

<b>Policy:</b>	Policy and Procedure for Promoting School Attendance
<b>Responsibility:</b>	Full GB
<b>Headteacher's recommendation to the Governing Body:</b>	<i>This policy has been provided by IOACC. Headteacher recommends adopting this policy.</i>
<b>Adopted:</b>	02.03.17
<b>Review:</b>	Every three years, as dated below:



**Adran Dysgu Gydol Oes, Cyngor Ynys Môn**

**POLISI AC ARFER  
AR GYFER HYBU  
PRESENOLDEB YSGOL**

## CYNNWYS

1. Cyflwyniad a Datganiad o Fwriad
2. Cyrifoldebau Ysgolion
3. Cyrifoldebau Llywodraethwyr
4. Cyrifoldebau Rhieni
5. Cyrifoldebau'r Cyngor (AALI)
6. Cefnogaeth y Cyngor - rhan y Swyddogion Lles Addysg
7. Cefnogaeth y Cyngor – gwasanaethau eraill
8. Polisi'r Cyngor ar Erlyn Rhieni
9. Rhwydweithiau a phartneriaethau amlasiantaethol
10. Cefnogi presenoldeb disgyblion bregus neu ddisgyblion gydag anghenion ychwanegol

- Atodiad 1 Dogfennau a Chyfeiriadau Allweddol
- Atodiad 2 Graddfeydd Presenoldeb/Absenoldeb Anawdurdodedig yn Ynys Môn ac yn Genedlaethol
- Atodiad 3 Targedau Presenoldeb Ysgolion Ynys Môn
- Atodiad 4 Polisi ar gyfer Hybu Presenoldeb Plant y Gofelir Amdanynt
- Atodiad 5 Rhestr Dysgwyr gydag Anghenion Dysgu Ychwanegol
- Atodiad 6 Codau Presenoldeb SIMS

## **Diffiniadau**

### **Oed ysgol gorfodol**

O dan Adran 8 o Ddeddf Addysg 1996, dylai plant a phobl ifanc fynychu'r ysgol o ddechrau'r tymor cyntaf sy'n dechrau ar ôl eu pumed pen-blwydd. Dyddiadau diwedd y tymor yw 31 Mawrth, 31 Awst a 31 Rhagfyr.

Mae unigolyn ifanc yn peidio â bod o oed ysgol gorfodol ar y dydd Gwener olaf ym Mehefin y flwyddyn ysgol lle maent yn cael eu pen-blwydd yn 16 .

### **Rhiant**

Mae'r diffiniad o 'riant' wedi ei osod allan yn adran 576 o Ddeddf Addysg 1996 ac yn cynnwys:

- pob rhiant naturiol, p'run a ydynt wedi priodi ai peidio;
- mae gan unrhyw unigolyn, er nad yw'n rhiant naturiol, gyfrifoldeb rhiant (fel y diffiniwyd yn Neddf Plant 1989) ar gyfer plentyn neu unigolyn ifanc; ac
- unrhyw unigolyn sydd, er nad yw'n rhiant naturiol, â gofal plentyn neu unigolyn ifanc.

Mae bod â gofal plentyn neu unigolyn ifanc yn golygu yr ystyrir rhywun y mae'r plentyn yn byw gydag ef ac sy'n gofalu am y plentyn, waeth beth fo'u perthynas gyda'r plentyn, yn rhiant mewn deddf addysg.

## 1.0 CYFLWYNIAD A DATGANIAD O FWRIAD

- 1.1 Mae'r Cyngor yn adnabod bod presenoldeb ysgol prydlon a rheolaidd yn rhagamod hanfodol cynhwysiad cymdeithasol ac yn rhaganghenraid i ddysgu effeithiol. Mae'n nodi i nifer fach ond sylweddol o blant bod presenoldeb ysgol gwael yn achos uniongyrchol eu tangyflawniad a'u heithrio cymdeithasol. Mae hefyd yn bryderus bod plant sydd wedi eu cofrestru mewn ysgol ac yn methu â mynychu'r ysgol honno yn rheolaidd yn eu gosod eu hunain mewn mwy o berygl o naill ai droseddu neu o ddod yn ddioddefwyr troseddu gan eraill. Mae'r Cyngor yn credu y dylai plant fynychu'r ysgol yn rheolaidd ac yn brydlon oherwydd ysgol yw lle y gallant ddysgu ac ysgol yw lle maent yn ddiogel. (Mae'r Cyngor yn adnabod y gall rhai rhieni\* ddewis addysgu eu plant gartref yn hytrach na'u hanfon i ysgol.) (\*lle cyfeirir rhieni yn y ddogfen hon dylid cymryd hynny i gynnwys gofalwyr/gwarchodwyr.)
- 1.2 Mae'r Cyngor felly'n ymroddedig i wella lefelau presenoldeb a phrydlondeb ysgol. Mae'n amcanu at wneud hynny drwy:
- hybu gwerth a phwysigrwydd presenoldeb ysgol rheolaidd;
  - lleihau pob ffurf ar absenoldeb na ellir ei gyfiawnhau, yn arbennig lefelau absenoldeb parhaus. (Dosberthir plentyn fel un sy'n absennol yn barhaus os oes ganddo ef/hi raddfa absenoldeb o 20% neu fwy).
- 1.3 Mae'r Cyngor yn credu y bydd llwyddiant mewn cyflawni'r targedau hyn yn cael ei gyflawni orau os bydd egwyddorion partneriaeth ymarferol ac ystyrlon (gydag ysgolion, rhieni, disgyblion ac asiantaethau a gwasanaethau eraill) yn llywio holl weithgareddau'r Cyngor.
- 1.4 Er mwyn gwella lefelau presenoldeb a phrydlondeb ysgol bydd y Cyngor yn cyflogi pedair strategaeth allweddol:
- darparu cefnogaeth a her i bob ysgol, canolbwyntio adnoddau ar yr ysgolion hynny gyda'r anghenion y gellir eu hadnabod yn fwyaf clir;
  - darparu cefnogaeth gyson a theg i rieni, gan sicrhau, drwy gydbwysedd priodol o gymorth a thaerineb bod pob rhiant yn gallu cyfarfod â'u cyfrifoldebau cyfreithiol mewn perthynas â phresenoldeb ysgol;
  - datblygu arferion gweithio amlasiantaethol effeithiol er mwyn hwyluso ymyriad cynnar a chyflwyno gwasanaeth diasiad;

- ch) datblygu ystod o ddangosyddion perfformiad perthnasol a gosod targedau realistig sydd eto'n heriol yn dilyn hynny.
- 1.5 Wrth ddatblygu ei bolisi a'i ymarfer ar gyfer hybu presenoldeb ysgol bydd y Cyngor yn ymdrechu i sicrhau bod yr angen i adnabod y cyd-destun cenedlaethol a blaenoriaethau Llywodraeth Cymru yn cael ei gydbwyso gan yr angen i ymateb i'r cyd-destun lleol ac i flaenoriaethau arbennig.
- 1.6 Swyddog Addysg Ysgolion Uwchradd fydd swyddog y Cyngor sydd â chyfrifoldeb am arwain ar ddatblygu polisi ac ymarfer presenoldeb ysgol.



## 2.0 CYFRIFOLDEBAU YSGOLION

- 2.1 Mae ysgolion yn gyfrifol am gefnogi presenoldeb eu disgyblion ac am ymateb i anawsterau a materion a allai arwain at ddiffyg presenoldeb.
- 2.2 Gall ysgolion sy'n mabwysiadu dull cadarnhaol a rhagweithiol tuag at faterion presenoldeb ac annog rhieni i gymryd rhan ymarferol mewn addysgu eu plant, chwarae prif ran mewn gwella lefelau presenoldeb a phrydlondeb ac mewn lleihau absenoldeb.
- 2.3 Mae'n ofyniad cyfreithiol y bydd ysgolion yn:
- a) agored am 380 o sesiynau bob blwyddyn ysgol;
  - b) cadw cofrestrau presenoldeb (naill ai â llaw neu â chyfrifiaduron) yn unol â rheoliadau perthnasol;
  - c) cofnodi a monitro'n gywir pob absenoldeb a hwyrni, yn unol â chodau presenoldeb SIMS (gweler Atodiad 6);
  - ch) gwahaniaethu'n glir rhwng absenoldeb sy'n awdurdodedig ac absenoldeb anawdurdodedig yn ôl y meini prawf a osodwyd gan Lywodraeth Cymru (dylai ysgolion atgoffa rhieni mai penderfyniad y pennaeth yw p'run ai yr awdurdodir absenoldeb ai peidio);
  - d) gosod targedau blynyddol i leihau absenoldeb a chyflwyno'r targedau hyn i'r Awdurdod Lleol ac yn unol â'r rheoliadau perthnasol.
- 2.4 Anogir ysgolion yn gryf i ddatblygu polisi ysgol-gyfan ar bresenoldeb mewn trafodaeth gyda'r staff, y llywodraethwyr, rhieni a disgyblion, gan gymryd i ystyriaeth arweiniad perthnasol a gyhoeddir gan Lywodraeth Cymru a'r arfer dda a adnabuir gan y Cyngor. Dylai'r polisi hwn:
- a) roi blaenoriaeth a gwerth uchel i bresenoldeb a phrydlondeb a sicrhau bod strategaethau penodol yn eu lle er mwyn cyflawni hyn;
  - b) sicrhau cydymffurfio â phob gofyniad statudol perthnasol (yn arbennig gyda golwg ar gadw cofrestrau presenoldeb a gosod targedau);
  - c) sicrhau os yw'r ysgol wedi bod yn chwarter isaf yr CAD am y ddwy flynedd ddiwethaf y cynhyrchir cynllun gweithredu i wella presenoldeb;

- ch) sicrhau bod gwybodaeth bresenoldeb eglur yn cael ei chyfathrebu'n rheolaidd i rieni drwy daflen yr ysgol, drwy gylchlythyrau, drwy nosweithiau rhieni neu drwy gyfryngau eraill; (dylid atgoffa rhieni'n benodol o'u cyfrifoldebau cyfreithiol ar gyfer sicrhau presenoldeb rheolaidd a phrydlon eu plant);
- d) sicrhau bod presenoldeb yn cael ei gofnodi'r rheolaidd ac yn gywir yn SIMS. Mae'n ofynnol i ysgolion uwchradd anfon diweddariad wythnosol ar bresenoldeb i'r Swyddog Addysg Uwchradd ar y fformat y gofynnwyd amdano. Mae'n ofynnol i ysgolion cynradd sicrhau bod SIMS yn cael ei ddiweddarau'n wythnosol;
- dd) casglu a gwneud defnydd effeithiol o ddata presenoldeb i fonitro cynnydd/tueddiadau a gosod targedau ar gyfer gwella – ar gyfer unigolion, dosbarthiadau, grwpiau bregus, grwpiau blwyddyn a'r ysgol gyfan;
- e) sicrhau bod pob disgybl wedi ei gofrestru'n gywir mewn perthynas â disgyblion gydag anghenion dysgu ychwanegol a'r gwahanol grwpiau bregus (gweler Atodiad 5). Caniatáu monitro cywir presenoldeb a chynnydd;
- f) darparu arweiniad clir i staff ar arfer cofrestru a materion cysylltiedig megis y dosbarthiadau priodol o absenoldeb;
- ff) adnabod gweithdrefnau clir i adnabod a dilyn pob absenoldeb a hwyrni (gan ddyrannu swyddogaethau a chyfrifoldebau staff unigol);
- g) adnabod pwysigrwydd hanfodol ymyriad cynnar a sefydlu strategaethau ataliol priodol, megis cyswllt diwrnod cyntaf, yn arbennig mewn perthynas â disgyblion y gwyddys eu bod â phresenoldeb gwael neu a allai fel arall gael eu hystyried o fod mewn perygl;
- ng) monitro triwantiaeth ôl-gofrestriad drwy gymryd cofrestrau dosbarth a gwiriadau yn y fan a'r lle a sicrhau bod rhieni unrhyw driwantiaid ôl-gofrestru yn cael eu hysbysu'n brydlon a lle bo'n angenrheidiol yn cael eu cynnwys yn ymarferol;
- h) bod yn effro i amserau hanfodol (e.e. trosglwyddo Cyfnod Allweddol 2/3);
- i) adnabod ystod o strategaethau rhagweithiol ac adweithiol i hybu presenoldeb a mynd i'r afael ag absenoldeb, yn arbennig



absenoldeb parhaus;

- j) sefydlu hierarchiaeth glir a diamwys o sancsiynau;
- l) datblygu cynlluniau cymhelliad presenoldeb sy'n adnabod cyflawniadau presenoldeb disgyblion;
- ll) sefydlu rhwydweithiau effeithiol ar gyfer cysylltu ag asiantaethau a gwasanaethau ac ymwneud arall megis Swyddogion Lles Addysg (SLIA/ EWO), y Gwasanaethau Cymdeithasol, Gyrfa Cymru, yr Heddlu, Iechyd, ayyb;
- m) gweithio gyda'r Cyngor, yr Heddlu a'r SLIA mewn perthynas â gweithredu ysgubiadau triwantiaeth;
- n) sefydlu gweithdrefnau ar gyfer ailymdoddi rhai a fu'n absennol yn hirdymor a disgyblion a all, am resymau penodol, fod wedi bod ar amserlen lai;
- o) darparu cwricwlwm diddorol, hyblyg, a hygyrch sy'n annog presenoldeb rheolaidd;
- p) sefydlu cyfundrefn o gyfarfodydd strwythuredig rheolaidd rhwng staff ysgol a'r SLIA;
- ph) sicrhau y cymerir camau rhesymol gan yr ysgol yn cynnwys, llythyrau rhybuddio, cyn y gwneir cyfeiriad at y SLIA;
- r) pwysleisio i rieni bwysigrwydd parhad dysgu, yn arbennig mewn perthynas â gwyliau teuluol yn ystod amser tymor (dylai ysgolion roi gwyliau amser tymor yn gynnil, os o gwbl);
- rh) adnabod aelod o uwch-staff allweddol gyda chyfrifoldeb cyffredinol am bresenoldeb;
- s) sicrhau yr adnabyddir ac y lledaenir yr arfer dda;
- t) dylai'r polisi gael ei fonitro a'i adolygu'n rheolaidd;
- th) cynorthwyo i greu ethos a diwylliant sy'n annog presenoldeb da, mynd i'r afael ag achosion ysgol-seiliedig o bresenoldeb gwael megis bwlio, hiliaeth, cwricwlwm amhriodol, ayyb.

### 3.0 CYFRIFOLDEBAU LLYWODRAETHWYR

- 3.1 Mae Llywodraethwyr yn y pen draw yn gyfrifol am bresenoldeb. Yn y cyd-destun hwn disgwylir i Lywodraethwyr:
- a. weithio'n agos gydag aelod allweddol o'r staff gyda chyfrifoldeb cyffredinol am bresenoldeb;
  - b. herio lefelau presennol presenoldeb a thargedau a osodwyd gan yr ysgol ac ymateb i faterion cysylltiedig â phresenoldeb;
  - c. monitro presenoldeb ysgol mewn cymhariaeth â thueddiadau cyffredinol, grwpiau targed ac yn nhermau data CAD;
  - ch. sicrhau os yw'r ysgol wedi bod yn y chwarter isaf am y ddwy flynedd ddiwethaf bod ganddynt gynllun gweithredu i wella presenoldeb;
  - d. monitro perfformiad yn erbyn cynllun gweithredu/strategaeth i wella presenoldeb;
  - dd. sicrhau bod yr ysgol yn gweithredu ei swyddogaeth mewn perthynas â chadw data presenoldeb yn ddiweddar, yn gywir a rhoi adroddiad i'r Cyngor.

## 4.0 CYFRIFOLDEBAU RHINI

- 4.1 Mae rhieni'n gyfrifol yn y gyfraith (adran 7 o Ddeddf Addysg 1996) am sicrhau bod eu plant yn mynychu'r ysgol lle maent wedi eu cofrestru'n rheolaidd, yn brydlon, wedi eu gwisgo'n briodol ac mewn cyflwr addas i ddysgu. (Mae rhieni hefyd yn gyfrifol am sicrhau bod eu plant yn aros yn yr ysgol unwaith eu bod wedi cofrestru.)
- 4.2 Gall rhieni wneud llawer iawn i gefnogi presenoldeb rheolaidd a phrydlon eu plant. Dylai rhieni:
- a) gymryd diddordeb gweithredol ym mywyd a gwaith ysgol eu plant;
  - b) mynychu nosweithiau rhieni a digwyddiadau ysgol eraill;
  - c) sicrhau bod eu plentyn yn cwblhau ei (g)waith cartref ac yn mynd i'r gwely ar amser priodol;
  - ch) bod yn ymwybodol o lythyrau o'r ysgol y mae eu plentyn yn ddod adref;
  - d) sicrhau bod eu plentyn yn cyrraedd yr ysgol mewn pryd bob dydd;
  - dd) sicrhau nad yw eu plentyn ond yn colli'r ysgol am resymau na ellir eu hosgoi neu y gellir eu cyfiawnhau, megis salwch neu ddyddiau defodau crefyddol;
  - e) rhoi gwybod i'r ysgol cyn gynted ag y bo modd – o ddewis ar y bore cyntaf – o unrhyw absenoldeb;
  - f) sicrhau bod manylion cyswllt cyfredol yn cael eu darparu i'r ysgol i gynorthwyo cyswllt;
  - ff) cadarnhau yn ysgrifenedig pan fo'r plentyn yn dychwelyd i'r ysgol;
  - g) osgoi archebu gwyliau teuluol yn ystod amser tymor;
  - ng) siarad â'r ysgol os ydynt yn bryderus y gall eu plentyn fod yn amharod i fynychu;
  - h) gweithio gydag asiantaethau eraill i gynorthwyo gwelliant mewn presenoldeb.

## 5. CYFRIFOLDEBAU'R CYNGOR (AALI)

- 5.1 Ceir pedwar maes allweddol o weithgaredd mewn perthynas â chefnogaeth a her y Cyngor i ysgolion, disgyblion a rhieni:
- a) gwaith SLIA lleol-seiliedig;
  - b) gwaith gwasanaethau cefnogi'r Cyngor;
  - c) datblygu rhwydweithiau a phartneriaethau amlasiantaethol;
  - ch) darpariaeth gwricwlaidd amgen ar gyfer disgyblion Cyfnod Allweddol 4 lle'r ystyrir bod darpariaeth bresennol yn amhriodol.
- 5.2 Bydd y Cyngor yn gweithio'n agos gyda'r Gwasanaethau Safonau ac Effeithiolrwydd, ac ar y cyd byddant yn cynnig her a chefnogaeth i ysgolion mewn materion presenoldeb. Ar y cyd byddant yn:
- a) ymweld yn dymhorol i herio ysgolion ar lefelau presenoldeb presennol o'u cymharu â thargedau;
  - b) asesu cynnydd a gyflawnwyd tuag at gyfarfod â thargedau presenoldeb;
  - c) ystyried data presenoldeb ysgol a chymharu hyn â data meincnodi cymharol er mwyn asesu perfformiad;
  - ch) ystyried perfformiad presenoldeb minteioedd disgybl a adnabuwyd;
  - d) cynnig cefnogaeth a her i'r ysgol i sicrhau bod y cwricwlwm a gynigir yn cefnogi presenoldeb da;
  - dd) cysylltu â gwasanaethau cefnogi perthnasol yn unol â hynny.

## **6.0 CEFNOGAETH Y CYNGOR – SWYDDOGAETH SWYDDOGION LLES ADDYSG**

- 6.1 Pwrpas sylfaenol y SLIA yw mwyhau graddfeydd presenoldeb ar gyfer disgyblion unigol, ysgolion unigol ac ar gyfer sir Ynys Môn yn ei chyfanrwydd a chyflawni dyletswydd gyfreithiol y Cyngor i sicrhau bod pob disgybl o oed ysgol gorfodol yn derbyn addysg addas. Bydd SLIA hefyd yn cynorthwyo i symud rhwystrau a all atal plentyn sy'n derbyn addysg.
- 6.2 Bydd SLIA yn cyflogi tair prif strategaeth rymg-gysylltiedig a rhyngannibynnol i sicrhau bod disgyblion cofrestredig o oed ysgol gorfodol yn mynychu'r ysgol yn rheolaidd ac yn brydlon:
- a) fel cynrychiolwyr awdurdodedig y Cyngor, monitro presenoldeb drwy archwilio cofrestrau'n rheolaidd a chysylltu â staff yr ysgol;
  - b) ymgymryd â gwaith achos unigol gyda disgyblion nad ydynt yn mynychu a'u rhieni;
  - c) cynnig cymorth, cefnogaeth a her strategol i alluogi ysgolion i ddatblygu eu systemau a'u harferion ar gyfer rheoli presenoldeb.

### **Gwaith achos y SLIA**

- 6.3 Pan fo disgybl gydag anawsterau presenoldeb yn cael ei gyfeirio at SLIA bydd ef neu hi'n ymrwymo mewn gwaith achos unigol. Ymgymerir â gwaith achos SLIA gyda disgyblion a'u rhieni er mwyn peri dychweliad disgybl i bresenoldeb rheolaidd. Bydd y SLIA yn adnabod amgylchiadau unigol ac yn rhoi ystyriaeth iddynt ac yn ymateb yn unol â hynny. Bydd dychweliad cyflym y disgybl i bresenoldeb rheolaidd, fodd bynnag, bob amser yn bryder o bwys. Bydd y SLIA yn cyflogi ystod o arferion a strategaethau yn ei (g)waith achos a bydd, pan fo'n angenrheidiol, yn cyfuno cymorth gyda thaerineb.
- 6.4 Mewn rhai enghreifftiau gall ymyriad y SLIA fod yn gyfyngedig i ymweliad cartref SLIA sengl er mwyn atgoffa rhieni o'u cyfrifoldebau cyfreithiol neu i gynorthwyo i ddatrys anhawster arbennig ac a adnabuwyd. Mewn enghreifftiau eraill mae modd bod resymau cymhleth ac wedi eu gwreiddio'n ddwfn pan nad yw'r disgybl yn mynychu. Mewn sefyllfaoedd o'r fath gall y SLIA drafod cynllun cefnogi (gall hwn gynnwys cyfeirio at asiantaethau eraill, neu ymwneud asiantaethau eraill, galw ynghyd gyfarfod amlasiantaethol ac felly ymlaen).

- 6.5 Bydd pob gwaith achos SLIA yn cynnwys cyswllt agos a pharhaus gydag ysgol y disgybl, (bydd SLIA yn sicrhau bod ysgolion yn derbyn adborth rheolaidd ar ddisgyblion yr ymgymherir â gwaith gyda hwy). Mewn achosion lle gall prif achosion diffyg presenoldeb fod yn ysgol-berthynol (e.e. bwlio neu hiliaeth honedig, pwysau cymheiriaid, anawsterau gyda gwerau neu athro arbennig) bydd y SLIA yn trafod y rhain gyda'r ysgol er mwyn datblygu strategaethau i oresgyn yr anawsterau hyn.

### **Cyfeiriadau i'r SLIA**

- 6.6 Bydd cyfeiriadau i'r SLIA yn arferol yn cael eu gwneud gan ysgolion. Ceir, fodd bynnag, achlysuron pan fydd asiantaethau/gwasanaethau eraill neu rieni yn gallu cyfeirio.
- 6.7 Cyn derbyn cyfeiriad o ysgol bydd y SLIA yn disgwyl i'r ysgol fod wedi ymgymryd yn gyntaf â nifer o gamau i fynd i'r afael â diffyg presenoldeb y disgybl. Byddai'r rhain yn cynnwys:
- a) gweithredu gan yr athro dosbarth/athro dosbarth cofrestru;
  - b) gweithredu gan y Pennaeth Blwyddyn (uwchradd) neu'r Pennaeth neu'r Dirprwy Bennaeth (cynradd);
  - c) cysylltiad â rhieni; mae SLIA yn annog ysgolion i weithio i 'gyfundrefn 3 llythyr', y mae ei defnydd yn cynnwys yr ysgol yn anfon dilyniant o lythyrau o bryder at y rhieni cyn cynnwys y SLIA yn ffurfiol.
- 6.8 Gwneir mwyafswm llethol y cyfeiriadau i'r SLIA ar sail peidio â mynychu (cymerir cyfeiriadau'n achlysurol mewn perthynas â phryderon amddiffyn plant, cludiant neu faterion cyflogaeth oedran ysgol).
- 6.9 Derbynnir cyfeiriadau'n arferol mewn perthynas ag absenoldeb nad yw wedi ei awdurdodi gan yr ysgol. (Dim ond mewn amgylchiadau eithriadol y derbynnir cyfeiriadau mewn perthynas ag absenoldeb awdurdodedig).
- 6.10 Gellir gwneud cyfeiriadau pan yw:
- a) patrwm o absenoldeb afreolaidd wedi datblygu;
  - b) patrwm rheolaidd o ddiffyg presenoldeb ar ddyddiau arbennig;
  - c) cyfnod o ddiffyg presenoldeb wedi hen ymwreiddio wedi dechrau;

- ch) cyfathrebu gan yr ysgol â'r rhieni wedi cyfarfod ag ychydig neu ddim ymateb;
- d) ceir tystiolaeth o ddiffyg cydweithrediad rhieni mewn sicrhau presenoldeb rheolaidd plentyn;
- dd) patrwm o driwantiaeth ôl-gofrestru yn parhau er gwaethaf ymdrechion yr ysgol i'w atal;
- e) rhiant yn tynnu disgybl allan o'r ysgol wedi mynegi bwriad i'w (h)addysgu heb fod mewn ysgol (Addysg Gartref Ddewisol);
- f) tynnir disgybl allan o'r ysgol gan y rhieni sy'n symud i ardal arall ac nid oes gan yr ysgol ysgol/darparwydd cyrchfan wedi ei chadarnhau/gadarnhau lle bydd y plentyn yn ailddechrau ei(h)addysg (bydd disgyblion o'r fath yn cael eu trin fel "plant sy'n colli addysg");
- ff) patrwm o hwyrni parhaus wedi datblygu;
- g) ceir pryderon amddiffyn plant;
- ng) ceir materion lles penodol ac y gellir eu hadnabod sy'n rhwystro disgybl rhag cael mynediad i addysg.

### **Ymweliadau SLIA ag Ysgolion**

- 6.11 Gwneir cyfeiriadau i'r SLIA yn ystod ymweliadau ymgynghori rheolaidd. Bydd amlder yr ymweliadau hyn yn unol â lefel angen gydag ysgolion unigol yn cael eu hadnabod. (Gellir gwneud cyfeiriadau ar y ffôn, e-bost neu lythyr y tu allan i'r ymweliadau hyn).
- 6.12 Os bydd ysgol yn anfodlon gyda lefel neu ansawdd y gwasanaeth a ddarperir gan ei SLIA yna dylid cysylltu â'r Swyddog Ysgolion Uwchradd.

### **Polisi'r SLIA ar Waith Achos Gwahardd**

- 6.13 Yn ddelfrydol ni fydd SLIA yn cau achos ond pan fo disgybl yn dychwelyd i bresenoldeb rheolaidd neu'n peidio â bod o oed ysgol gorfodol.
- 6.14 Mewn amgylchiadau pan fo gwaith achos gweithredol wedi ei ohirio bydd y sefyllfa'n parhau i gael ei monitro a bydd unrhyw gyswllt/ymgynghoriad angenrheidiol â gwasanaethau/asiantaethau



eraill yn digwydd. Bydd gwaith achos gweithredol yn ailddechrau os bydd newid mewn amgylchiadau sy'n awgrymu y bydd gwaith achos SLIA pellach yn gallu bod yn briodol.

- 6.15 Mewn unrhywun o'r sefyllfaoedd uchod bydd y SLIA yn trafod yr achos gyda'u rheolwr llinell a chyda'r ysgol.

### **Gwasanaethau SLIA Eraill**

- 6.16 Yn ogystal ag ymgymryd â gwaith achos gyda disgyblion unigol bydd y SLIA yn cynnig cefnogaeth a her strategol i ysgolion drwy weithio gyda'r timau rheoli ysgol ar bolisiâu a gweithdrefnau. Bydd SLIA yn hybu gwelliannau mewn rheolaeth ysgolion o bresenoldeb drwy'r strategaethau a restrir isod.

### **Rhaglenni Cefnogi Bugeiliol**

- 6.16 Bydd SLIA, lle bo'n briodol, yn cefnogi ysgolion mewn datblygu a gweithredu Rhaglenni Cefnogi Bugeiliol (RhCB/ PSP). Defnyddir RhCB pan ystyrir bod disgybl mewn perygl o beidio â mynychu a gwelir rhaglen hirdymor o ymyriad fel modd o gynorthwyo i'w (h)atal rhag disgyn allan o'r ysgol yn gyfan gwbl.
- 6.17 Bydd gwasanaethau eraill y Cyngor yn cynorthwyo yn y defnydd o RhCB ysgol-seiliedig. Ni ddefnyddir RhCB yn lle'r broses asesu anghenion addysgol arbennig.

### **Cysylltiadau ag Awdurdodau Lleol Cyfagos**

- 6.18 Mae cyfrifoldeb am fonitro presenoldeb disgyblion sy'n mynychu'r ysgol ar Ynys Môn yn gorwedd gyda SLIA Ynys Môn, waeth a yw'r disgybl yn byw y tu allan i'r Awdurdod ai peidio. Bydd pob SLIA, felly, yn gweithio'n agos gyda SLIA awdurdodau cyfagos er mwyn sicrhau dull cydgysylltiol a chydlynus o fynd at faterion presenoldeb ysgol.

### **Plant sy'n Colli Addysg**

- 6.19 Mae gan SLIA ran glir i'w chwarae i gynorthwyo i olrhain plant sy'n mynd ar goll o ysgolion ar Ynys Môn neu sy'n mynd ar goll o ysgolion o awdurdodau eraill ac a all fod wedi symud i Ynys Môn. Cymhellir ysgolion yn gryf i ddilyn gweithdrefnau cyfatebol mewn perthynas â'r disgyblion hynny a symudir o'r ysgol gan eu rhieni heb gyrchfan ysgol a enwir yn cael ei darparu a'i chadarnhau.



## Ysgubiadau Triwantiaeth

- 6.20 Mae SLIA yn gweithio'n agos gyda Heddlu Gogledd Cymru er mwyn sicrhau y gweithredir Ysgubiadau Triwantiaeth pan fo'n angenrheidiol yn ôl protocol yr Heddlu – Awdurdod Lleol cytunedig. Bydd SLIA yn cysylltu ag ysgolion lleol mewn perthynas ag Ysgubiadau Triwantiaeth fel a phryd y bo'n angenrheidiol.

## **7.0 CEFNOGAETH Y CYNGOR – GWASANAETHAU ERAILL Y CYNGOR**

### **Trefniadau ar gyfer Gwneud Darpariaeth Amgen I Blant Allan o'r Ysgol**

- 7.1 Bydd SLIA yn gwneud pob ymdrech i gefnogi disgybl i ddychwelyd i bresenoldeb llawn amser rheolaidd yn yr ysgol. Mewn amgylchiadau eithriadol, fodd bynnag, gall mynediad i raglen amgen drwy Athro Cefnogi Ymddygiad Cynradd ysgol a'r Swyddog Mynediad Ieuentid fod yn ddewis i sicrhau bod y disgybl yn cymryd rhan mewn addysg.

### **Darpariaeth amgen ar gyfer Disgyblion Cyfnod Allweddol 3/4**

- 7.2 Fel rhan o'u strategaeth ar gyfer gwella cyfranogiad mewn addysg, gall ysgolion drafod gyda'u SLIA y dewis o gyfeirio disgyblion i 'raglenni amgen' Cyfnod Allweddol 4. Mewn achosion o'r fath bydd y disgybl fel arfer yn dod yn ddyblyg gofrestredig yn yr ysgol ac yn EOTAS (addysg heb fod mewn ysgol). Os ystyrir ei bod yn annhebygol y bydd y disgybl yn dychwelyd i ysgol briffrwd bydd ef/hi yn cael ei (d)ileu o gofrestr yr ysgol a'i (g)osod yn unig ar gofrestr EOTAS.
- 7.3 Ystyrir y dewis hwn yn unig mewn amgylchiadau lle mae:
- a) pob strategaeth arall wedi methu (neu'n debygol o fethu) i sicrhau presenoldeb rheolaidd yn yr ysgol;
  - b) yn glir drwy asesiad gofalus o'r disgybl bod darpariaeth addysgol amgen yn debygol o fod yn ffordd fwyaf priodol o gyfarfod ei (h)anghenion addysgol.
- 7.4 Yn yr achosion hyn lle nad yw'r ysgol yn barod i wneud cyfeiriad, a bod yr amodau a osodwyd ym mharagraff 7.3 yn gymwys, bydd y SLIA sy'n dal yr achos yn cysylltu â'i R(h)eolwr Lleoliad a all ddilyn cyhoeddi cyfeiriad gyda'r ysgol. Os nad yw'r ysgol yn dal i ddymuno derbyn y dewis hwn yna:
- a) bydd y disgybl yn aros ar gofrestr yr ysgol;
  - b) bydd y SLIA yn ailystyried y dewisiadau eraill;
  - c) gall y SLIA wneud cais i'w R(h)eolwr Lleoliad i gau'r achos lle mae'n glir bod y dewisiadau eraill hyn yn annhebygol o lwyddo.

## **Plant sy'n Gwrthod Mynychu'r Ysgol**

7.5 Mewn rhai achosion mae'n anodd gwahaniaethu'n glir rhwng plentyn sydd wedi ei drawmateiddio'n seicolegol gan y disgwyliad o fynychu'r ysgol a phlentyn yn syml nad oes arno eisiau mynd i'r ysgol. Mae'n glir, fodd bynnag, mewn amgylchiadau o'r fath yr hwyaf y mae'r plentyn yn aros allan o addysg y mwyaf anodd y bydd i sicrhau dychweliad i bresenoldeb rheolaidd yn yr ysgol. Pan wneir cyfeiriad ac y derbynir ef gan y SLIA, ac wedi i'r SLIA ddilyn pob strategaeth arall i sicrhau dychwelyd i'r ysgol, gall fod yn briodol cynnal arolwg achos yn cynnwys y SLIA, y Swyddog Mynediad Ieuencid, y Swyddog Ysgolion Uwchradd a'r Athro Cefnogi Ymddygiad. Os penderfynir nad yw dychweliad uniongyrchol i'r ysgol yn ddewis realistig yna gellir gwneud cyfeiriad ar gyfer darpariaeth addysgol amgen gan ysgol y disgybl. Bydd unrhyw ddarpariaeth addysgol amgen o'r fath ar sail cyfyngiad amser gyda golwg ar i ddisgybl ddychwelyd i'r ysgol yn defnyddio cofrestrriad dyblyg lle mae hynny'n briodol.

## **Ailintegreiddio Rhai Nad Ydynt Yn Mynychu'n Hirdymor**

- 7.6 Gwneir darpariaeth i gefnogi ail-integreiddio drwy SLIA, yr Ysgol a'r Swyddog Mynediad Ieuencid ar sail cyfyngiad amser gyda dealltwriaeth eglur gan y disgybl a'i r(h)iant mai dychwelyd i'r ysgol yw'r nod. Gellir ystyried darpariaeth o'r fath yn yr amgylchiadau a ganlyn:
- a) ceir tystiolaeth bod strategaethau a dewisiadau eraill wedi eu dilyn ond nad ydynt wedi llwyddo;
  - b) ceir parodrwydd ar ran y disgybl a'r rhiant i dderbyn y darperir y gefnogaeth gyda golwg ar wireddu dychweliad i'r ysgol.

## **Polisi a threfniadau ar gyfer plant gyda datganiadau o AAA sy'n dod yn Rhai nad ydynt yn Mynychu**

7.7 Pe bai plentyn gyda datganiad yn profi anawsterau yn mynychu'r ysgol dylid gwneud cyfeiriad at y SLIA. Bydd y SLIA yn dilyn ystod o strategaethau i sicrhau presenoldeb rheolaidd yn cynnwys y defnydd o fesurau cyfreithiol lle bo'n briodol. Os bydd y diffyg presenoldeb yn parhau ac yn profi'n amhosibl i'w ddatrys yn defnyddio'r strategaethau hyn bydd y SLIA yn hysbysu'r Swyddog Addysg AAA fel y gellir ystyried yr anhawster yn rhan o arolwg y datganiad. Gall rhan o'r arolwg hwnnw ystyried a yw gosod y disgybl yn y sefydliad addysgol gwreiddiol yn dal yn briodol. Gellir rhoi ystyriaeth i leoli (yn llawn amser

neu'n rhan-amser) ar un o'r rhaglenni addysgol y tu allan i'r ysgol a drefnir gan Wasanaeth EOTAS yn arbennig ar gyfer disgyblion yng Nghyfnod Allweddol 4.

### **Swyddogaeth staff Gyrfa Cymru**

7.8 Mae staff Gyrfa Cymru sy'n lleoliad-seiliedig yn gweithio'n agos gyda SLIA. Pe bai SLIA yn cau achos pan fo disgybl sy'n dal o oed ysgol gorfodol yn parhau allan o'r ysgol gwneir cyfeiriad at yr Ymgynghorydd Personol sy'n gysylltiedig ag ysgol y disgybl hwnnw. Bydd y SLIA hefyd yn cysylltu â staff Gyrfa Cymru er mwyn sicrhau y gall plant a addysgir gartref gael mynediad i'w hawl gyrfaoedd/profiad gwaith.

### **Swyddogaeth Gweithwyr Ieuencid**

7.9 Mae Gweithwyr Ieuencid arfaethedig yn rhoi blaenoriaeth uchel i weithio gyda phobl ifanc rhwng 11 a 19 oed nad ydynt â chymhelliad uchel nac yn llwyddiannus yn yr ysgol ac maent wedi datblygu arddulliau o weithio a dulliau cyflwyno sy'n galluogi pobl ifanc i gymryd rhan mewn gweithgareddau ystyrlon i geisio ailymrwymo'u diddordeb mewn addysg.

7.10 Mae Gweithwyr Ieuencid wedi sefydlu neu maent yn ymwneud â chynlluniau niferus sy'n cefnogi presenoldeb ysgol. Mae'r rhain yn cynnwys:

- a) Cynlluniau Potensial, sy'n rhoi i bobl ifanc sydd mewn perygl o ddod yn rhai nad ydynt yn mynychu, gyfleoedd i ennill hunan-barch a hyder; a derbyn dulliau amgen o ennill achrediaidau.
- b) Gweithredu Cymunedol a gwirfoddoli drwy gyfranogiad ymarferol pobl ifanc ac ymwneud democrataidd.

7.11 Mae'r uchod yn ychwanegol at y gwaith generig a weithredir drwy'r ysgol neu grŵp EOTAS (yn aml mewn cydweithrediad â'r sector gwirfoddol) ac mewn partneriaeth â llawer o gyrrff statudol megis grwpiau Tasgau Diogelwch Cymunedol, gofal cymdeithasol, Tîm Gweithredu Cyffuriau. Mae'r gwaith hwn yn aml wedi ei ariannu'n amlasiantaethol.

7.12 Bydd staff y Gwasanaeth Ieuencid yn ceisio datblygu cyfleoedd ariannu i ymestyn a datblygu'r cynlluniau hyn.

## **Swyddogaeth ESLAC**

- 7.13 Mae'r Cyngor yn darparu gwasanaeth un pwrpas i gynnig cefnogaeth addysgol i blant y gofelir amdanynt (ESLAC). Mae'r gwasanaeth hwn yn gweithio'n agos gydag ysgolion, y gwasanaethau cymdeithasol a gwasanaethau cefnogi eraill y Cyngor er mwyn hybu addysg plant y gofelir amdanynt (Gweler adrannau 9.1-9.6 isod). Mae Hyfforddwr Dysgu CA4 yn cael ei gyflogi yn gefnogaeth ychwanegol ar gyfer LAC i gynorthwyo i sicrhau presenoldeb a chyflawniad.

## **Swyddogaeth y Gwasanaeth Gwybodaeth Rheoli**

- 7.14 Mae'r Gwasanaeth Gwybodaeth Rheoli'n cefnogi gwasanaethau Cyngor perthnasol i ddarparu i ysgolion wybodaeth fanwl berthynol i faterion presenoldeb/absenoldeb a bydd yn cynorthwyo i ddadansoddi a chwestiynu'r wybodaeth hon.
- 7.15 Mae ysgolion i sicrhau y cedwir gwybodaeth yn gyfredol (bob wythnos) ac yn gywir i ganiatáu i ddadansoddiad gwerthfawr ddigwydd.

## 8.0 POLISI'R CYNGOR AR ERLYN RHIENI

- 8.1 Bydd y cyngor yn gyntaf yn dihysbyddu pob strategaeth sydd ar gael iddo'i hun ac i'r ysgolion wrth geisio ennill lefel dda o bresenoldeb gan bob disgybl. Mewn achosion lle mae hynny'n methu yna bydd y cyngor yn edrych ar bob dewis sydd ar gael mewn perthynas â'r penderfyniad i erlyn rhieni a dewis y mesur priodol i sicrhau presenoldeb.

### Gorchmynion Presenoldeb Ysgol

- 8.2 Bydd SLIA yn cyflwyno Gorchmyn Presenoldeb Ysgol (GPY/SAO) (o dan adrannau 437-439 o Ddeddf Addysg 1996) ar rieni plentyn o oed ysgol gorfodol os bydd y rhieni wedi methu ag arddangos bod y plentyn yn derbyn addysg addas ac os yw'r Awdurdod Lleol yn credu y dylai'r plentyn fynychu'r ysgol.
- 8.3 Bydd y GPY/ SAO yn nodi'r ysgol (neu'r Uned Gyfeirio Disgybl) y dylai'r plentyn ei mynychu. Pe bai'r rhieni'n methu â chydymffurfio â'r GPY/ SAO bydd y SLIA yn dechrau achos cyfreithiol o dan Adran 443 o Ddeddf Addysg 1996 (oni all y rhieni brofi bod y plentyn yn derbyn addysg addas).

### Gorchmynion Goruchwyllo Addysg

- 8.4 Cyn dechrau erlyniad o dan adran 444 o Ddeddf Addysg 1996 bydd y SLIA yn ystyried a yw'n briodol gwneud cais am Orchymyn Goruchwyllo Addysg (GGA/ ESO) o dan adran 36 o Ddeddf Plant 1989. Pwrpas GGA/ ESO yw gosod plentyn nad yw'n cael ei addysgu'n briodol o dan oruchwylloeth yr Awdurdod Lleol. Mae GGA/ ESO yn amcanu at sicrhau bod y plentyn yn derbyn addysg lawn amser a'i fod ef neu ei bod hi a'r rhieni'n derbyn cefnogaeth, cyngor ac arweiniad dwys gan Swyddog Goruchwyllo y mae'n ofynnol iddo/iddi *"gynghori, cynorthwyo a bod yn gyfaill"*.
- 8.5 Gwneir cais am GGA/ ESO yn unig pan fydd un neu fwy o'r rhai canlynol yn gymwys:
- a) pob ymdrech arall i wella presenoldeb y disgyblion wedi methu ac yr ystyrir bod erlyn y rhieni'n amhriodol;
  - b) y rhieni'n ymddangos yn debygol o gydweithredu gyda rhaglen o waith strwythuredig wedi ei pharatoi gan swyddog goruchwyllo;
  - c) ceir cefnogaeth gan y Gwasanaethau Cymdeithasol i'r GGA/ ESO;

- ch) mae gwrandawriad llys ynadon wedi cyfarwyddo'r Awdurdod Lleol i wneud cais am GGA/ ESO;
- d) mae'r SLIA o'r farn y bydd y Gorchymyn yn cael effaith sylweddol ar ddiffyg presenoldeb y disgybl.

## Erlyn

8.6 Os bydd disgybl sydd wedi cofrestru mewn ysgol yn methu â mynychu'r ysgol honno'n rheolaidd a bod ymdrechion gan y SLIA a'r ysgol yn methu â sicrhau bod y disgybl yn dychwelyd i bresenoldeb rheolaidd bydd y SLIA, ar ran y Cyngor, oni fo amgylchiadau lliniarol, yn ystyried dilyn gweithredu cyfreithiol drwy gyhoeddi gwŷs yn erbyn y rhieni i ymddangos o flaen llys yr ynadon o dan Adran 444 o Ddeddf Addysg 1996. Wrth benderfynu p'run ai i ddilyn gweithredu cyfreithiol neu beidio, mae'n rhaid i'r SLIA fod yn fodlon bod:

- a) tystiolaeth ddigonol i ddarparu gobraith realistig o euogfarn; mae'n rhaid iddo ystyried beth a all yr achos amddiffyniad fod a sut mae hyn yn debygol o effeithio ar yr achos erlyn;
- b) mae yn Niddordeb y Cyhoedd i erlyn; mewn achosion o unrhyw ddifrifoldeb, bydd erlyniad fel arfer yn digwydd oni fo ffactorau o Ddiddordeb Cyhoeddus yn pwyntio yn erbyn erlyn, sydd yn eglur yn gorbwyso'r rhai sy'n ffafrio;
- c) unrhyw weithredu y mae'n ei gymryd yn cydymffurfio gyda thelerau'r Ddeddf Iawnderau Dynol.

Mewn achosion lle mae rhieni'n tynnu plentyn allan o ysgol yn fwriadol ac yn ymwybodol bydd y SLIA yn mynd ymlaen yn erbyn i'r rhieni ddefnyddio is-adran 1a o Adran 444 (y drosedd "ddifrifolach" sy'n drosedd garcharadwy).

Os ar ôl dilyn gweithredu cyfreithiol bod y disgybl yn dal i fethu â mynychu'r ysgol yn rheolaidd, bydd y SLIA, os ystyrir yn briodol, yn dilyn gweithredu cyfreithiol pellach (wedi cyfnod o dri mis).

8.7 Bydd pob gweithredu cyfreithiol a gymerir gan y SLIA yn cael ei fonitro a'i adolygu.

## Gorchmynion Rhiantu

- 8.8 Bydd SLIA pan fo'n angenrheidiol yn cysylltu â'r Gwasanaeth Cyfiawnder Ieuenctid a chyda staff Gofal Cymdeithasol pan fo'r llysoedd, mewn perthynas ag achos o ddiffyg mynychu, yn gosod neu'n argymhell Gorchymyn Rhiantu. Bydd SLIA yn gweithredu fel y swyddog sy'n gyfrifol am Orchymyn o'r fath. (Pan fo adnoddau'n caniatáu gellir gwneud cyfeiriadau gwirfoddol i raglenni rhiantu.)



## **9.0 RHWYDWEITHIAU A PHARTNERIAETHAU AMLASIANTAETHOL**

- 9.1 Mae'r Cyngor yn adnabod bod rhesymau dros beidio â mynychu ysgol o'r fath na all unrhyw wasanaeth nac asiantaeth sengl ddisgwyl ar ei ben/phen ei hun fynd i'r afael â'r mater yn llwyddiannus. Mae'r Cyngor yn ymdrechu, felly, drwy ddatblygu gweithio Ardal a Bro i ddatblygu amlasiantaeth, croes-wasanaeth, dull rhyngddisgyblaethol sy'n cael ei nodweddu gan gyflwyniad ymateb plentyn-ganolog, diasiad, cydlynus ac effeithiol.

### **Gwasanaethau plant**

- 9.2 Mae staff Gwasanaethau Plant yn ymgymryd ag asesiadau plant mewn angen mewn cydweithrediad â phroffesiynolwyr perthnasol eraill. Bydd yr asesiad yn edrych ar bob agwedd ar anghenion datblygu'r plentyn, yn cynnwys ei (h)anghenion addysgol a bydd yn rhoi blaenoriaeth ddyledus bod y disgyblion hyn yn mynychu ar sail reolaidd. Bydd SLIA yn dwyn i sylw staff gofal cymdeithasol blant sydd wedi eu cyfeirio atynt oherwydd anawsterau presenoldeb a all yn eu barn broffesiynol fod angen cefnogaeth ychwanegol yn unol â meini prawf cymhwyster y Cyngor ar gyfer plant mewn angen.

### **Gwasanaeth lechyd**

- 9.3 Mae plant sy'n absennol o'r ysgol am gyfnodau estynedig o amser oherwydd gwaeledd yn derbyn hyfforddiant cartref. (Mae'n rhaid i natur y gwaeledd gael ei gadarnhau gan Feddyg Teulu). Pe bai ysgol y plentyn a'r SLIA yn ystyried efallai y gallai problem peidio â mynychu fod yn gysylltiedig â mater iechyd meddwl yna rhoddir ystyriaeth i wneud cyfeiriad at Wasanaeth Iechyd Meddwl Plant a Llencyndod. Lle ceir diagnosis o salwch meddwl bydd y SLIA yn cymryd cyngor o CAMHS ar yr oblygiadau sydd gan hyn ar gyfer gweithio gyda'r plentyn a'i r(h)ieni i sicrhau dychwelyd at bresenoldeb rheolaidd.

### **Yr Heddlu**

- 9.4 Mae'r Cyngor a Heddlu Gogledd Cymru wedi cytuno ar brotocol mewn perthynas ag Adran 16 o Ddeddf Trosedd ac Annhrefn 1998. (Mae'r adran hon o'r Ddeddf yn darparu grym i'r heddlu fynd â thriwantiad yn ôl i'r ysgol neu i le arall a ddynodwyd gan y Cyngor). Adolygwyd y protocol hwn yn 2012. (Gweler 5.26 uchod.)

## **Prosiect Tîm o Amgylch y Teulu (TAT)**

- 9.5 Bydd y tîm o amgylch y teulu'n gweithio'n agos gyda SLIA i gefnogi teuluoedd sy'n brwydro.
- 9.6 Bydd SLIA yn gallu cyfeirio teuluoedd y mae ganddynt bryderon yn eu cylch mewn perthynas â phresenoldeb, lle nad yw strategaethau eraill wedi bod yn llwyddiannus.
- 9.7 Un o flaenoriaethau allweddol prosiect TAT wrth weithio gyda theuluoedd unigol fydd mynd i'r afael â gwella presenoldeb mewn ysgol.

## **10.0 CEFNOGI PRESENOLDEB DISGYBLION BREGUS NEU DDISGYBLION GYDAG ANGHENION YCHWANEGOL**

### **Polisi a Threfniadau ar gyfer Cefnogi Plant y Gofelir Amdanynt**

- 10.1 Mae'r Cyngor yn adnabod bod plant y gofelir amdanynt wedi perfformio'n dda fel grŵp a'i fod yn benderfynol o gynnal y sefyllfa hon.
- 10.2 Mae gwasanaeth y Cyngor sy'n darparu Cefnogaeth Addysgol i Blant y Gofelir amdanynt (ESLAC) wedi arwain cyfrifoldeb am sicrhau bod plant y gofelir amdanynt yn derbyn cefnogaeth addysgol briodol a chydlynus.
- 10.3 Bydd cydlynwyr ysgolion LAC-seiliedig yn cysylltu â gweithiwr cymdeithasol plentyn neu Swyddog Cyswllt Addysg LAC a (phan fo'n berthnasol) gyda'i SLIA.
- 10.4 Dylai pob ysgol enwebu Athro Dynodedig ar gyfer plant y gofelir amdanynt. Bydd gan yr athro/athrawes hwn/hon ran cydlynu a monitro allweddol gyda golwg ar bresenoldeb plant y gofelir amdanynt yn ei (h)ysgol.
- 10.5 Bydd ESLAC yn casglu ac yn monitro data presenoldeb pob plentyn y gofelir amdanynt ar Ynys Môn a bydd yn defnyddio'r data hwn i lywio cynllunio cefnogaeth addysgol bellach ar gyfer plant y gofelir amdanynt.

### **Polisi a threfniadau ar gyfer Cefnogi Gofalwyr Ifanc**

- 10.6 Mae'r Cyngor yn adnabod y gall nifer o blant fod yn hwyr i'r ysgol neu'n absennol o'r ysgol o ganlyniad i'w cyfrifoldebau mewn perthynas â gofalu am riant neu frawd neu chwaer sâl neu anabl.
- 10.7 Mae Protocol Gofalwyr Ifanc y Cyngor yn adnabod cyfrifoldeb staff mewn perthynas â Gofalwyr Ifanc.
- 10.8 Dylai ysgolion ymateb yn gydymdeimladol i anghenion gofalwyr ifanc ond dylai gyfuno hyn gydag adnabyddiaeth bod y plant hyn er hynny â hawl lawn i gyfranogi ym mhob gweithgaredd addysgol.
- 10.9 Dylai cyfeirio gofalwyr ifanc at asiantaethau allanol gael ei wneud yn sensitif, gan adnabod unrhyw deimladau o euogrwydd y gall y plentyn unigol fod yn ei brofi.
- 10.10 Gall ysgolion ystyried dynodi athro i fod â chyfrifoldeb am ofalwyr ifanc. Gall yr athro hwn allu cael mynediad i gynlluniau lleol o gefnogaeth.

- 10.11 Mae modd y bydd SLIA hefyd yn gallu cynnig cyngor i'r ysgol ar sut i gefnogi gofalwyr ifanc.

### **Polisi a Threfniadau ar gyfer Cefnogi Presenoldeb Disgyblion sydd ag neu a all fod ag Anghenion Addysgol Arbennig**

- 10.12 Mae'r Cyngor yn adnabod y gall anghenion addysgol arbennig, yn cynnwys AAA sydd heb eu hadnabod neu heb eu cyfarfod, rwystro rhai plant rhag mynychu'r ysgol. Mae SLIA, Seicolegwyr Addysgol a staff gwaith cefnogi eraill y Cyngor gyda Chydlynwyr Anghenion Addysgol Arbennig, staff ysgol eraill a chyda'r disgybl lle mae pryderon y gall presenoldeb gwael disgybl fod yn berthynol i AAA heb eu hadnabod neu heb eu cyfarfod. Mae SNAP Cymru, yn cynnig gwybodaeth a chefnogaeth i rieni plant a phobl ifanc gydag AAA.

### **Polisi a Threfniadau ar gyfer Cefnogi Presenoldeb Disgyblion a all fod wedi cael eu bwlio**

- 10.13 Mae'r Cyngor yn adnabod bod bwlio'n fater sy'n atal rhai plant rhag mynychu'r ysgol neu rhag cyflawni eu potensial llawn pan nad ydynt yn mynychu.
- 10.14 Bydd SLIA yn cynnig cefnogaeth i ddisgyblion yr effeithir ar eu presenoldeb gan fwlio gwirioneddol neu ganfyddadwy.
- 10.15 Bydd staff Eraill y Cyngor (Seicolegwyr Addysgol, Athrawon Cefnogi Ymddygiad Cynradd, Amddiffyn Plant a Swyddogion Addysg) yn darparu cefnogaeth, cyngor a chymorth ychwanegol pan fo'n angenrheidiol.

## Polisi aThrefniadau ar gyfer Cefnogi Presenoldeb Grwpiau Bregus eraill

10.16 Bydd y Cyngor yn ymdrechu i ymateb yn brydlon i gefnogi presenoldeb ysgol unrhyw grŵp o blant a all fod yn fregus. Gallai grwpiau o'r fath gynnwys:

- grwpiau ethnig lleiafrifol;
- ffoaduriaid/ceiswyr lloches;
- gweithwyr symudol;
- rhieni ifanc a merched ifanc beichiog;
- troseddwyd ifanc;
- plant a theuluoedd mewn amgylchiadau anodd;
- disgyblion sy'n dysgu Saesneg fel iaith ychwanegol;
- disgyblion gydag anghenion Sgiliau Sylfaenol; a
- sipsiwn a theithwyr.

## Atodiad 1

### DOGFENNAU A CHYFEIRIADAU ALLWEDDOL

Fframwaith Presenoldeb Cymru-Gyfan

Arweiniad ar godau Presenoldeb Ysgol Hydref 2010

Dulliau ymarferol o fynd at reoli ymddygiad yn y dosbarth Dogfen wybodaeth Rhif: 086/2010

Estyn, Gwella Presenoldeb (2006)

NAFWC 47/2006 – Cynhwysiad ac arweiniad cefnogi disgyblion

Gwaharddiadau o'r ysgol ac unedau cyfeirio disgyblion 001/2004

Gwneud gwahaniaeth ar gynllun gweithredu Ymddygiad a Phresenoldeb 2011/13

Symudiadau rheoledig effeithiol – dechrau o'r newydd yn yr ysgol ar gyfer plant a phobl ifanc dogfen wybodaeth 096/2011

## Atodiad 2

### GRADDFEYDD PRESENOLDEB/ABSENOLDEB ANAWDURDODEDIG AR YNYS MÔN AC YN GENEDLAETHOL

#### A Graddfeydd presenoldeb (Ynys Môn)

	08/09	09/10	10/11	11/12
Cynradd	93.9	93.8	93.5	94.3
Uwchradd	91.1	90.6	90.9	92.2

#### Graddfeydd Absenoldeb Anawdurdodedig (Ynys Môn)

	08/09	09/10	10/11	11/12
Cynradd	0.6	0.5	0.7	0.6
Uwchradd	0.9	1.1	1.3	0.7

#### B. Graddfeydd Presenoldeb (Cymru)

	08/09	09/10	10/11	11/12
Cynradd	93.2	93.1	93.3	93.8
Uwchradd	91.0	91.1	91.4	92.2

#### Graddfeydd Absenoldeb Anawdurdodedig (Cymru)

	08/09	09/10	10/11	11/12
Cynradd	1.0	1.0	0.9	0.7
Uwchradd	1.7	1.6	1.5	1.4

### Atodiad 3

#### Targedau Presenoldeb Ysgolion Ynys Môn

O dan y Rheoliadau Addysg (Targedau Presenoldeb Ysgol) mae'n ofynnol i bob ysgol osod nod blynyddol ar gyfer lleihau absenoldeb cyffredinol. 'Roedd yn ofynnol i ysgolion gytuno nodau ar gyfer 2013-14 gyda'r ALL erbyn 31<sup>ain</sup> Rhagfyr 2012. Gosodwyd nodau gan yr ALL i ysgolion nad oedd wedi cytuno ar nodau erbyn y dyddiad hwn

Mae manylion y targedau hyn ar gael gan y Swyddog Ysgolion Uwchradd

#### Targedau Presenoldeb Uwchradd

	2008/09		2009/10		2010/11	
	Nod	Gwirioneddol	Nod	Gwirioneddol	Nod	Gwirioneddol
YSTJ	90.0	90.2	92.0	90.2	92.0	91.7
YUC	90.0	91.1	92.0	90.5	92.0	90.0
YGLL	94.0	91.1	94.0	90.4	94.0	91.7
YDH	92.0	91.2	92.5	91.4	93.0	92.3
YUB	93.0	91.4	93.0	90.3	93.0	91.6
Sir		<b>91.1</b>		<b>90.6</b>	91.0	<b>90.9</b>
Cymru		<b>91.0</b>		<b>91.1</b>		<b>91.4</b>

	2011/12		2012/13		2013/14	
	Nod	Gwirioneddol	Nod	Gwirioneddol	Nod	Gwirioneddol
YSTJ	92.0	<b>91.9</b>	93.0			
YUC	94.0	<b>90.4</b>	92.0		93.0	
YGLL	94.0	<b>92.9</b>	94.23			
YDH	93.5	<b>94.0</b>	94.0			
YUB	93.0	<b>91.3</b>	93.0		93.15	
Sir	92.0	<b>92.2</b>	92.5		93.0	
Cymru		<b>92.2</b>				



## Atodiad 4

### Polisi ar gyfer Cefnogi Presenoldeb Plant y Gofelir Amdanynt

#### Cyflwyniad

1. Mae Cyngor Ynys Môn yn ymroddedig i sicrhau'r deilliannau addysgol gorau posibl ar gyfer plant y gofelir amdanynt. Mae'n credu bod presenoldeb rheolaidd, prydlon, di-dor yn yr ysgol yn holl-bwysig i gynorthwyo i sicrhau bod plant y gofelir amdanynt yn gallu gwneud y mwyaf o'r cyfleoedd addysgol sydd ar gael iddynt.
2. Bwriedir y polisi hwn ar gyfer adnabod swyddogaethau a chyfrifoldebau arbennig ar gyfer ysgolion, gofalwyr a gofal cymdeithasol timau ESLAC.
3. Bwriedir y polisi i ychwanegu at bolisi ac arweiniad arall y Cyngor mewn perthynas â phresenoldeb Ysgol.

#### Cyfrifoldebau Ysgolion

4. Gofynnir i holl ysgolion Ynys Môn benodi athro dynodedig ar gyfer plant y gofelir amdanynt. Bydd yr athro dynodedig yn gyfrifol am sicrhau bod ymarfer o fewn ei (h)ysgol yn galluogi unrhyw blentyn y gofelir amdano sydd wedi ei gofrestru yn yr ysgol honno i fynychu'r rheolaidd a chyflawni safonau addysgol uchel.
5. Os bydd plentyn y gofelir amdano yn methu â mynychu ysgol ac na dderbynnir unrhyw hysbysiad nac esboniad gan ofalwr y plentyn o fewn awr gyntaf diwrnod ei (d)diffyg presenoldeb dylai'r ysgol ymdrechu i gysylltu â'r gofalwr yn uniongyrchol. (Os na ellir gwneud cyswllt â'r gofalwr dylid hysbysu tîm ESLAC.)
6. Ni ddylai ysgolion awdurdodi unrhyw absenoldeb plentyn y gofelir amdano oni fyddant yn derbyn esboniad boddhaol gan ofalwr y plentyn.
7. Dylai ysgolion fod yn effro i unrhyw batrwm sydd ar ddod o ddiffyg presenoldeb gan blentyn y gofelir amdano a dylent gyfeirio hynny i ofalwr y plentyn a thîm ESLAC yn ddi-oed.
8. Os yw plentyn y gofelir amdano gyda chofrestriad deublyg ac yn derbyn rhan neu'r cyfan o'i (h)addysg oddi ar y safle dylai'r ysgol sicrhau ei fod yn monitro'r presenoldeb hwn yn rheolaidd ac yn ei gofnodi ac yn adrodd amdano'n gywir. Dylai'r ysgol gysylltu â'r sefydliad/darparwr arall lle mae'r plentyn y gofelir amdano yn cael mynediad i'w (h)addysg ar sail wythnosol.

### **Cyfrifoldebau Gofalwyr**

9. Dylai gofalwyr sicrhau bod yr holl blant yn eu gofal yn mynychu'r ysgol yn rheolaidd ac yn brydlon a bod plant ond yn colli'r ysgol am resymau na ellir eu hosgoi megis salwch.
10. Dylai gofalwyr ymdrechu i drefnu apwyntiadau ar gyfer plant y gofelir amdanynt y tu allan i oriau ysgol.
11. Dylai gofalwyr fod yn effro i unrhyw arwydd bod plentyn y gofelir amdano yn amharod i fynychu'r ysgol ac i unrhyw ddigwyddiadau ac achlysuron a all effeithio'n ddilynol ar bresenoldeb ysgol rheolaidd plentyn.
12. Pe bai plentyn y gofelir amdano yn methu â mynychu'r ysgol dylai ei (g)ofalwr roi gwybod yn uniongyrchol i'r ysgol ar fore cyntaf unrhyw absenoldeb a chynnig esboniad am bresenoldeb y plentyn (ynghyd â'r dyddiad dychwelyd a ragwelir).
13. Ni ddylai gofalwyr drefnu gwyliau sy'n cynnwys mynd â'r plant y maent yn gofalu amdanynt allan o'r ysgol yn ystod amser tymor.

### **Cyfrifoldebau Gweithwyr Cymdeithasol**

14. Dylai gweithwyr cymdeithasol sicrhau y trefnir, lle bynnag y bo modd, cyfarfodydd gofal-berthynol y tu allan i oriau ysgol.
15. Dylai Gweithwyr Cymdeithasol sicrhau bod gofalwyr yn cyfarfod â'u cyfrifoldebau fel yr amlinellwyd uchod.

### **Cyfrifoldebau Tîm ESLAC**

16. Mae tîm ESLAC, yn monitro'n agos ac yn cofnodi presenoldeb holl blant Ynys Môn y gofelir amdanynt. Os na ddarparwyd rheswm i'r ysgol am absenoldeb, gwneir galwad i'r gofalwr yn gofyn am esboniad o'r absenoldeb.
17. Bydd tîm ESLAC, pan fo'n angenrheidiol, yn cysylltu â'r Swyddog Lles Addysg sy'n gysylltiedig ag ysgol y plentyn.

## Atodiad 5

### Dysgwyr gydag Anghenion Dysgu Ychwanegol (ADY)

Dyfynnir yr hyn a ganlyn o “Arweiniad ar gyfer arolygiad gwasanaethau addysg awdurdod lleol ar gyfer plant a phobl ifanc o Fedi 2010” Estyn. Dysgwyr Atodiad 5 gydag Anghenion Dysgu Ychwanegol.

Defnyddir y term ‘anghenion dysgu ychwanegol’ i adnabod disgyblion y mae eu hanghenion dysgu yn ychwanegol at rai mwyafrif eu cymheiriaid. Mae'r term ‘anghenion addysgol arbennig’ yn is-gategori o anghenion dysgu ychwanegol, a ddefnyddir i adnabod y dysgwyr hynny sydd ag anawsterau dysgu llym, cymhleth a phenodol/neu benodol fel y gosodwyd allan yn Neddf Addysg 1996 a Chôd Ymarfer AAA ar gyfer Cymru.

Mae disgyblion gydag anghenion addysgol ychwanegol yn cynnwys y rhai sydd ag:

- anghenion addysgol arbennig (AAA);
- anabledau;
- anghenion meddygol; ac
- anawsterau emosiynol, cymdeithasol ac ymddygiadol ac/neu anghenion iechyd meddwl;

Mae disgyblion yn fwy tebygol o fod anghenion dysgu ychwanegol (ADY) pan ydynt hefyd yn perthyn i grwpiau bregus yn cynnwys:

- grwpiau ethnig lleiafrifol;
- ffoaduriaid/ceiswyr lloches;
- gweithwyr symudol;
- plant y gofelir amdanynt (LAC);
- rhieni ifanc a merched ifanc beichiog;
- troseddwr ifanc;
- plant a theuluoedd mewn amgylchiadau anodd;
- disgyblion mewn perygl o fwlio homoffobig;
- gofalwyr ifanc;
- disgyblion a addysgwyd ar wahân i fod mewn ysgol;
- disgyblion sy'n dysgu Saesneg fel iaith ychwanegol;
- disgyblion gydag anghenion Sgiliau Sylfaenol; a
- sipsiwn a theithwyr.



## Atodiad 6

### Codau Presenoldeb SIMS

Mae'r codau a argymhellwyd wedi eu grwpio o dan y 5 categori ystadegol a ganlyn:

- yn bresennol;
- gweithgaredd addysgol a gymeradwywyd (wedi eu trin fel yn bresennol);
- absenoldeb awdurdodedig;
- absenoldeb anawdurdodedig;
- nid yw'n ofynnol mynychu.

<b>Côd</b>	<b>Ystyr</b>	<b>Categori ystadegol</b>
<b>A</b>	Yn bresennol adeg cofrestru	presennol
<b>L</b>	Yn hwyr ond cyrhaeddodd cyn i'r gofrestr gau	presennol
<b>B</b>	Addysir oddi ar y safle (nid cofrestriad dyblyg)	gweithgaredd addysgol a gymeradwywyd
<b>D</b>	Cofrestriad dyblyg (hy yn bresennol mewn ysgol arall neu mewn UGD/PRU)	gweithgaredd ysgol a gymeradwywyd
<b>P</b>	Gweithgaredd chwaraeon a gymeradwywyd	gweithgaredd addysgol a gymeradwywyd
<b>V</b>	Ymweliad neu daith addysgol	gweithgaredd addysgol a gymeradwywyd
<b>J</b>	Cyfweliad	gweithgaredd addysgol a gymeradwywyd
<b>W</b>	Profiad gwaith (nid hyfforddiant gwaith-seiliedig)	gweithgaredd addysgol a gymeradwywyd
<b>C</b>	Amgylchiadau awdurdodedig eraill (na chwmpaswyd gan gôd/disgrifiad priodol arall)	absenoldeb awdurdodedig
<b>F</b>	Gwyliau teuluol estynedig a gytunwyd	absenoldeb awdurdodedig
<b>H</b>	Gwyliau teuluol a gytunwyd	absenoldeb awdurdodedig
<b>I</b>	Salwch	absenoldeb awdurdodedig
<b>M</b>	Apwyntiad meddygol neu ddeintyddol	absenoldeb awdurdodedig
<b>S</b>	Ymadawriad astudio	absenoldeb awdurdodedig
<b>E</b>	Gwaharddwyd ond ni wnaed darpariaeth amgen	absenoldeb awdurdodedig
<b>R</b>	Rhodddwyd y diwrnod o'r neilltu yn unig ar gyfer defodau crefyddol	absenoldeb awdurdodedig
<b>T</b>	Absenoldeb teithiwr	absenoldeb awdurdodedig
<b>N</b>	Ni ddarparwyd unrhyw reswm am yr absenoldeb hyd yma	absenoldeb anawdurdodedig
<b>O</b>	Anawdurdodedig arall (na chwmpesir gan godau neu ddisgrifiadau eraill)	absenoldeb anawdurdodedig
<b>G</b>	Gwyliau teuluol (heb ei gytuno neu sesiynau y tu draw i gytundeb)	absenoldeb anawdurdodedig
<b>U</b>	Yn hwyr ac wedi cyrraedd ar ôl cau'r gofrestr	absenoldeb anawdurdodedig
<b>X</b>	Sesiynau heb eu hamserlennu ar gyfer disgyblion	nid yw'n ofynnol mynychu

	oed ysgol anorfodol	
<b>Y</b>	Cau rhannol a gorfodol	nid yw'n ofynnol mynychu
<b>Z</b>	Nid yw'r disgybl ar y gofrestr eto	nid yw'n ofynnol mynychu
<b>#</b>	Yr Ysgol ar gau i bob disgybl	nid yw'n ofynnol mynychu

**Department for Lifelong Learning, Isle of Anglesey  
Local Authority**

**POLICY AND PRACTICE  
FOR PROMOTING SCHOOL  
ATTENDANCE**

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1. Introduction and Statement of Intent
2. Responsibilities of Schools
3. Responsibilities of Governors
4. Responsibilities of Parents
5. Responsibilities of the Local Authority (LA)
6. LA Support - the role of Education Welfare Officers
7. LA support - other services
8. LA policy on Prosecution of Parents
9. Multi-agency networks and partnerships
10. Supporting the attendance of vulnerable pupils or pupils with additional needs

Appendix 1 Key Documents and References

Appendix 2 Attendance/Unauthorised Absence Rates in the Isle of Anglesey and Nationally

Appendix 3 Isle of Anglesey Schools' Attendance Targets

Appendix 4 Policy for Promoting the Attendance of Looked after Children

Appendix 5 List of Learners with Additional Learning Needs

Appendix 6 SIMS Attendance Codes

## **Definitions**

### **Compulsory school age**

Under Section 8 of the Education Act 1996, children and young people should attend school from the start of the first term commencing after their fifth birthday. The end of term dates are 31 March, 31 August and 31 December.

A young person ceases to be of compulsory school age on the last Friday in June of the school year in which they have their 16th birthday.

### **Parent**

The definition of 'parent' is set out in section 576 of the Education Act 1996 and includes:

- all natural parents, whether they are married or not;
- any person who, although not a natural parent, has parental responsibility (as defined in the Children Act 1989) for a child or young person; and
- any person who, although not a natural parent, has care of a child or young person.

Having care of a child or young person means that a person with whom the child lives and who looks after the child, irrespective of what their relationship is with the child, is considered to be a parent in education law.



## 1.0 INTRODUCTION AND STATEMENT OF INTENT

- 1.7 The LA recognises that punctual and regular school attendance is an essential precondition of social inclusion and a prerequisite to effective learning. It notes that for a small but significant number of children poor school attendance is a direct cause of their underachievement and social exclusion. It is also concerned that children who are registered at a school and fail to attend that school regularly are placing themselves at greater risk of either offending or of becoming the victims of offending by others. The LA believes that children should attend school regularly and punctually because school is where they learn and school is where they are safe. (The LA recognises that some parents\* may choose to home educate their children rather than send them to school.) (\*Where parents are referred to in this document this should be taken to include carers/guardians.)
- 1.8 The LA is therefore committed to improving levels of school attendance and punctuality. It aims to do this by:-
- c) promoting the value and importance of regular school attendance;
  - d) reducing all forms of unjustified absenteeism, especially levels of persistent absenteeism. (A child is classified as being a persistent absentee if he/she has an absence rate of 20% or more).
- 1.9 The LA believes that success in achieving these targets will be best achieved if principles of active and meaningful partnership (with schools, parents, pupils and other agencies and services) inform all LA activities.
- 1.10 In order to improve levels of school attendance and punctuality the LA will employ four key strategies:-
- a) the provision of support and challenge to all schools, focusing resources on those schools with the most clearly identifiable needs;
  - b) the provision of consistent and equitable support to parents, ensuring, through an appropriate balance of assistance and insistence that all parents are able to meet their legal responsibilities in relation to school attendance;
  - c) the development of effective multi-agency working practices in order to facilitate early intervention and the delivery of a seamless service;

- d) the development of a range of relevant performance indicators and the subsequent setting of realistic yet challenging targets.
- 1.11 In developing its policy and practice for promoting school attendance the LA will endeavour to ensure that the need to recognise the national context and Welsh Government priorities is balanced by the need to respond to the local context and particular priorities.
- 1.12 The LA officer with responsibility for leading on the development of school attendance policy and practice will be the Secondary Schools Education Officer.

## 2.0 RESPONSIBILITIES OF SCHOOLS

- 2.1 Schools are responsible for supporting the attendance of their pupils and for responding to difficulties and issues which might lead to non-attendance.
- 2.5 Schools that adopt a positive and proactive approach towards attendance matters and encourage parents to take an active role in the schooling of their children, can play a major role in improving levels of attendance and punctuality and in reducing absenteeism.
- 2.6 It is a legal requirement that schools will:-
- a) be open to all pupils for 380 sessions each school year;
  - b) maintain attendance registers (either manual or computerised) in accordance with the relevant regulations;
  - c) accurately record and monitor all absenteeism and lateness, in accordance with the SIMS attendance codes (see Appendix 6);
  - d) clearly distinguish between absence which is authorised and absence which is unauthorised according to criteria laid down by the Welsh Government (schools should remind parents that it is the decision of the headteacher as to whether or not an absence will be authorised);
  - e) set annual targets to reduce absence and submit these targets to the Local authority and in accordance with the relevant regulations.
- 2.7 Schools are strongly encouraged to develop a whole school policy on attendance in discussion with staff, governors, parents and pupils, taking account of relevant guidance issued by the Welsh Government and good practice identified by the LA. This policy should:
- a) give a high priority and value to attendance and punctuality and ensure that specific strategies are in place in order to achieve this;
  - b) ensure compliance with all relevant statutory requirements (particularly with regard to the maintenance of attendance registers and the setting of targets);
  - c) ensure that if the school has been in the bottom FSM quarter for the last two years that an action plan to improve attendance is produced;

- d) ensure that clear attendance information is regularly communicated to parents through the school brochure, through newsletters, through parents' evenings or through other media; (parents should be specifically reminded of their legal responsibilities for ensuring their children's regular and punctual attendance);
- e) ensure that attendance is recorded regularly and accurately in SIMS. Secondary schools are required to send a weekly update on attendance to the Secondary Education Officer on the format requested. Primary schools are required to ensure that SIMS is kept up to date weekly.
- f) collect and make effective use of attendance data to monitor progress/trends and set targets for improvement – for individuals, classes, vulnerable groups, year groups and the whole school
- g) ensure that all pupils are registered correctly in regards to the pupils with additional learning needs and the different vulnerable groups (see Appendix 5). To allow accurate monitoring of attendance and progress.
- h) provide clear guidance to staff on the practice of registration and connected issues such as the appropriate categorisation of absence;
- i) identify clear procedures to identify and follow up all absence and lateness (allocating individual staff roles and responsibilities);
- j) recognise the crucial importance of early intervention and establish appropriate preventative strategies, such as first-day contact, particularly in relation to pupils who are known to be poor attenders or who might otherwise be considered to be at risk;
- k) monitor post-registration truancy through the taking of class registers and spot checks and ensure that the parents of any post-registration truants are promptly informed and where necessary actively involved;
- l) be alert to critical times (e.g. Key Stage 2/3 transfer);

- m) identify a range of both proactive and reactive strategies to promote attendance and address absenteeism, especially persistent absenteeism;
- n) establish a clear and unambiguous hierarchy of sanctions;
- o) develop attendance incentive schemes which recognise pupils' attendance achievements;
- p) set up effective networks for liaising with other involved agencies and services such as Education Welfare Officers (EWOs), Social Services, Gyrfa Cymru, the Police, Health, etc;
- q) work with the LA, Police and EWOs in regards to the carrying out of truancy sweeps.
- r) establish procedures for reintegrating long-term absentees and pupils who may, for specific reasons, have been on a reduced timetable;
- s) provide an interesting, flexible, and accessible curriculum which encourages regular attendance;
- t) establish a system of regular structured meetings between school staff and the EWO;
- u) ensure that reasonable steps are taken by the school including, warning letters, before a referral is made to the EWO;
- v) stress to parents the importance of continuity of learning, particularly in relation to family holidays during term-time (schools should grant leave for term-time holidays sparingly, if at all);
- w) identify a key senior member of staff with overall responsibility for attendance;
- x) ensure that good practice is identified and disseminated;
- y) the policy should be regularly monitored and reviewed;
- z) help create an ethos and culture which encourages good attendance, addressing school-based causes of poor attendance such as bullying, racism, an inappropriate curriculum, etc.

### **3.0 RESPONSIBILITIES OF GOVERNORS**

3.1 Governors are ultimately responsible for attendance. In this context Governors are expected to:

- a. work closely with the key member of staff with overall responsibility for attendance;
- b. challenge current levels of attendance and targets set by the school and respond to issues associated with attendance;
- c. monitor school attendance both in comparison with general trends, target groups and in terms of FSM data;
- d. ensure that if the school has been in the bottom quarter for the last two years that they have an action plan to improve attendance;
- e. monitor performance against an action plan/strategy to improve attendance;
- f. ensure the school is carrying out its role in regards to keeping attendance data current, accurate and reporting to the LA.

## 4.0 RESPONSIBILITIES OF PARENTS

4.1 Parents are responsible in law (section 7 of the Education Act 1996) for ensuring that their children attend the school at which they are registered regularly, on time, properly dressed and in a fit condition to learn. (Parents are also responsible for ensuring that their children stay at school once they have registered.)

4.2 Parents can do a great deal to support the regular and punctual attendance of their children. Parents should:-

- a) take an active interest in their child's school life and work;
- b) attend parents' evenings and other school events;
- c) ensure that their child completes his/her homework and goes to bed at an appropriate time;
- d) be aware of letters from school which their child brings home;
- e) ensure that their child arrives at school on time each day;
- f) ensure that their child only misses school for reasons which are unavoidable or justified, such as illness or days of religious observance;
- g) always notify the school as soon as possible - preferably on the first morning - of any absence;
- h) ensure that up to date contact details are provided to school to aid contact;
- i) confirm in writing when the child returns to school;
- j) avoid booking family holidays during term-time;
- k) talk to the school if they are concerned that their child may be reluctant to attend;
- l) Work with other agencies to aid an improvement in attendance.

## 5. RESPONSIBILITIES OF THE LOCAL AUTHORITY (LA)

5.1 There are four key areas of activity regarding LA support and challenge for schools, pupils and parents:-

- a) the work of locality-based EWOs;
- b) the work of other LA support services;
- c) the development of multi-agency networks and partnerships,;
- d) alternative curriculum provision for Key Stage 4 pupils where current provision is deemed inappropriate.

5.2 The LA will work closely with Standards and Effectiveness Services, jointly they will offer challenge and support to schools in matters of attendance. Jointly they will:

- a) Termly visits to challenge schools on current attendance levels compared to targets;
- b) assess progress achieved towards the meeting of attendance targets;
- c) consider a school's attendance data and compare this with comparative benchmark data in order to assess performance;
- d) consider the attendance performance of identified pupil cohorts;
- e) offer support and challenge to the school to ensure that the curriculum offered supports good attendance;
- f) liaise with relevant support services accordingly.



## **6.0 LA SUPPORT – THE ROLE OF EDUCATION WELFARE OFFICERS**

- 8.1 The fundamental purpose of EWOs to maximise attendance rates for individual pupils, individual schools and for the Local Authority of Anglesey as a whole and to discharge the LA's legal duty to ensure that all pupils of compulsory school age are in receipt of suitable education. EWOs will also assist in removing barriers which may prevent a child receiving education.
- 6.2 EWOs will employ three main interconnected and interdependent strategies to ensure that registered pupils of compulsory school age attend school regularly and punctually:-
- d) as authorised representatives of the LA, monitor attendance through the regular inspection of registers and liaison with school staff;
  - e) undertake individual casework with non-attending pupils and their parents;
  - f) offering strategic advice, support and challenge to enable schools to develop their systems and practices for managing attendance.

### **EWO Casework**

- 6.3 When a pupil with attendance difficulties is referred to an EWO he or she will engage in individual casework. EWO casework is undertaken with pupils and their parents in order to bring about a pupil's return to regular attendance. The EWO will recognise and take account of individual circumstances and will respond accordingly. The speedy return of the pupil to regular attendance will, however, always be the prime concern. The EWO will employ a range of practices and strategies in his or her casework and will, when necessary, combine assistance with insistence.
- 6.4 In some instances EWO intervention may be limited to a single EWO home visit in order to remind parents of their legal responsibilities or to help resolve a particular and identified difficulty. In other instances there may be complex and deep-seated reasons why the pupil is not attending. In such situations the EWO may negotiate a plan of support (this might involve referral on to, or the involvement of, other agencies, convening a multi-agency meeting and so on).

- 6.5 All EWO casework will involve close and continuous liaison with the pupil's school, (EWOs will ensure that schools receive regular feedback on pupils with whom work is being undertaken). In cases where the main causes of the non-attendance may be school-related (e.g. alleged bullying or racism, peer pressure, difficulties with a particular lesson or teacher) the EWO will discuss these with the school in order to develop strategies to overcome these difficulties.

### **EWO Referrals**

- 6.6 Referrals to EWOs will usually be made by schools. There are, however, occasions when other agencies/services or parents may make a referral.
- 6.7 Before accepting a referral from a school the EWO will expect the school to have first undertaken a number of steps to address the pupil's non-attendance. These would include:-
- d) action by the class teacher/form teacher;
  - e) action by the Head of Year (secondary) or Head or Deputy Head (primary);
  - f) contact with parents; EWOs encourage schools to work to a '3-letter system', the use of which involves the school sending a sequence of letters of concern to the parents before formally involving the EWO.
- 6.8 The overwhelming majority of referrals to EWOs are made on the basis of non-attendance (referrals are occasionally taken in relation to child protection concerns, transport or school age employment issues).
- 6.9 Referrals will usually only be accepted in relation to absence which has not been authorised by the school. (Only in exceptional circumstances will referrals in relation to authorised absence be accepted).
- 6.10 Referrals may be made when:-
- a) a pattern of irregular attendance has developed;
  - b) a regular pattern of non-attendance on certain days;
  - c) a period of entrenched non-attendance has begun;
  - d) communication by the school to the parents has met with little or no response;

- e) there is evidence of a lack of parental co-operation in ensuring a child's regular attendance;
- f) a pattern of post-registration truancy is persisting despite the school's efforts to prevent it;
- g) a parent withdraws a pupil from school having expressed an intention to educate him or her otherwise than at school (Elective Home Education);
- h) a pupil is withdrawn from school by the parents who are moving to another area and the school does not have a confirmed destination school/provider where the child will resume his or her education (such pupils will be treated as "children missing education");
- i) a pattern of persistent lateness has developed;
- j) there are child protection concerns;
- k) there are specific and identifiable welfare issues which are preventing a pupil from accessing education.

### **EWO Visits to Schools**

- 6.11 Referrals are made to EWOs during regular consultation visits. The frequency of these visits will be in accordance with an individual school's identified level of need. (Referrals may be made by telephone, e-mail or letter outside of these visits).
- 6.12 If a school is dissatisfied with the level or quality of service provided by its EWO then the Secondary Schools Officer should be contacted.

### **EWO Policy on Suspending Casework**

- 6.13 Ideally an EWO will only close a case when a pupil returns to regular attendance or ceases to be of compulsory school age.
- 6.14 In circumstances when active casework is suspended the situation will continue to be monitored and any necessary liaison/consultation with other services/agencies will take place. Active casework will recommence if there is a change in circumstances which suggests that further EWO casework may be appropriate.

- 6.15 In any of the above situations the EWO will discuss the case with their line manager and the school.

### **Other EWO Services**

- 6.16 As well as undertaking casework with individual pupils EWOs will offer strategic support and challenge to schools by working with school management teams on policies and procedures. EWOs will promote improvements in schools' management of attendance through the strategies listed below.

### **Pastoral Support Programmes**

- 6.16 EWOs will, when appropriate, support schools in the development and implementation of Pastoral Support Programmes (PSPs). PSPs will be used when a pupil is deemed to be at risk of not attending and a long-term programme of intervention is seen as being a means of helping to prevent him or her from dropping out of school altogether.
- 6.17 Other LA services will assist in the use of school-based PSPs. PSPs will not be used as a substitute for the special educational needs assessment process.

### **Links with Neighbouring Local Authorities**

- 6.18 Responsibility for monitoring the attendance of pupils who attend school in Anglesey rests with Anglesey's EWOs, regardless of whether the pupil lives outside of the Authority. Each EWO will, therefore, work closely with the EWOs of neighbouring authorities in order to ensure a co-ordinated and coherent approach to school-attendance issues.

### **Children Missing Education**

- 6.19 EWOs have a clear role to play in helping to trace children who go missing from schools in Anglesey or who go missing from schools from other authorities and who may have moved into Anglesey. Schools are strongly urged to follow corresponding procedures in relation to those pupils who are removed from school by their parents without a named-school destination being provided and confirmed.

## Truancy Sweeps

- 6.20 EWOs work closely with North Wales Police in order to ensure that Truancy Sweeps are carried out when necessary according to the agreed Police – Local Authority protocol. EWOs will liaise with local schools regarding Truancy Sweeps as and when necessary.

## 9.0 LA SUPPORT – OTHER LA SERVICES

### Arrangements for Making Alternative Provision for Children Out of School

- 9.1 EWOs will make every effort to support a pupil to return to regular full-time attendance at school. In exceptional circumstances, however, access to an alternative programme through a school's Primary Behaviour Support Teacher and the Youth Access Officer may be an option to ensure that the pupil participates in education.

### Alternative Provision for Key Stage 3/4 Pupils

- 9.2 As part of their strategy to improve participation in education, schools may discuss with their EWO the option of referring pupils onto Key Stage 4 'alternative programmes'. In such cases the pupil will usually become dual registered at both the school and EOTAS (education other than at school). If it is considered unlikely that the pupil will return to mainstream school he/she will be deleted from the register of the school and placed solely on the EOTAS roll.
- 9.3 This option will be considered only in circumstances where:
- c) all other strategies have failed (or are likely to fail) to secure regular attendance at school;
  - d) it is clear through a careful assessment of the pupil that an alternative education provision is likely to be the most appropriate way of meeting his or her educational needs.
- 9.4 In those cases where the school is not willing to make a referral, and the conditions set out in paragraph 7.3 apply, the EWO holding the case will consult with his or her Locality Manager who may pursue the issue of a referral with the school. If the school still does not wish to take up this option then:
- a) the pupil will remain on the school roll;
  - b) the EWO will reconsider the other options;
  - c) the EWO may apply to his or her Locality Manager to close the case where it is clear that these other options are unlikely to succeed.

## **Children who Refuse to Attend School**

- 9.5 In some cases it is difficult to distinguish clearly between a child who is psychologically traumatised by the prospect of attending school and a child who simply does not want to go to school. It is clear, however, that in such circumstances the longer the child remains out of education the more difficult it will be to secure a return to regular attendance at school. When a referral is made to and accepted by the EWO, and after the EWO has pursued all other strategies to secure a return to school, it may be appropriate to hold a case review involving the EWO, Youth Access Officer, Secondary Schools Officer and Behaviour Support Teacher. If it is decided that an immediate return to school is not a realistic option then a referral for alternative education provision may be made by the pupil's school. Any such alternative education provision will be on a time-limited basis with a view to the pupil returning to school using dual registration where this is appropriate.

## **Reintegration of Long-term Non-Attenders**

- 9.6 Provision to support re-integration will be made through EWOs, School and the Youth Access officer on a time-limited basis with a clear understanding by the pupil and his or her parent that a return to school is the objective. Such provision may be considered in the following circumstances
- c) there is evidence that other strategies and options have been pursued but have not succeeded;
  - d) there is a willingness on the part of the pupil and parent to accept that the support is provided with a view to bringing about a return to school.

## **Policy and arrangements for children with statements of SEN who become Non-Attenders**

- 9.7 Should a child with a statement experience difficulties attending school a referral should be made to the EWO. The EWO will pursue a range of strategies to secure regular attendance including use of legal measures when appropriate. If the non-attendance persists and proves impossible to resolve using these strategies the EWO will notify the SEN Education Officer so that the difficulty can be considered as part of the review of the statement. Part of that review may consider whether the placement of the pupil in the original educational establishment is still appropriate. Consideration may be given to placement (full time or part-time) on one of the out of school



educational programmes organised by the EOTAS Service particularly for pupils at Key Stage 4

### **Role of Gyrfa Cymru staff**

- 9.8 Locality-based Gyrfa Cymru staff work closely with EWOs. Should an EWO close a case when a pupil still of compulsory school age remains out of school a referral will be made to the Personal Adviser attached to that pupil's school. The EWO will also liaise with Gyrfa Cymru staff in order to ensure that children who are home educated can access their careers/work experience entitlement.

### **Role of Youth Workers**

- 9.9 Potential Youth Workers give a high priority to work with young people between 11 & 19 years of age who are not highly motivated or successful at school and have developed styles of working and methods of delivery which enable young people to participate in meaningful activities to seek to re-engage their interest in education.
- 9.10 Youth Workers have set up or are involved in numerous schemes which support school attendance. These include:-
- a) Potential Schemes, giving young people at risk of becoming non-attenders, opportunities to gain self-esteem and confidence; and be given alternative methods of gaining accreditations.
  - b) Community Action and volunteering through young people's active participation and democratic involvement.
- 9.11 The above is in addition to the generic work carried out across the school or EOTAS group (often in conjunction with the voluntary sector) and in partnership with many statutory bodies such as Community Safety Task groups, social care, Drug Action Team. This work is often multi-agency funded.
- 9.12 Youth Service staff will seek to develop funding opportunities to extend and develop these schemes.



## **Role of ESLAC**

- 9.13 The LA provides a dedicated service to offer educational support to looked-after children (ESLAC). This service works closely with schools, social services and other LA support services in order to promote the education of looked-after children (See sections 9.1-9.6 below). There is a KS4 Learning Coach employed as extra support for LACs to help ensure attendance and achievement.

## **Role of the Management Information Service**

- 7.14 The Management Information Service supports relevant LA services to provide schools with detailed data relating to attendance/absence issues and will assist in the analysis and interrogation of this data.
- 7.15 Schools are to ensure that information is kept up to date (every week) and accurate to allow worthwhile analysis to take place.

## 8.0 LA Policy on Prosecution of Parents

- 8.1 The LA will first exhaust all strategies available to itself and the schools in trying to gain a good level of attendance by all pupils. In cases where this fails then the LA will look at all options available in regards to the decision to prosecute parents and choose the appropriate measure to ensure attendance.

### School Attendance Orders

- 8.2 An EWO will serve a School Attendance Order (SAO) (under Sections 437-439 of the 1996 Education Act) on the parents of a child of compulsory school age if the parents have failed to demonstrate that the child is in receipt of suitable education and if the Local Authority believes that the child should attend school.
- 8.3 The SAO will specify the school (or Pupil Referral Unit) which the child should attend. Should the parents fail to comply with the SAO the EWO will initiate legal proceedings under Section 443 of the 1996 Education Act (unless the parents can prove that the child is in receipt of suitable education).

### Education Supervision Orders

- 8.4 Before initiating a prosecution under section 444 of the 1996 Education Act an EWO will consider whether it is appropriate to apply for an Education Supervision Order (ESO) under section 36 of the 1989 Children Act. The purpose of an ESO is to place a child who is not being properly educated under the supervision of the Local Authority. An ESO aims to ensure that the child receives full time education and that he or she and the parents receive intensive support, advice and guidance from a Supervising Officer who is required "*to advise, assist and befriend*".
- 8.5 An application for an ESO will only be made when one or more of the following apply:-
- a) all other attempts to improve the pupil's attendance have failed and prosecution of the parents is deemed inappropriate;
  - b) the parents appear likely to co-operate with a structured programme of work prepared by the supervising officer;
  - c) there is support from Social Services for the ESO;

- d) a magistrates court hearing has directed the Local Authority to apply for an ESO;
- e) the EWO is of the opinion that the Order will have a significant impact upon the pupil's non-attendance.

## Prosecution

8.6 If a pupil who is registered at a school fails to attend that school regularly and attempts by the EWO and the school fail to ensure that the pupil returns to regular attendance the EWO, on behalf of the LA, will, unless there are mitigating circumstances, consider taking legal action by issuing a summons against the parents to appear before the magistrates court under Section 444 of the 1996 Education Act. In deciding whether or not to take legal action, the EWO must be satisfied that:-

- d) there is sufficient evidence to provide a realistic prospect of conviction; it must consider what the defence case may be and how this is likely to affect the prosecution case;
- e) it is in the Public Interest to prosecute; in cases of any seriousness, a prosecution will usually take place unless there are Public Interest factors pointing against prosecution, which clearly outweigh those in favour;
- f) any action which it takes complies with the terms of the Human Rights Act.

In cases where parents wilfully and knowingly withhold a pupil from school the EWO will proceed against the parents using sub-section 1a of Section 444 (the "aggravated" offence which is an imprisonable offence).

If after legal action has been taken the pupil still fails to attend school regularly, the EWO will, if deemed appropriate, take further legal action (after a three month period).

8.7 All legal action taken by EWOs will be monitored and reviewed.

## Parenting Orders

- 8.8 EWOs will when necessary liaise with the Youth Justice Service and with Social Care staff when the courts, in relation to a non-attendance case, impose or recommend a Parenting Order. An EWO will act as the responsible officer for such an Order. (When resources permit voluntary referrals to parenting programmes may be made.)

## **9.0 MULTI-AGENCY NETWORKS AND PARTNERSHIPS**

- 9.1 The LA recognises that the reasons for non-school attendance are such that no single service or agency can expect on its own successfully to address the issue. The LA strives, therefore, through the development of Area and Locality working to develop a multi-agency, cross-service, inter-disciplinary approach which is characterised by the delivery of a child-centred, seamless, co-ordinated and effective response.

### **Children's services**

- 10.2 Children's Services staff undertake assessments of children in need in collaboration with other relevant professionals. The assessment will look at all aspects of the child's developmental needs, including his or her educational needs and will give due priority that these pupils will attend on a regular basis. EWOs will bring to the attention of social care staff children who have been referred to them due to attendance difficulties who in their professional opinion may require additional support in accordance with the LA's eligibility criteria for children in need.

### **Health Service**

- 10.3 Children who are absent from school for extended periods of time due to illness receive home tuition. (The nature of the illness must be confirmed by a GP). Should the child's school and the EWO consider that perhaps the problem of non-attendance may be linked to a mental health issue then consideration will be given to making a referral to the Children's and Adolescents' Mental Health Service. Where a mental illness is diagnosed the EWO will take advice from the CAMHS on the implications this has for working with the child and his or her parents to secure a return to regular attendance.

### **Police**

- 10.4 The LA and North Wales Police have agreed on a protocol in relation to Section 16 of the Crime and Disorder Act 1998. (This section of the Act provides a power for the police to take truants back to school or to another place designated by the LA). This protocol was revised in 2012. (See 5.26 above.)

## **Team around the Family Project (TAF)**

- 10.5 The team around the family will work closely with EWOs to support families that are struggling.
- 10.6 EWOs will be able to refer families about whom they have concerns with regards to attendance, where other strategies have not been successful.
- 10.7 One of the key priorities of the TAF project when working with individual families will be to address improving attendance at school.

## **10.0 SUPPORTING THE ATTENDANCE OF VULNERABLE PUPILS OR PUPILS WITH ADDITIONAL NEEDS**

### **Policy and Arrangements for Supporting Looked After Children**

- 10.1 The LA recognises that looked after children have performed well as a group and is determined to maintain this situation.
- 10.2 The LA service which provides Educational Support to Looked After Children (ESLAC) has lead responsibility for ensuring that looked after children receive appropriate and co-ordinated educational support.
- 10.3 LAC based school co-ordinators will liaise with a looked-after child's social worker or LAC Education Liaison Officer and (when relevant) with his or her EWO.
- 10.4 All schools should nominate a Designated Teacher for looked after children. This teacher will have a key co-ordinating and monitoring role with regard to the attendance of looked after children at his or her school.
- 10.5 ESLAC will collect and monitor the attendance data of all looked after children in Anglesey and will use this data to inform the planning of future educational support for looked after children.

### **Policy and Arrangements for Supporting Young Carers**

- 10.6 The LA recognises that a number of children may be late to or absent from school as a consequence of their responsibilities in relation to caring for a sick or disabled parent or sibling.
- 10.7 A LA Young Carers Protocol identifies staff responsibilities with regard to Young Carers.
- 10.8 Schools should respond sympathetically to the needs of young carers but should combine this with a recognition that these children are nevertheless fully entitled to participate in all educational activities.
- 10.9 Referral of young carers to outside agencies should be done sensitively, recognising any feelings of guilt which the individual child may be experiencing.
- 10.10 Schools may consider designating a teacher to have responsibility for young carers. This teacher may be able to access local schemes of support.

10.11 EWOs may also be able to offer advice to the school on how to support young carers.

**Policy and Arrangements for Supporting the Attendance of Pupils who have or may have Special Educational Needs**

10.12 The LA recognises that special educational needs, including unidentified or unmet SEN, can prevent some children from attending school. EWOs, Educational Psychologists and other LA support staff work with SENCOs, other school staff and with the pupil when there are concerns that a pupil's poor attendance may be related to unidentified or unmet SEN. SNAP Cymru, offers information and support to parents of children and young people with SEN.

**Policy and Arrangements for Supporting the Attendance of Pupils who may have been bullied**

10.13 The LA recognises that bullying is an issue which prevents some children from attending school or from achieving their full potential when they do attend.

10.14 EWOs will offer support to pupils whose attendance is being affected by actual or perceived bullying.

10.15 Other LA staff (Educational Psychologists, Primary Behaviour Support Teachers, Child Protection and Education Officers) will provide additional support, advice and assistance when necessary.



## **Policy and Arrangements for Supporting the Attendance of other Vulnerable Groups**

10.16 The LA will endeavour to respond promptly to support the school attendance of any group of children who may be vulnerable. Such groups might include:

- minority ethnic groups;
- refugees/asylum seekers;
- migrant workers;
- young parents and pregnant young women;
- young offenders;
- children and families in difficult circumstances;
- pupils learning English as an additional language;
- pupils with Basic Skills needs; and
- gypsies and travellers.

## Appendix 1

### KEY DOCUMENTS AND REFERENCES

All Wales Attendance Framework

Guidance on school attendance codes October 2010

Practical approaches to behaviour management in the classroom Information document No: 086/2010

Estyn, Improving Attendance (2006)

NAFWC 47/2006 - Inclusion and pupil support guidance

Exclusions from schools and pupil referral units 001/2004

Making a difference on Behaviour and Attendance action plan 2011/13

Effective managed moves – a fresh start at school for children and young people information document 096/2011

## Appendix 2

### ATTENDANCE/UNAUTHORISED ABSENCE RATES IN ISLE OF ANGLESEY AND NATIONALLY

#### A Attendance Rates (IoA)

	08/09	09/10	10/11	11/12
Primary	93.9	93.8	93.5	94.3
Secondary	91.1	90.6	90.9	92.2

#### Unauthorised Absence Rates (IoA)

	08/09	09/10	10/11	11/12
Primary	0.6	0.5	0.7	0.6
Secondary	0.9	1.1	1.3	0.7

#### C. Attendance Rates (Wales)

	08/09	09/10	10/11	11/12
Primary	93.2	93.1	93.3	93.8
Secondary	91.0	91.1	91.4	92.2

#### Unauthorised Absence Rates (Wales)

	08/09	09/10	10/11	11/12
Primary	1.0	1.0	0.9	0.7
Secondary	1.7	1.6	1.5	1.4

## Appendix 3

### Isle of Anglesey Schools' Attendance Targets

Under the Education (School Attendance Targets) Regulations all schools are required to set an annual target for reducing overall absence. Schools were required to agree targets for 2013-14 with the LA by 31<sup>st</sup> December 2012. Schools which did not agree targets by this date were set targets by the LA

Details of these targets are available from the Secondary Schools Officer

### Secondary Attendance Targets

	2008/09		2009/10		2010/11	
	Target	Actual	Target	Actual	Target	Actual
YSTJ	90.0	90.2	92.0	90.2	92.0	91.7
YUC	90.0	91.1	92.0	90.5	92.0	90.0
YGLL	94.0	91.1	94.0	90.4	94.0	91.7
YDH	92.0	91.2	92.5	91.4	93.0	92.3
YUB	93.0	91.4	93.0	90.3	93.0	91.6
LA		<b>91.1</b>		<b>90.6</b>	91.0	<b>90.9</b>
Wales		<b>91.0</b>		<b>91.1</b>		<b>91.4</b>

	2011/12		2012/13		2013/14	
	Target	Actual	Target	Actual	Target	Actual
YSTJ	92.0	91.9	93.0		93.0	
YUC	94.0	90.4	92.0		93.0	
YGLL	94.0	92.9	94.5		95.0	
YDH	93.5	94.0	94.0		94.0	
YUB	93.0	91.3	93.0		93.15	
LA	92.0	<b>92.2</b>	92.5		93.0	
Wales		<b>92.2</b>				

## Appendix 4

### Policy for Supporting the Attendance of Looked After Children

#### Introduction

1. Isle of Anglesey LA is committed to securing the best possible educational outcomes for looked after children. It believes that regular, punctual, uninterrupted attendance at school is vital to help ensure that looked after children are able to make the most of the educational opportunities which are available to them.
2. This policy is intended to identify particular roles and responsibilities for schools, carers and the social care and ESLAC teams.
3. The policy is intended to supplement other LA policy and guidance in relation to school attendance.

#### Responsibilities of Schools

4. All Isle of Anglesey schools are asked to appoint a designated teacher for looked after children. This designated teacher will be responsible for ensuring that practice within his/her school enables any looked after child registered at that school to attend regularly and achieve high educational standards.
5. If a looked after child fails to attend school and no notification or explanation is received from the child's carer within the first hour of the day of his/her non-attendance the school should attempt to contact the carer immediately. (If contact cannot be made with the carer the ESLAC team should be notified.)
6. Schools should not authorise any absence of a looked after child unless they receive a satisfactory explanation from the child's carer.
7. Schools should be alert to any emerging pattern of non-attendance by a looked after child and should refer this to the child's carer and the ESLAC team without delay.
8. If a looked after child is dual registered and is receiving part or the whole of his/her education off-site the school should ensure that it regularly monitors this attendance and records and reports it accurately. The school should liaise with the other institution / provider where the looked after child is accessing his/her education on a weekly basis.

## **Responsibilities of Carers**

9. Carers should ensure that all children in their care attend school regularly and punctually and that children only miss school for unavoidable reasons such as illness.
10. Carers should endeavour to arrange appointments for looked after children out-of-school hours.
11. Carers should be alert to any sign that a looked after child is reluctant to attend school and to any events and occurrences which may subsequently impact upon a child's regular school attendance.
12. Should a looked after child fail to attend school his/her carer should immediately notify the school on the first morning of any absence and offer an explanation for the child's absence (together with an anticipated return date).
13. Carers should not arrange holidays which involve taking the children for whom they care out of school during term-time.

## **Responsibilities of Social Workers**

14. Social Workers should ensure that, wherever possible, care related meetings are arranged outside school hours.
15. Social Workers should ensure that carers are meeting their responsibilities as outlined above.

## **Responsibilities of the ESLAC Team**

16. The ESLAC team, closely monitor and record the attendance of all Isle of Anglesey looked after children. If the school has not been provided with a reason for an absence, a call is made to the carer asking for an explanation of the absence.
17. The ESLAC team will, when necessary, liaise with the Education Welfare Officer attached to the child's school.

## **Appendix 5**

### **Learners with Additional Learning Needs (ALN)**

The following is quoted from Estyn's "Guidance for the inspection of local authority education services for children and young people from September 2010" Annex 5 Learners with Additional Learning Needs.

The term 'additional learning needs' is used to identify pupils whose learning needs are additional to the majority of their peers. The term 'special educational needs' is a sub-category of additional learning needs, used to identify those learners who have severe, complex and/or specific learning difficulties as set out within the Education Act 1996 and the SEN Code of Practice for Wales.

Pupils with additional learning needs include those who:

- have special educational needs (SEN);
- have disabilities;
- have medical needs; and
- have emotional, social and behavioural difficulties and/or mental health needs;

Pupils are more likely to have additional learning needs (ALN) when they also belong to vulnerable groups including:

- minority ethnic groups;
- refugees/asylum seekers;
- migrant workers;
- looked-after children (LAC);
- young parents and pregnant young women;
- young offenders;
- children and families in difficult circumstances;
- pupils at risk of homophobic bullying;
- young carers;
- pupils educated otherwise than at school;
- pupils learning English as an additional language;
- pupils with Basic Skills needs; and
- gypsies and travellers.

## Appendix 6

### SIMS Attendance Codes

The recommended codes are grouped under the following 5 statistical categories:

- present;
- approved educational activity (treated as present);
- authorised absence;
- unauthorised absence;
- not required to attend.

<b>Code</b>	<b>Meaning</b>	<b>Statistical category</b>
<b>A</b>	Present at registration	present
<b>L</b>	Late but arrived before the register closed	present
<b>B</b>	Educated off-site (not dual registration)	approved educational activity
<b>D</b>	Dual registered (ie present at another school or at a PRU)	approved educational activity
<b>P</b>	Approved sporting activity	approved educational activity
<b>V</b>	Educational visit or trip	approved educational activity
<b>J</b>	Interview	approved educational activity
<b>W</b>	Work experience (not work based training)	approved educational activity
<b>C</b>	Other authorised circumstances (not covered by another appropriate code/description)	authorised absence
<b>F</b>	Agreed extended family holiday	authorised absence
<b>H</b>	Agreed family holiday	authorised absence
<b>I</b>	Illness	authorised absence
<b>M</b>	Medical or dental appointment	authorised absence
<b>S</b>	Study leave	authorised absence
<b>E</b>	Excluded but no alternative provision made	authorised absence
<b>R</b>	Day set aside exclusively for religious observance	authorised absence
<b>T</b>	Traveller absence	authorised absence
<b>N</b>	No reason for the absence provided yet	unauthorised absence
<b>O</b>	Other unauthorised (not covered by other codes or descriptions)	unauthorised absence
<b>G</b>	Family holiday (not agreed or sessions in excess of agreement)	unauthorised absence
<b>U</b>	Late and arrived after the register closed	unauthorised absence
<b>X</b>	Untimetabled sessions for non-compulsory school-age pupils	not required to attend
<b>Y</b>	Partial and forced closure	not required to attend
<b>Z</b>	Pupil not on roll yet	not required to attend
<b>#</b>	School closed to all pupils	not required to attend