

**Gwynedd Welsh in Education Strategic Plan**

**2017-2020**

**(DRAFT)**

1. The authority's vision, goal and objectives for Welsh medium education over the next three years. Please refer to section 19 in the guidance for what you need to include in this section.

Vision:

Our vision is to ensure that children and young people achieve the highest standards so as to maintain the language, culture and economy locally.

Our objective is to provide better access to Welsh-medium Education for pupils across the region who wish to develop, reinforce or maintain their bilingual skills.

*To have an education and training system that responds in a planned way to the growing demand for Welsh-medium education, reaches and to and reflects our diverse communities and enables an increase in the number of people from all ages and backgrounds who are fluent in Welsh and able to use the language with their families, in their communities and in the workplace.*

*(Welsh-medium Education Strategy, WG)*

Objectives:

The Education Department's Language Policy sets the ambitious objective of ensuring that all pupils in the county possess appropriate language skills in Welsh and English, to enable them to become full members of the bilingual community to which they belong. This matches the principal objective of the Welsh Strategic Plan namely to ensure the development of Welsh as a subject and learning medium from pre-school age onwards and promote our children and young people's use of Welsh as a social language.

Statement:

To achieve this ambitious programme, every establishment is expected to address the following matters.

- Establish firm foundations in Welsh in the Early Years, ensuring that pupils from an English speaking background have an opportunity to learn Welsh as soon as possible.
- At the Foundation Phase, build on the foundation laid at the nursery and reception stage through continuing to develop pupils grasp of Welsh, and commence the process of developing their skills in English. In practice, this implies that the majority of schools will commence introducing English as a subject in the final term at the end of the Foundation Phase, focussing on developing reading, oracy and writing skills in that language. Welsh will be the official language of assessment at the school at the end of the Foundation Phase.
- At KS2, continue to develop pupils grasp of Welsh focusing on developing their skills in both languages. Pupils progress in Welsh and English is assessed at the end of the key stage.
- At KS3, ensure that every pupil achieving level 3+ at the end of KS2 continues to follow Welsh as First Language to ensure appropriate progression and continuity.
- At KS4, ensure that every pupil studies Welsh as a subject until the end of Y11 and is assessed in Welsh at the end of KS4.
- At KS3 and KS4, use the information on previous achievement to ensure that every pupil continues to develop skills in Welsh and English through using both languages as learning

medium.

- Ensure that pupils who learn Welsh at KS2 and KS3 learn Welsh as soon as possible and use Welsh as a learning medium.
- Improve pupils knowledge and understanding of the cultural, economic, environmental, historical and language features of Wales.
- Develop the pupils to be responsible citizens so that they make a significant contribution to their bilingual community.

The plan will focus on the following aspects from the perspective of Welsh as a language and as a medium setting them as clear objectives for our three year work programme.

- Establish firm foundations for Welsh during nursery education and the early years.
- Ensure progression in Welsh as a subject and as a learning medium from KS2 to KS3.
- Ensure progression in Welsh as a subject and as a learning medium from KS3 to KS4.
- Strengthen implementation in the areas/establishments/schools where data indicates the need equipping our headteachers and training our workforce to fully achieve the Scheme's objective.
- Strengthen the use of the language cohorts as a progression planning tool at secondary schools.
- Mainstream the implementation of the Language Charter in to the core work of the Council.
- Promote use of Welsh as the social language of young people at our secondary schools through establishing and developing a scheme similar to the primary schools Language Charter.

The plan will also incorporate Welsh Government's strategies and policies:

- Draft strategy to create a million Welsh speakers by 2050
- Rewriting the Future - Schools have a pivotal role in breaking the link between deprivation and educational attainment
- Successful Futures - Professor Donaldson has identified very real strengths in Wales, including the Foundation Phase and the commitment to the Welsh language and culture on which we can build.
- Future Generations – Well-being of Future Generations (Wales) Act 2015

The Authority will incorporate Welsh Government's priorities in all that we do in order to achieve the aims.

If this is successfully achieved during the next three years, it is envisaged that the whole education system can contribute towards development of Welsh (language and medium] and quality of education and the experiences of our children and young people.

2. Local authorities have a statutory duty under Section 10 of the Learner Travel Measure (Wales) 2008 to promote access to education and training through the medium of Welsh. Please provide a statement regarding the accessibility of Welsh-medium provision in your local authority in relation to home to school transport. Please highlight any challenges and/or areas of good practice through collaboration.

Because of the schools linguistic nature, the Authority fulfils the statutory duty and complies with the Learner Travel Measure.

The aim of the Language Policy is to ensure that all the county's pupils possess the appropriate linguistic skills in Welsh and in English. The expectation is the same for every school. The County does not define schools according to language categories as the same Language Policy is implemented at every school.

3. Please demonstrate how you will achieve Outcomes 1-7.

## Outcome 1: More seven-year-old children being taught through the medium of Welsh

Our current position relating to the number of seven year olds taught through the medium of Welsh and our targets for the next three years.

Percentage assessed in Welsh as First Language at the end of the Foundation Phase:

Current Position	2017/2018	2018/2019	2019/2020
98.9%	99.1%	99.2%	99.3%

Our four main objectives to achieving this outcome:

- Ensure that every Early Years placement establishes firm foundations for Welsh.
- Every child receives skills assessment in Language, Literacy and Communication in Welsh on admission and at the end of part-time nursery education and at the end of the Foundation Phase.
- Focus on strengthening linguistic practice in the Foundation Phase.
- Target schools who do not comply with the language policy.

Supporting Statement:

There are 93 primary, 14 secondary and 2 special schools in Gwynedd.

The objective of the County's Language Policy is to ensure that all pupils in the county possess appropriate language skills in Welsh and English. The same is expected of every school. Appropriate provision is required to enable every pupil to become fluently bilingual.

Although the overall Policy aim is bilingualism, the balance is tipped in favour of the Welsh language. This is particularly the case in the early years so as to lay solid foundations for further development.

In the Early Years, solid foundations need to be laid for Welsh ensuring that pupils have an opportunity to learn Welsh as early as possible.

In April 2014, a comprehensive adequacy assessment of child care provision in Gwynedd was prepared. The assessment indicated that the vast proportion of child care provisions were through the Welsh medium, or mainly Welsh with some use of English (90%). In addition, 13% of the parents and carers who responded to the questionnaire expressed a wish to see improved Welsh medium provision. *Information on the latest adequacy assessment will be available in 2017.*

The Early Years Unit plans to ensure that the Authority meets the statutory requirement of ensuring a nursery placement for every child from the term following his third birthday. All placements, including voluntary organization placements, are regularly monitored. Part of that monitoring involves ensuring compliance with County Language Policy requirements.

There is a team of support teachers within the Foundation Phase and Flying Start scheme and there is an emphasis on the need to establish a firm foundation for Welsh during the Early Years. Every effort is made to ensure that the basic assessments provides a school with initial information on every pupil's language situation. This is an important step in planning progression. The team also provides training programmes and produces

placement support resources to develop Welsh language patterns.

All the agencies involved with Flying Start promote Welsh and bilingualism in their work when working with the children and their families e.g. Family Support Team, Play and Early Development Officers, Health Team, Flying Start Language Therapist and all child care placements staff.

The Mudiad Meithrin also provides parents with bilingual information on Welsh medium education.

At the Foundation Phase, the schools build on the foundations laid at the nursery and reception class phases through continuing to develop pupils grasp of Welsh, and commencing the process of developing their English skills. In practice, this implies that the majority of the schools start introducing English formally during the last term at the end of the Foundation Phase. Welsh will be the official assessment medium at the school at the end of the key stage. The numbers who are assessed in Welsh as a first language is good.

As mentioned above, the County does not define schools according to language categories as the same Language Policy is implemented at every school. Consequently, any new plans presented, such as proposals for 21st C Schools, are subject to Language Policy requirements.

There are three formal federations at present – Dyffryn Dulas / Pennal, Glanadda / Coedmawr and Abercaseg / Penybryn Schools.

The framework and strategic basis adopted for Schools re-organization within 21<sup>st</sup> Century Schools Programme places the Welsh Language as one of the main principals and considerations when drawing up proposals. During any process of reorganization, the Council is required to conduct a language impact assessment in the areas that are affected. The assessment outlines the situation regarding the main language considerations which involve the impact of the options being considered on the specific area.

During schools re-organisation in areas where the Welsh Language holds its ground, ensuring a robust and sustainable education provision in future within these areas contributes towards stabilizing and solidifying the situation as regards the language.

Every school has received a pamphlet, presentation and guidance on how to convey to parents the educational, social, economic and cultural benefits of bilingualism.

It is ensured that pupils and parents have opportunities to understand and discuss the benefits of bilingualism, multi-lingualism, cherishing Welsh.

The objective is to change attitudes/maintain healthy aspects towards the language with every school having responsibility for presenting a pamphlet and presentation that conveys the message as to the value of speaking Welsh and the advantages of bilingualism - **‘Two languages ...twice the choice’**.

The objective of the Language Centres is to provide an intensive course in Welsh for latecomers to enable them to integrate into the bilingual community and fully participate in bilingual education experiences. This provision has a core role in assisting primary and secondary schools to implement the current Language Policy.

There are now four primary centres and one secondary centre. The primary centres are located at Caernarfon, Dolgellau, Llanybi and Penrhyndeudraeth, and the secondary centre

is located at Porthmadog.

Between 2005 and Autumn 2016 a total of **1628** primary pupils and **510** from secondary schools have benefited from attending the language centres.

As regards the primary, a maximum of 16/18 pupils attend every centre for a 12 weeks course, except Dolgellau, that has places for 8 pupils only. The provision is mainly provided for pupils aged 7-11 (KS2) who are latecomers to the County. The pupils attend an intensive course for a term to immerse and prepare them to receive most of their education through the medium of Welsh or bilingually when they return to their schools. It is a multi-medium and cross-curricular course on which the teachers base their scheme of work. The scheme enables the pupils to return to schools in their area and follow their curriculum through the medium of Welsh.

The Secondary Centre offers a place for a maximum of 16 pupils for 8 week periods initially focusing on Y7 pupils and then Y8 with small numbers from Y9 if there was space, in accordance with set specific criteria. These pupils are immersed with an intensive course in Welsh in a short time, providing other subjects through the medium of Welsh as well.

A recent exciting development has been the Project for Parents. The provision was audited and parents gave a very positive feedback.

So as to ensure appropriate progression at the schools, the centre's teachers will provide after-care for every pupil upon their return to their schools.

A recent development has been the appointment of Gwynedd Language Centres Post-Care Teacher who is responsible for teaching Welsh to groups of latecomers, specifically involved with ensuring that the follow-up scheme is implemented for pupils who have attended the Language Centres. This ensures that pupils receive appropriate follow-up upon their return to the schools.

**Outcome 2: More learners continuing to improve their language skills on transfer from primary to secondary school.**

Our current position and targets for the next three years relating to the number of year nine learners who are assessed in Welsh (First Language)

Targets for the percentage of year 9 learners who assessed in Welsh as First Language

Current Position	2017/2018	2018/2019	2019/2020
83.7%	84%	84.1%	84.3%

Our four main objectives to achieving this outcome:

- All pupils who gain level 3+ at the end of KS2, continue with Welsh as First Language in Y7 and receive a Welsh as First Language assessment at the end of KS3. Increase the % assessed in Welsh as First Language at the end of KS3.
- Improve progression at KS3 to have a positive impact on the % who progress to sit GCSE examination in Welsh as first language.
- Every school to use the language cohorts for language planning for use of Welsh as a learning medium so as to ensure continuity or improvement in language cohort amongst individual pupils.

- Further strengthen the role of the Primary Language Co-ordinators and Secondary Language Co-ordinators in language planning and follow-up planning.

Supporting Statement:

All the county's educational establishments are expected to reflect and reinforce the Language Policy in their administration, social life and pastoral arrangements as well as in their curricular provision. The Language Policy places an emphasis on bilingualism and the need to establish robust foundations for Welsh in the early years and develop this in the following key stages.

There is a difference between the children assessed in Welsh as a first language in year 6 (97.7%) and then in year 9 (83.7%).

The % assessed in Welsh as First Language at the end of KS3 is good. An increase of 2% to 83.2% in 2015, and a further increase of 0.5% to 83.7% in 2016 in the percentage of children assessed in Welsh as First Language.

However, there is a desire to increase the % through impacting on practices at a school that contributes substantially to pupil numbers who are not assessed in Welsh as First Language at the end of the key stage. Discussions on how best to impact these practices are taking place.

The % sitting an examination in Welsh as First Language is a very positive figure. The % achieving grade A\*-C is also good. However, it is envisaged that improving progression at KS3 will have a positive impact on the % who go on to sit a GCSE examination in Welsh as First Language. It is expected that the outcomes of the discussions mentioned above will have a positive impact on this.

The Authority's Language Policy also places an emphasis on ensuring language progression from one key stage to the other. The Catchment-area Co-ordinator's post has a core role in this. The Language Co-ordinators are released for 10 days a year to support schools within the catchment-area to implement the Language Policy. They annually visit the secondary school to discuss matters related to KS2 and KS3 progression, including tracking individual pupils in accordance with the language cohorts. This establishes a robust system to co-ordinate language progression from primary to the secondary in the catchment-area. It is intended to further develop and strengthen their role in language planning and progression planning.

A Scrutiny Enquiry on Welsh Education has been established by the Authority's Scrutiny Committee to scrutinise on:

- the Authority's Language Policy
- The extent to which the provision supports the promotion of use of Welsh socially by children and Young People (the link with Gwynedd Schools Welsh Language Charter Work)

The Scrutiny Enquiry Report gives detailed consideration to the matter before concluding with a number of recommendations for improving consistency of Policy implementation. The report contains the following recommendation:

*'To strengthen and reconcile implementation of the Council's Language Policy (Education), a clear definition is required as to the language nature of all Gwynedd secondary schools so that all stakeholders are clear as to the schools linguistic nature making the schools and governors accountable for its implementation.'*

Officers from Gwynedd County Council Education Department are jointly working with an External Adviser to carry a Study in relation to this recommendation. It involves scrutinizing relevant documentation by Gwynedd Council and the Welsh Assembly Government, interviewing staff in schools and focussing on any related data and information. On completion of the Study, a report will be produced that will contain conclusions and recommendations (January 2017).

**Outcome 3: More students aged 14-16 studying for qualifications through the medium of Welsh.**

**Outcome 4: More students aged 14-19 in study subjects through the medium of Welsh, in schools, colleges and work-based learning.**

Our current position and targets relating to the percentage of learners entered for GCSE Welsh (first language) entered for at least two further Level 1 or Level 2 qualifications through the medium of Welsh.

Current Position	2017/2018	2018/2019	2019/2020
79.4%	81.2%	83%	85%

Our current position and targets relating to the percentage of learners entered for GCSE Welsh (first language) being entered for at least five further level 1 or level 2 qualifications through the medium of Welsh.

Current Position	2017/2018	2018/2019	2019/2020
69.4%	71.2%	73.3%	74.9%

Our main objectives for achieving the outcomes:

- Ensure that all Gwynedd Secondary Schools respond to the Learning and Skills Bill requirements and have utilised collaborative partnerships.
- Collaborate with the main stakeholders to ensure that the provision provides access to bilingual provision across the vocational subjects and Welsh Baccalaureate at KS4.
- Ensure that collaborative vocational courses funded through the 14-19 Network grant are available in Welsh/bilingually [including any courses provided by the Colleges].
- Ensure that the Partnership Groups and 14-19 Network Quality Sub-group monitors language progression in the courses provided.
- Monitor registrations data for external examinations through the medium of Welsh from every establishment (including Vocational partnership courses at the Colleges). Set Progress Targets for every partnership establishment/course.
- Monitor the language medium of KS4 and KS5.

Supporting Statement:

Every pupil who has attained level 3+ at the end of KS2 is expected to follow Welsh as a First Language in order to ensure appropriate progression and continuity. In addition, it is



necessary to ensure that each pupil studies Welsh as a subject until the end of Y11 and is assessed in Welsh at the end of KS3 and sits appropriate external examinations at the end of KS4.

Development of bilingual education is still promoted as one of the main strategic priorities of the 14-19 Network and appropriate language progression is secured as a core role of the Network's action groups remit.

All 14-16 grant-funded courses are expected to be bilingually available.

5 of the 7 collaborative post-16 vocational courses provided by Coleg Menai for Arfon area schools are offered to learners as bilingual provision. Several of the collaborative courses are also provided between schools through the medium of Welsh or bilingually.

Developing bilingual interactive e-teaching resources continues through the 14-19 Network e-teach Team work that is funded through 14-19 grant funding. The material is promoted through use of these resources through an e-teach Users Group that includes representatives from every school and Further Education College across Gwynedd, Isle of Anglesey and North Wales and through an annual training programme. Through regional collaboration, bilingual training on use of these resources is provided.

Specific work has been completed during 2015-16 through Welsh Government specific grant to prepare e-teach interactive resources to promote use of Welsh in the workplace/post-16 studies in the Construction/Business, Accommodation and Health and Care/Child Care sectors. The resources will be based at the Post-16 Consortium Web-site, FE, HWB Colleges.

The Post-16 strategy planning work is led within the Transformation agenda requirements context by the 16+ Learning Partnership. One of the main work streams will be to identify the likely impact of the collaboration model on Welsh medium/bilingual provision. There is also focus on identifying the main factors that influence 16+ learning medium selection.

Another element of the Consortium's work will be to identify opportunities in the economy where use of Welsh is essential for work.

The post-16 Consortium commissioned work by Gweriniaeth and Bangor University to try and obtain a clear profile of the number of Welsh courses only, English only and bilingual courses held in the Consortium's area of operation. Where the courses are designated as bilingual, a detailed analysis of the percentage taught through the medium of Welsh has been held. Each establishment has received a report separately and a county report has been shared with officers. The same data will be annually gathered for monitoring purposes.

Specific work will be done on developing systems and procedures to measure use of Welsh in Post-16 Education. The main purpose of the work will be to discover how many learners follow Welsh medium courses in the post-16 sector in the area served by the Consortium.

## Outcome 5: More students with advanced skills in Welsh

Foundation Phase of pupils attaining outcome 5+ for teacher assessments in Welsh (Level 2+/Outcome 5+)

Current Position	2017/2018	2018/2019	2019/2020
88.7%	90%	91%	92%

Our four main objectives to achieving this outcome (Refer to Annex1).

- Increase the % of pupils:
  - Foundation Phase of pupils attaining outcome 5+ for teacher assessments in Welsh (Level 2+/Outcome 5+)
  - KS2 pupils attaining level 4+ for teacher assessments in Welsh
  - KS3 pupils attaining level 5+ for teacher assessments in Welsh
  - KS4 pupils attaining grades A\*-C in Welsh GCSE
- Ensure that no pupils leave the schools without a recognized qualification in Welsh.
- Maintain the innovative work in Gwynedd, and mainstream the Language Charter work in Gwynedd to the Council's core work. Continue to support the work of developing the Language Charter to be a national programme that will have a key role in a broader framework developed by the Welsh Government.
- Ensure robust progression to the Language Charter project, that is implemented in Gwynedd's primary schools, to the secondary schools. Gwynedd secondary schools will receive clear guidance on intervention planning to improve awareness and increase young people's use of the language.

Supporting Statement:

From September 2015, GwE has been implementing a revised procedure for supporting and challenging schools. The procedure for green support category schools [and the firmest of the yellow support category schools] is based on the principle of giving the best schools more independence and promoting the *peer evaluation* implementation method. The model, therefore, is a partnership between colleagues where schools that perform at a high level are given the opportunity, in conjunction with GwE, to challenge and support other schools that perform at a high standard in order to spread and share excellence. As a result of establishing the revised model, the regional service has an added capacity to intensify the support and backing given to those schools that are in the amber or red support category. The involvement with schools is also used to identify excellent/good practices on a local and regional level.

GwE have appointed a Welsh Challenge Adviser [part-time] to target the subject in the secondary sector and will set up an 'action plan' to highlight those aspects that will be focussed upon and will be sent through a subject-based network.

GwE also targets implementation with a minority of secondary schools where there is concern about the performance of Welsh. In the primary, the field will be focussed upon as part of the specification for 2016-17, holding lead sessions for leaders who will scrutinize teaching and assessment. Through the link Challenge Adviser, the Authority will monitor effectiveness of follow-up action by the school. A training programme is also presented for literacy field leaders focussing on improving quality of experiences and learning/teaching in the field.

The % receiving a Welsh First Language assessment at the end of the key stages and the % attaining the expected levels/grades are good. There remains, however, the need to

continue to attempt to improve and raise standards in Welsh and in this context, every secondary school will be expected to use the language cohorts to plan linguistically for using the Welsh language as a learning medium. It is also anticipated that collaboration between primary and secondary schools in terms of ensuring a mutual understanding of levels/assessments and preparing profiles for accreditations will help in this aspect.

The LA will continue to collaborate with the schools Welsh departments through the Secondary Language Co-ordinators forum as well as the Headteachers Strategy Group focusing on reducing numbers who do not sit neither to ensure that no pupil leaves any of the schools at 16 years of age without a recognized qualification in Welsh. Efforts also continue to try and encourage pupils to continue with Welsh up to A Level after they have gained a pass in the subject in GCSE through emphasising the advantages of Welsh as an A Level subject and a subject for further study, as well as try and make the subject appealing and relevant for pupils – through various learning and teaching methods and effective use of relevant resources.

Since the launch of the Welsh Language Charter in Gwynedd primary schools, innovative work has been done at our schools to influence children's use of Welsh socially.

The simple objective of the Language Charter's is to increase the use of Welsh by pupils in a social context. In a nutshell, encourage and compel the children to speak Welsh.

The Language Charter requests involvement by all members of the school community – the school council, the pupils, the workforce, parents, governors and the wider community to ensure full ownership of it.

The language co-ordinators have received thorough training so that they are equipped to provide the schools in their catchment-areas with guidance and support. Under their charge, Charter monitoring and accreditation is implemented. Developing their role continues to be a key element ensuring that messages and relevant information regarding achieving the Gold Award objective is effectively shared and cascaded. Termly meetings are held to share the latest information with the language co-ordinators.

A strong training element stems from the accreditation visits and an excellent opportunity to share knowledge and good practices between schools. A report is prepared on every school's achievement and development set against gold and silver award requirements annually.

The accreditation process occurs at the end of the school year. The 'gwe iaith' data provides proof that Language Charter implementation has a positive impact.

A lead document has been prepared that includes the entire strategies, activities and purposeful planning that have proved to be a success and have had a positive impact on 'gwe iaith' data amongst 'innovative' schools in Gwynedd.

Close collaboration between partnerships continues and specific events have been held jointly with S4C, Yr Urdd and Cwmni Da to bring a positive impact on 'gwe iaith' data. This collaboration with the establishments will continue.

As part of the efforts to achieve the goal of a million Welsh speakers by 2050, the Welsh Government have specifically asked Gwynedd Council to work with them to expand Language Charter practices throughout Wales by 2019. This follows the sweeping success achieved through a pilot scheme in 2015-16 between Gwynedd and the Welsh Government when all North Wales schools in the regional authorities achieved the Charter bronze award.

The work of developing the Language Charter into a national programme is a key feature of the Welsh Government's broader framework that is being developed to increase use of Welsh amongst children and young people. The framework will address interventions within the three main fields, namely the education system, the community, and change in language behaviour. There will be a focus on trying to integrate these three fields closer to each other, as well as trying to integrate an education policy and general use of language policy. This framework will feed into the development of a new long term strategy for Welsh from 2017 onwards.

Following positive reports on the Charter's success in Gwynedd, a request was made to use Gwynedd expertise and good practices to extend the project to other areas in Wales. Gwynedd Council provides a service on behalf of the WG to achieve 4 main elements, namely the work of raising awareness, holding a training conference, information sharing and accommodating the on-line questionnaire, and the accreditation process, and provide support for other counties to lay firm foundations to implement the Language Charter, providing guidance and good practices on all practical aspects of the Charter.

As regards providing robust follow-up to the Primary Language Charter, discussions have been held with the aim of developing a project to increase use of the language amongst young people in the secondary sector.

Cwmni Trywydd were commissioned to conduct a survey of the position of Welsh as a language used socially amongst the young people in Gwynedd secondary schools.

An initial draft strategy has been prepared that takes into account the research already held in this field. Work on developing this document is ongoing.

A Strategy will be developed that will place clear expectations and guidance for the county's secondary schools on techniques to alter language practices and the various ways of impacting pupils language medium socially within and outside the school.

It is expected that the 14 secondary schools in the county will commit themselves to the new Strategy by March 2017 that will provide clear guidance on how to plan intervention to improve awareness and increase use of the language amongst young people.

### **Outcome 6: Welsh medium provision for learners with additional learning needs (ALN)**

Our main objectives to achieving this outcome

- Continue to provide Welsh medium and bilingual education for ALN pupils, through every stage in their education journey.
- Plan around the needs of children and young people and their families.
- Implement Gwynedd and Isle of Anglesey ALN and Inclusion Strategy.

Supporting Statement:

All pupils with Additional Learning Needs have access to Welsh medium services in Gwynedd.

Welsh medium and bilingual provisions and services are available for the entire range and variety of SEN.

It has been agreed to adopt one common Additional Learning Needs and Inclusion Strategy that will address the needs of pupils and young people of Gwynedd and Isle of Anglesey effectively and efficiently. This is based on re-modelling and strengthening the historical partnership and include the entire range of services and provisions. Planning around the needs of children and young people and their families will be central to the new provision and we will continue to provide access to services which are wholly bilingual.

### **Outcome 7: Workforce planning and continuing professional development.**

Our four main objectives to achieving this outcome:

- Through the Welsh Medium and Capacity Building Network (cross-authority strategy group), continue to collaborate with Bangor University to ensure that the Welsh Sabbatical Scheme is strategically used to meet schools requirements.
- Strengthen staff's language profile at specific schools.
- Develop the workforce Welsh language skills.
- Continue to follow the Authority's policy when placing advertisements stating that it is a requirement that post holders can communicate in Welsh and English to an appropriate level in the post. :

Supporting Statement:

When advertising posts, the Authority states that post holders should be able to communicate in Welsh and English to an appropriate level in the post.

A cross-authority strategy group – Welsh Medium and Capacity Building Network – is led by Gwynedd that focusses on the Welsh language, Welsh medium and capacity building in every Authority. This group is influential as regards the discussion on language continuum and has a significant impact on status of Welsh at every school, and pre-school establishments, and quality of teaching as a language and its further use as a learning medium. One of the fields focussed upon by the Network is the Sabbatical Plan and there is close collaboration between the Authorities and Bangor University. Information is provided on the courses available for teachers, instructors, lectures and classroom assistants who wish to improve their Welsh and nurture confidence in the language. Discussions are held on how best to develop and polish up on education practitioners language, mother tongue and second language, so that they feel confident to teach and administer through the medium of Welsh.

Every effort is also made to encourage more teachers and classroom assistants to take available opportunities to polish up on communication skills in Welsh through the Adults Education Centre and the Council makes provision for staff training at several levels.

As regards the Early Years, following the establishment of a task group during the recent period to identify the workforce who need to improve their skills in Welsh, training sessions were held and PACEY now jointly with the Hunaniaith Officer have also distributed information packs on the Welsh Language.

GwE, in collaboration with other key stakeholders, have planned and prepared a comprehensive cross sector Leadership Programme for the Region's practitioners that is provided through the medium of Welsh and bilingually. The Authority is committed to nurturing leadership capacity through encouraging and supporting all practitioners to develop their leadership potential and other practitioners leadership potential. Staff are encouraged to take these effective professional development opportunities.

Signed: *Arwyn LI Thomas*

Date: ...21/10/2016....

Arwyn LI Thomas  
(Head of Education)

Annex 1 Data:-



Data.docx