



# Complete Agenda

**Democratic Service**  
Swyddfa'r Cyngor  
CAERNARFON  
Gwynedd  
LL55 1SH

Meeting

**LANGUAGE COMMITTEE**

Date and Time

**10.00 am, THURSDAY, 16TH JANUARY, 2020**

Location

**Siambwr Hywel Dda, Council Offices, Caernarfon, Gwynedd. LL55 1SH**

Contact Point

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(DISTRIBUTED 09/01/20)

## **LANGUAGE COMMITTEE**

### **MEMBERSHIP (15)**

#### **Plaid Cymru (8)**

Councillors

Elwyn Edwards  
Aled Ll. Evans  
Elin Walker Jones  
Elfed Williams

Alan Jones Evans  
Judith Mary Humphreys  
Olaf Cai Larsen  
Charles Wyn Jones

#### **Independent (5)**

Councillors

Elwyn Jones  
Kevin Morris Jones  
Eirwyn Williams

Eric M. Jones  
John Pughe Roberts

#### **Llais Gwynedd (1)**

Councillor

Alwyn Gruffydd

#### **Gwynedd United Independents (1)**

Councillor

Vacant Seat - Gwynedd United Independents

#### **Aelodau Ex-officio / Ex-officio Members**

Chair and Vice-Chair of the Council

#### **Other Invited Member**

Councillor Nia Jeffreys, Cabinet Member Corporate Support - The Welsh Language

# **A G E N D A**

## **1. APOLOGIES**

To receive apologies for absence.

## **2. DECLARATION OF PERSONAL INTEREST**

To receive any declaration of personal interest.

## **3. URGENT BUSINESS**

To note any items that are a matter of urgency in the view of the Chairman for consideration

## **4. MINUTES**

4 - 9

The Chairman shall propose that the minutes of the previous meeting of this committee held on 7<sup>th</sup> November, 2019 be signed as a true record (attached)

## **5. WELSH LANGUAGE COMMISSIONER**

To receive a presentation by the Welsh Language Commissioner on his work.

## **6. ANNUAL REVIEW REPORT OF THE WELSH IN EDUCATION STRATEGIC PLAN (WESP)**

10 - 21

To consider the report of the Education Corporate Services Officer (attached).

## **7. CABINET MEMBER'S REPORT**

22 - 24

To consider the report of the Cabinet Member (attached).

## **8. MENTAL HEALTH AND THE WELSH LANGUAGE**

To receive a presentation by the Business Support Officer.

## **9. WORKING ARRANGEMENTS IN A BILINGUAL ENVIRONMENT - COMMUNITY RESOURCE TEAM**

25 - 30

To consider the report of the Health and Community Care Transformation Programme Leader (Gwynedd and Anglesey) (attached).

## **10. PRAISE AND COMPLAINTS REPORT**

31 - 34

To consider the report of the Language Advisor (attached).

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## LANGUAGE COMMITTEE 7/11/19

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**PRESENT:** Elin Walker Jones (Chair)  
Cai Larsen (Vice-chair).

**COUNCILLORS:** Elwyn Edwards, Alan Jones Evans, Alwyn Gruffydd, Judith Humphreys, Charles Wyn Jones, Elwyn Jones, Eric M. Jones, Kevin Morris Jones, John Pughe Roberts, Eirwyn Williams and Elfed Williams,

**OFFICERS:** Llywela Haf Owain (Senior Language and Scrutiny Advisor), Gwenllïan Mair Williams (Language Advisor), Siôn Elwyn Hughes (Welsh Language Learning and Development Officer), Lowri Haf Evans (Democratic Services Officer).

**OTHERS INVITED:** Councillor Nia Jeffreys (Cabinet Member for Corporate Support), Edgar Wyn Owen (Council Chair).

In relation to item 5 on the agenda Annwen Davies (Rural Gwynedd Development Scheme Manager)

In relation to item 6 on the agenda Amanda Davies (Byw'n Iach Managing Director)

### 1. APOLOGIES

Apologies were received from Councillor Aled Evans.

### 2. DECLARATION OF PERSONAL INTEREST

No declarations of personal interest were received from any members present.

### 3. URGENT BUSINESS

No urgent items were received.

### 4. MINUTES

The Chair signed the minutes of the previous meeting of this committee held on 9 July 2019 as a true record, subject to the amendment of the decision on item 6 (minutes of the meeting held on 1 May 2019).

*'Hunaniaith - Menter Iaith Gwynedd - Targeting Young people aged 15+', regarding a letter to take further action to gain the interest and commitment of Grŵp Llandrillo Menai. The Workplace Language Development Officer responded that she had sent a letter to the Group, but that no feedback had been received. It had been resolved at the previous committee meeting that a committee member would also write a letter. This had not been done.'*

It was noted that the minutes should note that the Committee as an entity should also be writing a letter, rather than one member of the Committee. It was suggested that the letter that was sent should be reviewed at the next meeting.

It was confirmed that the Welsh Language Commissioner had received an invitation to attend the Committee.

## 5. ARFOR PROGRAMME

A verbal report and presentation was received from the Rural Gwynedd Development Scheme Manager, providing an update on the Arfor scheme. Following a budgetary agreement between Welsh Government and Plaid Cymru, in February 2019, the Minister for the Economy, Ken Skates AM, confirmed that a budget of £2 million was available to Gwynedd, Anglesey, Ceredigion and Carmarthenshire Councils to trial innovative methods of supporting the economy in the Welsh language's strongholds. It was noted that the funding was available up to the end of 2020/21, with £466,250 available to be invested in Gwynedd on activities that would lead to the creation of new jobs that would support the language in our communities.

It was reported that two cross border projects had been established; Strategic Plan / Evaluation and the Bwrlwm Business Scheme. It was reiterated that the Strategic Plan looked at individual projects across the County and was in the process of setting up a business plan for submission. It was expressed that Bwrlwm Business had designed a welcome pack to encourage businesses to work through the medium of Welsh. It was noted that it was intended to commission a company to look at digital material across the four Counties to seek information and identify and share good practice.

Reference was made to the Gwynedd Arfor Steering Group which led the work in Gwynedd and which had identified a package of innovative projects to trial over the period that was in-keeping with the programme's criteria. It was reiterated that the Language Unit had been part of the group since the beginning. It was noted that a number of exciting projects had been established, and a language questionnaire had been drawn up to record the standard of project users / supporters so that the impact of Arfor could be measured.

During the ensuing discussion, the following main observations were noted by members:

- That a two year period was too short to promote and develop business initiatives. Needed to pressurise Welsh Government to get a longer period
- The funding received was insufficient
- Needed to consult with Menter Busnes to avoid duplicating work
- The impact would need to be measured in order to secure Arfor 2
- Needed to target and support young people who were less likely to use Welsh in business
- That there was a need to ensure that Welsh names were retained on the lands
- Arfor was initially an innovative idea, but the outcome was now much lower

- No certainty of the future of Arfor. It was proposed that the Committee write to the Minister, asking how the Arfor Scheme worked with the Government's wider schemes such as language schemes and the Economic strategy.

In response to an observation regarding how the scheme would continue after two years, it was highlighted that the intention of the Strategic Plan that was in development was to look at how the projects worked and measure the impact.

In response to a question regarding guidance from Welsh Government, it was highlighted that each scheme would be discussed with the Government.

**RESOLVED that the Committee write to the Minister for International Relations and the Welsh Language, asking for the Government's commitment to the scheme and how the Arfor Scheme worked with the Government's wider schemes such as language schemes and the Economic strategy.**

Councillor John Pughe Roberts proposed for the Language Officers to consider a project relating to the work of Dr John Davies, Mallwyd. It was noted that he was the chief editor of edition 1620 of the Welsh translation of the Bible. In order to acknowledge the significant work of Dr John Davies, it was suggested to consider a project to celebrate 400 years of his work.

**RESOLVED to arrange that Councillor John Pughe Roberts discusses the proposal with Hunaniaith officers.**

## 6. BYW'N IACH

A verbal report was given by the Byw'n Iach Managing Director on the work that has been carried out by the company to protect the Welsh language as Council departments are externalised. It was explained that Byw'n Iach had been established in April 2019 as a company limited by guarantee under the management of Gwynedd Council, acting on behalf of the Council to manage the Leisure Centres of the County and provide a range of Sport, Health and Fitness services. As part of the agreement, it was noted that responsibility for the language had been included, and that collaboration with the Language Development Officers had ensured that the transfer process had been formalised.

It was reported that 250 staff members had transferred, and that the initial response had been positive, with praise for the staff's attitude towards change. A soft launch was held for the transfer, as there were no obvious changes to customer services. It was highlighted that the intention was to create a culture of ownership for all staff.

In the context of language, it was reported that the company had created a Language policy that was equivalent to Gwynedd Council's policy, which was relevant and practical to the Leisure field. It was emphasised that some of the policy objectives had remained the same but with additional clauses to create an influence within the Leisure sector. It was noted that work was being done to develop the workplace, with an intention of creating specialist jobs to undertake particular duties. It was reiterated that the language specifications in job descriptions had been challenged to be ambitious in mapping the need, and that a skills assessment had been completed as a foundation to prioritise a work programme for the teams.

The Council's Welsh Language Learning and Development Officer reiterated that every member of staff in the Leisure service who had received training was being assessed, and that the staff member and manager was ensuring that training took root. It was expressed that the initial feedback of the staff had been positive, and their efforts and

willingness to respond to the challenge were commended.

Gratitude was expressed for the information.

In response to an observation regarding the use of Welsh language music in fitness classes, it was noted that the music had been prepared by particular companies, and it was music without lyrics that was to be played. It would be difficult to create a Byw'n lach resource, however it was accepted that the observation could be considered.

In response to an observation regarding developing a career path, the intention to create specific jobs which would offer expertise in appropriate fields was highlighted. Training and support would be delivered, with the intention of creating more variety and opportunities for staff to develop. The need to invest in staff in order to ensure development was noted, along with the need to eliminate the idea that only casual jobs were being offered in the Leisure field.

In response to an observation with regard to considering a scheme to share profits with the staff, it was noted that this was not currently possible, but it was a plan that could be considered for the future. It was reiterated that Flintshire Council had adopted such a scheme, but that Byw'n lach had adopted an internal agreement with Gwynedd Council

In response to an observation regarding potential conflict between moving towards specialist staff and seeking staff that were confident in Welsh, it was emphasised that staff already employed were likely to be able to supply the specialist need. It was reiterated that there was an intention to make use of champions within centres to lead on specific fields, including the Welsh language. Continuous support will be given by the Language Unit and the Learning and Development Unit to support the expectations.

Observations from the discussion:

- That a language target needed to be incorporated into the Business Plan sheet (summary)
- That the English ethos amongst staff needed to be eliminated - needed to promote the staff to use Welsh when conversing
- That partners / colleges needed to be targeted to better prepare individuals for jobs in the leisure sector
- Encourage the company to advertise in local papers
- It was worth contacting Education Area Officers

**RESOLVED to accept the information.**

## 7. LANGUAGE SPECIFICATIONS

An update was received on the progress of the Language Specifications project and give Members an opportunity to ask questions or propose recommendations for any further action

The background of the project was explained, emphasising that the Language Committee (in 2015) had decided to examine the procedure for recording the language skills of staff in preparation for the emergence of the Welsh Language Standards in 2016. In January 2016, a further decision was made to review the language requirements and conditions of Council posts in order to impose realistic requirements alongside the post duties. In 2017, the second part of the project was started of ensuring that support was available for existing members of staff either to maintain their Welsh skills or reach the language requirements of their post if a gap existed.

Attention was drawn to some notable services that were worked with along with main

work developments, e.g. level self-evaluation questionnaire, training, after-care, Cyfeillion Cymraeg (Welsh Friends) and the successes of the project. It was hoped to continue to visit Services, work closely with the Byw'n Iach company and the staff of care homes.

Gratitude was expressed for the inspirational and encouraging information.

In response to a question regarding ensuring the continuation of the project, it was emphasised that it was hoped for Heads of Department and Service Managers to undertake the work of developing and supporting their staff. It was reiterated that staff turnover highlighted challenges, and that there was no real end to the project.

## **8. THE WELSH LANGUAGE COMMISSIONERS ASSURANCE REPORT 2018-19 RIGHTS IN USE**

A report was presented by the Language Advisor, briefly reporting on the findings of the Welsh Language Commissioner's Assurance Report. It was noted that the report was the result of work to monitor complaints, research, observing and questioning focus groups, which demonstrated findings about the success of organisations to implement and comply with the Standards.

The Commissioner's latest assurance report was published under the title Rights in Use in summer 2019. The report focused on the ability of organisations to guarantee that an individual's right to Welsh language services was satisfied and the public's use of these services.

Attention was drawn to the relevant matters in the report;

- That awareness needed to be raised of the requirements of the Standards
- There was a need to ensure that everyone across the Council was aware of their responsibilities and duties in terms of the Standards
- More activities needed to be considered to check services at random
- That the self-monitoring form needed to be used as a means of gathering information regularly by departments for compliance
- That sufficient time and staff resources be allocated to fulfil the role of monitoring the implementation of the Standards.
- That executive and specialist officers be included early enough in the planning and implementation of projects in order to make the best of every opportunity to promote the Welsh language.
- There was a need to motivate people to use Welsh and gather meaningful information with regard to an individual's language use.

The members expressed their thanks for the report, and the actions were welcomed.

During the ensuing discussion, the following main observations were noted by members:

- That the Council needed to communicate its expectation for people to contact the Council through the medium of Welsh



- Needed to emphasise that the Council's administrative language was Welsh
- Needed to promote the fact that a very high percentage of staff spoke Welsh
- There was a need to maximise the use of the Welsh language in information technology
- Heads of Departments should be invited in turn to share experiences / good practices on how they responded to the requirements of the Standards. There was a suggestion to report on the situation of the Welsh language in their departments, offering examples of successes and challenges so that the Committee was aware of the situation.
- A request for the Cabinet Member to present a brief report to meetings of the Committee, which would provide a strategic overview on the work of the Council
- A request to include reports on complaints / commendations as a fixed item on the agenda

**Resolved:**

- **To invite Heads of Departments to the Committee in turn to provide an update on the situation within their departments.**
- **Restore the practice of including complaint reports as a short, standing item on the agenda which would also include commendations.**
- **That the Cabinet Member presents a short report that would provide a strategic overview on developments in the field of the Welsh language within the Council.**

The meeting commenced at 10.00 am and concluded at 1.00 pm

**CHAIRMAN**

# Agenda Item 6

|                       |                                                                        |
|-----------------------|------------------------------------------------------------------------|
| <b>MEETING</b>        | <b>LANGUAGE COMMITTEE</b>                                              |
| <b>DATE</b>           | 16 January 2020                                                        |
| <b>TITLE</b>          | Annual Review Report of the Welsh in Education Strategic Plan (WESP)   |
| <b>PURPOSE</b>        | To consider the contents of the progress report and offer observations |
| <b>AUTHOR</b>         | Debbie Anne Williams Jones                                             |
| <b>CABINET MEMBER</b> | Councillor Cemlyn Rees Williams                                        |

## 1. BACKGROUND

- 1.1. The School Standards and Organisation Act (2013) became law in Wales on 4 March 2013. The Act places a statutory duty on Local Authorities to prepare and submit a Welsh in Education Strategic Plan to Welsh Government. These initial plans came into effect on 1 April 2014 for a period of three years up to March 2017. These plans outline the way Local Authorities intend to achieve aims and targets set by Welsh Government and which are outlined in the Welsh Medium Education Strategy.
- 1.2 To this end, Welsh Government has published several other key policy documents in the field of Welsh in Education:
- Cymraeg 2050
  - Education in Wales: Our Nation's Mission (Action Plan 2017-21)
  - The Welsh Language in Education: Action Plan 2017-21
  - Welsh Language Promotion Plan for Gwynedd 2018-23
- 1.3 During 2017-18, a consultation period was held on the Welsh in Education Strategic Plans (Wales) Regulations 2019 together with the draft Guidelines. Confirmation was received recently that the Regulations had been laid down on 5 December 2019 and will come into force on 1 January 2020. Copies of the Regulations can be found here: <http://www.legislation.gov.uk/wsi/2019/1489/made>
- 1.4 The Regulations require Local Authorities to set a 10-year target in their WESPs which outlines the expected increase in Year 1 children educated through the medium of Welsh.
- 1.5 For the time being, however, we are continuing to implement our current three-year WESP, and the purpose of this report is to present the Gwynedd annual review report on the implementation of our current WESP in 2018-19.

## 2. GWYNEDD WESP ANNUAL REVIEW REPORT 2018-19

- 2.1 In Appendix 1, an annual review report on the implementation of the Gwynedd WESP for the year 2018-19 is presented.
- 2.2 The annual review report has been presented in a different format this year, after receiving a specific template for the report from Welsh Government. The annual review will be submitted to Welsh Government following the Language Committee.
- 2.3 In Appendix 2, a copy of the Gwynedd WESP for 2017-2020 for information and convenience can be found by clicking on the following link: Gwynedd WESP
- 2.4 Also for convenience, the definition of the seven WESP outcomes can be found below:

- Outcome 1: More seven-year-old children educated through the medium of Welsh.
- Outcome 2: More pupils continuing to improve their Welsh language skills when transferring from primary to secondary school.
- Outcome 3: More 14-16 year-old pupils studying for qualifications through the medium of Welsh.
- Outcome 4: More students aged 14-19 studying subjects through the medium of Welsh in schools, colleges and through work-based learning.
- Outcome 5: More learners with higher skills in Welsh.
- Outcome 6: Welsh-medium Additional Learning Needs (ALN) provision.
- Outcome 7: Workforce planning and Continuous Professional Development (CPD)

### **3. RECOMMENDATIONS**

Members are asked to:

- Submit any observations on the contents of the annual review report on the WESP that is intended to be submitted to Welsh Government.

## **MAIN SUCCESSES/HIGHLIGHTS**

*You should include no more than 5 of your main successes/highlights in this section.*

### **OUTCOME 1:**

The Authority's Language Policy places an emphasis on immersing 0-7 year old learners in the Welsh language, ensuring that they only receive a Welsh assessment at the end of the Foundation Phase. We are extremely proud that **98.5%** of learners in 2018-19 have been assessed in Welsh as a First Language at the end of the Foundation Phase, which is a 0.6% increase compared with 2017-18.

### **OUTCOME 2:**

The Authority's Language Policy places an emphasis on ensuring language progression from one key stage to the next. The Catchment Area Language Coordinator is central to this. The Language Coordinators are released by the Authority for ten days a year to support schools in the catchment area to implement the Language Policy. They visit the secondary school annually to discuss matters involving progression at KS2 and KS3, including tracking individual pupils according to language cohort. Thus, a strong arrangement is in place to coordinate the linguistic progression from primary to secondary in the catchment area, thus ensuring that pupils who have gained level 3+ in Welsh at the end of KS2 continue with Welsh as First Language in Year 7, and receive a First Language Welsh assessment at the end of KS3. The fruits of the Catchment Area Language Coordinators' work can be seen in the fact that **84.5%** of Year 9 learners in 2018-19 have been assessed in Welsh (First Language), which is a 1.1% increase compared with 2017-18.

### **OUTCOME 5:**

The Authority's Language Policy places an emphasis on ensuring that every learner is bilingually skilled by 11 years and are able to take full advantage of the Welsh and bilingual education offered in Gwynedd up to 16 years in Meirion Dwyfor and 18 years in Arfon and Ysgol Godre'r Berwyn, Bala. As a result, the size of the cohort that studies Welsh First Language is substantially higher in Gwynedd, and we take pride in the fact that **70.7%** of our learners at the end of Key Stage 4 have gained grades A\*-C in GCSE Welsh First Language in 2018-19, which is a 0.6% increase compared with 2017-18 (70.1%).

**WELSH LANGUAGE CHARTER:** As a consequence of drawing up a self-evaluation and implementing the requirements of the Language Charter in 2018-19, and as a consequence of a detailed validation process, 41 schools achieved the requirements of the gold award, and 31 schools achieved the requirements of the silver award. Between Autumn 2018 and Summer 2019, an increase was also seen in the language web, which reinforces the positive actions of our primary schools in the field of informal use of Welsh, fostering positive attitudes, and promoting the Welsh language in the field of music, television and the web.

### **SECONDARY SECTOR LANGUAGE STRATEGY:**

Every pupil in years 7 and 8 in the secondary schools completed the Language Web during the Autumn Term 2018. This developed upon the usual procedure whereby it was only completed with year 7. The results were shared with the schools, and used as a basis to their self-evaluations and action targets for the educational year. All schools applied for funding from the Language Practices Support Project (PCAI) to enable them to hold events at the school to promote the informal use of

Welsh, and a variety of activities were held. It was a privilege to see the fruits of the labour of school representatives who came together to create a video to promote the advantages of a bilingual education at Gwersyll yr Urdd, Glan-llyn and publicity materials were published to coincide with that. A Pilot Scheme was commenced jointly with Ysgol Bro Idris in order to look in more detail at how learners' attitudes towards the Language change as they transfer from Key Stage 2 to Key Stage 3. It will be interesting to see what findings will be made in order to steer the provision further in the secondary schools.

**OUTCOME 6:**

We take pride in the fact that we are able to provide the entire range of services to our most vulnerable learners through the medium of Welsh.

As a result of adopting a single common Additional Learning Needs and Inclusion Strategy that addresses the needs of Gwynedd and Anglesey's pupils and young people in an effective and efficient way, every pupil with additional learning needs (ALN) can access the services through the medium of Welsh in Gwynedd. Welsh-medium and bilingual provisions and services are available for all ranges and varieties of Additional Learning Needs.

**WHOLE SCHEME OVERVIEW**

*Red/Amber/Green*

*You should note your current target, your attainment this year and provide a self-evaluation of red/amber/green.*

There is no target in Gwynedd's current WESP, but rather a vision and aim as outlined below:

**Vision:**

Our vision is to ensure that children and young people attain the highest standards in order to maintain the language, culture and economy locally.

**Aim:**

The Education Department's Language Policy sets an ambitious aim of ensuring that all pupils in the County have the appropriate linguistic skills in Welsh and English, in order to enable them to fully participate in the bilingual society of which they are part. This coincides well with the main aim of the Welsh in Education Strategic Plan, which is to ensure the development of Welsh as a subject and teaching medium from pre-school age onwards, and to promote the use our children and young people make of Welsh as a social language.

Here is our self-evaluation (red/amber/green) for every outcome:

|                                                                                                                                                                                                                                                                                                                                                                   |                                                                                             |                            |              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|----------------------------|--------------|
| <b>OUTCOME 1:</b>                                                                                                                                                                                                                                                                                                                                                 | <b>More seven year old children educated through the medium of Welsh</b>                    |                            |              |
| <b>MEASURE:</b>                                                                                                                                                                                                                                                                                                                                                   | <b>% of learners assessed in Welsh as First Language at the end of the Foundation Phase</b> |                            |              |
| <b>TARGET:</b>                                                                                                                                                                                                                                                                                                                                                    | <b>99.2%</b>                                                                                | <b>2018-19 PERFORMANCE</b> | <b>98.5%</b> |
| Every child (apart from rare exceptions) are assessed in Welsh as a First Language at the end of the Foundation Phase. Although the performance is 0.7% lower than the target, the performance, considering that it includes the whole cohort, remains consistently good, and ensures that children are immersed in Welsh in accordance with the Language Policy. |                                                                                             |                            |              |

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| <b>OUTCOME 2:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>More pupils continuing to improve their Welsh language skills when transferring from primary to secondary school.</b>            |                            |              |
| <b>MEASURE:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>% of learners who register for GCSE Welsh (First Language) and who registered for at least two other qualifications in Welsh</b> |                            |              |
| <b>TARGET:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>86.2%</b>                                                                                                                        | <b>2018-19 PERFORMANCE</b> | <b>84.5%</b> |
| <p>Although the performance is 1.7% lower than the target, the performance, considering that it includes the whole cohort, remains consistently good. There is some difference between the % of children assessed through the medium of Welsh in Year 6 (98.3%), and the % in Year 9 (84.5%), and we will continue to focus on the transfer period from primary to secondary in order to maintain / increase the % of Year 9 learners who are assessed in Welsh (First Language).</p> |                                                                                                                                     |                            |              |

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| <b>OUTCOME 3:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>More 14-16 year old pupils studying for qualifications through the medium of Welsh.</b>                                                              |                            |              |
| <b>OUTCOME 4:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>More students aged 14-19 studying subjects through the medium of Welsh in schools, colleges and through work-based learning.</b>                     |                            |              |
| <b>MEASURE:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>% of learners who register for GCSE Welsh (First Language) and who registered for at least two other qualifications in Welsh</b>                     |                            |              |
| <b>TARGET:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>86.2%</b>                                                                                                                                            | <b>2018-19 PERFORMANCE</b> | <b>78.1%</b> |
| <b>MEASURE:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>% of learners who register for GCSE Welsh (First Language) who registered for at least five other qualifications at level 1 or level 2 in Welsh.</b> |                            |              |
| <b>TARGET:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>73.3%</b>                                                                                                                                            | <b>2018-19 PERFORMANCE</b> | <b>64.2%</b> |
| <p>The performance is below target for both measures, however, we have foreseen this, and in co-operation with every secondary school in Gwynedd, we have established a baseline of the language medium of the curriculum provision according to the 5 definitions of the provision for KS3, KS4 and KS5. As a result, from September 2019 onwards, we will agree on specific targets with each secondary school in order to increase:</p> <ul style="list-style-type: none"> <li>• The Welsh medium provision across the curriculum in KS3, KS4 and KS5.</li> <li>• Number/% of learners who study a range of subjects through the medium of Welsh in: <ul style="list-style-type: none"> <li>- KS3</li> <li>- KS4</li> <li>- KS5</li> </ul> </li> </ul> |                                                                                                                                                         |                            |              |

|                     |                                                                                                                                         |                            |              |
|---------------------|-----------------------------------------------------------------------------------------------------------------------------------------|----------------------------|--------------|
| <b>OUTCOME 5:</b>   | <b>More learners with higher skills in Welsh.</b>                                                                                       |                            |              |
| <b>MEASURE:</b>     | <b>% of pupils at the end of Key Stage 4 who achieve grades A*-C in GCSE Welsh First Language.</b>                                      |                            |              |
| <b>TARGET:</b>      | <b>78.1%</b>                                                                                                                            | <b>2018-19 PERFORMANCE</b> | <b>70.7%</b> |
| <b>OBJECTIVE:</b>   | Increase the % of Foundation Phase pupils who gain a 5+ outcome for teacher assessments in Welsh (First Language) (Level 2+/Outcome 5+) |                            |              |
| <b>PERFORMANCE:</b> | 78.8%                                                                                                                                   |                            |              |
| <b>OBJECTIVE:</b>   | Increase the % of KS2 pupils who reach Level 4+ for teacher assessments in Welsh.                                                       |                            |              |
| <b>PERFORMANCE:</b> | 86.9%                                                                                                                                   |                            |              |
| <b>OBJECTIVE:</b>   | Increase the % of KS3 pupils who reach Level 5+ for teacher assessments in Welsh                                                        |                            |              |

|                                                                                                                                                                                                                                                                                                                                                                                                                                      |       |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|
| PERFORMANCE:                                                                                                                                                                                                                                                                                                                                                                                                                         | 91.9% |
| <p>Although the performance is 7.4% lower than the target, the performance, considering that it includes the whole cohort, remains consistently good, and we will continue to focus on maintaining / increasing the % of learners who gain A*-C grades in First Language GCSE. Performance against the objectives in the Foundation Phase, KS2 and KS3 are also consistently good considering that it includes the whole cohort.</p> |       |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|
| <b>OUTCOME 6:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Welsh-medium Additional Learning Needs (ALN) provision.</b> |
| <p>We take pride in the fact that we are able to provide the entire range of services to our most vulnerable learners through the medium of Welsh.</p> <p>As a result of adopting a single common Additional Learning Needs and Inclusion Strategy that addresses the needs of Gwynedd and Anglesey's pupils and young people in an effective and efficient way, every pupil with additional learning needs (ALN) can access the services through the medium of Welsh in Gwynedd. Welsh-medium and bilingual provisions and services are available for all ranges and varieties of Additional Learning Needs.</p> |                                                                |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| <b>OUTCOME 7:</b>                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Workforce planning and Continuous Professional Development (CPD)</b> |
| <p>As a consequence of the Language Skills Audit undertaken with the workforce of our schools across the north Wales region in 2017-18, detailed work has been done to look at the Audit's findings, and consider what training and linguistic support is needed by our schools' workforce. In addition, specific schemes in order to develop the language skills of the workforce have been held at Ysgol Friars and Ysgol Uwchradd Tywyn.</p> |                                                                         |

## KEY ANNUAL DATA

### **OUTCOME 1:**

In 2018/19, **98.5%** of learners were assessed in Welsh as First Language at the end of the Foundation Phase.

### **OUTCOME 2:**

In 2018/19, **84.5%** of Year 9 learners were assessed in Welsh (First Language).

### **OUTCOME 3 and OUTCOME 4:**

In 2018-19, **78.1%** of learners registered for GCSE Welsh (First Language) also registered for at least to other qualifications in Welsh.

In 2018-19, **64.2%** of learners registered for GCSE Welsh (First Language) also registered for at least five other qualifications at level 1 or level 2 in Welsh.

### **OUTCOME 5:**

In 2018/19, **70.7%** of learners at the end of Key Stage 4 achieved grades A\*-C in GCSE Welsh First Language.

In 2018/19, **78.8%** of Foundation Phase learners gained a 5+ Outcome for teacher assessments in Welsh (Level 2+/Outcome 5)

In 2018/19, **86.9%** of KS2 pupils gained Level 4+ for teacher assessments in Welsh.

In 2018/19, **91.9%** of KS3 pupils gained Level 5+ for teacher assessments in Welsh First Language.

In 2018/19, **77.1%** of KS3 pupils gained Level 5+ for teacher assessments in Welsh Second Language.

#### ALIGNMENT WITH RELEVANT POLICY FIELDS

*For example:*

*Child Care Sufficiency Assessments, 21st Century Schools and Colleges Programme.*

Gwynedd's Welsh in Education Strategic Plan aligns with the following strategic documents and policy:

- Cymraeg 2050
- Council Plan
- Welsh Language Promotion Plan
- 21st Century Schools and Colleges Programme
- Welsh Language Charter
- Secondary Sector Language Strategy
- Child Care Sufficiency Assessment

#### OUTCOME LEVEL RISKS

*You should elaborate on individual county matters that could impact your attainment per outcome.*

##### **OUTCOMES 1-4**

One of the risks to achieving and maintaining the current levels of the above outcomes in the primary sector, but more so in the secondary, is the increasing challenge to the County's Language Policy from the direction of parents on a single school and Authority level.

All schools in Gwynedd are empowered with the advantages of a Welsh and bilingual education, and the Authority has produced leaflets for the primary and secondary schools informing parents of the educational, social, economic and cognitive advantages of bilingualism and multilingualism.

Nevertheless, some catchment areas are experiencing difficulties in terms of convincing parents of the advantages of a Welsh and bilingual education.

##### **OUTCOMES 1-4**

Following a cut in the Education Improvement Grant that finances the Gwynedd Language Centres, in 2018-19 a consultation was held on an alternative staffing structure in order to maintain the Language Centres' service in the future.

On 2 April 2019, Gwynedd Council Cabinet resolved as follows:

- To remove the TLR allowance for teachers at every Language Centre, and incorporate the after-care as a part of the core provision of the Language Centres, thus abolishing the existing after-care post.
- To implement a pilot scheme of the staffing structure of a teacher and assistant, increasing the teacher: pupil ratio at one Language Centre for a one-year period, and for it to be closely monitored to identify whether it affects the quality of the education and the children's attainment.



- In order to buy time to consider the findings of the pilot, to approve bridging funding to address the continued deficit after implementing (ii) above, until the findings of the pilot are known.

As a result of the Cabinet's decision, from September 2019, the Education Department will implement a pilot scheme at Maesincla Language Centre with a staffing structure of a teacher and assistant, and to carry out research to measure the impact of the pilot on the linguistic progress of the children.

## ASSURANCE / ACTIONS TO MITIGATE RISKS

*For example;*

*L.A. looking at finance structures to ensure the continuation of the provision.*

### OUTCOMES 1-4

In order to mitigate some of the risks associated with the current challenges to the Gwynedd Language Policy, in 2019-20, we as an Authority will be proactive in providing specific support to some areas in response to the challenges from parents. We will also be distributing further material promoting the advantages of bilingualism to all Gwynedd secondary schools.

### OUTCOMES 1-4

As a result of the Cabinet's decision, it is anticipated that any financial deficit in the Language Centres' budget as a result of the cut in the Education Improvement Grant for 2019-20, will be coped with, namely the period of implementing the pilot scheme at Maesincla Language Centre. The intention is to return to Cabinet to present the research findings after the implementation of the pilot scheme. There is currently no specific timetable for returning to Cabinet.

## IMPLEMENTATION AND MONITORING

You should elaborate on your methods and internal processes of monitoring progress, as well as the monitoring work through the county education forum.

No County Education Forum currently exists in Gwynedd as an entity, therefore, the purpose of the Forum is achieved by means of the following structures:

### **Language Committee / Education and Economy Scrutiny Committee**

We report annually on the implementation of our WESP to the Council's Language Committee every January, where we are challenged by members on attainment and discussions are held on the priorities for the coming period. If an issue is of concern to the elected members and is a field that should be scrutinised, they can refer it to the Education and Economy Scrutiny Committee.

### **21 Century Schools Programme**

A Programme Board has been established to ensure progress and resolve barriers in the context of Band A and Band B projects in the 21C Programme, along with the Early Years field. Every reorganisation project has its own project board, and robust project management arrangements,

with considerations about the Welsh language and Linguistic Impact Assessments of any statutory reorganisation proposal included in those processes we implement to ensure the effective implementation of the 21C Schools Programme.

### **Catchment Area Language Coordinators**

The Language Coordinators are released by the Authority for ten days a year to support schools in the catchment area to implement the Language Policy. They visit the secondary school annually to discuss matters involving progression at KS2 and KS3, including tracking individual pupils according to language cohort. Thus, a strong arrangement is in place to coordinate the linguistic progression from primary to secondary in the catchment area, thus ensuring that pupils who have gained level 3+ in Welsh at the end of KS2 continue with Welsh as First Language in Year 7, and receive a First Language Welsh assessment at the end of KS3. The Language Coordinator is accountable to the Authority and reports on the tracking and follow-up to the Authority twice a year.

### **County Quality Board**

Monthly meetings are held of the County Quality Board, chaired by the Head of Education Department, with the Authority and GwE's Education Officers in attendance to discuss schools that are of concern and to agree on the appropriate challenge and support for them to enable them to move in the right direction. At the County Quality Board, attention is also given to the results of the summer, to the Estyn inspection results of schools, and to the schools' categorisation process. If a situation arises where the results in the field of Welsh are of concern, or the results of Welsh on a single school level are of concern, the matter is referred for the attention of the County Quality Board.

### **Challenging Performance**

We have Departmental business plans for the following:

- Welsh Language Charter
- Secondary Sector Language Strategy
- Language Centres

These business plans will be monitored each quarter in accordance with the Departmental performance management process.

To this end, performance challenging meetings are held with the Cabinet Member three times a year where we report on the above business plans, and projects included in the Council Plan, namely the projects of the 21C Programme, as well as the Secondary Sector Language Strategy. The content of these meetings will formulate the Performance Report of the Cabinet Member for Education that will be presented at the Cabinet meetings.

## **LOOKING AHEAD/MILESTONES**

*You should elaborate on any significant developments in mind for the following year.*

### **GENERAL**

In 2019/20 we will establish a Welsh Project Board chaired by the Head of Education Department, which will place a clear focus on:

- WESP
- Language Centres
- Welsh Language Charter
- Secondary Sector Language Strategy.

The Project Board will be responsible for considering the new regulations and drawing up a draft of the WESP for September 2021 to correspond with the requirements, consult on the new WESP, and establish a County Education Forum to lead on the WESP and the Welsh language field in general, from September 2021 onwards.

### **OUTCOME 1**

We will provide training on the language immersion principles in the Foundation Phase for the workforce of our primary schools in order to reinforce our Language Policy, and aim to maintain and increase the percentage of learners who reach Outcome 5+ at the end of the Foundation Phase.

### **OUTCOMES 2-4**

As a consequence of establishing a baseline, we will agree on specific targets with each primary school in order to increase:

- The Welsh medium provision across the curriculum in KS3, KS4 and KS5.
- Number/% of learners who study a range of subjects through the medium of Welsh in:
  - KS3
  - KS4
  - KS5

During 2018-19, desktop research has been carried out to look at the current post-16 provision across Gwynedd. The methodology selected included focus group discussions, questionnaires for parents and learners, along with interviews with headteachers, with the medium of the provision included as a part of the work's brief. This work of looking at the post-16 provision will continue in 2019-20, with the intention of reporting back to stakeholders on the findings of the research, which would then form the basis to the consideration of any further steps.

As a part of the schemes of the 21st Century Schools and Colleges Programme, approved by Welsh Government, any statutory proposal will be subject to a Linguistic Impact Assessment, despite the fact that the aim of the Language Policy is the same for all Gwynedd schools.

Here are the schemes for Band A and Band B of the Programme that is already operational in Gwynedd:

- Ysgol Godre'r Berwyn
- Ysgol y Garnedd, Bangor
- Ysgol y Faenol, Bangor
- Our Lady's School, Bangor
- Ysgol Treferthyr, Cricieth

Apart from Ysgol Godre'r Berwyn which has now opened in September 2019, all other schemes will remain operational in 2019-20.

### **OUTCOMES 5 and 7**

From 2019-20 onwards we will implement a regional system of primary / secondary linguistic planning on a cluster level, and we will do so in two fields:

- Informal Use of Welsh
- Workforce Language Skills

Every cluster will be expected to draw up a Welsh Cluster Plan that will respond to their specific needs (primary and secondary) in terms of encouraging the informal use of Welsh through the work of the Language Charter and Secondary Sector Language Strategy, as well as identifying their priorities in terms of the development of the workforce's language skills. The Education Workforce Census will assist to that end, in particular in Gwynedd as we have been promoting the use of self-assessment of the Council's corporate language skills as a basis for the Census, therefore, every headteacher will have detailed information and data about his/her staff's language skills.

We have seen a small reduction in general across the key stages (FP, KS2 and KS3) for the % of learners who reach the higher outcomes for teacher assessments in Welsh. We will address this issue during 2019-20.

#### **OUTCOME 6**

As a result of adopting a single common Additional Learning Needs and Inclusion Strategy that addresses the needs of Gwynedd and Anglesey's pupils and young people in an effective and efficient way, monitoring, assessing the demand and planning around the needs of children, young people and their families, will be central to the provision and we will continue to ensure access to fully bilingual services.

### **SUMMARY OF OUTCOMES (maximum of 600 words)**

*You should include a brief summary of your progress under each outcome.*

#### **OUTCOME 1:**

In 2017-18, new outcomes in Language and Mathematics from the Foundation Phase Framework were used for assessment for the first time. Despite progress being seen in the % of learners assessed in Welsh as a First Language at the end of the Foundation Phase, a reduction was seen in the % of Foundation Phase learners that reached Outcome 5+ for teacher assessments in Welsh (level 2+/Outcome 5). GwE anticipated this reduction, and focused on improving the provision in the Nursery and Reception classes that will set a firm foundation to attain higher outcomes by the time pupils reach the end of the Foundation Phase. The Authority will also provide training on immersion principles in the Foundation Phase.

Every school in Gwynedd is empowered with the advantages of a Welsh and bilingual education, and the Authority has produced leaflets for the primary and secondary schools informing parents of the educational, social, economic and cognitive advantages of bilingualism and multilingualism.

#### **OUTCOME 2:**

The Authority's Language Policy places an emphasis on ensuring language progression from one key stage to the next. The Catchment Area Language Coordinator is central to this. The Language Coordinators are released by the Authority for ten days a year to support schools in the catchment area to implement the Language Policy. They visit the secondary school annually to discuss matters involving progression at KS2 and KS3, including tracking individual pupils according to language cohort. Thus, a strong arrangement is in place to coordinate the linguistic progression from primary to secondary in the catchment area, thus ensuring that pupils who have gained level 3+ in Welsh at the end of KS2 continue with Welsh as First Language in Year 7, and receive a First Language Welsh assessment at the end of KS3. The fruits of the Catchment Area Language Coordinators' work can be seen in the fact that **84.5%** of Year 9 learners in 2018-19 have been assessed in Welsh (First Language), which is a 1.1% increase compared with 2017-18.

#### **OUTCOME 3 and OUTCOME 4:**

The % of learners who registered for GCSE Welsh (First Language) registered for at least two other qualifications in Welsh, or registered for at least five other qualifications on level 1 or level 2 in Welsh is below the target. However, the Authority had foreseen this, and through the Secondary Language Strategy and in co-operation with every Secondary School in Gwynedd, we have established a baseline for the language medium of the curriculum provision according to the 5 definitions of the provision for KS3, KS4 and KS5. This will be a means for us to focus on increasing the provision, as well as the number of learners studying numerous subjects in Welsh in KS3, KS4 and KS5.

In collaboration with every secondary school in Gwynedd, a baseline was established of the medium of the curricular provision, in accordance with the five definitions of the provision for KS3, KS4 and KS5.

During 2018-19, desktop research has been carried out to look at the current post-16 provision across Gwynedd. The methodology selected included focus group discussions, questionnaires for parents and learners, along with interviews with headteachers, with the medium of the provision included as a part of the work's brief. This work of looking at the post-16 provision will continue in 2019-20, with the intention of reporting back to stakeholders on the findings of the research, which would then form the basis to the consideration of any further steps.

#### **OUTCOME 5:**

The Authority's Language Policy places an emphasis on ensuring that every learner is bilingually skilled by 11 years and are able to take full advantage of the Welsh and bilingual education offered in Gwynedd up to 16 years in Meirion Dwyfor and 18 years in Arfon and Ysgol Godre'r Berwyn. As a result, the size of the cohort that studies Welsh First Language is substantially higher in Gwynedd than in any other county in Wales, and we take pride in the fact that **70.7%** of our learners at the end of Key Stage 4 gained grades A\*-C in GCSE Welsh First Language in 2018-19. .

Nevertheless, we have seen a small reduction in general across the other key stages (FP, KS2 and KS3) for the % of learners who reach the expected outcomes for teacher assessments in Welsh, and we will focus on maintaining / increasing these % in the next period.

#### **OUTCOME 6: ADDITIONAL LEARNING NEEDS PROVISION**

Every pupil with additional learning needs (ALN) has access to Welsh-medium services in Gwynedd. Welsh-medium and bilingual provisions and services are available for all ranges and varieties of Additional Learning Needs.

#### **OUTCOME 7: WORKFORCE PLANNING AND CONTINUOUS PROFESSIONAL DEVELOPMENT (CPD)**

As a consequence of the Skills Audit undertaken with the workforce of our schools across the north Wales region in 2017-18, detailed work has been done to look at the Audit's findings, and consider what training and linguistic support is needed by our schools' workforce. During 2018/19, the following training was held:

- Language Improvement: Ysgol Glan y Môr, Pwllheli
- Language Improvement: Ysgol Syr Hugh Owen, Caernarfon
- Continuation of pilot schemes to develop the language skills of the workforce at Ysgol Friars and Ysgol Uwchradd Tywyn.

# Agenda Item 7

|                              |                                                                                                  |
|------------------------------|--------------------------------------------------------------------------------------------------|
| <b>MEETING:</b>              | <b>LANGUAGE COMMITTEE</b>                                                                        |
| <b>DATE:</b>                 | <b>16 January 2020</b>                                                                           |
| <b>TITLE:</b>                | <b>Cabinet Member's Report</b>                                                                   |
| <b>AUTHOR:</b>               | <b>Councillor Nia Jeffreys</b>                                                                   |
| <b>PURPOSE OF THE REPORT</b> | Update on the key developments in the Welsh language field since the previous Committee meeting. |

## 1. Consultations

Recently, a number of consultations have been conducted on national plans and policies where there has been input and response regarding the Welsh language.

- **Welsh Government National Development Framework Consultation**

General observations from the Language Unit include:

- ✓ Need to ensure that the wording and guidance given by the Government do not permit authorities to consider education alone as their contribution to the promotion and development of the Welsh language.
- ✓ Need to ensure that the Welsh language is a key consideration in any plans relating to the job creation economy and community prosperity - across all counties, and without exception in areas where less Welsh is spoken.
- ✓ There is a need to highlight that the Welsh language is also a factor and a material consideration in towns and cities, and that it does not apply to rural areas alone.
- ✓ Each of the regional policies need to have the intention of realising the outcome of creating "places where the Welsh language is thriving".
- ✓ In terms of the regional plan for the North - it should be ensured that the attention on civic centres and the north east does not have a negative impact on more rural areas in the North West, where the language and social context is very different.

- **Welsh Government Equality Strategy Consultation**

This was a consultation on the principles and the strategic equality objectives. There was not much that could be disagreed with, however, the point was made that the Government need to take the opportunity to give clarity in terms of the Welsh language in this area. The document referred to the Equality and Human Rights Act, and did not make it clear under which one of these the Welsh language fitted. In the Council's response it was noted that more clarity was required for all on how the Welsh language fits in, either as a human right, as an aspect of race characteristic (identity) or as an element that stands on its own. Guidance such as this would strengthen the position of the Welsh language in the equality field and would ensure that everyone operates in the same way.

- **A More Equal Wales Consultation - Commencing the Socio-economic Duty**

There wasn't much to say in terms of the Welsh Language, other than to emphasise the point made above about the need for Welsh Government to give some guidance on the status of the language within equality. We also offered comments on the definition given of socio-economic deprivation. The definition given emphasised the economic factor, and low income, as the main driver and cause of deprivation. While we do not disagree with this, we did feel that there needed to be more balance, and inclusion of the social factors – which are the same factors that have an impact on opportunities for people to use the Welsh language within communities to some extent.

## **2. Adra/CCG Meeting**

A constructive meeting took place between Council members and officers and Senior Adra officers on the 25th of November. Present were Councillor Elin Walker Jones, as Chair of the Language Committee, and Gwenllian Williams, Language Consultant. A discussion took place on the new requirements for assessments or language statements for planning applications under the new SPG, and how can Adra as one of the county's main developers contribute to the evidence base required to move forward. It was agreed that it would be useful to get clear and concise guidance from the Language Unit on the evidence required and the Language Consultant reported that she was already working on this and would be shared with relevant officers in the new year. Further to this, opportunities for cooperation at a community level were discussed between Adra community officers and Hunaniaith officers and Menter Iaith Bangor, and a question was raised regarding the support available to support Welsh learners and develop language skills linked to the workplace.

## **3. Day to Promote Rights**

In December, the Council participated in the first Welsh Language Commissioner's Day to Promote Rights. The aim of this day was to draw the attention of residents to the services they can receive from organisations through the medium of Welsh - and this was to try and encourage them to use more Welsh when using services. A short video was created and shared on social media.

Trying to get more people to use the services available is an area of interest to the new Commissioner as well, and we within the Council should think how we can do more of this type of activity during the year, in order to try and increase the use of the Welsh language for our own services.

## **4. Mental Wellbeing and the Welsh language**

Andrew Tamplin from Canna Consulting conducted workshops in the Council to draw attention to the importance of looking after our mental wellbeing. This is an area that has recently received considerable attention, and is very important in terms of language as it is essential that individuals can receive support and services through the medium of Welsh when they need this. We will hear more about this area of interest during the meeting.

## **5. Technology and the Welsh language**

Following recent conversations about problems that arise while trying to get systems and apps that work bilingually, I have sent a letter to the Minister for the Welsh Language, asking about Welsh Government's plans in regards to promoting the use of the Welsh language in technology. They have an Action Plan for the Welsh Language in Technology, but so far we have no information about any work or schemes deriving from that plan. I will report back to the Language Committee on any response.



|                              |                                                                                                                                                                               |
|------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>MEETING:</b>              | <b>LANGUAGE COMMITTEE</b>                                                                                                                                                     |
| <b>DATE:</b>                 | <b>16 January 2020</b>                                                                                                                                                        |
| <b>TITLE:</b>                | <b>Working arrangements in a bilingual environment -<br/>Community Resource Teams</b>                                                                                         |
| <b>AUTHOR:</b>               | <b>Meilys Heulfryn Smith</b><br><b>Health and Community Care Transformation Programme<br/>Leader (Gwynedd and Anglesey)</b>                                                   |
| <b>PURPOSE OF THE REPORT</b> | <b>To present the briefing paper seen in Appendix 1 for<br/>members' attention, to allow a discussion on the matters<br/>and offer observations and / or recommendations.</b> |

## 1. Background

- 1.1 In accordance with the strategic direction that Welsh Government has set in the 'A Healthier Wales' strategy, work is underway across Gwynedd and Anglesey to transform the way people access health and community care services.
- 1.2 Community Resource Teams (CRT) are being set up, namely teams of people who provide health and community care services. Within the teams, there are officers from the Council and the Health Board, GPs and other immediate care services, representatives of the third sector and private providers.
- 1.3 The transformational programme to establish these new Teams is broad and complex in many ways. One of the obvious elements is the need to ensure that all relevant matters in terms of providing services in a bilingual context are discussed and addressed appropriately.
- 1.4 The Briefing Paper in Appendix 1 outlines the main relevant matters in terms of the Welsh Language within the Community Resource Teams. These include matters involving citizens' rights and matters regarding the practical challenge of bringing staff from different organisations (with their own internal language policies) together.

## 2. Responding to the challenge

- 2.1 It can be seen from the paper in Appendix 1 that work is underway to respond to the matters arising. Since October 2019, a team has been set up to support the transformation work for

Health and Community Care across Gwynedd and Anglesey, for a period of eighteen months. This provides additional capacity in order to proceed with the work.

- 2.2 The transformation team has already started working with language officers from Gwynedd, Anglesey and the Health Board, and the first step will be to establish a baseline in terms of the language skills of the workforce in each area. Also, collaboration continues with the forum to implement the requirements of More than Just Words.
- 2.3 Early in 2020, a work programme will need to be created to address the relevant matters.

### **3. What is sought by the Committee?**

- 3.1 This Committee's continued support for this agenda is to be welcomed. There are very obvious benefits of integrating health and care services and nobody is arguing against that. From a linguistic perspective, the challenge will be to maintain the culture, expectations and standards that Gwynedd Council has aspired to over the years, given that a wide range of organisations will be working very closely together.
- 3.2 It would be advantageous to receive observations or recommendations by the Committee. Specifically, are there relevant matters that it is believed should be considered that have not been included in Appendix 1? Also, does the Committee have strong views regarding the priorities for the work programme which is to be created to respond to the relevant matters?

# Working arrangements in a bilingual environment - Community Resource Teams Briefing Paper

## Background

Community Resource Teams (CRT) are being set up across Gwynedd and Anglesey. Members of these teams are employed by different organisations, and every organisation has its own Welsh language arrangements and procedures.

The range of matters arising from working together in a bilingual environment must be considered, and staff must be given strong guidance. The scope of the CRT extends to include GPs, third sector bodies and providers from different sectors. As an initial step, this discussion paper will consider the matters that need to be discussed in relation to the workforces of Gwynedd Council (the Council) and Betsi Cadwaladr University Health Board (BCU).

It is also noted that the same matters are relevant for the Anglesey Council workforce and will be discussed with elected members and senior officers there in order to ensure that the relevant linguistic policy / strategic context is considered.

## Context

For many years, the Council's internal administrative language has been Welsh. This means that every internal correspondence and communication is in Welsh only (or occasionally, bilingual). Since the Council's recruitment policy supports this language policy, staff (with very few exceptions) understand Welsh. BCU policy and procedures are different, and although there is much bilingual correspondence, staff members are not obligated to understand and use Welsh in their everyday work when discussing and sharing information with colleagues.

Not unexpectedly, we are facing a situation where some tensions arise among staff. A range of feelings and viewpoints emerge - some feel excluded because they don't understand the oral communication that is happening around them; others feel that their rights to use the Welsh language are weakened due to being co-located with non-Welsh-speaking staff.

Through the More than Just Words Strategic Framework, councils and health boards are expected to make a proactive offer and to attempt to ensure that people receive services in the language that meets their needs. More recently, there are expectations for individual organisations since the introduction of Standards under the Welsh Language Measure 2011, and compliance is required to avoid being in breach of the law. Standards for the Council and the Health Board have been agreed.

## Matters that need to be discussed

Within the above context, there are several matters that should be considered as the Community Resource Teams are developed:

1. Staff language skills profile and planning to be able to meet the needs of communities, and create a working environment which complies with the linguistic rights and aspirations of staff

2. Internal communication within the teams - oral, written, electronic (and the expectations and best practice)
3. Patient / Client Records - protocols of practice and expectations
4. The proactive offer - recording, sharing and acting on the language need of the individual
5. The wider expectations of More than Just Words (for example, matters involving commissioning services)
6. Matters that need to be tackled in order to address the differences between the language policies of the Council and BCU and the impact on the workforce and the public
7. Responsibilities for meeting translation and simultaneous translation requirements, including resources and costs
8. The possible need for language ambassadors for the teams, and a comprehensive training programme
9. Language Standards and expectations of the Welsh Language Commissioner - understand the requirements on both organisations, and consider any challenge that could arise due to differing expectations
10. WCCIS (Welsh Community Care Information System) and the Welsh language – this is the system that has been bought by Welsh Government for managing health and community care records across Wales.

## Systems that exist to support the field

### The Council

There is a manager within the Adults, Health and Well-being department who is responsible for coordinating activities within the Council to meet the More than Just Words requirements. This manager is also a member of the Regional More than Just Words forum (which also includes representatives from BCU and the other councils).

The corporate language team also provides support to implement the Council's language policy and when developing relevant skills or systems.

### BCU

The Health Board has established a Project Management Group (across North Wales) to implement the Language Standards and More than Just Words. The group has a detailed work programme. A Standards Compliance Officer has been appointed within BCU.

Leaders from the three sub-regions of North Wales sit on this group. The Area Director represents the West. The group also includes leaders from the Hospital Management Team, Secondary Care and different professions.

The 'Welsh Language Strategic Plan 2016-19' has been approved by BCU's Strategy, Partnerships and Population Health Committee. This Committee is a sub-group of the BCU Executive Board. Within the Strategic Plan, there are three Strategic Aims and nine Work Streams.

## Work that is already underway

It is worthwhile drawing attention to specific work that is already taking place, or has recently taken place:

- One of BCU's work streams to implement the above Strategic Plan examines workforce planning, with a view to implementing the Bilingual Skills Strategy. Very recently, work has

started of mapping the workforce within the CRT across the sectors, and the next step will be to analyse staff language skills in each sector and geographical area.

- There is a Language Support Officer within BCU, and a Language Training Plan. With funding from Welsh Government under the 'Cymraeg Gwaith' scheme, another officer has been appointed to support this Officer.
- BCU has created an internal policy named 'Health Board Wide Procedure for Using Welsh Internally'. This document deals with corporate communication - for example, it states that all information shared with every staff member within the Health Board should be bilingual
- Recently, there has been effective collaboration between the Derwen team (Disabled and Sick Children) and BCU's language team. The work resulted in the creation of Language Guidelines for the team. A copy of these guidelines can be circulated.

## Translation arrangements

This is what we know about translation arrangements:

BCU - written translation, mainly internal (no fee charged). Buy in a simultaneous translation service from outside.

The Council - written translation and simultaneous translation internally, but occasionally buys in outside services when internal capacity is insufficient. No fee charged for internal work, but partnership work is charged (for example, work on behalf of CRT would fall into this category). Details about fees are available on the Council's intranet.

## WCCIS and the Welsh language

A work stream exists nationally to ensure that WCCIS, the new system for recording care and community health cases, is fully bilingual. Currently, the Leadership Group that leads on the WCCIS nationally has decided that the planned work should not proceed, but this is being challenged.

A technical solution exists which could ensure that all permanent information within the system could be entirely bilingual. A group of technical experts has confirmed that it is happy with the solution.

Due to the lack of national priority to proceed with the work, the Regional Partnership Board has managed to attract transformation grant funding which came from the 'A Healthier Wales' strategy, in order to develop standard glossaries in the field of Health and Care. This work will be commissioned during January 2020.

## Recording and sharing language preference (or 'need')

In recent months, a series of task group meetings has been held by the Welsh Language Commissioner's office, to discuss how individuals' language preference could be recorded and shared in Wales. The group examined all fields and all sectors (not only the health and care sector). The Health and Community Care Transformation Programme Leader (Gwynedd and Anglesey) was a member of this group. A report has been prepared which proposes recommendations regarding the way forward.

## Free Text Recording

Free text recording in a language that is either a) different from the language in which matters were originally noted or b) in a language that not everyone involved with a person's clinical care / social

work understands, has the potential to pose a risk to an individual's welfare. Naturally, this raises questions about the way to deal with situations in which staff and/or people who need services are bilingual.

Following discussions within the Language Partnership Board in the field of Health and Care (ministerial board), a task group has been set up to establish the principles of good practice on this topic nationally. A senior Civil Servant from Welsh Government chairs the group. The Chair of the Language Committee and the Health and Community Care Transformation Programme Leader (Gwynedd and Anglesey) are members of this group. A report on the work of the group will be submitted in March 2020.

It is worth noting that case studies have been carried out in Gwynedd to assist with the work of this task group. Collaboration arrangements were examined in three Health and Care teams (in the fields of Children, Learning Disabilities and Mental Health) where staff from the Council and BCU are located in the same office. What was seen, briefly, was that the workforce found logical solutions themselves to respond to the specific situation and the needs from the client or the patient's perspective. It was also seen that a lot of translating happened orally and in writing within the teams, which had become an inevitable part of the day-to-day work.

## Closing / Summary

This short paper highlights how wide-ranging the matters to be discussed are in the context of establishing bilingual working arrangements between the Council and BCU. It is also clear that different groups, locally, regionally and nationally, are discussing and attempting to resolve some of the matters in question.

Further work is required to agree on the necessary work, on identifying priorities and to establish arrangements within CRT.

|                          |                                                                                                |
|--------------------------|------------------------------------------------------------------------------------------------|
| <b>MEETING:</b>          | <b>LANGUAGE COMITTEE</b>                                                                       |
| <b>DATE:</b>             | <b>16 January 2020</b>                                                                         |
| <b>TITLE:</b>            | <b>Praise and Complaints Report</b>                                                            |
| <b>AUTHOR:</b>           | <b>Gwenllian Mair Williams</b><br><b>Language Consultant</b>                                   |
| <b>PURPOSE OF REPORT</b> | Present the latest information about complaints and instances of good practice to the members. |

### **Successes in promoting the Welsh language and securing Welsh language services for residents:**

Since the last meeting of the Language Committee there have been several examples of good practice and working together to promote the use of the Welsh language:

- **Using Welsh in the Care sector**

The collaboration between the language officers and officers from the Adult services continues, with the language awareness sessions for new care workers becoming a fixed part of the education days organised by the Workforce development staff within the Adult services department. We have had positive feedback from these sessions, with many staff members going on to sign up for courses to improve their Welsh language skills. Here are a couple of feedback quotes from the most recent session:

*“More of an understanding why language awareness is important between Service users and staff”*

*“Really positive, useful and inspiring to try and use more Welsh in every day life as well as work”*

There was also a lot of attention on social media recently to a story about members of staff in a Council run care home in Nefyn who decided to learn Welsh in order to be able to offer the best service to the residents. This is an example of how the Council and the National Centre for Learning Welsh work together to ensure training and learning opportunities.

<https://learnwelsh.cymru/news/nefyn-care-home-staff-learn-welsh-to-support-residents/>

- **Sharing good practice and advising**

Compliments were received from a Member as part of the internal performance management meetings recently about the readiness of the Council to work with and advice the local Health Board in their preparations to comply and implement the Welsh language Standards.

COMPLAINTS RECEIVED DIRECTLY REGARDING SERVICES OR THE COUNCIL LANGUAGE POLICY

| Department | Number of complaints | Nature of the complaint                                                                                                                                | Steps taken                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|------------|----------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Highways   | 5                    | 1. A sign on the back of one of the Councils highway maintenance vans had a mistake in the Welsh (CI1906)                                              | No confirmation received if the matter has been resolved.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|            |                      | 2. <b>3 complaints</b> (CI1909) (CI1912) (CI1916) –about a street works contractor distributing English only leaflets and using English signs. (Colas) | The matter was not resolved after the first complaint, but by the time the second and third arrived steps had been taken.<br>The Language Unit checked the wording on the contracts with the Category Manager. There was no problem with the specification so it was a matter for the Highways department to deal with, to contact the company to draw their attention to the breach of contract and to change the signs and ensure bilingual leaflets.<br>The department have not contacted the company, and have had a response including an explanation of the situation and a commitment to ensure it doesn't happen again. |
|            |                      | 3. Use of English place names on road signs in Pen Llŷn (CI1910) - Hell's Mouth and Whistling Sands                                                    | Response sent by the department saying they would look at the matter. Still need confirmation that steps have been taken. Also need an explanation why the English names are used at all?                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Planning   | 3                    | 1. Ogwen Bank Caravan Park – English only signage in Bethesda (CI1908)                                                                                 | The signs in question were subject to planning consent conditions so the Planning department were responsible for contacting the company to change the sign.                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |



|                  |          |                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                   |
|------------------|----------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                  |          |                                                                                                                                                                                                                                                                                                                                        | The sign has now been changed, and includes some Welsh, but the English writing is still more prominent, so it was not an ideal solution.                                                                                                                                                                                         |
|                  |          | 2. English sign - Nature's Point, Pistyll (CI1911)                                                                                                                                                                                                                                                                                     | Nothing could be enforced under planning conditions as it is not required to translate company names on signs. The company in question had recently changed name and so their signage, making the English more visible.                                                                                                           |
|                  |          | 3. English versions of address used on planning application consultation correspondence (CI1917)                                                                                                                                                                                                                                       | A glitch in the new on-line system used by the service meant that the system was diverting to an English database of place and street names. This has been rectified.                                                                                                                                                             |
| <b>Education</b> | <b>2</b> | 1. A complaint that the SchoolGateway is not available in Welsh and that the online bilingual version used by the Council is not accessible enough. (CI1913)                                                                                                                                                                           | Complainant informed that access can be gained to the system through the Gwynedd app on a mobile phone. The department is still trying to work with the company to ensure the app is developed in Welsh.                                                                                                                          |
|                  |          | 2. A complaint about the recruitment process and the complainant feeling they had been put at a disadvantage as the interview was conducted in Welsh. The complainant noted that the linguistic requirements, or the fact that the interview would be conducted in Welsh, was not stated clearly enough in the documentation. (CI1914) | It was confirmed that the staff responsible for the interview had followed the protocol and offered to carry on with the interview in English.<br><br>We intend to take a detailed look at the documentation aspect, and to consider if any changes are needed, as part of the work of the Language Specifications Project Board. |

|            |          |                                                                                |                                                                                                                                  |
|------------|----------|--------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| <b>YGC</b> | <b>1</b> | Grammatical errors on the street names on the new Goetre Uchaf estate (CI1915) | Confirmation received that the new signs have been ordered and that they will be installed by the developer as soon as possible. |
|------------|----------|--------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|