Pembrokeshire County Council ~ Inclusion Service

The Team Around the Pupil Parent and School (TAPPAS)

What is TAPPAS?

The Team Around the Pupil Parent And Schools – **TAPPAS** is a group of professionals that support a cluster of schools. Facilitated by the Educational Psychologists, the team from the Inclusion Service includes an educational psychologist, specialist teachers, speech & language therapist, attendance officer and support staff for pupils with additional needs.

The professionals are attached to a cluster of schools. The **TAPPAS** can be defined as a revolving team who see the schools on a regular basis to provide practical support. Sometimes the team will be working directly with individual children and young people, who have been identified as vulnerable or with complex needs and some of the time working with schools to develop whole school practice.

The Pembrokeshire **TAPPAS** model consists of two phases:

- Phase one is a termly multi-agency consultation and planning meeting held in all Pembrokeshire Schools. This is an opportunity to discuss 'wrap around' support, intervention and consultation relating to individual children and young people.
- Phase two is a cluster wide forum held on a half-termly basis and facilitated by the Educational Psychologist supporting the cluster. It is an opportunity to encourage greater collaborative working between schools and agencies whilst embracing a solution focused, proactive approach for children and young people with additional learning needs. A strong emphasis is placed upon the recognition that all young people exist within a school, a home and a local community.

Key Principles of TAPPAS:

- TAPPAS will carry out regular self-valuation of its working practices and how it supports schools in enhancing inclusive education through the planning and reviewing in partnership process;
- Support schools in the early identification and pupils with ALN and the implementation of interventions and tracking of pupils;
- Work in partnership with schools to identify training and development needs of staff and supporting clusters of schools in implementing an appropriately tailored programme;
- Support schools in the transition of pupils with ALN ensuring the appropriate and effective transition;
- Provide specialised outreach support for individual pupils with complex additional needs;

Capacity Building

Instead of always working with individual children and young people either in the context of an assessment or in the delivery of individual programmes, staff will also assist schools to develop their skills and encourage the use of a wide range of useful resources. For most children and young people it is recognised that their needs will be met in their Local Community School, it is therefore essential that schools feel supported and able to provide the right environment to do this. The role of the **TAPPAS** is also there to identify those more complex youngsters whose needs require a more intense programme of support, through a package of specialist provision.

Providing effective and timely ALN Reports.

Planning and reviewing in partnership with schools is key to raising aspirations and educational achievement for all pupils, including those with ALN. To do this an annual report is prepared and distributed through the link challenge advisor in the autumn term identifying areas of strength and gaps requiring further support.

In addition to this an annual meeting is held with the cluster head teachers and the inclusion service senior management team to discuss common themes emerging and to review the TAPPAS team to ensure it remains fit for purpose and where identified, to realign to meet the changing needs of ALN across the cluster of schools.

Vision

TAPPAS is built upon Pembrokeshire's model for integrated working to provide a universal multi-agency service for schools to meet the needs of children and young people.

Cluster TAPPAS Meetings

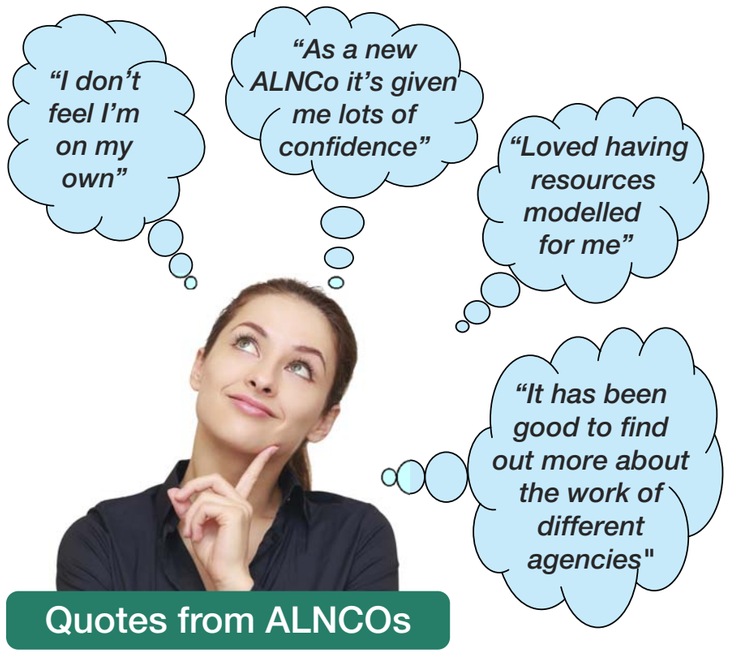
Cluster TAPPAS Meetings take place with the ALNCOs every half term.

What is the focus?

Listed below are some of the activities that take place through the **TAPPAS** meetings:

- to develop a network for support staff and ALNCOs to facilitate training and development and sharing of good practice
- to facilitate drop-in surgeries for a range of agencies
- to plan for the transition of Year 6 pupils at SA and SA+
- to develop approaches for monitoring and evaluating outcomes for pupils with additional learning needs and considering future steps.
- to consider common themes arising from ALN School reports.

What are the benefits for ALNCOs?



Quotes from ALNCOs

Y Tîm o Amgylch y Disgybl, y Rhiant a'r Ysgol (TAPPAS)

Beth yw TAPPAS?

Mae'r Tîm o Amgylch y Disgybl, y Rhiant a'r Ysgol – **TAPPAS** – yn grŵp o weithwyr proffesiynol sy'n cynorthwyo clwstwr o ysgolion. Mae'r tîm o'r Gwasanaeth Cynhwysiant, sydd wedi'u hwyluso gan y Seicolegwyr Addysgol, yn cynnwys seicolegydd addysgol, athrawon arbenigol, therapydd lleferydd ac iaith, swyddog presenoldeb a staff cymorth ar gyfer plant ag anghenion ychwanegol.

Mae'r gweithwyr proffesiynol ynghlwm â chlwstwr o ysgolion. Gellir diffinio'r **TAPPAS** fel tîm cylchol sy'n gweld yr ysgolion yn rheolaidd i ddarparu cymorth ymarferol. Weithiau, bydd y tîm yn gweithio'n uniongyrchol â phlant a phobl ifanc unigol, sydd wedi cael eu hamlygu'n agored i niwed neu sydd ag anghenion cymhleth, ac ychydig o amser yn gweithio gydag ysgolion i ddatblygu arfer ysgol gyfan.

Mae model **TAPPAS** Sir Benfro yn cynnwys dau gam:

- Cam un yw cyfarfod ymgynghori a chynllunio amlasiantaeth tymhorol, a gynhelir ym mhob ysgol yn Sir Benfro. Mae'n gyfle i drafod cymorth 'cofleidiol', ymyrraeth ac ymgynghoriad yn gysylltiedig â phlant a phobl ifanc unigol.
- Mae cam dau yn fforwm ar draws y clwstwr, a gynhelir bob hanner tymor ac a hwylusir gan y Seicolegydd Addysgol sy'n cynorthwyo'r clwstwr. Mae'n gyfle i annog mwy o gydweithio rhwng ysgolion ac asiantaethau wrth ddefnyddio ymagwedd ragweithiol, sy'n canolbwyntio ar atebion, ar gyfer plant a phobl ifanc ag anghenion dysgu ychwanegol. Rhoddir pwyslais cryf ar gydnabod bod pob unigolyn ifanc yn bodoli mewn ysgol, cartref a chymuned leol.

Egwyddorion allweddol TAPPAS:

- Bydd TAPPAS yn cyflawni hunanwerthusiad rheolaidd o'i arferion gweithio a sut mae'n cynorthwyo ysgolion i wella addysg gynhwysol trwy'r broses gynllunio ac adolygu mewn partneriaeth;
- Cynorthwyo ysgolion i amlygu plant ag anghenion dysgu ychwanegol yn gynnar a gweithredu ymyraethau ac olrhain disgyblion;
- Gweithio mewn partneriaeth ag ysgolion i amlygu anghenion hyfforddi a datblygu staff a chynorthwyo clystyrau o ysgolion i weithredu rhaglen wedi'i theilwra'n briodol;
- Cynorthwyo ysgolion gyda'r broses o drosglwyddo disgyblion ag anghenion dysgu ychwanegol, i sicrhau trosglwyddiad priodol ac effeithiol;
- Darparu allgymorth arbenigol ar gyfer disgyblion unigol ag anghenion ychwanegol cymhleth.

Meithrin Gallu

Yn lle gweithio gyda phlant a phobl ifanc unigol bob amser yng nghyd-destun asesiad neu gyflwyno rhaglenni unigol, bydd staff hefyd yn cynorthwyo ysgolion i ddatblygu eu sgiliau ac annog defnyddio ystod eang o adnoddau defnyddiol. Ar gyfer y rhan fwyaf o blant a phobl ifanc, cydnabyddir y bydd eu hanghenion yn cael eu bodloni yn eu hysgol gymunedol leol, felly mae'n hanfodol bod ysgolion yn teimlo eu bod yn cael eu cynorthwyo a'u bod nhw'n gallu darparu'r amgylchedd cywir i wneud hyn. Rôl TAPPAS hefyd yw amlygu'r bobl ifanc fwy cymhleth hynny sydd ag anghenion sydd angen rhaglen gymorth fwy dwys, trwy becyn o ddarpariaeth arbenigol.

Darparu adroddiadau anghenion dysgu ychwanegol effeithiol ac amserol.

Mae cynllunio ac adolygu mewn partneriaeth ag ysgolion yn allweddol i godi dyheadau a chyflawniad addysgol pob disgybl, gan gynnwys y rheiny ag anghenion dysgu ychwanegol. I wneud hyn, caiff adroddiad blynyddol ei lunio a'i ddosbarthu trwy'r ymgynghorydd her cyswllt yn ystod tymor yr hydref, gan amlygu cryfderau a bylchau sydd angen mwy o gymorth.

Yn ogystal â hyn, cynhelir cyfarfod gyda'r penaethiaid clwstwr ac uwch dîm rheoli'r gwasanaeth cynhwysiant, i drafod themâu cyffredin sy'n dod i'r amlwg ac adolygu tîm TAPPAS i sicrhau ei fod yn parhau'n addas at y diben a, lle amlygir angen, ei addasu i fodloni anghenion newidiol anghenion dysgu ychwanegol ar draws y clwstwr o ysgolion.

Gweledigaeth

Mae **TAPPAS** yn seiliedig ar fodel Sir Benfro ar gyfer gweithio integredig i ddarparu gwasanaeth amlasiantaeth cyffredinol i fodloni anghenion plant a phobl ifanc.

Cyfarfodydd TAPPAS Clwstwr

Cynhelir cyfarfodydd TAPPAS clwstwr gyda'r Cydlynwyr Anghenion Dysgu Ychwanegol bob hanner tymor.

Beth yw'r ffocws?

Gweler isod rai o'r gweithgareddau a gynhelir trwy'r cyfarfodydd **TAPPAS**:

- datblygu rhwydwaith ar gyfer staff cymorth a chydlynwyr anghenion dysgu ychwanegol i hwyluso hyfforddi a datblygu a rhannu arfer da;
- hwyluso cymorthfeydd galw heibio ar gyfer amrywiaeth o asiantaethau;
- cynllunio ar gyfer trosglwyddo disgyblion blwyddyn 6 ar weithredu gan yr ysgol, a gweithredu gan yr ysgol a mwy;
- llunio ymagweddau ar gyfer monitro a gwerthuso deilliannau ar gyfer disgyblion ag anghenion dysgu ychwanegol ac ystyried camau yn y dyfodol;
- ystyried themâu cyffredin sy'n codi o adroddiadau ysgol anghenion dysgu ychwanegol.

Beth yw'r buddion i Gydlynwyr Anghenion Dysgu Ychwanegol?