



**Polisi Nofio Ysgolion Cynradd
Primary Schools' Swimming Policy**

Iechyd a Hamdden / Health & Leisure



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Cyflwyniad

Cynhyrchwyd y ddogfen bolisi hon gan y Prif Ymgynghorydd Ysgolion a Chynhwysiant a'r Rheolwr Datblygu Chwaraeon yn dilyn ymgynghori ag athrawon nofio sy'n gweithio mewn Canolfannau Chwaraeon a Hamdden, a Phenaethiaid/Athrawon Ysgolion Cynradd Powys.

Mae nofio yn un o gydrannau'r rhaglen astudiaeth ar gyfer Addysg Gorfforol yn y Cwricwlwm Cenedlaethol.

Mae'r ddogfen yn rhoi gwybod i'r rheiny sy'n ymwneud â chyflwyno addysg gorfforol am nodau, gweithdrefnau ac arferion dysgu nofio yn yr ysgol gynradd.

Mae'r ddogfen yn cynnwys fframwaith ar gyfer parhad a dilyniant a fydd yn galluogi disgyblion gyda chefnogaeth dysgu effeithiol i lwyddo fel nofwyr a sicrhau dealltwriaeth drylwyr o ddiogelwch yn y dwr a manteision ymarfer i iechyd a ffitrwydd.

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Introduction

This policy document has been produced by the Principal Advisor: Schools and Inclusion and the Sports Development Manager following consultation with swimming teachers based at Sports and Leisure Centres and Powys Primary Schools Headteachers/Teachers.

Swimming is one of the components of the programme of study for National Curriculum Physical Education.

This document informs those involved with the delivery of physical education about the aims, procedures and practice of the teaching of swimming in the primary school.

The document contains a framework for continuity and progression which will enable pupils when supported by effective teaching to succeed as swimmers and to acquire a thorough understanding of water safety and the benefits of exercise to health and fitness.

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Pam Dysgu Nofio?

Iechyd

Mae ymarfer corff yn rheolaidd trwy nofio yn arwain at well iechyd a ffitrwydd.

Cymdeithasol

Gall nofio fod yn hwyl ac yn gymdeithasol. Mae'n weithgaredd y gall yr hen a'r ifanc fel ei gilydd ei fwynhau - gall pobl o bob oed gymryd rhan ar yr un pryd, felly mae'n weithgaredd teuluol delfrydol. Mae llwyddo i nofio yn galluogi pobl i gymryd rhan mewn chwaraeon eraill, er enghraifft canwio, hwylio, nofio tanddwr, hwylyfyrddio ac ati. Yn ogystal â hyn, mae'n darparu cyfleoedd gyrfa, e.e. gweithio mewn rhai agweddau o'r diwydiant hamdden lle mae gallu nofio'n fedrus yn rhagofyniad.

Cwricwlwm

Mae'n un o gydrannau Rhaglen astudiaeth y Cwricwlwm Cenedlaethol ar gyfer Addysg Gorfforol.

Nodau Dysgu Nofio

- Galluogi pob disgybl i ddod yn nofiwr medrus ac i fwynhau amrywiaeth o weithgareddau yn y dŵr.
- Darparu dealltwriaeth o egwyddorion diogelwch yn y dŵr i bob disgybl.
- Annog agwedd bositif tuag at werth cymryd rhan mewn gweithgareddau nofio.
- Darparu dealltwriaeth o fanteision nofio i iechyd a ffitrwydd i bob disgybl.

Why Teach Swimming?

Health

Regular participation in exercise through swimming results in enhanced health and fitness.

Social

Swimming can be fun and sociable. It is an activity that can be enjoyed by young and old alike - all age groups can participate at the same time, thus making it an ideal family activity. Success in swimming enables people to take part in other sports; canoeing, sailing, sub-aqua, wind-surfing, etc. Additionally, it provides career opportunities e.g. employment in some aspects of the leisure industry, for which competent swimming is a prerequisite.

Curriculum

It is one of the components of the National Curriculum Programme of study for Physical Education.

Aims of Swimming Teaching

- To enable all pupils to become competent swimmers and to enjoy a variety of water activities.
- To provide all pupils with an understanding of the principles of water safety.
- To encourage a positive attitude towards the value of taking part in swimming activities.
- To provide all pupils with an understanding of the benefits of swimming to health and fitness.

Materion sy'n Ymwneud â Dysgu Nofio

Dysgu

Mae angen dysgu effeithiol i gyflawni'r nodau uchod, ac fe ddylai ddarparu:

1. Hwyl a phleser i'r holl ddisgyblion,
2. Datblygu hyder, trwy gymryd rhan, a gwneud defnydd llawn o'r cyfleusterau sydd ar gael .
3. Amrediad llawn o brofiadau, gan gynnwys gwthio, gwrthsefyll, arnofio, mynd i mewn i'r dŵr yn ddiogel, sgiliau goroesi, sgiliau achub bywyd sylfaenol a chwaraeon.
4. Cynnig cyfle ar gyfer trafodaethau rhwng athro/athrawes plentyn, a phlant â'i gilydd, gan annog dysgwyr i gymryd rhan yn y broses o Gynllunio, Perfformio a Gwerthuso gyda'r pwyslais mwyaf ar berfformio.
5. Amcanion dysgu y mae'r disgyblion yn eu hadnabod a'u deall.
6. Tasgau dysgu sy'n briodol i alluoedd ac anghenion y disgyblion.

Asesu a Chofnodi

Mae asesu yn darparu cymhellant i'r disgybl, yn rhoi gwybod i'r athro/athrawes pa mor effeithiol yw eu dysgu, yn darparu gwybodaeth ar gyfer system adrodd yr ysgol ac yn offeryn diagnostig i gynorthwyo datblygu yn y dyfodol.

Cyfle Cyfartal

Mae dysgu nofio yn darparu ar gyfer:

1. Cyfle cyfartal i bob disgybl, gan gydymffurfio ag egwyddorion hawl, integreiddio a gonestrwydd.
2. Cyfleoedd addysgu a dysgu effeithiol i bawb.



Issues of Swimming Teaching

Teaching

To achieve the above aims effective teaching is required and should provide:

1. Fun and pleasure to all pupils,
2. The development of confidence, through active participation, when making full use of the facilities available.
3. A full range of experiences, including propulsion, resistance, flotation, safe water entry, survival skills, basic life saving and games activities.
4. The opportunity for pupil-teacher and pupil-pupil discussion engaging learners in the process of Planning, Performing and Evaluating with the greatest emphasis being on performing.
5. Learning objectives that are known and understood by pupils.
6. Learning tasks appropriate to pupils' abilities and needs.

Assessment and Recording

Assessment provides motivation for the pupil, informs the teacher regarding teaching effectiveness, informs the school reporting system and is a diagnostic tool to aid future development.

Equal Opportunities

Swimming teaching provides for:

1. Equal opportunities for all pupils, observing the principles of entitlement, accessibility, integration and integrity.
2. Effective teaching and learning opportunities for all.



Nofio – Cwricwlwm Cenedlaethol

Cam Sylfaen / Cyfnod Allweddol 1

Nid oes gofyniad statudol i ddysgu nofio yn ystod y Cam Sylfaen /Cyfnod Allweddol 1

Cyfnod Allweddol 2

Dylai disgyblion gael eu dysgu i;

- Ddatblgu sgiliau diogelwch yn y dŵr a goroesi personol.
- Nofio heb gymorth am gyfnod penodol o amser.

Swimming - National Curriculum

Foundation Phase / Key Stage 1

There is no statutory requirement to teach swimming during the foundation Phase / Key Stage 1.

Key Stage 2

Pupils should be taught to;

- Develop skills of water safety and personal survival.
- Swim unaided for a sustained period of time.

Gweithgareddau Iechyd, Ffitrwydd a Lles

Trwy gydol y rhaglen astudio, dylai disgyblion gael y cyfle i;

- Gymryd rhan mewn gweithgareddau corfforol cyson a rheolaidd sydd o fudd i'w hiechyd, ffitrwydd a lles.
- Cynllunio gweithgaredd corfforol dyddiol trwy gyfleoedd yn yr ysgol, y cartref ac yn y gymuned.
- Gweld sut i fwyta ac yfed yn iach, er mwyn cwrdd â gofynion egni gwahanol weithgareddau.
- Gweld sut mae ymarfer yn effeithio ar y corff.
- Cynnal gweithgaredd dros gyfnodau addas o amser mewn amrywiaeth o wahanol weithgareddau **e.e. cerdded am gyfnod byr, rhedeg, seiclo neu nofio am gyfnod hir, ac wrth i'w gwaith ddatblygu.**
- Dilyn rheolau a gweithdrefnau diogelwch perthnasol wrth wneud ymarfer corff, a dechrau deall risg a sut i gymryd cyfrifoldeb am weithredoedd.
- Disgrifio teimladau wrth wneud gwahanol weithgareddau.
- Canfod cyfleoedd yn y gymuned i roi tro ar wahanol weithgareddau.

Health, Fitness and Well Being Activities

Throughout the programme of study pupils should be given the opportunities to;

- Engage in frequent and regular physical activity beneficial to their health, fitness and well being.
- Plan daily physical activity through opportunities in school, at home and in the community.
- Identify how to eat and drink healthily, in order to meet the energy requirements of different activities.
- Find out how exercise affects the body.
- Sustain activity over appropriate periods of time in a range of different activities
e.g. a short walk, a long run, cycle ride or swim and as their work develops
- Follow relevant rules and safety procedures when exercising and begin to understand risk and how to take responsibility for actions.
- Describe how they feel when doing different activities.
- Find out about opportunities in the community to try different activities.

Cyfrifoldebau'r Athro/Athrawes Nofio sy'n gweithio mewn Canolfan Chwaraeon neu Ganolfan Hamdden

- Cynllunio yn ôl Cynllun Gwaith nofio Powys a luniwyd ar ôl ymgynghori â phob carfan ac yn unol â gofynion y Cwricwlwm Cenedlaethol a Pholisi Nofio'r Sir.
- Cyflwyno gwersi nofio yn unol â'r cynlluniau a gytunwyd.
- Dysgu'n effeithiol.
- Paratoi amserlenni nofio trwy gysylltu ag ysgolion.
- Cefnogi a chynghori'r athrawon y mae'r disgyblion yn eu cwmni.
- Bod yn gyfarwydd ag arferion diogelwch a gweithdrefnau gwersi da a'u cynnal.
- Mewn cysylltiad â Rheolwr y Ganolfan, sicrhau bod cymhorthion nofio ar gael.
- Cefnogi a hyrwyddo partneriaethau nofio.
- Adolygu arferion dysgu a sicrhau eich bod yn gyfarwydd â datblygiadau newydd ym maes dysgu nofio.
- Sicrhau cysylltiad agos ag ysgolion.
- Gwisgo'n addas a chyrraedd yn brydlon i bob gwर्स.
- Ymwneud â threfnu cystadlaethau nofio ar lefel ardal a sir gyda chymorth yr athrawon.

The Responsibilities of the Swimming Teacher based at Sports and Leisure Centres

- To plan accordingly to the Powys Scheme of Work for swimming which has been devised following consultation with all parties and in accordance with the requirements of the National Curriculum and County Swimming Policy.
- To deliver swimming tuition in accordance with agreed planning.
- To teach effectively.
- To prepare swimming timetables through liaison with schools.
- To support and advise accompanying teachers who assist with teaching.
- To identify and maintain good safety practice and lesson procedures.
- In conjunction with the Centre Manager, to maintain provision of swimming aids.
- To support and promote partnerships in swimming.
- To review teaching practices and maintain knowledge of new developments in swimming teaching.
- To maintain close liaison with schools.
- To be well attired and punctual for all lessons.
- To be involved in the organisation of area and county level schools swimming events with the support of teachers.

Cyswilt gydag ysgolion

Mae cysylltu ag ysgolion, h.y. y Pennaeth, y staff a'r athro/athrawes nofio yn hanfodol er mwyn sicrhau bod y dysgu a'r addysgu yn effeithiol. Dylai'r cysylltiad gynnwys materion:

- Diogelwch
- Gweithdrefnau a chynnwys gwersi - darparu cyfarwyddyd i'r Pennaeth / Cydlynnydd Addysg Gorfforol er mwyn i staff yr ysgol fod yn ymwybodol o gynnwys y wers.
- Asesu.
- Iechyd a glanweithdra
- Yr angen i gynyddu gwybodaeth athrawon am nofio ac ymwybyddiaeth ohono er mwyn dysgu mwy am addysgu nofio. Bydd cyrsiau'n cael eu trefnu fel y bo'n briodol.
- Trafodaethau ynghylch amserlenni nofio ysgolion
- Ymwybyddiaeth o bwysigrwydd yr athrawon ysgol yn cynorthwyo gyda'r gwersi.
- Os yw'r athro/athrawes nofio neu'r Pennaeth yn canslo'r wers, dylid rhoi cymaint o rybudd ag sy'n bosibl.

Darparu Cymhorthion Nofio

Mae'r athro/athrawes nofio, mewn cysylltiad â Rheolwr y Ganolfan, yn gyfrifol am sicrhau bod cymhorthion nofio ar gael, ar sail ei (h)adnabyddiaeth o'r gwahanol gynhyrchion sydd ar gael, pa mor effeithiol ydynt, a'u haddasrwydd at y diben. Rhaid i bob cymhorthyn hynofedd arddangos nod Safon Brydeinig (BS) 7661 1993.

Liaison with Schools

Liaison with the schools i.e. Headteacher, staff and the swimming teacher is crucial for effective teaching and learning. Liaison should have regard for:

- Safety
- Lesson procedure and content - guidance to be provided to Headteacher / P.E. Co-ordinator in order that school staff are aware of lesson content.
- Assessment.
- Health and hygiene
- The need to increase teacher knowledge and awareness to gain more knowledge about teaching swimming. Courses will be arranged as appropriate.
- Negotiations regarding school swimming timetables.
- Awareness of the importance of accompanying staff assisting with lessons.
- In the event of lesson cancellation by the swimming teacher or Headteacher, the earliest possible notice should be given.

Provision of Swimming Aids

The swimming teacher, in conjunction with the Centre Manager, is responsible for maintaining the provision of swimming aids, based on his/her knowledge of the various products available, their effectiveness and suitability for purpose. All buoyancy aids must display the British Standard (BS) mark 7661 1993.

Gweithdrefnau Diogelwch

- Rhaid i o leiaf ddau oedolyn, ac un ohonynt yn athro/athrawes, fynd yng nghwmni'r ^ disgyblion pan fyddant yn mynd i'r pwll am wersi nofio, a rhaid iddynt aros gyda'r grwp bob amser.
- Rhaid i o leiaf un aelod o staff yr ysgol aros ar ochr y pwll gydol y wers. Os yw ef/hi yn mynd i mewn i'r dwr, rhaid i oedolyn arall oruchwylio.
- Ni chaiff disgyblion fynd at ymyl y pwll nes y bydd yr athro/athrawes nofio yn rhoi caniatâd iddynt wneud.
- Rhaid glynu at y rheolau yn unol â gofynion tîm rheoli'r pwll: (gweler y rhybuddion ar ochr y pwll).
- Rhaid i'r disgyblion ymateb ar unwaith i chwiban neu gyfarwyddiadau gan yr athro/athrawes.
- Rhaid tynnu pob gemwaith (gan gynnwys watsys) ac eithrio breichledi/cadwyni sy'n cynnwys rhybuddion meddygol. Os oes rhywun yn gwisgo stydiau clust yn syth ar ôl cael twll yn ei glust, a'r rheiny'n gorfod aros i mewn am gyfnod penodol (6 wythnos fel arfer), rhaid gorchuddio'r stydiau â thâp micropore neu gyffelyb. Dylid clymu gwallt hir yn ôl, neu wisgo cap nofio
- Mae rhai diwylliannau'n gofyn am wisgo dilledyn arbennig er mwyn cydymffurfio â thraddodiad neu gred grefyddol. Er bod hyn yn cael ei gydnabod, mae'n rhaid ystyried unrhyw oblygiadau iechyd a diogelwch posibl cyn y wers nofio
- Ni chaniateir cnoi fferins na gwm cnoi
- Hysbysir staff a disgyblion ysgol ynghylch y gweithdrefnau argyfwng/ymarferion tân sy'n berthnasol i'r pwll a'r ystafelloedd newid.
- Bydd unrhyw ddisgybl nad yw'n nofio yn gyfrifoldeb staff dysgu yr ysgol . Dylai'r disgyblion nad ydynt yn nofio aros yn yr ysgol, os oes modd iddynt wneud hynny.
- Cyfrifoldeb yr athrawon sydd gyda hwy yw'r plant yn yr ystafelloedd newid.
- Ni fydd y disgyblion yn cael mynd i mewn i'r dwr nes y bydd yr athro/athrawes nofio yn gofyn iddynt wneud hynny.
- Disgwylir i bob disgybl sy'n mynychu gwersi nofio'r ysgol ymddwyn mewn ffordd na fydd yn peryglu eu diogelwch eu hunain na diogelwch pobl eraill, ac nad yw'n achosi aflonyddwch o fewn eu grwp.

Safety Procedures

- At least two adults, one of whom should be a teacher, should accompany a school party attending the pool for swimming lessons and remain with the group at all times.
- A minimum of one member of school staff should remain on poolside for the duration of the lesson. If he/she enters the water, another adult must take over the supervision.
- Pupils can only gain access to poolside on the instruction of the swimming teacher.
- The rules as required by the pool's management team to be adhered to: (see poolside notices).
- Pupils to respond immediately to teacher's whistle or instruction.
- All jewellery (including watches) but with the exception of medical alert bracelets/necklaces should be removed. Newly inserted ear studs, which must remain in place for a specified period of time (normally 6 weeks), must be covered with micropore tape, or similar. Long hair should be securely tied back, or alternatively a swimming cap may be worn.
- Some cultures require the wearing of certain clothing to conform with their religious traditions and beliefs. Whilst this is recognised, consideration must be given to any possible health and safety implications, prior to the swimming lesson.
- The chewing of sweets or gum is not allowed.
- School staff and pupils will be made aware of emergency/fire drill procedures relating to the pool and changing areas.
- Pupils not swimming are the responsibility of the school teaching staff. Wherever possible, pupils who are not swimming should remain at school.
- Pupils in the changing rooms are the responsibility of accompanying teaching staff.
- Pupils enter water only when requested to do so by the swimming teacher.
- All pupils attending school swimming lessons are expected to demonstrate a standard of behaviour that does not jeopardise their own safety or the safety of others and does not cause disruption within their working group.

CYMAREBAU

Rhaid glynu at y cymarebau hyn pan fydd y disgyblion yn y dŵr:

DISGYBLION NAD YDYNT YN NOFIO: CYMHAREB 12:1

Plant ifanc (gan gynnwys plant oed meithrin ac ysgolion cynradd) sy'n cael eu cyflwyno i nofio. Os yw'r nifer yn uwch, rhaid i oedolyn arall helpu'r athro/athrawes. Os felly, rhaid i'r oedolyn weithio dan oruchwyliaeth yr athro/athrawes bob amser, a bod yn gwbl glir o natur a graddau eu rôl.

NOFWYR SY'N GWELLA: CYMHAREB 20:1

Nofwyr o tua'r un gallu â'i gilydd sy'n gallu nofio o leiaf 10 metr yn fedrus a heb gymhorthion ar eu boliau ac ar eu cefnau; argymhellir bod y wers yn cael ei chadw mewn rhan o'r pwll lle nad yw'r dŵr yn rhy ddwfn iddynt.

GRWPIAU GALLU CYMYSG: CYMHAREB 20:1

Disgyblion sy'n amrywio o ran eu gallu o safon nofwyr sy'n gwella i nofwyr medrus, â'r lleiaf medrus /lleiaf hyderus yn eu plith yn gweithio mewn rhan o'r pwll lle na fydd y dŵr yn rhy ddwfn iddynt. Dylid ystyried techneg a stamina'r nofwyr a'u profiad o ddŵr dwfn.

NOFWYR MEDRUS: CYMHAREB 20:1

Y nofwyr hynny sy'n gallu nofio am o leiaf 25 metr yn fedrus a heb gymhorthion ar eu boliau a'u cefnau, ac yn gallu troedio'r dŵr am ddau funud.

Daw'r cymarebau uchod o "SAFE SUPERVISION FOR TEACHING AND COACHING SWIMMING" sy'n cael ei gymeradwyo gan yr Amateur Swimming Association, yr Institute of Sport and Recreation Management, yr Institute of Swimming Teachers and Coaches a'r Royal Lifesaving Authority.

RATIOS

The following ratios must be adhered to whilst pupils are in the water:

NON-SWIMMERS: RATIO 12:1

Classed as young children (including nursery and primary aged children) being introduced to swimming. If more than this number is being taught another adult can be used to help the teacher. If this is the case the adult must always work under the supervision of the teacher and be absolutely clear on the nature and extent of their role.

IMPROVING SWIMMERS: RATIO 20:1

Swimmers of similar ability to each other who can swim at least 10 metres competently and unaided on their front and back; it is recommended that the lesson is confined to an area of the pool where pupils are not out of their depth.

MIXED ABILITY GROUPS: RATIO 20:1

Pupils with a range of ability from improver standard to competent swimmers where the least able and least confident are working in an area of the pool where they are not out of their depth. Swimmers technique, stamina and deep water experience should be considered.

COMPETENT SWIMMERS : RATIO 20:1

Those swimmers who can swim at least 25 metres competently and unaided on the front and back, and can tread water for two minutes.

The above ratios are taken from “ SAFE SUPERVISION FOR TEACHING AND COACHING SWIMMING” endorsed by the Amateur Swimming Association, Institute of Sport and Recreation Management, Institute of Swimming Teachers and Coaches and the Royal Lifesaving Authority.

NOFWYR AG ANABLEDDAU

Bydd ysgolion yn rhoi gwybod i reolwr y ganolfan chwaraeon/hamdden am unrhyw ddisgybl sydd ag anghenion addysgol neu feddygol arbennig a allai effeithio ar ei (g)allu i ddysgu nofio. (Gweler atodiad 1). Wedi derbyn yr hysbysiad yma, bydd yr holl garfanau â diddordeb yn ymgynghori â'i gilydd i sicrhau bod yr holl ddisgyblion yn gallu cymryd rhan yn y gweithgaredd yn ddiogel.

Bydd pob sefyllfa'n cael ei ystyried ar ei phen ei hun. Rhaid gofalu bod digon o gynorthwyyr eraill (staff ysgol) yn y dwr i sicrhau cymhareb 1:1 i'r rheiny sydd angen y gefnogaeth sy'n ofynnol wrth oruchwylio disgyblion ag amrywiaeth o anabledau.



SWIMMERS WITH DISABILITIES

Schools will inform the Sports/Leisure Centre Manager of any pupil with special educational or medical needs which may impact on his/her ability to undertake swimming. (See appendix 1). Upon receipt of this notification, consultation will take place between all interested parties to ensure the safe participation of all pupils in the activity.

Each situation will be considered independently. Care must be taken to ensure that there are sufficient helpers (school staff) in the water to provide a 1:1 ratio for those needing constant support and a sufficient number of other helpers (school staff) to provide the degree of support demanded by the range of disabilities within the group.

Iechyd a Glendid

- Er mwyn sicrhau diogelwch, argymhellir y dylid diogelu bod 45 munud rhwng yr amser y mae'r disgybl wedi bwyta a'r amser y mae'n mynd i mewn i'r dwr. Dylai staff yr ysgol sicrhau nad yw'r disgyblion yn bwyta creision, fferins, ac ati wrth iddyn nhw deithio i'r pwll nofio.
- Dylid llenwi ffurflen F (atodiad 1) a'i hanfon at reolwr y ganolfan i'w hysbysu ynghylch cyflyrau meddygol, e.e. epilepsi, asthma, problemau â'r glust/problemau clywed, problemau â'r golwg, anhwylderau'r cymalau, nam ar y galon, anhwylderau'r croen, anhwylderau'r gwaed, alergeddau ac anhwylderau ymddygiad.
- Ferwcas: Yn unol ag argymhellion ISRM (yn atodiad 2 ynghlwm) nid oes cyfiawnhad dros eithrio disgyblion â ferwcas rhag nofio a gweithgareddau corfforol eraill. Yn yr un modd, ni ddylid annog defnyddio dyfeisiadau fel sanau ferwca.
- Impetigo: Dylid glynu at y nodyn Cyfarwyddyd Polisi Iechyd a Diogelwch cyfredol a gyhoeddwyd fis Mehefin 2003 (yn atodiad 3 ynghlwm).
- Esgidiau: Rhaid i staff yr ysgol wisgo esgidiau glân a phriodol (h.y. gwadnau gwastad) neu fod yn droednoeth ar ochr y pwll.
- Gwisg nofio: Rhaid i ddisgyblion wisgo dillad nofio addas ar gyfer gwersi nofio'r ysgol h.y. trôns nofio i fechgyn, neu drowsus byr dim is na'r pen-glin, (ond nid trowsus byr denim) a gwisg un-darn i ferched (nid bicinis).
Sylwch: Am resymau glanweithdra, ni fydd yn bosibl i ddisgyblion fenthyg trôns nofio/gwisgoeddd oddi wrth y ganolfan.
- Gogls: Mae' canllawiau ar gyfer gwisgo gogls yn aros yr un fath ag yn y cyngor a roddwyd i'r ysgolion gan y Cyfarwyddwr Addysg yn 1999. Mae copi o'r llythyr hwn a profforma i rieni ei lenwi i'w cael yn atodiad 4 ynghlwm.

Health and Hygiene

- In the interests of safety, it is recommended that 45 minutes should elapse between the time when a pupil has eaten and when he/she enters the water. School teaching staff should ensure that pupils do not eat crisps, sweets, etc while travelling to the swimming pool.
- Medical conditions: e.g. epilepsy, asthma, ear/hearing problems, eyesight problems, joint disorders, heart defects, skin disorders, blood disorders, allergies and behavioural disorders must be notified in writing to the centre manager using form F (appendix 1).
- Verrucas: As per ISRM recommendations (attached as appendix 2) the exclusion of pupils with verrucas from swimming and other physical activities is not justified. Similarly, the use of devices such as verruca socks should be discouraged.
- Impetigo: The current Health & Safety Policy Guidance note issued in June 2003 (attached as appendix 3) should be adhered to.
- Footwear: School teaching staff must wear clean and appropriate (i.e. flat soled) footwear or remain bare footed on pool side.
- Swimming Attire: Pupils must wear suitable swimming attire for school swimming lessons i.e. for boys, swimming trunks or shorts that do not extend over the knee (not denim shorts) and one-piece swimming costumes for girls (not bikinis).
Please note: For reasons of hygiene it will not be possible for pupils to borrow swimming trunks/costumes etc. from the pool.
- Goggles: Guidelines for the wearing of goggles remain as per the advice given to schools by the Director of Education in 1999. A copy of this letter and a parents' consent proforma is attached as appendix 4.

DISGYBLION AG ANGHENION ADDYSGOL ARBENNIG

Bydd ysgolion eisoes yn gyfarwydd â natur angen addysgol arbennig y disgybl. Dylid ystyried unrhyw gyfyngiadau neu broblemau sydd gan y disgybl wrth gynllunio a chynnal yr asesiad risg. Gall ymweliadau addysgol olygu bod gan ddisgybl ag AAA anghenion ychwanegol a gall ymddygiad rhai disgyblion fod yn anhydrin.

Fel rhan o'r broses o asesu risg, byddwn yn nodi pa ddisgyblion sydd â risg penodol. O ystyried natur plant yn gyffredinol, eu diffyg profiad, y ffaith na allant ganfod risgiau cystal ag oedolion, a'u brwdfrydedd, bydd angen rhoi ystyriaeth arbennig iddynt bob tro wrth asesu risg. Mae'n bosibl y bydd angen addasu neu newid gweithgareddau neu gyfleusterau penodol i blant ag AAA.

Wrth ystyried anghenion y plant hyn, dylid ystyried y ffactorau a ganlyn:

- **A all y plentyn gymryd rhan yn y gweithgaredd a chael mantais ohono?**

O fis Medi 2002, mae newidiadau i'r Ddeddf Gwahaniaethu ar Sail Anabledd (1995) yn golygu bod cyfrifoldeb ar awdurdodau addysg lleol ac ysgolion i beidio â gwahaniaethu yn erbyn disgyblion anabl am resymau sy'n ymwneud â'u hanableddau. Mae gan AALI ac ysgolion gyfrifoldebau newydd i beidio â thrin disgyblion anabl yn llai ffafriol na disgyblion nad ydynt yn anabl, a hynny heb gyfiawnhad; ac addasu polisïau ac arferion yr ysgolion yn rhesymol er mwyn sicrhau na fydd disgyblion anabl dan anfantais sylweddol o'i gymharu â disgyblion heb anabledd.

Mae angen i ysgolion sicrhau bod pob ymgais rhesymol ymarferol wedi'i wneud yn ystod y broses o asesu risgiau i gynnwys disgyblion anabl ar ymweliadau addysgol.

Wrth ystyried y mater yma, bydd angen edrych ar fanylion yr ymweliad:

1 **Beth yw safle/lleoliad yr ymweliad, a pha fath o dir sydd yno?**

- A fydd y tir yn achosi problem? Yn fynyddig, yn grêigiog? Oes yna lawer o wreiddiau coed ar wyneb y tir, neu arwynebau anwastad? Ydy'r tir yn garegog neu'n llithrig?
- Ydy'r ymweliad yn cynnwys mynd yn agos at ddwr, lan y môr, ar hyd glannau afon? Oes angen croesi'r dwr?
- Oes yna fannau agored iawn heb ffiniau, neu fawr ddim ffiniau?
- Ydy hi'n hawdd cael mynediad i'r safle a dod allan ohono, e.e. sinemâu, theatr neu amgueddfa fach?
- Ydy'r safle mewn man prysur iawn, neu yn rhywle lle mae llawer o bobl o gwmpas - e.e. canol dinas, amgueddfa fawr neu barc thema?
- Allai'r amgylchedd fod yn niweidiol, e.e. taith i ffatri neu fferm weithio fawr?
- Ydy'r safle'n bell oddi wrth ysbyty, neu a yw signal y ffonau symudol yn wan? Gallai hyn fod yn arbennig o berthnasol i ddisgyblion allai fod angen cyrraedd cyfleusterau meddygol yn rhwydd, e.e. os oes gan ddisgyblion epilepsi difrifol .

PUPILS WITH SPECIAL EDUCATIONAL NEEDS

Schools will already be familiar with the nature of a pupil's special educational need. Any limitations or problems the pupil may have should be taken into account at the planning stage and when carrying out the risk assessment. Educational visits may pose additional difficulties for a pupil with SEN and the behaviour of some pupils may prove challenging.

As part of the risk assessment process, those who are at particular risk will be identified. Given the nature of children generally, their inexperience, reduced risk perception and enthusiasm, they will always need to be given special consideration in a risk assessment. Activities for children with SEN, whose needs are more specific, may need particular alterations, adjustments or facilities.

When looking at the needs of these children the following factors should be taken into consideration:

- **Is the pupil able to take part in and benefit from the activity?**

From September 2002, changes to the Disability Discrimination Act (1995) place new duties on local education authorities and schools not to discriminate against disabled pupils for reasons relating to their disabilities. LEAs and schools are under new duties not to treat disabled pupils less favorably, without justification, than non-disabled pupils; and to make reasonable adjustments to schools' policies and practices to ensure that disabled pupils are not substantially disadvantaged in comparison with pupils without a disability.

Schools need to check that all reasonably practicable efforts have been made during the course of risk assessment to include disabled pupils in educational visits.

When contemplating this question, it will be necessary to look at some specifics of the visit:

1 What is the venue/location of the visit and what is the terrain?

- Will the terrain cause a problem? Is it mountainous, craggy, are there lots of tree roots or uneven surfaces, is it stony and slippery?
- Does the visit include being close to water, the seaside, along a river, does the group need to cross water?
- Are there very open spaces with no or minimal boundaries?
- Is access into and out of the venue restricted, e.g. a cinema, theatre or small museum?
- Is the venue a busy location or heavily populated – e.g. a city centre, large museum or theme park?
- Is the environment potentially hazardous, e.g. a trip to a factory or large working farm?
- Is the venue remote from a hospital, or is mobile phone coverage poor? This may be particularly relevant for pupils who may need easy access to medical facilities, e.g. if a pupil has severe epilepsy.

2 Beth fydd y disgyblion yn ei wneud?

Pa weithgareddau fyddan nhw'n eu gwneud? A oes angen y canlynol arnynt:

- Llauer o gyfarwyddiadau e.e. gweithgareddau anturus ynteu sgiliau crefft?
- Y disgyblion i archwilio'r safle lle gallent fod dan oruchwyliaeth o bell, e.e. mewn safleoedd hanesyddol, teithiau Dug Caeredin, arolygon Daearyddol ac ati
- Y disgyblion yn eistedd am gyfnodau hir, e.e. yn y sinema neu'r theatr
- Cynnwys cyfran helaeth o weithgareddau corfforol, e.e. teithiau cerdded, gweithgareddau antur
- Bod dan reolaeth staff y safle, e.e. yn ystod gweithgareddau antur, mewn amgueddfa, neu ar lwybrau cerdded cefn gwlad dan arweinyddiaeth warden?

3 Sut fydd eu hangen/anghenion penodol yn effeithio ar eu gallu i gyflawni'r gweithgaredd?

Mae sawl agwedd ar anabledd, sy'n gysylltiedig ag anableddau corfforol, meddygol neu ddysgu y gallai fod angen ei gynnwys wrth gynllunio Ymweliad Addysgol.

Mae angen ystyried y meysydd canlynol.

- Corfforol: A oes gan y disgybl rhyw anabledd corfforol a allai effeithio ar ei allu neu ei hyder i gyflawni'r gweithgareddau?
- Symudedd: A oes gan y disgybl anhawster â symudedd sy'n golygu bod angen cymorth naill ai cyfarpar neu staff arno?
- Dehurwydd: A oes gan y disgybl anawsterau â sgiliau echddygol manwl a allai effeithio ar ei allu i ymdopi â gweithgareddau?
- Synhwyraidd: A oes gan y disgybl nam neu ddiffyg yn un neu fwy o'i synhwyrau - golwg, clyw, arogl, lleferydd neu gyffyrddiad?
- Cyfathrebu: A oes gan y disgybl anhawster â chyfathrebu oherwydd anabledd synhwyraidd, corfforol neu ddysgu?
- Lleferydd ac Iaith: A yw'r disgybl yn deall cyfarwyddiadau a cheisiadau y mae hyfforddwr/arweinydd gweithgareddau yn ei wneud?
- Canolbwytio: A oes gan y disgybl gyfnod canolbwytio byr, neu duedd i fod yn ddiffygiol o ran sylw?
- Amynedd: A fyddai disgybl yn ei chael hi'n anodd aros ei dro, neu eistedd yn dawel yn ystod agwedd o'r ymweliad na fyddent yn ei fwynhau?
- Rhyngweithio: A yw'r disgybl yn ei chael hi'n anodd rhyngweithio â phobl nad ydynt yn gyfarwydd â hwy?
- Dychymyg: Lle byddai gweithgaredd yn gofyn bod disgybl yn defnyddio'i ddychymyg, a fyddai ganddo anhawster â hyn, e.e. ailgreadau hanesyddol?
- Emosiynol: A yw ymateb emosiynol y disgybl mor wahanol i'r hyn a ddisgwyliid yn sgîl ei oed, ei ddiwylliant neu'r arferion ethnig perthnasol fel bod ei ymateb yn effeithio ar berfformiad addysgol, gan gynnwys meysydd academiaidd, cymdeithasol, galwedigaethol a/neu bersonol/cymdeithasol?
- Ymddygiadol: A yw ymddygiad y plentyn y cyfryw na fyddai disgwyl gweld ymddygiad o'r fath mewn disgybl na fyddai ganddo anabledd ymddygiadol?
- Anghenion Dysgu: A oes gan y disgybl anhawster dysgu penodol neu gyffredinol?
- Meddygol: A oes gan y disgybl unrhyw gyflwr meddygol y gallai ymarfer dwys, newid trefn neu brofiadau anarferol effeithio arno, e.e. diabetes neu epilepsi. A yw lles y disgybl yn dibynnu ar feddyginiaeth? A fydd ei gyflwr yn dirywio os na roddir y feddyginiaeth iddo ar yr adegau cywir?

2 What are they going to do?

What activities are they going to be undertaking? Do they require:

- A high level of instruction, e.g. adventurous activities or craft skills?
- The pupils to be exploring where they may be under remote supervision, e.g. at historical sites, Duke of Edinburgh type trips, Geography surveys
- Pupils to be sitting still for long periods of time, e.g. at a cinema or theatre
- Inclusion of a large proportion of physical activities, e.g. walks, adventure activities
- To be under the control of staff of the venue, e.g. during adventurous activities, at a museum, or on warden lead countryside walks?

3 How will their specific need(s) impact on their ability to undertake the activity?

There are many aspects of disability, whether they are related to a physical, medical or learning disability that may need to be included in the planning of an Educational Visit.

The following areas need consideration.

- Physical: Does the pupil have some physical disability that may impact on their ability or confidence to undertake activities?
- Mobility: Does the pupil have difficulty with mobility that requires the assistance of either equipment or staff ?
- Dexterity: Does the pupil have difficulties with fine motor skills that may impact on an activity?
- Sensory: Does the pupil have reduction in or loss of one or more of the senses – sight, hearing, smell, speech or touch?
- Communication: Does the pupil have difficulty with communication either because of a sensory disability, physical or learning disability?
- Speech & Language: Does the pupil understand instructions and requests made by an instructor/activity leader?
- Concentration: Does the pupil have a reduced attention span or a tendency towards deficient attention?
- Patience: Would a pupil have difficulty waiting their turn, or sitting calmly through an aspect of the visit that they did not gain enjoyment from?
- Interaction: Does the pupil have difficulty interacting with people they are not familiar with?
- Imagination: If the activity required a pupil to use their imagination, would they have difficulty with this, e.g. partaking in historical re-enactments?
- Emotional: Is the pupil's emotional response so different from appropriate age, cultural, or ethnic norms that the responses adversely affect educational performance, including academic, social, vocational, and/or personal/social areas?
- Behavioural: Does the child's behaviour manifest itself in a manner which would not be expected from a pupil that did not have a behavioural disability?
- Learning Need: Does the pupil have a specific or general learning difficulty?
- Medical: Does the pupil have any medical need that could be affected by strenuous exercise, changes to routine or unusual experiences, e.g. diabetes or epilepsy. Is the pupil's well-being reliant on medication? Will their condition deteriorate if medication is not administered at set times?

- **A oes modd addasu'r gweithgaredd i ganiatáu i ddisgybl gymryd rhan ynddo?**

Os nad yw'r gweithgaredd, fel y cynlluniwyd ef yn wreiddiol yn briodol i ddisgybl(ion), yna dylai'r ysgol geisio newid y gweithgaredd fel ei fod yn addas ar gyfer yr holl ddisgyblion. Os nad yw hyn yn bosibl, dylid ceisio trefnu dewis arall yn lle'r elfen benodol o'r ymweliad nad yw'r disgybl anabl yn gallu cymryd rhan ynddo. Dylid ystyried y trefniant amgen yma dim ond fel dewis olaf, a dylid gwneud pob ymdrech i sicrhau y byddai'r holl ddisgyblion yn gallu cyflawni'r un gweithgareddau. Lle cynigir dewis arall, rhaid trafod hyn â rhieni'r disgybl, a chynnwys unrhyw ddarparwr gweithgareddau cyn yr ymweliad.

Os nad yw'n bosibl newid yr ymweliad na darparu gweithgaredd amgen yn lle elfen benodol o ymweliad, ac os na themlir bod unrhyw ddewis arall ond eithrio disgybl rhag cymryd rhan yn yr ymweliad, rhaid dogfennu'r penderfyniad yn dda. Rhaid i'r ddogfennaeth ddangos y prosesau a ddilynwyd i geisio dod o hyd i ddewisiadau eraill, a dangos bod y sefyllfa wedi'i thrafod yn llawn â rhieni'r disgybl.

- **A fydd angen cyfarpar ychwanegol?**

Os oes gan y disgybl anabledd corfforol, rhaid trafod gweithgareddau anturus â'r darparwr cyn bwcio'r ymweliad, er mwyn iddynt sicrhau bod y cyfarpar priodol ganddynt. Os oes gofyn eistedd neu sefyll am gyfnodau hir, neu ymarfer dwys, fe allai fod angen ymgynghori â Therapydd Galwedigaethol a/neu ffisiotherapydd y disgybl hefyd. Mae'n bosibl y byddai disgybl sy'n gallu symud yn gymharol rwydd o amgylch amgylchedd yr ysgol angen cymorth e.e. cadair olwyn, dan rai amgylchiadau.

- **A yw'r disgybl yn gallu deall a dilyn cyfarwyddiadau?**

Bydd rhai gweithgareddau'n rhoi mwy o bwyslais ar allu'r disgybl i wrando, i ddeall ac i weithredu ar gyfarwyddiadau, e.e. gweithgareddau anturus, ac ymweliadau ag amgueddfeydd ymarferol. Yn achos gweithgareddau anturus, mae'n bosibl bod angen i'r disgybl allu gweithredu mewn ymateb i gyfarwyddiadau pan na fydd mewn cysylltiad uniongyrchol â goruchwyliwr (e.e. disgybl yn dringo creigiau gyda goruchwylwyr uwchlaw ac islaw ond nid ochr yn ochr ag ef) er mwyn gallu cymryd rhan. Yn yr achos yma, byddai'n hanfodol bod y disgybl yn gallu gweithredu ar y cyfarwyddiadau a roddir.

- **A fydd angen gofal neu oruchwyliaeth ychwanegol?**

Gellir datrys rhai o'r problemau a godwyd uchod os darperir cefnogaeth 1:1. Os yw'r ddarpariaeth hon ar gael i'r disgybl yn yr ysgol, yna mae'n debyg y byddai o fudd pe gallai'r un unigolyn ddod gyda'r disgybl ar yr ymweliad. Mewn ambell achos, mae'n bosibl mai rhiant y disgybl fydd yn dod gydag ef/hi, yn enwedig os oes ganddo/ganddi anghenion meddygol cymhleth, er nad yw hyn yn gwbl hanfodol, a gallai'r disgybl ennill mwy o'r profiad pe na byddai'r rhiant yn bresennol.

Wrth fynd i'r afael â'r materion hyn mae'n bwysig edrych ar y darlun cyfan, ac nid ar bob mater ar ei ben ei hun, e.e. mae gan ymweliad â glan y môr wahanol risgiau i ymweliad â glan y môr i hwylyfyrddio.

- **Can the activity be adapted to enable the pupil to participate?**

If the activity, as originally planned, is not appropriate for a pupil(s), then the school should look at changing the activity to suit all pupils. If this is not feasible, an alternative for the particular element of the visit that the pupil is not able to partake in should be arranged/offered. This alternative arrangement should only be considered as a last resort and all attempts should be made to ensure that all pupils could undertake the same activity. Where an alternative is proposed, this must be discussed with the pupil's parents, the pupil, and any activity provider involved, prior to the visit.

If it is neither possible to alter the visit nor provide an alternative activity for a particular element, and it is felt that there is no other alternative but to exclude a pupil from a visit, this decision must be well documented. This documentation must show the processes that have been undertaken to try to find alternatives and that the situation has been discussed fully with the pupil's parents.

- **Will additional equipment be required?**

If the pupil has a physical disability, adventurous activities must be discussed with the provider prior to booking the visit in order for them to ensure they have the appropriate equipment. If the activity requires long periods of sitting or standing or strenuous activity it may also be necessary to consult with the pupil's Occupational Therapist and/or physiotherapist. It may be that a pupil, who is usually mobile around the school environment, would require the assistance of e.g. a wheelchair in certain situations.

- **Is the pupil able to understand and follow instructions?**

Some activities place a greater emphasis on the pupil's ability to listen, comprehend and act on instructions, e.g. adventurous activities and visits to working museums. In the case of adventurous activities, participation may be reliant on the pupil having the ability to act on these instructions when not in direct contact with a supervisor, e.g. where a pupil was rock climbing with supervisors above and below but not directly alongside. In this case it would be essential for the pupil to be able to act on the instructions given.

- **Will additional care or supervision be needed?**

Some of the issues that have been raised above may be resolved if 1:1 support is provided. If the pupil has this provision in school then it will probably be of benefit if the same person accompanies the pupil on the visit. In some cases, it may be that the pupil's parent accompanies them, especially in the case of complex medical needs, although this is not essential and the pupil may gain more from the experience of an educational visit if a parent is not present.

In addressing these issues it is important to look at them as a whole picture and not each issue in isolation, e.g. a visit to the seaside has different risks to a visit to the seaside to undertake windsailing.

Hysbysiad Gwybodaeth

Wedi dynodi bod gan ddisgybl angen addysgol neu feddygol, mae'n bosibl y bydd angen i'r wybodaeth yma gael ei throsglwyddo i'r darparwr i'w gynorthwyo i gynnal ei asesiad risg ei hun. Ni fydd hyn yn wir am bob ymweliad addysgol, a bydd yn cael ei bennu gan lefel y rhyngweithio rhwng y disgyblion a'r darparwr gwasanaeth.

Os nad oes rhyngweithio rhwng y disgybl(ion) a'r darparwr, yna ni fydd angen trosglwyddo unrhyw wybodaeth. Arweinydd y grŵp fydd yn gofalu am wybodaeth feddygol/AAA berthnasol y disgybl. Ymhlith yr enghreifftiau posibl o'r math yma o ymweliad fyddai:

- Taith gerdded leol
- Ymweliad â sw
- Ymweliad â chofeb hanesyddol
- Ymweliad â pharc thema
- Taith maes
- Ymweliad ag amgueddfa

Lle bydd rhyngweithio rhwng y darparwr a'r disgybl(ion) yna mae'n bosibl y bydd angen trosglwyddo gwybodaeth. Ymhlith yr enghreifftiau posibl o'r math yma o ymweliad fyddai:

- Taith gerdded dywys
- Taith dywys o amgylch cofeb hanesyddol
- Taith dramor gyfnewid
- Cymryd rhan mewn gweithgareddau mewn amgueddfa
- Gweithgareddau antur
- Gweithgareddau'r Urdd

DS: Dylid nodi mai'r athro/athrawes ysgol sy'n gofalu am y grŵp fydd yn gyfrifol am y disgyblion hyd yn oed pan fydd staff y ganolfan yn eu hyfforddi, a rhaid iddo/iddi felly, ymyrryd os yw'n credu nad yw'r amodau'n iawn i'r disgyblion dan sylw, hyd yn oed os yw'r amodau'n briodol ym marn staff y ganolfan.

Lle mae angen hysbysiad;

- (i) Dylid llenwi Ffurflen F ac anfon copi i reolwr y ganolfan neu rywun sy'n gyfrifol am y safle. Mae nodiadau cyfarwyddyd i'w cael gyda'r ffurflen hon.
- (ii) Dylid llenwi Ffurflen G hefyd ac anfon copi ohoni ynghyd â Ffurflen F.

Cyfrifoldeb Rheolwr y Ganolfan yw lledaenu'r wybodaeth i'r bobl hynny y credant sydd angen gwybod e.e. warden yn arwain taith gerdded.

Os yw'r Ymweliad Addysgol yn cynnwys cyfres o ymweliadau, e.e. gwersi sgïo ar lethr sgïo sych, yna bydd y wybodaeth yn cael ei darparu unwaith yn unig ar ddechrau'r gweithgareddau, oni bai fod yna newidiadau sylweddol.

Os yw rhiant yn gwrthwynebu i'r ysgol drosglwyddo'r wybodaeth, fe allai fod yn bosibl i'r rhiant ddarparu'r wybodaeth berthnasol yn ysgrifenedig yn uniongyrchol i ddarparwr y gwasanaeth. Dylid defnyddio Ffurflen H wrth wneud cais i'r rhieni am eu caniatâd i drosglwyddo'r wybodaeth hon.

Yn y pen draw, os yw rhiant yn amharod i gyflenwi unrhyw wybodaeth i ddarparwr y gwasanaeth, ac os ystyrir bod darparu'r wybodaeth hon yn hanfodol ni ddylai'r disgyblion gymryd rhan mewn unrhyw ran o'r gweithgaredd na mynd ar yr ymweliad.

Notification of Information

Having identified that a pupil(s) has an educational or medical need, this information may need to be passed to the provider to assist them to undertake their risk assessment. This will not be the case for all educational visits and will be determined by the level of interaction between the pupil(s) and the service provider.

If there is no interaction between the pupil(s) and the provider then there is no need to pass on any information. The party leader holds relevant pupil medical/SEN information. Examples of this type of visit would be:

- Local walk
- Visit to a zoo
- Visit to historic monument
- Visit to theme park
- Fieldtrip
- Visit to museum

Where there is interaction between the provider and the pupil(s) then information may need to be passed on. Examples of this type of visit would be:

- Guided walk
- Guided tour of historic monument
- Foreign exchange trip
- Participation in activities at museum
- Adventure activities
- Urdd activities

NB: It should be noted that the school teacher in charge of the group retains the duty of care for the pupils even when they are being instructed by centre staff, and must, therefore, intervene if he/she considers that conditions are not right for the pupils concerned even if, in the view of the centre staff, the conditions are appropriate.

Where notification is required;

- (i) Form F should be completed and a copy sent to the Centre Manager or person in charge of the site. Guidance notes accompany this form.
- (ii) Form G should also be completed and a copy sent with Form F.

It is the responsibility of the Centre Manager to disseminate the information to those people who they feel require to know, e.g. a warden leading a walk.

If the Educational Visit involves a series of visits, e.g. skiing lessons on a dry ski slope, then the information will only be provided once at the outset of the activity and will not be provided again unless there are significant changes.

If a parent objects to the school passing on information, it may be possible for the parent to provide the relevant information in writing direct to the provider of the service. Form H should be used when requesting permission from the parents to pass on this information.

Ultimately, if a parent is unwilling for any information to be supplied to the provider of a service, and it is considered to be essential for that information to be available, pupils should not be permitted to take part in the activity or go on the visit.

Nodyn Cyfarwyddyd ar gyfer Gwybodaeth Anghenion Addysgol Arbennig neu Anghenion Meddygol

Pam ein bod ni'n darparu'r wybodaeth yma ar eich cyfer?

Mae gofyn inni gynnal asesiadau risg ar gyfer gweithgareddau lle mae posibilrwydd o anaf neu golled. Archwilio pwy allai gael ei niweidio a sut yw rhan o'r asesiad risg yma. Yng nghyfarwyddyd yr Awdurdod Gweithredol Iechyd a Diogelwch cawn gyfarwyddiadau bod yn rhaid i ni roi sylw arbennig i'r rhai sydd â mwy o risg. Er mwyn gallu cynnal yr asesiadau risg mae'n rhaid i chi allu cyrraedd y wybodaeth sydd wedi'i hatodi. Os gallwch gyrraedd hwn, gallwch lunio'r wybodaeth yn benodol ar gyfer y grŵp dan sylw.

Yn ogystal â hyn, mae'r Ddeddf Gwahaniaethu ar sail Anabledd 1995 yn gofyn nad yw rhywun ag anabledd yn cael ei drin mewn modd sy'n gwahaniaethu yn ei (h)erbyn. Hynny yw, rhaid gwneud addasiadau rhesymol i ganiatáu i rywun ag anabledd gymryd rhan mewn unrhyw weithgaredd. Mae'n bwysig felly fod y wybodaeth gennych er mwyn gallu sicrhau bod yr addasiadau rhesymol hyn yn cael eu gwneud.

Beth sy'n rhaid i chi ei wneud?

Fel y crybwyllwyd uchod, rhaid gwneud addasiadau rhesymol i ganiatáu i rywun ag anabledd gyrraedd gweithgaredd. I wneud hyn mae'n bosibl y bydd angen offer ychwanegol neu arbenigol, goruchwyliaeth ychwanegol, neu amrywio'r gweithgaredd, e.e. trwy newid llwybr. Bydd y cyfan yn dibynnu ar natur a graddau'r anabledd a natur a lefel risg y gweithgaredd.

Y cwestiwn pwysicaf yw beth yw graddau'r anabledd. Er mwyn penderfynu hyn, bydd angen i chi siarad â'r ysgol. Mae eu manylion cysylltu yn y llythyr sydd wedi'i atodi. Mae'r cysylltiad hwn â'r ysgol yn hanfodol, a gyda'ch gilydd byddwch yn gallu pennu'r trefniadau angenrheidiol.

Yn aml, nid yr unigolyn sy'n arwain y gweithgaredd fydd y sawl y cyfeirir y wybodaeth hon ato. Os felly, bydd angen ichi drosglwyddo'r wybodaeth i'r rheiny sy'n gyfrifol am y gweithgaredd. Gallai hynny fod yn broblem mewn canolfannau mawr sy'n derbyn grwpiau mawr. Yn y sefyllfa yma, argymhellir bod staff y ganolfan yn cadw cysylltiad agos â staff yr ysgol yn ystod y gweithgaredd.

Amgylchiadau Eithriadol

Dylai pob disgybl gael cyfle i fanteisio ar ymweliadau oddi ar y safle. Mewn rhai amgylchiadau eithriadol, fodd bynnag, mae'n bosibl y byddwch chi, mewn cysylltiad â'r ysgol, yn penderfynu na ellir gwneud addasiadau rhesymol, ac felly na all y disgybl gymryd rhan yn y gweithgaredd. Os yw'r sefyllfa yma'n codi, mae'n rhaid i chi ddangos bod trafodaeth lawn wedi'i chynnal rhwng yr ysgol a'r rhieni, ac y byddai risg ddifrifol pe byddai'r disgybl dan sylw yn cymryd rhan yn y gweithgaredd. Sefyllfa eithriadol fydd hyn, a dylid ei hosgoi os oedd modd.

Guidance Note for Special Educational or Medical Needs Information

Why are you being provided with this information?

There is a requirement to undertake risk assessments for activities where there is a foreseeable risk of injury or loss. Part of this risk assessment is to look at who can be harmed and how. In the Health and Safety Executive's guidance on risk assessments they instruct us that we must pay special attention to those who are at increased risk. In order to be able to undertake your risk assessments you need to have access to the attached information. In having access to this you can tailor the activity to the group.

In addition to this, the Disability Discrimination Act 1995 requires that a person with a disability is not treated in a manner that discriminates against him/her. That is, reasonable adjustments must be made to allow a person with a disability to partake in an activity. It is therefore important that you have the information so that you can make the reasonable adjustments that are under your control.

What do you have to do?

As mentioned above, reasonable adjustments must be made to allow a person with a disability access to an activity. This may require additional or specialist equipment, additional supervision, or varying the activity by, e.g. alteration to a route. This will all depend on the nature and extent of the disability and the nature and level of risk of the activity.

The most important question will be what the extent of the disability is. In order to establish this you will need to speak to the school. Their contact details are in the attached letter. This contact with the school is essential and together you will be able to establish the arrangements that are required.

It will frequently be the case that the person, to whom this information is addressed, will not be the person leading the activity. In this case the information will need to be passed to those who are in charge of the activity. This may present an issue with large centres who deal with large groups. In this situation, it is recommended that the centre staff liaise closely with the school staff during the activity.

Exceptional Circumstances

All pupils should have the opportunity to partake in off-site visits. In some exceptional circumstances however, you, in conjunction with the school may determine that reasonable adjustments cannot be made and that the pupil cannot take part in the activity. If this situation arises, you must demonstrate that full discussion with the school and parents has taken place and that for the particular pupil to partake in the activity would put either themselves or others at serious risk. This will be an exceptional situation and should be avoided if at all possible.

At: Rheolwr y Ganolfan

CYFRINACHOL

Annwyl Syr/Madam

Ymweliad gan Ysgol _____

Yn dilyn ein hymweliad â'ch cyfleuster yn _____ ar _____ amgaeaf wybodaeth am ddisgyblion y gallai eu hanghenion addysgol neu feddygol arbennig effeithio ar eu gallu i wneud y gweithgaredd(au).

Mae'r wybodaeth hon yn gyfrinachol ac mae rhieni'r disgybl(ion) dan sylw wedi rhoi eu caniatâd i ni ei rhannu â chi cyn belled na fydd yn cael ei defnyddio ond i gynorthwyo disgyblion i gymryd rhan yn ddiogel yn y gweithgareddau. Yn ogystal â hyn, unwaith y bydd yr ymweliad wedi dod i ben, mae'n hanfodol fod y wybodaeth yn cael ei dinistrio.

Dylech ddefnyddio'r wybodaeth hon i ddarparu gwybodaeth ar gyfer eich asesiadau risg o'r gweithgareddau y byddwn yn eu gwneud. Felly mae'n bosibl y bydd angen i chi drafod peth o'r wybodaeth ag aelodau eraill o staff yn eich cyfleuster. Gofynnaf hefyd i unrhyw aelod o staff y byddwch yn trafod y wybodaeth hon ag ef ei thrin yn gwbl gyfrinachol.

Mae'r Ddeddf Diogelu Data, 1998, yn gofyn bod data am ddisgyblion yn cael eu prosesu'n deg, ac mae'n gosod amodau ar gyfer prosesu data personol. Dylai unrhyw un sy'n prosesu data personol, boed mewn ffeiliau cyfrifiadur neu ffeiliau papur, gydymffurfio â'r ddeddfwriaeth. Ni ellir prosesu data personol sensitif, er enghraifft gwybodaeth am anghenion addysgol arbennig neu anghenion meddygol rhywun os nad yw'r sawl y mae'r wybodaeth yn ymdrin ag ef/â hi (gwrthrych y data) wedi rhoi caniatâd i wneud hynny, neu mewn nifer fach o amgylchiadau eraill e.e. os yw'n angenrheidiol er mwyn diogelu buddiannau hanfodol gwrthrych y data. Mae'r ysgol, felly, yn gallu darparu'r wybodaeth bersonol sensitif uchod oherwydd ei bod yn cydymffurfio â gofynion y ddeddfwriaeth hon.

Os oes angen gwybodaeth bellach arnoch am unrhyw un o'r disgyblion hyn, cysylltwch â

_____ ar _____

Yr eiddoch yn gywir

[Enw]

Pennaeth

FORM G

To: Centre Manager

CONFIDENTIAL

Dear Sir/Madam

Visit by _____ School

Further to our visit to your facility at _____ on _____ I am enclosing information on pupils, whose special educational or medical needs may impact on their ability to undertake the activity(ies).

This information is confidential and the parents of the pupil(s) concerned have given their permission for it being provided to yourselves on the strict understanding that this information will be used only to assist in the pupil's safe participation in the activities. In addition, once the visit has terminated, it is essential that the information is destroyed.

This information should be used by yourselves to inform your risk assessments of the activities that we will be undertaking, and therefore you may need to discuss some of the information with other members of staff at your facility. I would ask that any member of staff you discuss this information with, also treat it with the strictest confidence.

The Data Protection Act, 1998, requires data, held on pupils, to be processed fairly and it imposes conditions for the processing of personal data. Anyone who processes personal data, whether the information is held on computer or in paper files, must comply with this legislation. Sensitive personal data, such as information on a pupil's special educational needs or medical needs can be processed only where the person (data subject) has given his or her explicit consent or in other limited circumstances e.g. it is necessary to protect the vital interests of the data subject. The school is, therefore, able to provide the above sensitive personal information because it complies with the requirements of this legislation.

If you require any further information regarding any of these pupils, please contact

_____ on _____

Yours sincerely

[Name]
Headteacher

FFURFLEN H

Llythyr caniatâd oddi wrth rieni

Annwyl Riant

Ynghylch: Ymweliad â/ag:

Mae angen i'r ysgol roi gwybodaeth i ddarparwr y gweithgareddau/ymweliad am anghenion addysgol arbennig a/neu anghenion meddygol y disgyblion lle byddai'r anghenion hyn yn effeithio'n sylweddol ar allu'r unigolyn ifanc i gymryd rhan yn y gweithgareddau. Rydym yn darparu'r wybodaeth er mwyn sicrhau diogelwch yr holl ddisgyblion ac er mwyn sicrhau bod cymaint o fantais â phosibl i'w chael yn sgîl y gweithgaredd/yr ymweliad. Rydym wedi cyfarwyddo darparwr y gweithgaredd/ymweliad i ddinistrio'r wybodaeth hon yn dilyn y gweithgaredd/ymweliad dan sylw, yn unol â gofynion y Ddeddf Diogelu Data.

Mae dau gopi wedi'u hamgáu. Llenwch y ffurflenni a rhowch unrhyw wybodaeth berthnasol arall yr hoffech ei rhoi; cadwch un ar gyfer eich cofnodion eich hun, a dychwelwch y llall i'r ysgol. Mae'n rhaid dychwelyd y ffurflen hyd yn oed os na ddangoswyd unrhyw wybodaeth arni.

Enw	Diffiniad/Barn feddygol o ran anghenion e.e. ADHD, Parlys yr Ymennydd, Syndrom Asperger, Awtistiaeth, Epilepsi, ac ati	Cefnogaeth yn yr Ysgol e.e. Cefnogaeth 1:1 lwyr/gyfyngedig yn yr ysgol, cefnogaeth gyda darllen, cefnogaeth gyda sgiliau echddygol manwl, ac ati.	Anghenion											
			Corfforol	Symudedd	Medrusrwydd	Synhwyrdd	Cyfathrebiad	Iaith a Lleferydd	Canolbwyntio	Amynedd	Rhyngweithiad	Dychymyg	Emosiynol	Ymddygiadol

Gwybodaeth arall _____

Rwyf yn rhoi caniatâd i drosglwyddo'r wybodaeth uchod ynghylch anghenion meddygol/addysgol arbennig fy mhlentyn i ddarparwr y gweithgaredd lle bo'n briodol cyn belled ag y bydd yn cael ei dinistrio ar ôl y gweithgaredd.

Llofnod y rhiant _____

Dychwelwch y ffurflen hon i'r ysgol cyn _____

Llofnod _____ Pennaeth _____ Dyddiad _____

FORM H

Consent letter from parents

Dear Parent

Re: Visit to

The school is required to supply the provider of the activity/visit with information on a pupil's special educational and/or medical needs where those needs significantly affect the ability of a young person to take part in the activity. This information is being provided to ensure the safety of all pupils and to maximise the benefit received from the activity/visit. The provider of the activity/visit is instructed to destroy this information following the activity/visit in question, in line with the Data Protection Act.

Two copies are enclosed, please complete the forms and supply any other pertinent information you wish to give; retain one for your record and return the other to the school. The form must be returned even if there is no information shown.

Name	Definition/Diagnosis of Need e.g. ADHD, Cerebral Palsy, Aspergers, Autism, Epilepsy, etc.	Support in School e.g. Total/limited 1:1 support in school, support with reading, support with fine motor skills, etc.	Areas of Need														
			Physical	Mobility	Dexterity	Sensory	Communication	Speech & Language	Concentration	Patience	Interaction	Imagination	Emotional	Behavioural	Learning		

Other information _____

I give permission for the above information regarding my child's medical/special educational needs, where appropriate, to be passed to the activity provider on the understanding that it will be destroyed following the activity

Signature of Parent _____

Please return this form to school before _____

Signed _____ Headteacher _____ Date _____

Yr un peth yw dafadennau a ferwcas - mae ferwcas yn edrych yn wahanol oherwydd eu bod yn tyfu ar i mewn oherwydd ein bod yn cerdded arnynt. Haint firws papiloma dynol sy'n effeithio ar y croen sy'n achosi'r ddau. Bydd y firws yn mynd i mewn i'r corff yn gyntaf trwy doriad yn amddiffynfeydd y croen, er enghraifft toriad neu grafiad bach.

Bydd ein systemau imiwneidd yn ceisio dileu'r haint, ac yn y rhan fwyaf o achosion bydd hyn yn llwyddiannus, a bydd y dafadennau'n diflannu. Mae'r Athro Cameron, ymgynghorydd yr ASA wedi darparu'r manylion canlynol i ni.

Mae llawer chwedl ynghylch ferwcas neu ddafadennau gwadnol. Serch hynny, ychydig yn unig o hyfforddwy, athrawon a rheolwyr fyddai'n dadlau eu bod (dafadennau gwadnol), yn fwy na niwsans. Treuliyd llawer o amser yn y gorffennol yn ceisio dileu'r broblem hon. Y dyddiau hyn mae'r farn gyffredinol yn tueddu i ystyried ymdrechion o'r fath yn wastraff amser.

Mae dafadennau gwadnol (ferwcas) fel y rhan fwyaf o ddafadennau eraill, yn dod yn sgîl haint firol yn yr haenau croen sy'n tyfu. Mae'n rhaid bod ag anaf ar y croen i ddal dafaden. Dyna pam maent yn tueddu i hoffi'r dwylo, y pennau gliniau a'r traed gan fod y lleoedd yma'n fwy tebygol o ddiodef mân anafiadau yn ystod plentyndod, yn enwedig o ganlyniad i weithgareddau â thraed noeth mewn ystafelloedd newid, campfeydd, ac yn enwedig pyllau nofio, pan fydd y croen gwadnol braidd yn llaith, a lle gallai'r matiau pren neu'r matiau eraill hefyd fod yn llaith. Felly mae croen y traed yn cael ei niweidio'n haws oherwydd patrymau afreolaidd arwyneb y llawr sy'n mewnblynnu'r firws a allai fod yn bresennol o amgylch y pwll.

Fel yn achos y rhan fwyaf o heintiau, yn enwedig rhai firol, bydd pobl yn magu imiwneidd i'r factor achosol ymhen amser. Mae'n bosibl mai dyma'r rheswm pam na fydd glaslanciau ac oedolion yn dioddef o ddafadennau mor aml. Erbyn iddynt gyrraedd yr oed hwnnw, bydd y rhan fwyaf o unigolion wedi magu digon o imiwneidd. Mae'n bosibl hefyd fod imiwneidd o'r fath yn cael ei reoli gan yr hormonau, ac er nad ydyw mor gryf na hirhoedlog â heintiau megis brech yr ieir neu rubella (y frech Almeinig) bydd pobl wedi magu imiwneidd effeithiol am ddegawd neu ddau. Mae hyn, felly, yn ddigonol ar gyfer y cyfnod pan fydd dal dafadennau'n debygol o ddigwydd.

Nid yw'r rhan fwyaf o ddermatolegwyr (arbenigwyr ar y croen) yn credu y dylid trin dafadennau gwadnol. Teimla llawer oherwydd bod y firws mor gyffredin, gallai fod yn fuddiol ei ledaenu cymaint â phosibl, a chyn gynhared â phosibl ym mywydau plant.

Yn yr un modd, ni ddylid annog defnyddio sanau plastig, gan mai'r cyfan a wnânt yw denu sylw. Mae defnyddio gorchudd dal dwr yn ddigonol.

Veruccas & Warts

Warts & verrucae are one and the same - verrucae only look different because they grow inwards due to the fact that we walk on them. Both are caused by infection of the skin by the human papilloma virus which initially gains entry to the body through a breach in the skins defences such as a small cut or abrasion.

Our immune systems try to eliminate the infection and in most cases are successful and the warts disappear. Professor Cameron advisor to the ASA has provided us with the following details.

There is much folk-lore about verrucas or plantar warts. Few coaches, teachers or pool managers would argue, however, that they (plantar warts) are anything other than a nuisance. Many have in the past, spent a great deal of time attempting to eradicate this problem. Opinion nowadays tends to regard such attempts as a waste of time.

Verrucas (plantar warts) like most warts, are due to a viral infection of the growing layers of the skin. Injury of the skin is a prerequisite for the contraction of warts, hence, a predilection for the hands, knees and feet as these sites are more prone to minor injury during childhood activities particularly barefoot activities in changing rooms, gymnasias and especially swimming pools with the plantar skin being slightly soggy together with possibly damp duckboards or foot mats. Therefore the skin of the feet is more easily damaged by slight irregularities of the floor surface in order to implant the virus which could be present on the pool surround.

As with most infection, particularly viral, immunity to the causative agent (virus) occurs in time. This is possibly the reason why such warts occur less often in adolescents and adults, because by the time that adolescence is reached, most individuals have reached an adequate immunity. Such an immunity may well be under hormonal control and whilst such immunity is probably not as strong or as long lasting as that found in such infections as measles and rubella (German measles) an effective immunity usually does exist for a decade or two. This is, therefore, sufficient to cover that period during which contraction of such warts is likely to occur.

The majority of dermatologists (skin specialists) are not in favour of treating plantar warts. Many feel that because the virus is so widespread, it could be beneficial to spread it as much as possible and as early as possible in the lives of children.

Similarly the use of devices like plastic socks should be discouraged as like elasticated knee bandages they can be of limited value, other than attracting attention. The use of a waterproof plaster is sufficient.

Cred y rhan fwyaf o gymdeithasau a chyrff goleuedig bellach na ellir cyfiawnhau gwahardd plant â dafadennau gwadrol o weithgareddau traed noeth - megis o nofio, addysg gorfforol, dawnsio neu gawodydd comunol. Mae'n bosibl fodd bynnag fod pobl leyg yn betrus eu cefnogaeth i'r ddatl dros yr hyn sydd i bob pwrpas yn gyfnod cwarantîn. Yn achosdafadennau gwadrol, rhaid ail-bwysleisio'r ffaith fod llawer o blant yn datblygu imiwneidd i'r firws heb ddatblygu dafaden wadrol eu hunain (hyd y gwyddant). Mae darganfyddiadau o'r fath yn gydnabyddedig mewn heintiau firol eraill, er enghraifft gwir achosion o dwymyn y chwarennau, neu'r hyn sydd mor gyffredin yn y byd nofio, sef salwch tebyg i dwymyn y chwarennau, sy'n cael ei gynhyrchu gan yr hyn a elwir yn "firws y nofwyr". Mae'n bosibl fod pobl yn heintus yn ystod rhan o'r cyfnod deor, pan fyddai'r un archwiliad o'r traed yn dod o hyd i broblem, yn achos dafadennau gwadrol.

Poen annioddefol neu deimlo'n dendar wrth gerdded yw'r prif reswm dros drin dafadennau gwadrol. Mae hyn yn digwydd oherwydd y croen caled sy'n tyfu o amgylch y ddafaden. Mae cadw hwn dan reolaeth yn rhwyddach os defnyddir carreg bwms neu gyfarpar tebyg pan fydd y croen caled yn llaith ar ôl bath. Mae sillfoedd y fferyllwyr yn llawn o foddion drud yn bennaf am nad oes yr un ohonynt yn gweithio'n foddhaol. Bydd y rhan fwyaf ohonyn nhw'n gweithio o bryd i'w gilydd am y rheswm syml y bydd pob dafaden yn diflannu ar ei phen ei hun ymhen amser. Mae hyd yn oed hypnotherapi wedi "iacháu" dafadennau.

Ambell dro, bydd y symptomau'n golygu bod triniaeth yn anochel. Mae'n well osgoi therapi iâ gyda hylif nitrogen ar y droed, ond gall curettage (crafu allan) dan anaesthetig lleol fod yn llwyddiannus mewn dwylo medrus. Mae mwydo nifer o anafiadau mewn toddiant fformaldehyd am 10 munud hefyd yn ddefnyddiol ac yn ddi-boen. Rhaid pwysleisio, fodd bynnag, mai meddyg sydd wedi derbyn hyfforddiant meddygol a ddylai gyflawni'r driniaeth yma.

Oni bai fod rhywun medrus iawn yn trin y dafadennau, ychydig wahaniaeth sydd yn y cyflymder y byddant yn diflannu boed hynny o ganlyniad i driniaeth neu beidio. Gall y rhan fwyaf o driniaeth dafadennau (yn enwedig dafadennau gwadrol) gymryd llawer o amser a bod yn boenus, ac ni ellir rhagweld yr ymateb i'r driniaeth.

Lle nad oes unrhyw bolisi wedi ei sefydlu'n gadarn o ran ferwcas (dafadennau gwadrol) awgrymir y dylid mabwysiadu arfer o beidio â gwneud dim, oni bai eu bod yn boenus. Dylai'r driniaeth, felly, os oes angen triniaeth, ddigwydd dan oruchwyliaeth feddygol.

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Most enlightened associations and bodies believe that the exclusion of children with plantar warts from barefoot activities - such as swimming, physical education, dancing or communal showering is no longer justified. This view however, of advocating virtual quarantine for such infections may be slow in acquiring support from non-medical opinion. One must re-emphasise the fact that as far as plantar warts are concerned, many children develop an immunity to the virus without having (knowingly) developed a plantar wart. Such a finding is well recognised in other viral infection, such as true glandular fever, or what is so common in the swimming world a glandular fever-like illness produced by what is now loosely called the “swimmers virus”. It is quite possible that such subjects are infectious during part of the long incubation period, when, in the case of plantar warts, the most scrupulous foot inspection would fail to reveal any problem.

The main indication for treating plantar warts is intolerable pain or tenderness on walking. This is usually because of the hard skin which accumulates around the wart; keeping this under control poses few problems if a pumice stone or the like is used when the hard skin is moist after a bath or after wearing a piece of bare “sleek” on the lesions for a few days. Chemists shelves are full of expensive wart remedies principally because none of them work satisfactorily. Most of them work from time to time for the simple reason that all warts will eventually disappear themselves. Even hypnotherapy has been known to “cure” such warts.

Occasionally, symptoms may make treatment inevitable and whilst cryotherapy with liquid nitrogen is best avoided on the foot, curettage (scraping out) under local anaesthesia is valuable in skilled hands. Soaking multiple lesions in 4.5% formaldehyde solution for 10 minutes is also valuable and painless. It must be emphasised, however, that all such treatments should be carried out by a medically qualified doctor.

Except in highly skilled hands there is little difference in the disappearance rate of warts which are treated by different methods or left untreated. Most wart treatment (especially plantar warts) can be time consuming and painful and the response to treatment is unpredictable.

Where there is no firmly laid down policy with regard to verrucas (plantar warts) it is suggested that a practice of “masterly inactivity” be adopted, unless painful. Treatment then, if indicated should be under strict medical advice.

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Cyngor Sir Powys County Council
People Services

Nodyn Cyfarwyddyd Polisi Iechyd a Diogelwch – Heintiau Impetigo a defnyddio pyllau nofio.

Cefndir.

Mae impetigo yn gyflwr heintus iawn sy'n gyffredin ymhlith plant iau ac yn cael ei ledaenu trwy gyffyrddiad corfforol. Gall y firws barhau i fod yn actif ar arwynebau eraill ar wahân i'r corff, gan gynnwys tyweli a gwlanenni ac mae angen glanhau'r rhain yn drylwyr i gael gwared ar yr haint. Bydd yn aml yn byw yn y trwyn, ond bydd hyn yn arwain at losgi'r croen mewn plant ifanc na allant sychu'u trwynau'n effeithiol, ac yna gall y firws fynd i mewn trwy doriad neu anaf ar y croen. Mae angen golchi dwylo'n aml i atal lledaenu'r afiechyd.

Mae'r haint ar ei mwyaf cyffwrdd-ymledol yn ystod y 48 awr cyntaf a dylai plant gael eu gwahardd o'r ysgol yn ystod y cyfnod yma. Os caiff ei drin yn gynnar (trwy ddefnyddio gwrthfotig) gall plant ddychwelyd i'r ysgol ar ôl 48 awr unwaith y bydd y doluriau wedi sychu ac wedi magu crachen. Os cant eu trin yn briodol, gall y cyflwr gael ei iacháu o fewn wythnos neu ddwy.

Polisi Cyfredol

Dywed Awdurdod Iechyd Dyfed/ Powys y dylai plant ddychwelyd i'r ysgol unwaith y bydd y doluriau wedi dechrau gwella, a dylid gorchuddio'r rhain ar y pen, y wyneb, y dwylo a'r coesau gyda gorchudd dal dŵr. Fodd bynnag, mewn rhai amgylchiadau, gallai'r polisi hwn fod yn anymarferol i'w roi ar waith. Nid yw'r cyfarwyddyd yn ystyried a yw nofio'n weithgaredd priodol ai peidio tra bod impetigo ar y plentyn.

Y risg

Mae risg o haint bellach i'r unigolyn ac i bobl eraill yn ymddangos yn uchel os yw'r doluriau heb eu gorchuddio, neu os nad ydynt yn sych. Mae'r ddwy sefyllfa'n debygol o fod yn wir pan fydd rhywun yn nofio. Dylid ystyried risg y bydd yr haint yn cael ei lledaenu trwy gyffwrdd ag arwynebau neu â chroen plant eraill yn yr ystafelloedd newid ac ar ochr y pwll.

Argymhellion.

Hyd nes y bydd cyngor diffiniol ar gael am y cyflwr o ran nofio, argymhellir na ddylai plant ddefnyddio pyllau nofio nes bod y croen yn iach. Yn ymarferol, ac oes caiff y plentyn y driniaeth iawn, mae'n debyg y bydd hyn yn cymryd pythefnos.

Seilir yr argymhellion ar wybodaeth sy'n cael ei darparu gan Galw Iechyd Cymru a Complete Family Health Guide y BMA



Cyngor Sir Powys County Council
People Services

Health & Safety Policy Guidance note – Impetigo infection and use of swimming pools.

Background.

Impetigo is a highly infectious condition common amongst younger children spread by physical contact. The virus may remain active on surfaces away from the body including on towels and flannels which require thorough laundering to remove infection. The virus is often carried harmlessly in the nose, but in younger children unable to effectively wipe runny noses, skin becomes irritated and the virus can then enter through a break or abrasion in the skin. Frequent hand washing is necessary to prevent spread.

In the first 48 hours the infection is at its most contagious and children should be excluded from school. If treated early (use of antibiotics) children may return to school after 48 hours once sores are dried and crusted over. If treated appropriately the condition may be healed within one or two weeks.

Current Policy

Dyfed/ Powys Health Authority advise that children should return to school once the sores begin to heal and those on exposed surfaces such as scalp, face, hands or legs, are covered with a waterproof dressing. However in certain circumstances this policy may be impractical to implement. The guidance does not consider whether swimming is an appropriate activity whilst a child has impetigo.

The risk

Risk of further infection both to the individual and to others appears high if sores are either uncovered, or are not dry. Both conditions are likely to occur when swimming. Risk of passing the infection to others through contact with surfaces and accidental skin contact with other children within the changing rooms, and on poolside should be considered.

Recommendations.

Until such time as definitive advice on the condition relative to swimming is offered, it is recommended that children should not make use of swimming pools until the skin is healed. In practice and if correctly treated, this will probably take two weeks.

This recommendation is based on information supplied by NHS Direct Wales and the BMA Complete Family health Guide.

<p>Pobl a Lles People And Well-being</p> <p><i>Pennaeth Ysgolion a Chyynhwysiant</i> Head of Schools and Inclusion <i>Douglas Wilson</i></p>	<p>Pobl a Lles People And Well-being Neuadd y Sir / County Hall Llandrindod Powys LD1 5LG</p> <p><i>Ffôn/Tel:</i> 01597 826453</p> <p><i>Ffacs/Fax:</i> 01597 826475</p> <p><i>Email:</i> ianr@powys.gov.uk</p> <p><i>Our ref/Ein cyf:</i> 02/np/goggles</p>
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Annwyl Gyfaill

Gogls Nofio

Mae ysgolion a'r Adran Hamdden ill dau wedi sôn wrthyf y gallai fod rhywfaint o ddryswch ynghylch y polisi ar wisgo gogls nofio yn ystod gwersi nofio'r ysgol.

Yr unig gyfiawnhad dros wisgo gogls nofio yw nofwyr sy'n cystadlu pan fyddant yn ymarfer mewn sesiynau hyfforddi hir. Mae'n annhebygol y bydd gwersi nofio mewn ysgol yn ddigon hir i gyfiawnhau gwisgo gogls felly dylid annog disgyblion i beidio â gwisgo gogls.

Mae'r Adran Hamdden, trwy reolwyr ei phyllau, yn sicrhau bod dwr y pyllau o ansawdd a diwyg da, ac felly ni ddylai fod gan y disgyblion reswm dros ddefnyddio gogls. Ni fydd lefelau clorin a pH arferol y dwr yn effeithio ar lygaid iach yn ystod y cyfnod cymharol fyr sydd wedi'i neilltuo ar gyfer gwersi nofio. Fodd bynnag, yn achos y disgyblion sy'n sensitif i glorin neu ddisgyblion y mae eu Meddyg Teulu wedi eu cynghori i wisgo gogls, gellir gwneud eithriadau. Rhaid rhoi gwybod i'r rhieni y bydd caniatâd i'w plant wisgo gogls nofio os gwnânt gais i'r Pennaeth, ond rhaid dilyn y rheolau canlynol:

- Rhaid i'r gogls fod mewn cyflwr da, a heb fod yn rhai gwydr neu blasting y gellir ei dorri.
- Rhaid i'r gogls gyd-fynd â safonau diogelwch cyfredol Prydain neu'r UE a rhaid iddynt fod â nod sy'n datgan hynny.
- Rhaid i Rieni/Gwarcheidwaid ddysgu'u plant sut i ffitio ac addasu'r gogls yn iawn.

Dylid rhoi gwybod i rieni bod anafiadau i'r llygaid wedi digwydd, yn Genedlaethol, o ganlyniad i wisgo gogls nofio wrth nofio.

Amgaeaf Brofforma Caniatâd i rieni ei ddefnyddio

Yn gywir

Ian Roberts

Prif Ymgynghorydd Ysgolion a Chyynhwysiant

<p><i>Pobl a Lles</i> People And Well-being</p> <p><i>Pennaeth Ysgolion a Chyynhwysiant</i> Head of Schools and Inclusion <i>Douglas Wilson</i></p>	<p><i>Pobl a Lles</i> People And Well-being Neuadd y Sir / County Hall Llandrindod Powys LD1 5LG</p> <p><i>Ffôn/Tel:</i> 01597 826453</p> <p><i>Ffacs/Fax:</i> 01597 826475</p> <p><i>Email/: ianr@powys.gov.uk</i></p> <p><i>Our ref/Ein cyf: 02/np/goggles</i></p>
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Dear Colleague

Swimming Goggles

It has been brought to my attention by both schools and the Leisure and Recreation Department that there may be some confusion regarding the policy on the wearing of swimming goggles during school swimming lessons.

The only justification for wearing swimming goggles is during long training sessions by competitive swimmers. It is unlikely that a school swimming lesson will be long enough to justify the wearing of goggles so pupils should be discouraged from wearing goggles.

The Leisure and Recreation Department, through its pool managers, will ensure that pool water is of good quality and appearance and therefore there should be no reason for pupils to wear goggles. Normal chlorine and PH levels in the water will not affect healthy eyes during the relatively short time allocated for swimming lessons. However, for those pupils who are sensitive to chlorine or have been advised by their GP to wear goggles, exceptions can be made. Parents are to be informed that if they make a request in writing to the Headteacher, their children will be allowed to wear swimming goggles subject to the following rules:

- The goggles must be in good condition and not be made of glass or breakable plastic.
- The goggles must comply with the current British or EU safety standards and are marked accordingly.
- Parents /Guardians must teach their children how to properly fit and adjust the goggles.

Parents should be informed, that Nationally, eye injuries have been sustained as a result of wearing swimming goggles whilst swimming.

I enclose a Consent Proforma which can be used by parents.

Yours Sincerely

Ian Roberts
Principal Advisor: Schools and Inclusion



GWASANAETH YSGOLION A CHYNHWYSIANT

At Bennaeth Ysgol

Rwyf i (printiwch eich enw) rhiant / gwarcheidwad

..... (printiwch enw'r disgybl) trwy hyn yn rhoi

caniatâd iddo/iddi wisgo ei goggles ar gyfer gwersi nofio.

Rwyf yn cadarnhau fy mod wedi dangos iddo / iddi'r ffordd gywir o wisgo a diosg y goggles. Rwyf hefyd yn cadarnhau bod y goggles mewn cyflwr da, nad ydynt yn rhai gwydr na phlastig sy'n torri, a'u bod yn cydymffurfio â'r safonau diogelwch cyfredol. Rwyf yn ymwybodol bod nifer o ddamweiniau wedi digwydd yn genedlaethol lle cafodd bobl anaf o ganlyniad i nofwyr yn gwisgo goggles.

Llofnod:.....

Dyddiad:



SCHOOLS AND INCLUSION SERVICE

To the Headteacher of..... School

I (print name) the parent / guardian of

..... (print name of pupil) hereby give

permission for him / her to wear goggles for swimming lessons.

I confirm that I have shown him / her the correct way to put on and remove the goggles. I also confirm that the goggles are in good condition, are not made of glass or breakable plastic and conform to current safety standards. I am aware that there have been a number of accidents nationally as a result of swimmers wearing swimming goggles where injury has resulted.

Signed :.....

Date:.....

