

Cyflwynwyd yr ymateb hwn i'r [Pwyllgor Plant, Pobl Ifanc ac Addysg](#) ar gyfer yr ymchwiliad: [A oes gan blant a phobl ifanc anabl fynediad cyfartal at addysg a gofal plant?](#)

This response was submitted to the [Children, Young People and Education Committee](#) for the inquiry: [Do disabled children and young people have equal access to education and childcare?](#)

AEC 43

Ymateb gan: Clybiau Plant Cymru Kid's Clubs

Response from: Clybiau Plant Cymru Kid's Clubs

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## Cefndir

**Clybiau Plant Cymru Kids' Clubs** yw'r sefydliad cenedlaethol ar gyfer Clybiau Gofal Plant y tu allan i oriau ysgol yng Nghymru. Rydym wedi bod yn hyrwyddo, datblygu a chefnogi'r sector Gofal Plant All-Ysgol ers 2001 er mwyn datblygu gweithlu proffesiynol sy'n croesawu ac yn cefnogi chwarae hunangyfeiriedig plant.

Ein gweledigaeth yw Cymru lle mae plant yn chwarae, a chymunedau'n ffynnu gyda chenhadaeth i fod yn llais i Glybiau Gofal Plant All-Ysgol yng Nghymru, gan gefnogi hawl plant i chwarae a gofal plant o safon sy'n gynaliadwy, yn fforddiadwy ac yn diwallu anghenion plant, eu teuluoedd a chymunedau.

Gwnaethom gynnal arolwg o **Glybiau Gofal Plant All-Ysgol** trwy ddigwyddiad ymgynghori ac arolwg ar-lein, i gael gwell dealltwriaeth o nifer y plant ag anghenion ychwanegol / ymddygiadol, boed â datganiad ffurfiol ai peidio. Efallai na fydd angen cymorth ychwanegol o fewn lleoliad chwarae ar blant sydd angen cymorth ychwanegol yn yr ysgol. Efallai, fodd bynnag, y bydd ar rai plant angen triniaeth, cyfleusterau neu ofal penodol tra byddant yn y Clwb sydd y tu hwnt i'r ddarpariaeth arferol ar gyfer y mwyafrif o'r plant.

Ymatebodd **34** o Glybiau y All-Ysgol o 15 o'r 22 ardal Awdurdod Lleol, ac mae gan bob un ohonynt bolisi cynhwysiant/anghenion unigol, gan amlygu eu nod i ddarparu darpariaeth integredig sydd yn amgylchedd croesawgar a chefnogol lle caiff pob plentyn ei drin ag urddas a pharch.

Cawsom ystod eang o ymatebion ledled Cymru, o Glybiau Gofal Plant All-Ysgol (9), Saesneg (20) a dwyieithog (5); roedd 27 ohonynt wedi'u cofrestru gan Arolygiaeth Gofal Cymru, ac 7 ohonynt heb eu cofrestru.

## Mynediad i Glybiau Gofal Plant All-Ysgol

Rhaid i system gofal plant sydd wedi'i chofrestru ag Arolygiaeth Gofal Cymru (AGC) gwblhau

## Background

**Clybiau Plant Cymru Kids' Clubs** is the national organisation for Out of School Childcare Clubs in Wales. We have been promoting, developing and supporting the Out of School Childcare sector since 2001 to develop a professional workforce that embraces and supports children's self-directed play.

Our vision is A Wales where children play, and communities prosper with a mission to be the voice of Out of School Childcare Clubs in Wales, supporting children's right to play and quality childcare that is sustainable, affordable and meets the needs of children, their families and communities.

We surveyed **Out of School Childcare Clubs** via a consultation event and online survey, to gain a greater understanding of the number of children with additional / behavioural needs, whether with a formal statement or not. Children who need extra support in school may not need extra support within a play setting. Some children however may require specific treatment, facilities or care while in the Club that is above and beyond the usual provision for most children.

**34** Out of School Clubs responded from 15 of the 22 Local Authority areas, all of whom have an inclusion/individual needs policy, highlighting their aim to provide an integrated provision which is a welcoming and supportive environment where all children are treated with dignity and respect.

We had a wide range of responses across Wales, from Welsh (9), English (20) and bilingual (5) Out of School Childcare Clubs, of which 27 were Care Inspectorate Wales registered 7 were unregistered.

## Access to Out of School Childcare Clubs

Childcare providers who are registered with Care Inspectorate Wales (CIW) must complete

Datganiad Hunanasesu Gwasanaeth (DHG). Mae AGC wedi darparu ymatebion inni yn 2020, 2021 a 2023 i gwestiynau ynghylch anghenion ychwanegol:

*Mae'r wybodaeth hon yn cael ei chasglu gan systemau Gofal Cymru (AGC) drwy'r Datganiad Hunanasesu Gwasanaeth (SASS) a'r sesiwn gan swyddogion. Nid yw'n wybodaeth sy'n cael ei wirio'n annibynnol trwy adroddiad. Bydd AGC yn cyhoeddi'r wybodaeth hon ar ffurf Erfyn Data Hunangofnodi ym mis Tachwedd 2023.*

Lle mae darparwyr wedi ymateb i'r cwestiynau ar anghenion ychwanegol, mae Clybiau Gofal Plant All-Ysgol, dros y 3 blynedd, wedi darparu 10% o'r ymatebion hyn. Yn 2023 roedd yr ymatebion yn nodi bod 4,312 o blant sy'n rhoi gofal plant wedi'u **nodu'n ffurfiol fel rhai ag anawsterau neu anabledau dysgu**, roedd 1,180 o blant (27%) yn mynychu Clybiau Gofal Plant All-Ysgol.

Er nad yw Clybiau Gofal Plant Allysgol yn rhwym wrth Ddeddf / Cod ALNET, mae 90% (249) yn ymwybodol o'r Cod, sef cynnydd o 10% o 2020, a 49% yn nodi eu bod. yn gwneud atgyfeiriadau i'r awdurdod lleol ac/neu'n cysylltu â nhw mewn perthynas â darpariaeth/cefnogaeth i blant ag anghenion dysgu ychwanegol.

Mae ymatebion pellach gan Glybiau Gofal Plant All-Ysgol yn 2023 yn dweud:

- Bod gan 73% (201) berson dynodedig sy'n gwneud trefniadau ar gyfer darpariaeth anghenion dysgu ychwanegol i blant yn eu lleoliad, cynnydd o 1% o 2020
- Bod gan 77% (213) o staff hyfforddiant ychwanegol/arbenigol mewn cefnogi plant ag anghenion dysgu ychwanegol, cynnydd o 7% o 2020.

Er mwyn sicrhau nad oedd y ddogfen ymateb hon yn cynnwys y plant hynny sydd eisoes wedi'u cynnwys a'u hadrodd i AGC ar y SASS blynyddol, gwnaethom ofyn (i'r 34 o Glybiau Gofal Plant Allysgol a ymatebodd i'n harolwg), faint o blant a fynychodd eu lleoliad â datganiad ffurfiol nad oedd wedi'i gynnwys yn eu

a Self Assessment of Service Statement (SASS). CIW have provided us with the responses 2020, 2021 and 2023 in regard to the questions regarding additional needs:

*This information is collected by Care Inspectorate Wales (CIW) through the Self Assessment of Service Statement (SASS) returns submitted by providers. It is not information which is independently verified through inspection. CIW will be publishing this information in the form of a Self Reporting Data Tool in November 2023.*

Where providers have responded to the additional need questions, Out of School Childcare Clubs have over the 3 years, accounted for 10% of responses. In 2023 responses stated 4,312 children attending childcare **formally identified as having learning difficulties or disabilities**, 1,180 children (27%) attended Out of School Childcare Clubs.

While Out of School Childcare Clubs are not bound by the ALNET Act / Code, 90% (249) are aware of the Code, this is an increase of 10% from 2020, with 49% stating they make referrals to and/or liaise with the local authority in relation to provision/support for children with additional learning needs.

Further responses from Out of School Childcare Clubs in 2023 state:

- 73% (201) have a designated person who makes arrangements for additional learning needs provision for children in their setting, increase of 1% from 2020
- 77% (213) have staff with additional/specialist training in supporting children with additional learning needs, increase of 7% from 2020.

In order to ensure that this response document did not include those children who have already been included and reported to CIW on the annual SASS we asked (the 34 Out of School Childcare Clubs who responded to our survey), how many children attended their setting with a formal statement that had not

hadroddiad SASS. Roedd yr ymatebion yn dangos bod **138** o blant â datganiad ffurfiol yn mynychu darpariaeth, ond dim ond 51 o'r plant hynny oedd wedi'u cynnwys yn y SASS, gan adael **87** o blant heb eu cofnodi. O'r 87 o blant hynny, roedd 5 yn mynychu darpariaeth gofrestredig AGC (ar adeg cwblhau SASS roeddent naill ai oddi ar y gofrestr neu heb ddatganiad ffurfiol), roedd 82 yn mynychu lleoliadau nad oeddent wedi cofrestru ag AGC ar y pryd, ac felly ni fyddent wedi cwblhau SASS

Yn ogystal â'r plant â datganiad ffurfiol, dywedodd yr ymatebwyr; roedd **185** o blant eraill yn mynychu eu darpariaeth **nad oes** ganddynt ddatganiad ffurfiol ond sydd ag anghenion ychwanegol neu ymddygiadol, yn ystod y digwyddiad ymgynghori dywedodd mynychwyr eu bod yn profi nifer uwch o blant ag anghenion ychwanegol ac ymddygiadol yn mynychu eu lleoliadau ers y Covid 19 pandemig a'r cyfnod clo.

Mae plant sydd heb eu cynnwys yn y SASS a phlant heb ddatganiad ffurfiol yn cyfateb i **272** o blant.

Mae Gweithwyr Chwarae Cymwysedig sy'n gweithio mewn Clybiau Gofal Plant All-Ysgol yn rhoi sylw dyledus i Gonfensiwn y Cenhedloedd Unedig ar Hawliau'r Plentyn (CCUHP) Erthyglau 3, 12 a 23:

- erthygl 3 (Iles pennaf y plentyn) Rhaid i les pennaf y plentyn fod yn brif flaenoriaeth ym mhob penderfyniad a gweithred sy'n effeithio ar blant.
- erthygl 12 (parchu barn y plentyn) Mae gan bob plentyn yr hawl i fynegi ei farn, ei deimladau a'i ddymuniadau ym mhob mater sy'n effeithio arno, ac i'w farn gael ei hystyried a'i chymryd o ddifrif.
- erthygl 23 (plant ag anabledd) Mae gan blentyn ag anabledd yr hawl i fyw bywyd llawn a gweddus gydag urddas a, chyn belled ag y bo modd, annibyniaeth ac i chwarae rhan weithredol yn y gymuned

been included in their SASS report. The responses showed that **138** children with a formal statement were attending provision, however only 51 of those children were included in the SASS, leaving **87** children not recorded. Of those 87 children children, 5 attended CIW registered provision (at the time of SASS completion they either were not on the register or did not have a formal statement), 82 attended settings that are not currently registered with CIW and therefore would not complete a SASS.

In addition to the children with a formal statement respondents stated; a further **185** children were attending their provision that **do not** have a formal statement but do have additional or behavioural needs, during the consultation event attendees stated that they were experiencing a higher number of children with additional and behavioural needs attending their settings since the Covid 19 pandemic and the lockdown.

Children not included in the SASS and children without a formal statement equates to **272** children.

Qualified Playworkers working in Out of School Childcare Clubs have due regard to the United Nations Convention on the Rights of the Child (UNCRC) Articles 3, 12 and 23:

- article 3 (best interests of the child) The best interests of the child must be a top priority in all decisions and actions that affect children.
- article 12 (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.
- article 23 (children with a disability) A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community.

Mae gan Weithwyr Chwarae Cymwys ddull sy'n canolbwyntio ar yr unigolyn/plentyn, gan gynnwys y plentyn a'r rhieni mewn trafodaethau i ddiwallu anghenion unigol orau. Maent yn ymdrechu i ddilyn y Model Cymdeithasol o anabledd, gan gydnabod y rhwystrau sy'n ei gwneud yn anos i blant ag anabledd neu niwroamrywiaeth gael mynediad i Ofal Plant Allysgol ac yn ymdrechu lle bo modd i gael gwared ar y rhwystrau hynny.

Dim ond 41% (14) a ymatebodd Clybiau Gofal Plant All-Ysgol sydd wedi cael mynediad at gyllid i gefnogi presenoldeb plentyn. Darparwyd y cyllid hwn gan y Cynnig Gofal Plant, yr Awdurdod Lleol, Clybiau Plant Cymru Kids' Clubs yn hwyluso cyllid Help Llaw neu drwy arianwyr grant megis Y Loteri Genedlaethol, Plant mewn Angen, Comic Relief. Cefnogodd y cyllid hwn **221** o blant anabl/niwrogyfeiriol, gan eu galluogi i gael yr un cyfleoedd â'u cyfoedion.

Ers i'r flwyddyn ysgol ddechrau ym mis Medi 2022, roedd **23** o ymatebwyr wedi derbyn ymholiadau gan rieni **234** o blant ag anghenion ychwanegol waeth beth fo'u datganiad ffurfiol gyda cheisiadau i gael mynediad at Ofal Plant All-Ysgol

### **Rhwystrau rhag cael mynediad at Ofal Plant Allysgol**

O'r 234 o ymholiadau uchod roedd yn anffodus nad oedd 69 (29%) yn gallu cael mynediad at Ofal Plant y Tu Allan i'r Ysgol.

Roedd y rhesymau dros fethu â chefnogi'r plant hynny yn amrywiol:

<b>Rheswm</b>	<b>Nifer yr ymatebion</b>
Materion staffio	11
Diffyg gallu i roi cymorth unigol ar waith	1
Cafodd rhieni le mewn lleoliad arbenigol	1
Methu â derbyn cymorth gan nad yw'r lleoliad wedi'i gofrestru	1
Lleoliad / adeilad anaddas	4
Diffyg gwagle perthnasol	3
Diffyg cyllid	6
Diffyg hyfforddiant priodol	5
Anghenion ymddygiadol cymhleth	1

Er i 88% o'r ymatebwyr nodi eu bod yn teimlo'n hyderus y gallent gefnogi plentyn ag anghenion

Qualified Playworkers have a person/child centred approach, including the child and parents in discussions to best meet individual needs. They strive to follow the Social Model of disability, recognising the barriers that make access to Out of School Childcare harder for children with a disability or neurodiversity and strive where possible to remove those barriers.

Only 41% (14) responding Out of School Childcare Clubs have accessed funding in order to support a child's attendance. This funding was provided by The Childcare Offer, Local Authority, Clybiau Plant Cymru Kids' Clubs facilitating Local Authority Extra Hands funding or through grant funders such as The National Lottery, Children in Need, Comic Relief. This funding supported **221** disabled/neurodivergent children, enabling them the same opportunities as their peers.

Since the school year commenced in September 2022, **23** respondents had received enquiries from parents of **234** children with additional needs regardless of formal statement with requests to access Out of School Childcare.

### **Barriers to accessing Out of School Childcare**

Of the 234 enquiries above it was unfortunate that 69 (29%) were unable to access Out of School Childcare.

Reasons for not being able to support those children were varied:

<b>Reason</b>	<b>No of responses</b>
Staffing issues	11
Lack of ability to implement individual support	1
Parents obtained a place at a specialist setting	1
Unable to receive support as setting is unregistered	1
Inappropriate venue / building	4
Lack of relevant space	3
Lack of funding	6
Lack of appropriate training	5



ychwanegol neu ymddygiadol, nid felly 12% ohonynt. derus. Lle dywedodd ymatebwyr nad oeddent yn teimlo'n hyderus gofynnwyd iddynt pa gymorth neu hyfforddiant sydd ei angen arnynt a fyddai'n cynyddu eu hyder:

- Gan fod anghenion pob plentyn yn wahanol hoffem gael mewnbwn gan y gweithwyr achos plant; hyn yn ogystal â hyfforddiant staff ehangach mewn Anghenion Ymddygiadol a sut i gwrdd â'r heriau hyn.
- Staff ychwanegol sydd wedi'u hyfforddi'n briodol
- Hyfforddiant priodol ar gyfer anghenion ychwanegol ac ymddygiad
- Ariannu

O'r adborth yr ydym wedi ei dderbyn drwy'r arolwg a'r ymgynghoriad gwelir bod 3 phrif her a wynebwr gan Glybiau Gofal Plant All-Ysgol sy'n cyfrannu at y rhwystrau rhag cael mynediad at Glybiau Gofal Plant Allysgol.

- **Ariannu**
- Fel y dywedwyd yn flaenorol, dim ond 14 o'r rhai a ymatebodd i'n harolwg a oedd wedi cyrchu cyllid i gefnogi plant ag anghenion ychwanegol a/neu niwroamrywiaeth i gael mynediad at eu gwasanaeth. Mae mynediad i'r cyllid hwn yn rhoi cyfleoedd i'r plant chwarae a chymdeithasoli â'u cyfoedion, ac i'r rhieni allu gweithio.

Ar hyn o bryd rydym yn adnewyddu'r wybodaeth sydd gennym ar gymorth 1:1 / cyllid sydd ar gael ledled Cymru a fyddai'n galluogi plant ag anghenion ychwanegol / niwroamrywiaeth i gael mynediad at yr un cyfleoedd â'u cyfoedion mewn Clybiau Gofal Plant All-Ysgol; fodd bynnag o'r arwyddion cynnar mae'n ymddangos bod cyllid fod yn gyfyngedig. Mae'r cyllid cyfyngedig hwn yn effeithio ar allu plentyn i gael mynediad at gyfleoedd chwarae a chymdeithasu, tra hefyd ar allu rhiant i weithio; ymhlith rhai enghreifftiau o hyn y mae:

- Awdurdod lleol nad yw'n ariannu plant oed ysgol, mae'r diffyg cyllid a chymorth parhad hwn, (heibio'r blynyddoedd

Complex behavioural needs 1

While 88% of respondents stated that they felt confident being able to support a child with additional or behavioural needs, 12% did not feel confident. Where respondents stated they did not feel confident they were asked what support or training do they require that would increase their confidence:

- As each child's needs are different we would like input from the children's case workers. In addition to more extensive staff training in Behavioural Needs and how to meet these challenges.
- Additional appropriately trained staff
- Appropriate training for additional needs and behaviour
- Funding

From the feedback that we have received through the survey and the consultation there are 3 main challenges faced by Out of School Childcare Clubs contributing to the barriers to accessing Out of School Childcare Clubs.

### Funding

As stated previously only 14 respondents to our survey had accessed funding to support children with additional needs and/or neurodiversity accessing their service. Access to this funding enables children to play and provides socialisation opportunities with their peers while parents have the ability to work.

We are currently refreshing the information we have on 1:1 support / funding available across Wales that would enable children with additional needs / neurodiversity to access the same opportunities as their peers within Out of School Childcare Clubs, however early indications show that funding seems to be limited. This limited funding impacts a child's ability to access play and socialisation opportunities, whilst also a parents ability to work, some examples of this are

- A local authority who does not fund school aged children, this lack of continuation funding and support, (past the early years) **has caused a parent, who is a newly qualified teacher with a post starting in September 23, to**

cynnar) wedi achosi i riant, sy'n athrawes newydd gymhwyso, a swydd sy'n dechrau ym Medi 23, ystyried rhoi'r gorau i'w chyflogaeth, gan na all y plentyn gael mynediad at gymorth Help Llaw i ofal plant.

- Bydd yr awdurdod lleol ond yn ariannu cymorth 1:1 naill ai yn ystod addysg neu ofal plant i blentyn
- Mae cyllid ar gyfer cymorth 1:1 mewn llawer o siroedd yn aml yn dod i ben yn unol â'r Cynnig Gofal Plant pan fydd plant yn cyrraedd oed ysgol (5) gan effeithio felly ar eu gallu i gael mynediad i Glybiau Gofal Plant All-Ysgol.

Dyma'r sylwadau rydym wedi'u derbyn ynglŷn â chyllid:

- *Mae'r Awdurdod Lleol yn ariannu'r lleoedd ond mae llawer o waith yn mynd i mewn i gefnogi chwarae plant sydd ag ADY.*
- *Mae angen cefnogaeth ar gyfer gwaith paratoi / myfyrio ac adnoddau. Mae nifer yr oriau ychwanegol o hyfforddi staff, uwchsgilio staff unigol ar fanylion pob plentyn ADY yn feichus iawn. Yn ogystal, mae'r rhieni yn feichus iawn ynghyd ag ymdrin â materion plant ag ADY mewn lleoliad prif ffrwd.*
- *Mae angen mwy o gymorth ar y plant hyn ac i wneud hynny mae angen buddsoddiad arnom. Buddsoddi mewn staffio a staff Cymraeg i ddiwallu anghenion plant Cymru a rhoi cyfle i bob plentyn chwarae yn unol â'u hawliau.*
- *Gan nad yw plant fel arfer ar ddatganiad cyn 5 oed rydym yn teimlo y dylai mwy o gymorth ariannol fel cyllid fod ar gael. Mae hyn yn angenrheidiol i gefnogi anghenion 1:1 ac adnoddau y mae angen eu hadnewyddu am nad yw'r plentyn yn deall sut i ofalu am bethau neu am ei fod yn sgriblo dros waliau ac ati.*
- *Fel ysgol sydd ag SNRB (Sylfaen Adnoddau Anghenion Arbennig) fel rhan o'n hysgol mae hyn yn dod yn broblem fawr. Mae cyllid yn bryder mawr gan na allwn gael arian ychwanegol ar gyfer y*

**consider giving up her employment as the child cannot access Extra Hands support for childcare.**

- A local authority will only fund 1:1 support either during education or childcare for a child
- Funding for 1:1 support in many counties often ends in line with The Childcare Offer when children reach the school age (5) thereby impacting their ability to access Out of School Childcare Clubs.

Comments that we have received regarding funding are:

- *The LA fund the spaces however there is a mass amount of work that goes into supporting children's play who have ALN. There needs to be support for prep work / reflection and resource. The amount of extra hours training staff, up skilling individual staff on the specifics of each ALN child is very demanding. In addition the parents are very demanding along with dealing with issues of children with ALN's in a mainstream-setting. These children are in need of more support and to do that we need investment. Investment in staffing and Welsh language staff to meet the needs of children in Wales and allow all children the opportunity to play as per their rights.*
- *As children are not normally stated before the age of 5 we feel more funding support such as funding should be available. This is necessary to support 1:1 needs and resources that need replacing due to the child not understanding how to look after things or scribbling all over walls etc*
- *As a school that has a SNRB (Special Needs Resource Base) as part of our school this is becoming a big issue. Funding is a big concern as we cannot get extra funding for these placements so they all run at a loss which we have to support.*

*lleoliadau hyn. Maent oll yn rhedeg ar gollod y mae'n rhaid i ni eu cefnogi.*

- *Mae gennym ddigon o sgil a llawer o gymhelliant. Nid oes gennym y cyllid i allu cynnal y gofynion cymorth ychwanegol i wneud y gwaith yn dda ar gyfer plant ag anghenion ychwanegol, yn aml.*
- *Mae amgylchedd chwarae anstrwythuredig a hamddenol ein clwb yn ymddangos fel y cyfle perffaith i blant ag anghenion ychwanegol ffynnu ar ôl diwrnod o addysg ffurfiol strwythuredig - gyda chyllid nad yw'n bodoli ar gyfer y plant hyn yn ein clwb, mae bron yn amhosibl cynnig y cyfleoedd hyn i'r plant a'u teuluoedd.*

### Hyfforddiant a Staffio

Rydym yn ymwybodol bod y sector gofal plant a chwarae cyfan, fel llawer o sectorau eraill, yn wynebu heriau recriwtio a chadw, ac mae hyn yn cael mwy o effaith ar y gallu i gefnogi plant ag anableddau / niwroamrywiaeth / anghenion ymddygiadol. Mae gan lawer o leoliadau y staff i fodloni Safonau Gofynnol Cenedlaethol AGC o ranr cymarebau ond nid oes ganddynt y staff ychwanegol i gefnogi plant unigol.

- *Yn perthyn i glwb mewn pentref bychan, mae'n anodd iawn dod o hyd i staff sy'n gymwys ac yn barod i weithio tuag at gymhwyster, sydd eisiau gweithio mewn clwb ôl-ysgol am ychydig oriau. Pe bai cyllid ar gael i gynyddu'r cyflogau a fyddai'n denu staff i fod ag awydd i weithio yn y sector am yr ychydig oriau hyn, rwy'n teimlo y byddai o fudd i glybiau bach.*
- *Byddai hyfforddiant o fudd i'r holl staff.*
- *Dylid cael cyrsiau hyfforddi ar sut i ddelio ag ymddygiadau penodo megis stimio, hunan-niweidio, gorlethiad a.y.b. Sut y gall staff ddelio ag ef, sut i gadw plant yn ddiogel rhag eu hunain a chyfyngu ar fygythiad i eraill. Er enghraifft, merch awtistig, 8 oed wedi cynhyrfu ac yn taro ei hun. Os bydd staff yn dod atyn nhw mae'n eu taro fel bod staff, yn monitro ac yn caniatáu gofod yn barhaus gan gynnig*

- *We have plenty of skill and much motivation. We just don't have the finances to be able to sustain the additional support requirements to do the job well for children with additional needs, often.*
- *The non-structured and relaxed play environment of our club seems like the perfect opportunity for children with additional needs to thrive after a day of structured formal education - with non-existent funding for these children at our club, it's almost impossible to offer these opportunities to the children and their families.*

### Training and Staffing

We are aware that the whole childcare and play sector, like many other sectors, are facing recruitment and retention challenges, and this is having a greater impact on the ability to support children with disabilities / neurodiversity / behavioural needs. Many settings have staff to meet CIW National Minimum Standards for ratios but do not have additional staff to support individual children.

- *Being in a club in a small village it is extremely hard to find staff qualified and willing to work towards a qualification, that want to work in after school club for a few hours. If funding were available to increase the wages so that it entices staff to want to work in the sector for the few hours I feel it would benefit small clubs.*
- *Training would benefit all staff.*
- *There should be training courses on how to deal with specific behaviours, stimming, self-harm, meltdowns etc. How staff can deal with it, how to keep children safe from themselves and limit threat to others. Eg Autistic girl, aged 8 is upset and hitting herself. If staff approach she hits them so staff, monitor and allow for space continually offering resources and comforts to de-escalate the situation. As she grows*



*adnoddau a chysur i leddfu'r sefyllfa. Wrth iddi heneiddio bydd yr ymddygiad hwn yn fwy difrifol a bydd yn achosi niwed gwirioneddol iddi hi ei hun. Beth ellir ei wneud i atal hyn neu gyfyngu ar yr effaith a gaiff arni ei hun? Rydym wedi edrych ond nid ydym wedi dod o hyd i unrhyw rai sy'n delio'n benodol ag ymddygiad negyddol. Mae yna ddigonedd o adnoddau sy'n hyrwyddo cynhwysiant a gweithgareddau ond dim un sy'n ymdrin â hyn i bob golwg.*

## **Cyfathrebu**

Mae lleoliadau wedi dweud mai un o'r heriau sydd ganddyn nhw yw diffyg cyfathrebu, a gall hyn fod gan y rhiant a/neu'r ysgol:

- Mae'r berthynas rhwng rhiant a'r ysgol/clwb yn allweddol, ond ychydig o help sydd i gyfyngu pan fo anawsterau, nac i amddiffyn staff rhag ymddygiad treisgar ac ymosodol gan blant a rhieni.
- Mae rhieni yn aml yn gyndyn o ddatgan anghenion ychwanegol eu plentyn wrth gofrestru, rhag ofn y gwrthodir lle iddynt. Mae hyn yn ein gadael yn ei chael yn anodd ymdopi, heb i ni gael y cyfle i ofyn am gyllid ar gyfer staffio ychwanegol.
- Ein problem fwyaf yw nad yw rhieni yn onest am lefel anghenion ychwanegol/problemau ymddygiad/problemau toiled a.y.b. wrth archebu eu plant i mewn. Dros yr haf roedd gennym ddau o blant gwahanol yr oedd yn rhaid i ni eu gwrthod ar ôl eu diwrnod cyntaf. Daeth yn amlwg bron ar unwaith fod gan y ddau blentyn anghenion cymhleth, er bod gan bron bob un o'n staff flynyddoedd lawer o brofiad o anghenion ychwanegol mewn ysgolion, nid oeddem yn teimlo ei bod yn briodol iddynt allu dychwelyd. Yn y ddau achos roedd y rhieni wedi esgeuluso dweud y stori wir wrthym.
- Nid oedd un o'r rhieni - y mae ei blentyn i bob pwrpas â 1:1 yn yr ysgol ac ag anghenion cymhleth (heb ei rannu â ni!) - yn ymwybodol bod cyllid ar gael dros y gwyliau ar gyfer plant ag anghenion

*older this behaviour will be more severe and she will cause actual harm to herself. What can be done to stop this or limit the impact she has on herself? We have looked but haven't found any that specifically deals with negative behaviours. There are plenty of resources promoting inclusion and activities but none that seem to deal with this.*

## **Communication**

Settings have communicated that one of the challenges they have is a lack of communication, this may be from the parent and/or the school:

- *The relationship between parent and school/clwb is key, but there is little help to mediate when there are difficulties, or to protect staff from violent and aggressive behaviour from children and parents.*
- *Parents are often reluctant to declare their child's additional needs upon registration, for fear that they will be refused a place. This leaves us struggling to manage, without having had the opportunity to request funding for extra staffing.*
- *Our biggest problem is that parents are not honest about the level of additional needs/behaviour problems/toileting problems etc when booking their children in. Over the summer we had two different children who we had to refuse after their first day. It became clear almost immediately that both children had complex needs that despite almost all of our staff having many years experience of additional needs in schools, we didn't feel it appropriate that they could return. In both cases the parents had neglected to tell us the true story.*
- *One of the parents - whose child effectively has a 1:1 in school and has complex needs (not shared with us!) - wasn't aware that there was funding*

ychwanegol a bod lleoliadau ar gael ar gael a fyddai'n gallu helpu.

- Yn meddwl bod angen i'r awdurdodau fod yn fwy agored a gonest gyda rhieni y byddai angen lleoliadau o'r fath ar eu plant.

Bydd Clybiau Gofal Plant All-Ysgol bob amser yn ymdrechu i ddiwallu anghenion y plentyn unigol tra hefyd yn diogelu pob plentyn yn eu gofal. Lle nad yw plentyn yn gallu cael mynediad i Glybiau Gofal Plant All-Ysgol nid yw hyn oherwydd gwahaniaethu ond yn hytrach oherwydd rhwystrau cymdeithasol na allant eu goresgyn.

Mae lleoliad sy'n arbenigo mewn darparu gofal i blant ag anableddau, niwroamrywiaeth a heriau ymddygiad yn nodi:

*“Mae'n hynod o anodd rhedeg gwasanaeth gofal plant i blant ag anghenion ychwanegol oherwydd y lefel uchel o staffio, hyfforddiant, cymwysterau a chyfleusterau sydd eu hangen. Mae angen llawer mwy o baratoi ar gyfer pob plentyn/person ifanc megis ymweld â nhw yn yr ysgol, gartref ac mewn lleoliadau eraill er mwyn cael darlun llawn o anghenion, ymddygiadau, a hoff a chas bethau'r unigolyn. Os oes gennym ni 10 o blant / pobl ifanc mewn sesiwn mae angen 2 weithiwr craidd a 10 un i un o leiaf. Efallai bod hynny'n swnio'n ormodol ond dyna sydd ei angen i gadw'r unigolion hyn yn ddiogel, yn ymgysylltu ac yn hapus. Mae llawer o'r plant angen cymorth yn yr ystafell ymolchi (llawer gyda chlytiau) sydd angen cefnogaeth 2:1 a dyna un enghraifft yn unig o pan fydd angen yswiriant ychwanegol drwy'r dydd. Mae'r gost o redeg ein lleoliad ymhell y tu hwnt i'r hyn sy'n rhesymol i'w godi fel ffioedd ar rieni, felly rydym yn codi arian yn gyson i agor y lleoliad.”*

*available over the holidays for children with additional needs and that there were settings available that would be able to help. Think the authorities need to be more open and honest with parents whose children would need such settings.*

Out of School Childcare Clubs will always strive to meet the needs of the individual child while also safeguarding all children in their care. Where a child is unable to access Out of School Childcare Clubs this is not due to discrimination but rather due to social barriers which they are unable to overcome.

A setting who specialises in providing care for children with disabilities, neurodiversity and behaviour challenges states:

*“It is incredibly difficult to run a childcare service for children with additional needs due to the high level of staffing, training, qualification and facilities needed. It requires substantially more preparation for each child/young person such as visiting them in school, at home and in other settings in order to have the full picture of the individuals needs, behaviours, likes and dislikes. If we have 10 children / young people in a session we need 2 core workers and 10 one to ones as a minimum. That may sound excessive but that is what is needed to keep these individuals safe, engaged and happy. Many of the children need assistance in the bathroom (many with nappies) which requires 2:1 support and that is just one example of when through the day we need additional cover. The expense of running our setting is way beyond what it is reasonable to charge parents in fees, so we are constantly fundraising to open the setting.”*

