i'r ysgolion

Trosolwg o'n canfyddiadau

O'r ymatebion a gawsom, mae'n ymddangos nad yw darparwyr addysg awtistiaeth arbenigol yn fodlon â'r gwaith cydgyssylltu a chynllunio lleoli ac maent yn poeni nad yw Addysg Bellach yn diwallu anghenion pobl ifanc sydd ar y sbectrwm awtistig yng Nghymru.

Dangosodd ein canfyddiadau fod:

- 75% o ysgolion yn teimlo nad oes yna ddigon o ddarpariaeth leoli i'r bobl ifanc y maent yn eu cefnogi (mae hyn yn cynwys sebiannau byr, gwasanasanaethau cofreidiol ac ati)
- 50% o ysgolion yn dweud eu bod yn cael anhawster cydwethio'n lleoli
- 58% o'r ysgolion o'r farn nad oes digon o ddarpariaeth AB i bobl ifanc sydd ar y sbectrwm awtistig yng Nghymru

Awtistiaeth ac Addysg

Mae Awtistiaeth¹ yn anabledd datblygiadol gydol oes sy'n effeithio ar y ffordd y mae unigolyn yn cyfathrebu ac yn creu perthynas â phobl eraill. Mae hefyd yn effeithio ar y ffordd y maent yn gwneud synwyr o'r byd o'u hamgylch. Mae'n gyflwr sbectrwm, sy'n golygu er bod pawb ag awtistiaeth yn rhannu tri phrif faes o anhawster (anhawster rhyngweithio'n gymdeithasol; cyfathrebu cymdeithasol a dychmygu cymdeithasol), bydd y cyflwr yn effeithio arnynt mewn gwahanol ffyrdd. Gall rhai pobl ag awtistiaeth fyw bywydau eithaf annibynnol ond bydd eraill yn gortod cael gofal arbenigol gydol oes o bosibl. Gall pobl ag awtistiaeth brofi rhyw fath o sensitifrwydd sensitifrwydd tuag at synau, cyffryddiad, biasau, arogleuon, goleuadau neu liwiau.

Yn ôl ffigurau Cymdeithas Genedlaethol Awtistiaeth Cymru, mae gan dros 25,000 o bobl yng Nghymru

Rhagair y Cadeirydd

Rwy'n falch o allu cyflwyno'r darn hwn o waith a ysbyrdolwyd gan bryderon a godwyd yn ein cyfarfodydd ynghŷn â darpariaeth addysg uwchradd ac ôl-16 i bobl ifanc ag awtistiaeth. Gwnaethom y gwaith hwn gydag adnoddau cyfyngedig gyda'r nod o sbarduno trafodaeth, a chamanu gweithredu gobethio, gan y rheiny sy'n llywio polisiau a gwariant. O ganlyniad i'r adnoddau cyfyngedig oedd gennynt, seilwyd yr argymhellion ar yr ymatebion hynny a gawsom ac ar y materion a godwyd droeon ynghyfarfodydd y Grŵp Trawsbleidiol Awtistiaeth gan rieni a gofalwyr.

Rhaid i mi bwysieisio bod yr holl ganlyniadau, tybiaethau ac argymhellion yn yr adroddiad hwn yn seiliedig ar yr ymatebion a gawsom, ond maent yn adlewyrchu'r straeon a'r profiadau a glywir droeon gan rieni a phobl ifanc. Fodd bynnag, fe wnaethon ni ganfod engreftffitau o arferion da a gallai fod yna fwy o engreftffitau ymhlith y rhai eraill na ymatebodd. Pan fydd arferion da yn bodoli, dyllid eu hamlygu a'u defnyddio fel esiampl i eraill.

Janet Ryder AC

Cadeirydd y Grŵp Trawsbleidiol Awtistiaeth

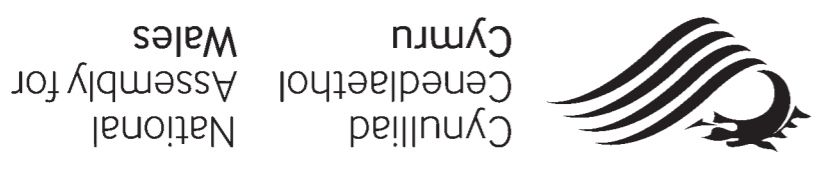
gefnog'r Grŵp Trawsbleidiol.

Witthers am y gwaith y mae hi wedi'i wneud yn arbennig i gelegau a'r ysgolion hynny sy'n cynnig bobl, y collegau a'r ysgolion hynny sy'n cynnig eu safbwyntiau'n bwysig iawn, gan gynnwyschioli llaws o'r Hoffwm ddiolch i bob un o'r rheiny a wnaeth ymateb. Mae



Cipolwg ar ddarpariaeth addysg awtistiaeth arbenigol yng Nghymru

Adroddiad ar ein canfyddiadau ymchwil gan y Grŵp
Trawsbleidiol Awtistiaeth yn y Cynulliad Cenedlaethol
Cadeirwyd gan Janet Ryder AC
Gan Liz Withers Mai 2009



Sefydlwyd Grŵp Trawsbleidiol Awtistiaeth y Cynulliad
Cenedlaethol yn 2002, ac ers hyn mae'r grŵp wedi dod
ag unigolion a theuluoedd, pobl profresynol ac Aelodau
Cynulliad at ei gilydd er mwyn trafod materion sy'n
effeithio ar bobl ag awtistiaeth, eu teuluoedd a'u
gorfalyr. Ei nod yw i godi ymwybyddiaeth o'r cyflwyr ac
i hyrwyddo diddordebau'r sawl a'u
heffeithiwyd arnynt gan awtistiaeth yng Nghymru.

Mae'r Gymdeithas Genedlaethol Awtistiaeth Cymru yn
darparu'r ysgrienyddiaeth i'r Grŵp Trawsbleidiol
Awtistiaeth.

Am fwy o wybodaeth am y Grŵp Trawsbleidiol Awtistiaeth
cysylltwch â:

Y Grŵp Trawsbleidiol Awtistiaeth
Y Gymdeithas Genedlaethol Awtistiaeth Cymru
6-7 Village Way
Parc Busnes Greenmeadow Springs
Tongwynlais
Caerdydd
CF15 7NE

Ffôn: 02920 629 316

E-bost: cpag@nas.org.uk

Gwefan – www.autism.org.uk/cpag

Hawffraint © y Grŵp Trawsbleidiol Awtistiaeth
yn Cynulliad Cenedlaethol 2009

Cyhoeddwyd gan y Gymdeithas Genedlaethol Awtistiaeth