

Carmarthenshire's Welsh in Education Strategic Plan 2022-2032

Consultation Report



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Cyngor **Sir Gâr**
Carmarthenshire
County Council



Education and Children's Services Department

If you require this information in large print, Braille or on audiotape please contact the Education and Children's Services Department

Email: WESP@carmarthenshire.gov.uk

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Executive Summary

The Consultation Period

What is the WESP?

Every Welsh Local Authority (LA) is required by law to have a Welsh in Education Strategic Plan (WESP). The draft document is a 10-year strategy, which will steer developments towards the next UK census in 2031. This is considered a vital element of the national aim of having a million Welsh speakers by 2050. Welsh Government set the criteria for the strategy and each LA builds their plan around these. WG also sets specific targets for all local authorities and Carmarthenshire is in the most challenging category. So, what you see in the Carmarthenshire WESP is our take on the guidance given to us by the Senedd in Cardiff.

National Developments to be aware of:

- New curriculum for Wales- the new curriculum for schools starts in September 2022 for primary schools with the option for secondary schools to start in 2023. Becoming bilingual and multilingual is a key feature of the languages and communication area of learning within the new curriculum
- 2021 Curriculum Bill- This bill became law in April 2021. Learning Welsh will be compulsory from the age of 3 years. English will be compulsory from age 7 years. This means that the successful Welsh immersion method used in all our Welsh medium and Dual Stream Schools can continue unchanged. Current English medium schools can still teach English from the age of 3, but now have the duty and opportunity to introduce Welsh from age 3 as well.
- School categorisation
- Wellbeing of Future Generations Act
- Cymraeg 2050
- WESP is a statutory document

On 4th October 2021 Carmarthenshire's Welsh in Education Strategic Plan for 2022-2032 was drafted. This statutory document outlines proposals to develop provision in order to achieve the following outcomes determined by Welsh Government:

| | |
|------------------|--|
| Outcome 1 | More nursery children / three-year olds receive their education through the medium of Welsh |
| Outcome 2 | More reception class children / five-year olds receive their education through the medium of Welsh |
| Outcome 3 | More children continue to improve their Welsh language skills when transferring from one stage of their statutory education to another |
| Outcome 4 | More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh |
| Outcome 5 | More opportunities for learners to use Welsh in different contexts in school |

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| Outcome 6 | An increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN) |
| Outcome 7 | Increase the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh |

The consultation period commenced on 4th October 2021 in line with the publication of the proposal and closed on 29th November 2021 with a total of 862 responses received in response to the formal consultation.

| Responses Received | |
|--------------------|-------|
| Online Survey | Total |
| 854 | 862 |

It must be noted that of the 862 responses received, all were received prior to the end of the consultation period.

Consultation Events

Due to the ongoing implications of the Coronavirus pandemic, we were advised not to hold events where there would be face-to-face interaction. As a result, the following interactions and communication methods were used to raise awareness of the draft WESP and the consultation:

- A dedicated web page on the draft WESP was created on the Education pages of the corporate website containing a comprehensive FAQs section and a link to the consultation page.
- Corporate Facebook and Twitter accounts were used to publicise the consultation and encourage engagement.
- Information was published on the council's Newsroom and sent out to all local media.
- Information was included in e-news bulletins, which are emailed to almost 30,000 residents who are currently signed up to My Account.
- The Family Information Service were asked to share details with childcare providers, and include information on their website and social media accounts.
- Consultation information was shared directly with Headteachers via the Education newsletter and Headteacher meetings.
- Surgeries were run for all headteachers.
- Consultation links were shared with School Governors via their Microsoft Teams channel. Further information was also provided to Chairs at their virtual autumn term briefing.
- Schools were asked to share information with parents via their websites, school apps, social media feeds and e-mail.
- Information was provided to members at a seminar and via the members e-newsletter.
- Emails were sent to the remaining statutory consultees on the first day of the consultation.

A selection of comments from statutory consultees

1. The Welsh Language Commissioner

This strategic plan reflects the County's extremely positive vision for the Welsh language in education. We welcome the county's ambition for the Welsh language in education, as well as the actions included. Achieving the objectives and targets of this scheme will be a significant step in the context of the county's important contribution to the national vision of an increasingly bilingual Wales.

We fully support the Council's vision to expand Welsh-medium education.

We welcome the specific attention provided here on language training for teachers, and agree that this is a key issue to the success of the strategy

We very much welcome the council's investment in a language centre that will provide lessons for latecomers.

2. Estyn

The rationale for the proposals is well presented, many of which are ambitious with the considerations clearly set out. We support the aspirations and proposals being put forward as part of this consultation, which includes the need to:

- to extend the Welsh-medium childcare sector
- to increase the transition between the nursery groups and the Welsh-medium Foundation Phase
- to support and train primary English-medium schools
- to commit strongly to immersion education
- to provide information to parents about the balance and benefits of Welsh-medium education
- to provide equality of Welsh language provision and a truly bilingual service for all ALN pupils in Carmarthenshire

The council recognises the need to ensure that everyone can use their languages confidently with family, friends, neighbours and in the workplace and therefore clearly sees the need for the availability of Welsh-medium provision across the county. The document sets out the benefits of bilingualism and multilingualism in relation to academic success and a future career.

Staff training is an important factor and the plan includes measurable targets for this priority.

The authority is aware of the importance of providing information to parents about the benefits and benefits of Welsh-medium education and being able to make informed decisions at all transitional stages.

The authority's intention is certainly ambitious and positive. The scheme of its implementation will give all children in the county a better opportunity to access Welsh-

medium education as well as supporting the Welsh Government's objective of creating a million Welsh speakers by 2050.

The authority also recognises that a strong commitment to immersion education is key to this strategy.

The authority also recognises the importance and continuity and continuum of Welsh-medium education in post-16 education. It supports the continuation of the Welsh Education Partnership (PAG) which has evolved as a partnership for the post-16 category 1 and 2A schools and now sees the need to include the two 2B schools.

We support the authority's intention to use the e-sgol approach to widen opportunities for learners in schools and colleges to access specific subjects or areas, particularly those where practitioner specialisms are scarce.

We support the authority's work to work with partners such as The Urdd, Menter Iaith and Young Farmers Clubs to promote the use of Welsh outside school.

We also believe that further developing opportunities to use Welsh in informal activities such as the Duke of Edinburgh and youth clubs is also very important. The importance placed on the language Charter is also of benefit and use of programmes such as 'Welsh Everyday' in order to promote the Welsh language further.

The strategy outlines important issues including educational provision and equality by increasing the provision of Welsh-medium education for pupils with Additional Learning Needs. The document clearly sets out the current position regarding the authority's ability to provide services through the medium of Welsh and the recently completed map and gap activity on bilingualism across the service is a positive step.

We also endorse the plans relating to supporting and advising governors. We also believe that the authority is realistic in terms of the challenges faced in recruiting Leaders of Welsh-speaking schools and we support the intention to initiate and formalise school federations to assist with the situation and offer specific language and leadership training to school leaders.

3. Rhieni Dros Addysg Gymraeg

RhAG appreciates that Carmarthenshire County Council is aware of its important role in promoting the use of Welsh, in the context of the Welsh Government's objectives and targets.

We welcome the commitment that Carmarthenshire, through this Scheme, wants to ensure significant growth in Welsh-medium education and training, with the aim of creating strong, bilingual communities and thereby contributing significantly to the national goal of a million Welsh speakers by 2050.

It is commendable to see the vision confirming the role of the WESP in promoting and increasing the use of the Welsh language within the family and community.

The commitment to promoting and developing multilingualism, introducing a third language towards the end of the Foundation Phase so that learners can have 'two languages plus' is to be warmly welcomed. This is indeed a progressive and exciting policy seed.

It is good to hear about the schemes already in place in relation to the provision for latecomers, and the investment in a new Language Centre that will provide multi-faceted support for latecomers from the Primary and Secondary sector.

We fully support the extremely important work they do in providing intensive linguistic support to latecomers in the County.

Responses received from the online consultation document

Overall Summary

- 76% of respondents listed English as their main language,
- 19% listed Welsh as their main language, while
- 5% listed another language as their main language.
- 59% of respondents were parents of a child / children attending school in Carmarthenshire, and
- 14% were school based members of CCC staff.

Q1. The plan aims to ensure everyone can use their languages confidently with family, friends, neighbours and in the workplace. To what extent do you agree or disagree with our 10-year vision to increase the number of people of all ages to become fluent in Welsh, English and other languages?

| | | | | | |
|------------|-----|----------------|-----|--------|----|
| Supportive | 50% | Not Supportive | 41% | Unsure | 9% |
|------------|-----|----------------|-----|--------|----|

Q2. In ensuring that more children and young people can become fully bilingual, the plan outlines the proposal for pupils to be bilingual by age 7 or if not by the age of 11 (with a third global language also introduced in primary school).

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|------------|-----|----------------|-----|--------|----|
| Supportive | 46% | Not Supportive | 46% | Unsure | 8% |
|------------|-----|----------------|-----|--------|----|

Q3. The scheme will develop in a small number of schools on a rolling programme from September 2022 onwards. This means that, in time:

- Nursery (3-year-old) provision will be Welsh medium or bilingual
- Reception (4-year-old) teaching will be using Welsh immersion techniques, as we believe is the best method for children to become bilingual in Welsh and English by age 7
- More options to continue studying through the medium of Welsh will be available from year 7 onwards

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|------------|-----|----------------|-----|--------|----|
| Supportive | 40% | Not Supportive | 51% | Unsure | 9% |
|------------|-----|----------------|-----|--------|----|

50% of respondents noted that this directly affects them or their family.

Q4. Once pupils’ bilingualism is achieved to a good level (ages 7 and 11), we plan with Welsh Government to ensure that bilingual and multilingual skills continue to improve. This means that secondary schools will help ensure that good progress is made, and previous learning built upon well. To achieve this, more subjects can be taken through the medium of Welsh, so that no pupil falls behind with their bilingualism.

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|------------|-----|----------------|-----|--------|-----|
| Supportive | 39% | Not Supportive | 51% | Unsure | 10% |
|------------|-----|----------------|-----|--------|-----|

Q5. In secondary school, we are planning with Welsh Government that more learners earn qualification in Welsh as a subject and can have more options to study subjects through the medium of Welsh. This will help learners to be bilingual / multilingual.

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|------------|-----|----------------|-----|--------|-----|
| Supportive | 41% | Not Supportive | 44% | Unsure | 15% |
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Q6. The plan outlines the proposal to provide more opportunities for pupils to use Welsh outside the classroom – both in school and in the community.

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|------------|-----|----------------|-----|--------|-----|
| Supportive | 51% | Not Supportive | 30% | Unsure | 19% |
|------------|-----|----------------|-----|--------|-----|

Q7. The plan outlines the proposal to ensure that learners with Additional Learning Needs are given an equal opportunity to become bilingual.

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|------------|-----|----------------|-----|--------|-----|
| Supportive | 53% | Not Supportive | 37% | Unsure | 10% |
|------------|-----|----------------|-----|--------|-----|

Q8. One of the outcomes in the plan is to increase the number of teachers able to teach Welsh (as a subject) and teach through the medium of Welsh. We will support school staff to develop their bilingual skills through a strong programme of training.

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|------------|-----|----------------|-----|--------|-----|
| Supportive | 49% | Not Supportive | 38% | Unsure | 13% |
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Q9. To what extent do you agree or disagree with the outcomes presented in the 10-year vision?

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|------------|-----|----------------|-----|--------|-----|
| Supportive | 41% | Not Supportive | 49% | Unsure | 10% |
|------------|-----|----------------|-----|--------|-----|

The responses received have been categorised into the following themes:

Supportive

- Theme 1 - Support for the plan
- Theme 2 - Support for Staff
- Theme 3 - The Pupils’ Education and Later Life Opportunities
- Theme 4 – Supportive but recognise a need for more choice
- Theme 5 – Support but recognises need for support for non-Welsh speakers

Concerns

- Theme 1- Removal of Choice
- Theme 2- The Pupils' Education and Later Life Opportunities
- Theme 3 - Status Quo is Successful
- Theme 4 - Additional Learning Needs (ALN)
- Theme 5 – Coping with the Welsh Language
- Theme 6 - Parents won't be able to help support their child
- Theme 7 - No Reason
- Theme 8 – Resources could be better utilised
- Theme 9 – Lack of teachers who can teach through Welsh medium
- Theme 10 – Concerns about disadvantaging non-Welsh speakers

Unsure

- Theme 1- Removal of Choice
- Theme 2- Additional Learning Needs (ALN)
- Theme 3 - Parents won't be able to help support their child
- Theme 4 – No reason
- Theme 5 – Teachers / School Staff
- Theme 6 – Whether non-Welsh speakers would be disadvantaged
- Theme 7 - Recognises a need for more choice

Next Steps

The Consultation Report will be presented to the Cabinet.

Summary of Observations received and Local Authority Responses

| | Point Raised | Local Authority Response | Number of responses raising this point | % of responses raising this point |
|-----------------------------------|--|---|--|-----------------------------------|
| Supportive Comments Raised | | | | |
| 1. | <p><u>Support for the plan</u></p> <p>Respondents noted their support for the plan</p> <p>The plan will provide all pupils with the opportunity to become bilingual with the skills to be able to read, write and speak fluently in both Welsh and English languages, as well as introducing other languages.</p> <p>Bilingualism offers many advantages to all pupils and learning through the Welsh language should not be seen as a disadvantage. All pupils should be provided with the opportunity to benefit from the many advantages of being bilingual.</p> | <p>It is the belief of the Local Authority, based upon international evidence and local experience, that children benefit from a truly bilingual education, which provides wider skills development, such as: cognitive ability, task understanding and flexibility, enhanced powers of concentration, etc. and that all children should receive these opportunities. Being bilingual or multilingual also broadens individuals' cultural experiences and can enhance career prospects. Evidence demonstrates that true bilingualism can only be achieved in the local context through children receiving a bilingual education.</p> <p>The Local Authority acknowledges that bilingualism will increasingly over time become an employment skill. For example, all public organisations in Wales are subject to new statutory Welsh language standards and progressively over time will need to recruit increasing numbers of Welsh speakers to deliver services. Possessing Welsh language skills</p> | 247 | 29% |

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| | <p>Some respondents noted that the plan will assist in increasing the number of Welsh Speakers within the community and Carmarthenshire, in line with the Welsh Government's aim of reaching 1 million Welsh speakers by 2050. This is the right way forward for the school and will help to secure the return of Cymraeg to our communities.</p> | <p>will increasingly over time give individuals a competitive advantage when seeking employment.</p> <p>There is a national priority in Wales, shared by Carmarthenshire County Council, to increase the number of people in our communities who are able to speak Welsh and use it in their everyday lives. Schools are regarded to be a critically important component in developing children so that they are fully bilingual by the time they leave primary school. This proposal seeks to provide all community members with the opportunity to develop their Welsh language skills.</p> | | |
| 2. | <p><u>Support for staff</u> Respondents support the proposal but requests that the authority provide free Welsh lessons for non-Welsh speaking school staff.</p> | <p>Rather than restrict opportunities for staff who do not speak the Welsh language, this proposal will help staff to improve their Welsh language skills. "Tîm Athrawon Datblygu'r Gymraeg (TADG)" – Welsh Language development teaching team and Welsh for Adults teams, will provide training to staff members who are less confident in using their Welsh language skills and the Local Authority will also provide training support for any staff members wishing to develop their Welsh language skills. Support will also be given through the National Sabbatical courses as well as Welsh for Adults. Courses have been designed specifically to meet the needs of staff at all linguistic levels. Subject specific, classroom and incidental language courses are now available.</p> | 23 | 3% |

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| 3. | <p><u>The pupil's education and later life opportunities</u></p> <p>Respondents believe that learning through the medium of Welsh will have a detrimental effect on the pupils' education and English language skills, and will disadvantage children from entering further or higher education and later in life when applying for job vacancies etc. It is believed that not all pupils will be able to reach their full potential by learning through the medium of Welsh. It must also be noted that the most common language used in day-to-day life, working life and the business world is English – therefore pupils' understanding of the English language must be secure to ensure maximum success within the real world.</p> | <p>It is the belief of the Local Authority, based upon international evidence and research and local experience, that children benefit from a truly bilingual education, which provides wider skills developments, such as cognitive ability, task understanding and flexibility, enhanced powers of concentration, etc. and that all children should receive these opportunities. Being bilingual or multilingual also broadens individuals' cultural experiences and can enhance career prospects. Evidence demonstrates that true bilingualism can only be achieved in the local context through children receiving a Welsh medium education.</p> <p>The Local Authority notes that on average, bilingual children achieve higher grades in the English language. It should also be noted that on average, about 80% of Carmarthenshire pupils who receive Welsh medium education receive an A*-C grades in both Welsh and English languages. Bilingualism will increasingly over time become an employment skill. For example, all public organisations in Wales are subject to new statutory Welsh language standards and progressively over time will need to recruit increasing numbers of Welsh speakers to deliver services. Possessing Welsh language skills will increasingly over time give individuals a competitive advantage when seeking employment.</p> | 5 | 0.6% |
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| | | Schools prepare young people with the skills to attend universities around the world and the Welsh language should not be seen as a disadvantage. Rather than being an impediment, possessing skills in the Welsh language is seen by many universities, inside and outside Wales, as an additional skill, which can offer benefits when a young person is competing for a place to study. | | |
| 4. | <p><u>Supportive but recognise a need for more choice</u></p> <p>Respondents were supportive of the plan but recognised a need for more choice, particularly at 11+</p> | <p>Choice is an important issue in the consideration of this proposal, with the most important aspect of choice being that which is available to children as they progress through their education and early lives. This proposal provides all pupils with the opportunity to become fully bilingual with the skills to read, write and speak in both Welsh and English languages by the time they leave primary school. The Local Authority's proposal to develop bilingual children by the time they leave primary school gives children a choice as they move along the education sector. The most effective way of developing bilingual children in the primary sector is to immerse them in Welsh medium education. It is generally accepted in the education profession that studying Welsh as a second language does not develop truly bilingual young people and the schools has been identified as having the potential to move quickly along the language continuum. 'Two languages, two choices'.</p> | 49 | 6% |

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| 5. | <p><u>A need for support for non-Welsh speakers</u></p> <p>Respondents were supportive of the plan but recognised a need for support for non-Welsh speaking pupils, families and staff to ensure that nobody is disadvantaged.</p> | <p>Linguistic support for all is paramount in the implementation of the WESP.</p> <p>Homework is not required to be set during the Foundation Phase other than reading. There are many bilingual books and Apps that can facilitate this along with support from the class teacher.</p> <p>Homework instruction will be delivered bilingually so there will be no problem in understanding what children are being asked to do at home. Work set will be appropriate to the pupil's age and ability level and is an opportunity to revisit work set during the school day. Developing increasingly as independent learners, parents may find that children are happy to progress without extra parental guidance as they get older.</p> <p>Schools will offer a range of support to pupils and parents from non-Welsh speaking families and are committed to increasing provision as necessary to meet the future needs of families.</p> <p>One such course is 'Cymraeg i'r Teulu' – 'Welsh for the family'. This course aims to introduce the language being taught within the Foundation Phase thus allowing parents and guardians to initiate simple conversations and to sing simple songs and nursery rhymes.</p> <p>Training is in place for all members of staff at all linguistic levels. These vary from online learning to Sabbaticals to working within the school day for both</p> | 46 | 5% |
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| | | language learning, and pedagogical implementation. Self-assessment online courses are also available. | | |
| Concerns Raised | | | | |
| 1. | <p><u>Removal of Choice</u></p> <p>Respondents have concerns regarding the removal of choice of English medium education and note that parents should have the choice of which language their children should be educated through.</p> | <p>The proposal is consistent with national policy to expand Welsh medium education in order to develop increasing numbers of fully bilingual young people and to enable more children to benefit from the advantages of bilingualism, gathered through international research.</p> <p>It is important to remember that the teaching and the development of the English language occurs in all schools to the highest of standards, as a statutory part of the curriculum.</p> <p>International evidence, cited by the Welsh Government, confirms that the most effective way of developing bilingual children is to immerse them in the less common language whilst also developing their skills in the more common language. Welsh Government also promotes those children who are from non-Welsh speaking families that immersion in Welsh in school is particularly important in embedding the language.</p> <p>As cited in The Times Newspaper; <i>Children who are brought up speaking two or more languages outperform their peers in English and maths by the age of seven, research has found.</i></p> | 218 | 25% |

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| | | Carmarthenshire County Council has a statutory responsibility under Part 4 of the School Standards and Organisation (Wales) Act 2013 to prepare a Welsh in Education Strategic Plan (WESP) for its area with the explicit aim of improving planning of the provision of education through the medium of Welsh, for improving the standards of that education and of the teaching of Welsh. | | |
| 2. | <p><u>The Pupils' Education and Later Life Opportunities</u></p> <p>Respondents are concerned that learning through the medium of Welsh will have a detrimental effect on the pupils' education and English language skills, and will disadvantage children from entering further or higher education and later in life when applying for job vacancies etc. It is believed that not all pupils will be able to reach their full potential by learning through the medium of Welsh. It must also be noted that the most common language used in day-to-day life, working life and the business world is English – therefore pupils' understanding of the English language must be secure to ensure maximum success within the real world.</p> | <p>It is the belief of the Local Authority, based upon international evidence and research and local experience, that children benefit from a truly bilingual education, which provides wider skills developments, such as cognitive ability, task understanding and flexibility, enhanced powers of concentration, etc. and that all children should receive these opportunities. Being bilingual or multilingual also broadens individuals' cultural experiences and can enhance career prospects. Evidence demonstrates that true bilingualism can only be achieved in the local context through children receiving a Welsh medium education.</p> <p>The Local Authority notes that on average, bilingual children achieve higher grades in the English language. It should also be noted that on average, about 80% of Carmarthenshire pupils who receive Welsh medium education receive an A*-C grades in both Welsh and English languages. Bilingualism will increasingly over time become an employment skill. For example, all public</p> | 85 | 10% |

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| | | <p>organisations in Wales are subject to new statutory Welsh language standards and progressively over time will need to recruit increasing numbers of Welsh speakers to deliver services. Possessing Welsh language skills will increasingly over time give individuals a competitive advantage when seeking employment.</p> <p>Schools prepare young people with the skills to attend universities around the world and the Welsh language should not be seen as a disadvantage. Rather than being an impediment, possessing skills in the Welsh language is seen by many universities, inside and outside Wales, as an additional skill, which can offer benefits when a young person is competing for a place to study.</p> | | |
| 3. | <p><u>Status Quo is Successful</u> Respondents noted that the current linguistic arrangements across the county are working well and there is no need for change.</p> | <p>The Local Authority acknowledge that the current strategy is performing well and is successful. This proposal seeks to improve even further the opportunity for children in Carmarthenshire to secure continuingly improving outcomes. Carmarthenshire County Council has a statutory responsibility under Part 4 of the School Standards and Organisation (Wales) Act 2013 to prepare a Welsh in Education Strategic Plan (WESP) for its area with the explicit aim of improving planning of the provision of education through the medium of Welsh, from improving the standards of that education and of the teaching of Welsh.</p> | 11 | 1% |

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| | | <p>It is important to note that the current WESP requires all primary schools in Carmarthenshire, including English medium schools, to move along the language continuum, progressively expanding the proportion of education that is delivered through the medium of Welsh, with a view to ensuring that in time all children leaving primary school are fully bilingual.</p> <p>The pace at which schools will be able to expand bilingualism and Welsh medium education will depend upon local circumstances but the expectation for progress applies to all schools.</p> | | |
| 4. | <p><u>Additional Learning Needs (ALN)</u> Respondents are concerned that children with special education needs, or additional learning needs may not be able to cope with learning through the medium of Welsh and may require English medium education. It is unfair to assume that all children with SEN/ALN will be able to learn through the medium of Welsh.</p> | <p>Carmarthenshire County Council's policy is that all its schools should be inclusive, with children with additional learning needs being educated in a mainstream setting alongside their peers wherever possible.</p> <p>All pupils with additional learning needs have specific individual plans based on their circumstances and a tailored support programme is provided according to need. Generally, an additional learning need is not a barrier to learning two languages. It is important to assess and monitor progress in each or all the languages that a child is using or learning, including sign and visually supported communication systems required for some pupils, particularly as the stronger developed language can be used to support and build learning</p> | 41 | 5% |

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| | | <p>through a lesser developed language medium. Staff are required to differentiate the curriculum and make reasonable adjustments to the language of instruction and response to accommodate additional needs and ensure access to the curriculum and learning progress. At times it may be appropriate to target additional support in one language for a period to consolidate and accelerate learning, e.g., in literacy. There will be rare instances, however, where a child may be diagnosed with a condition that is not conducive to a fully bilingual education. In these circumstances a package of support is identified by professional practitioners and discussed with parents.</p> <p>Whilst the system is designed to meet the needs of learners through a universal and inclusive approach, for a small number of children with significant and complex additional needs this is not always possible and specialised provision offers a more appropriate learning setting.</p> <p>To make sure that the needs of all learners are met the school's system in Carmarthenshire includes a range of provision for children with additional needs. A specialised school or unit offer education to children with the most profound or complex needs where a mainstream setting is either not suitable for the children's needs or where parents prefer an alternative setting. Selected secondary and primary schools across the county include specialised units for children with particular needs, such as autism,</p> | | |
|--|--|--|--|--|

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| | | <p>sensory impairment or speech and language delay. The Department for Education and Children provides specific additional support in schools wherever practicable so that as many children as possible remain in their local school. Whilst the Council's preference is to meet the needs of all children in a mainstream setting wherever possible, this is not always practicable.</p> <p>It is this Council's experience that the vast majority of pupils with a wide range of additional learning needs and abilities are successful in our schools irrespective of the language of instruction, but the Council does acknowledge that there will be a very few children whose needs cannot be met other than through provision at a specialist unit.</p> | | |
| 5. | <p><u>Coping with the Welsh Language</u> Respondents are concerned that not all children will be able to cope with learning through the medium of Welsh, especially pupils from non-Welsh backgrounds. In addition, there are concerns that non-Welsh speaking parents may find it hard to support and help their children with their schoolwork and homework should the school the proposal be implemented.</p> | <p>Should the proposal be implemented, sufficient support will be provided to all new pupils in accordance with the needs of each individual. It is also important to note that staff are required to differentiate the curriculum and make reasonable adjustments when required to meet the needs of every pupil. "Tîm Athrawon Datblygu'r Gymraeg (TADG)" – Welsh Language development teaching team who provide support to the schools around the county will also be supporting schools. Welsh Language Immersion Centres will also be available for those pupils who may need extra input linguistically.</p> | 51 | 6% |

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| | | Schools currently offer a range of support to pupils and parents from non-Welsh speaking families and are committed to increasing provision as necessary to meet the future needs of individual families. | | |
| 6. | <p><u>Parents won't be able to help support their child</u></p> <p>Respondents are concerned that parents will no longer be able to play an active role in their child's education.</p> | <p>Welsh schools set homework instruction in Welsh and in English so there will be no problem in understanding what children are being asked to do at home. Work set will be appropriate to the pupil's age and ability level and therefore should be within reach. Developing increasingly as independent learners, parents may find that children are happy to progress without extra parental guidance as they get older.</p> <p>Our schools currently offer a range of support to pupils and parents from non-Welsh speaking families and are committed to increasing provision as necessary to meet the future needs of families.</p> | 50 | 6% |
| 7. | <p><u>No Reason</u></p> <p>Some respondents did not provide a reason for their objection.</p> | | 41 | 5% |
| 8. | <p><u>Resources could be better utilised</u></p> <p>Some respondents consider Welsh to be an irrelevant language and felt that resources could be better utilised.</p> | It is the belief of the Local Authority, based upon international evidence and local experience, that children benefit from a truly bilingual education, which provides wider skills development, such as: cognitive ability, task understanding and flexibility, enhanced powers of concentration, etc. and that all children should receive these opportunities. Being bilingual or multilingual also broadens individuals' cultural experiences and can enhance career | 84 | 10% |

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| | | <p>prospects. Evidence demonstrates that true bilingualism can only be achieved in the local context through children receiving a bilingual education.</p> <p>International evidence, cited by the Welsh Government, confirms that the most effective way of developing bilingual children is to immerse them in the less common language whilst also developing their skills in the more common language. Welsh Government also promotes those children who are from non-Welsh speaking families that immersion in Welsh in school is particularly important in embedding the language.</p> <p>Also, as cited in The Times Newspaper; <i>Children who are brought up speaking two or more languages outperform their peers in English and maths by the age of seven, research has found.</i></p> <p>Carmarthenshire County Council has a statutory responsibility under Part 4 of the School Standards and Organisation (Wales) Act 2013 to prepare a Welsh in Education Strategic Plan (WESP) for its area with the explicit aim of improving planning of the provision of education through the medium of Welsh, for improving the standards of that education and of the teaching of Welsh.</p> <p>The Local Authority acknowledges that bilingualism will increasingly over time become an employment skill. For example, all public organisations in Wales are subject to new statutory Welsh language</p> | | |
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| | | <p>standards and progressively over time will need to recruit increasing numbers of Welsh speakers to deliver services. Possessing Welsh language skills will increasingly over time give individuals a competitive advantage when seeking employment.</p> <p>There is a national priority in Wales, shared by Carmarthenshire County Council, to increase the number of people in our communities who are able to speak Welsh and use it in their everyday lives. Schools are regarded to be a critically important component in developing children so that they are fully bilingual by the time they leave primary school. This proposal seeks to provide all community members with the opportunity to develop their Welsh language skills.</p> | | |
| 9. | <p><u>Lack of teachers who can teach through Welsh medium</u> Respondents noted that they considered the proposal unrealistic due to a lack of teachers who can teach through Welsh medium.</p> | <p>Work carried out through language surveys gives the Local Authority an up-to-date picture of the linguistic ability of all teaching staff. Courses can then be dovetailed to individual schools. Training is in place for all members of staff at all linguistic levels. These vary from online learning to Sabbaticals to working within the school day for both language learning, and pedagogical implementation. Self-assessment online courses are also available.</p> | 24 | 3% |
| 10. | <p><u>Concerns about disadvantaging non-Welsh speakers</u></p> | <p>Rather than restrict opportunities for staff who do not speak the Welsh language, this proposal will</p> | 89 | 10% |

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| | <p>Some respondents expressed concern that non-Welsh speaking staff could lose jobs in favour of Welsh speakers.</p> <p>Pupils moving from an English-speaking school mid-education would find it extremely difficult, potentially making it more difficult to attract skilled workers to the county.</p> | <p>help staff to improve their Welsh language skills. “Tîm Athrawon Datblygu'r Gymraeg (TADG)” – Welsh Language development teaching team and Welsh for Adults teams, will provide training to staff members who are less confident in using their Welsh language skills and the Local Authority will also provide training support for any staff members wishing to develop their Welsh language skills. Support will also be given through the National Sabbatical courses as well as Welsh for Adults. Courses have been designed specifically to meet the needs of staff at all linguistic levels. Subject specific, classroom and incidental language courses are now available.</p> <p>Latecomers into the county will be offered intensive language courses. These are courses which have been proven to enable pupils to become bilingual. Coupled with this, latecomers are given extra input within the classroom to ensure success.</p> | | |
| Unsure | | | | |
| 1. | <p><u>Removal of Choice</u> Respondents have concerns regarding the removal of choice of English medium education and note that parents should have the choice of which language their children should be educated through.</p> | <p>The proposal is consistent with national policy to expand Welsh medium education in order to develop increasing numbers of fully bilingual young people and to enable more children to benefit from the advantages of bilingualism, gathered through international research.</p> | 61 | 7% |

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| | | <p>It is important to remember that the teaching and the development of the English language still occurs in Welsh medium schools to the highest of standards, as a statutory part of the curriculum.</p> <p>International evidence, cited by the Welsh Government, confirms that the most effective way of developing bilingual children is to immerse them in the less common language whilst also developing their skills in the more common language. The Welsh Government also promotes those children who are from non-Welsh speaking families that immersion in Welsh in school is particularly important in embedding the language.</p> <p>Carmarthenshire County Council has a statutory responsibility under Part 4 of the School Standards and Organisation (Wales) Act 2013 to prepare a Welsh in Education Strategic Plan (WESP) for its area with the explicit aim of improving planning of the provision of education through the medium of Welsh, for improving the standards of that education and of the teaching of Welsh.</p> | | |
| 2. | <p><u>Additional Learning Needs (ALN)</u> Respondents are concerned that children with special education needs, or additional learning needs may not be able to cope with learning through the medium of Welsh and may require English medium education. It is unfair to assume that all children with</p> | <p>Carmarthenshire County Council's policy is that all its schools should be inclusive, with children with additional learning needs being educated in a mainstream setting alongside their peers wherever possible.</p> | 9 | 1% |

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| | <p>SEN/ALN will be able to learn through the medium of Welsh.</p> | <p>All pupils with additional learning needs have specific individual plans based on their circumstances and a tailored support programme is provided according to need. Generally, an additional learning need is not a barrier to learning two languages. It is important to assess and monitor progress in each or all the languages that a child is using or learning, including sign and visually supported communication systems required for some pupils, particularly as the stronger developed language can be used to support and build learning through a lesser developed language medium. Staff are required to differentiate the curriculum and make reasonable adjustments to the language of instruction and response to accommodate additional needs and ensure access to the curriculum and learning progress. At times it may be appropriate to target additional support in one language for a period to consolidate and accelerate learning, e.g., in literacy. There will be rare instances, however, where a child may be diagnosed with a condition that is not conducive to a fully bilingual education. In these circumstances a package of support is identified by professional practitioners and discussed with parents.</p> <p>Whilst the system is designed to meet the needs of learners through a universal and inclusive approach, for a small number of children with significant and complex additional needs this is not always possible and specialised provision offers a more appropriate learning setting.</p> | | |
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| | | <p>To make sure that the needs of all learners are met the school's system in Carmarthenshire includes a range of provision for children with additional needs. A specialised school or unit offer education to children with the most profound or complex needs where a mainstream setting is either not suitable for the children's needs or where parents prefer an alternative setting. Selected secondary and primary schools across the county include specialised units for children with particular needs, such as autism, sensory impairment or speech and language delay. The Department for Education and Children provides specific additional support in schools wherever practicable so that as many children as possible remain in their local school. Whilst the Council's preference is to meet the needs of all children in a mainstream setting wherever possible, this is not always practicable.</p> <p>It is this Council's experience that the vast majority of pupils with a wide range of additional learning needs and abilities are successful in our schools irrespective of the language of instruction, but the Council does acknowledge that there will be a very few children whose needs cannot be met other than through provision at a specialist unit.</p> | | |
| 3. | <u>Parents won't be able to help support their child</u> | Welsh schools set homework instruction in Welsh and in English so there will be no problem in understanding what children are being asked to do at home. Work set will be appropriate to the pupil's age | 33 | 4% |

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| | <p>Respondents are concerned that parents will no longer be able to play an active role in their child's education.</p> | <p>and ability level and therefore should be within reach. Developing increasingly as independent learners, parents may find that children are happy to progress without extra parental guidance as they get older.</p> <p>Our schools currently offer a range of support to pupils and parents from non-Welsh speaking families and are committed to increasing provision as necessary to meet the future needs of families.</p> | | |
| 4. | <p><u>No Reason</u> Some respondents did not provide a reason for their uncertainty.</p> | | 21 | 2% |
| 5. | <p><u>Teachers / School Staff</u> Some respondents were unsure whether there is sufficient quality or numbers of teachers and other school staff that are Welsh speakers, felt that non-Welsh speaking staff should continue to have the same opportunities as Welsh speakers.</p> | <p>Language teaching training will be further introduced. Tîm Datblygu'r Gymraeg (TADG) team will be running courses and creating films on modelling best practice in the classroom.</p> <p>Training is also in place for all members of staff at all linguistic levels. These vary from online learning to Sabbaticals to working within the school day for both language learning, and pedagogical implementation. Self-assessment online courses are also available.</p> | 20 | 2% |
| 6. | <p><u>Concerns about whether non-Welsh speakers would be disadvantaged</u> Some respondents were unsure whether non-Welsh speaking staff could lose jobs in favour of Welsh speakers.</p> | <p>It has never been the intention by the Local Authority for any non-Welsh speaking staff to lose their jobs.</p> <p>Language teaching training will be further introduced. Tîm Datblygu'r Gymraeg (TADG) team</p> | 17 | 2% |

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| | <p>Pupils moving from an English-speaking school mid-education would find it extremely difficult, potentially making it more difficult to attract skilled workers to the county.</p> | <p>will be running courses and creating films on modelling best practice in the classroom.</p> <p>Training is also in place for all members of staff at all linguistic levels. These vary from online learning to Sabbaticals to working within the school day for both language learning, and pedagogical implementation. Self-assessment online courses are also available.</p> | | |
| 7. | <p><u>Unsure whether there would be sufficient linguistic choice</u></p> <p>Respondents were unsure whether there would be sufficient choice of studying subject through the medium of English, particularly at 11+</p> | <p>The proposal is consistent with national policy to expand Welsh medium education in order to develop increasing numbers of fully bilingual young people and to enable more children to benefit from the advantages of bilingualism, gathered through international research.</p> <p>It is important to remember that the teaching and the development of the English language occurs in all schools to the highest of standards, as a statutory part of the curriculum.</p> <p>International evidence, cited by the Welsh Government, confirms that the most effective way of developing bilingual children is to immerse them in the less common language whilst also developing their skills in the more common language. Welsh Government also promotes those children who are from non-Welsh speaking families that immersion in Welsh in school is particularly important in embedding the language.</p> | 32 | 4% |

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| | | <p>As cited in The Times Newspaper; <i>Children who are brought up speaking two or more languages outperform their peers in English and maths by the age of seven, research has found.</i></p> <p>Carmarthenshire County Council has a statutory responsibility under Part 4 of the School Standards and Organisation (Wales) Act 2013 to prepare a Welsh in Education Strategic Plan (WESP) for its area with the explicit aim of improving planning of the provision of education through the medium of Welsh, for improving the standards of that education and of the teaching of Welsh.</p> | | |
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Further suggestions

As part of the consultation, stakeholders were asked how positive effects of the proposals could be increased, or negative effects mitigated. Stakeholders were also given the opportunity to offer suggestions for changes so as to have positive effects or increased positive effects on opportunities for people to use the Welsh language. ***These will be considered as we continually monitor and review our Welsh in Education Strategic Plan.***

Some of the suggestions included:

- Lack of detail in explaining the current situation. There is no reference to specific schools throughout the document, nor is there any mention of the location/geography of current provision.
- There will need for certainty about free transport arrangements for those pupils attending the language centre and that funding is available for this.
- With this proposed increased growth in the numbers of primary pupils studying through the medium of Welsh, it may be necessary to open a secondary Welsh-medium school to meet the requirements (in the urban areas).
- A termly audit would be beneficial to address any necessary recruitment required. Also including references to your intentions in relation to the PRU and non-school educational provision would strengthen the document.
- Outcome 3 does not emphasise enough the importance of a transition between Cylchoedd Meithrin and the primary schools.
- We are supportive of the development of the Language Charter Framework, however, I would like to see a definite target to extend the Language Charter to the Secondary Schools.
- Reference to a care and early years workforce under Outcome 7 is also needed because of the shortage of practitioners in the field of early years.
- The unique nature of Welsh-medium education needs to be recognised and noted- fewer schools in some counties, larger catchment areas, higher distances and journey times to school. There is much more challenge (geographically and practically) for pupils to access Welsh-medium provision, so it is essential that the Council's policies and strategies reflect this. Adopting the principle of looking at developing provision locally and for this to be a guiding principle at the heart of the Scheme, would be an important step forward, to ensure easy access to Welsh-medium education for families within a reasonable distance of their homes.
- In terms of Welsh-medium education, and indeed in terms of any form of education, ensuring that there are sufficient local schools, within a reasonable distance and of good quality is the best way of avoiding a situation where parents and pupils travel out of their natural or 'official' catchment area from the early years up to post-16.
- Place the development of Welsh Education at the heart of the local authority's work and function, using Local Development Plans to provide direction for planning, identify opportunities for growth within the areas of strategic importance across the county and see this plan as a key part of the county's long-term economic investment.

- Make information available to estate agents and rental Agencies in the area for families moving in e.g. in the form of a welcome pack;
- Ensure that the website and the Parent Information Booklet are balanced in its information.
- Produce appropriate promotional resources, a specific communication strategy, case studies, sharing the experiences and successes of parents and pupils etc
- Provide language awareness training and the benefits of Welsh-medium education/bilingualism for the Council's front-line workers and to work with the Health Board to provide the same training for Midwives and health visitors and find ways of sharing positive messages in a consistent and thorough manner;
- Work closely with the Welsh for Children Scheme.
- Include details of Welsh Education in pregnancy packs for new mothers.
- Is there an opportunity to plan local campaigns in specific parts of the County to respond to the proposed challenges/developments there?
- There is a need to continue to develop greater collaboration between the County's secondary schools to enable them to offer the widest range of Welsh-medium courses including vocational courses. Particular emphasis is needed on health and care, childcare etc.
- The plans need to take full account of the contribution of sixth forms, further education colleges and apprenticeship providers to the success of the Strategic Plan and, where relevant
- A clear plan on how CCC can manage the capacity of staff needing training
- Rather than formal learning, it would be a great idea all breaks are in the medium of Welsh. By that I mean that anyone serving food and supervising children during breaks only speak in Welsh to the children. Menus, pictures with the Welsh translation for the meals underneath the pictures, included and children have to order in Welsh. Any pupil requests in the classroom need to be in Welsh.
- Give parents the opportunity to learn or increase their Welsh knowledge so they can reinforce the Welsh language at home.
- There is a need to work with organisations in the community that offer opportunities to use Welsh
- A language centre for teachers where they are immersed in Welsh for three weeks and then go back to school and learn the lessons, go back to the Language Centre and then learn again
- Investment in Welsh language resources
- All the county's youth, leisure and leisure practice need to reinforce the children's Welsh use in school and there is also a need to ensure that there are also plenty of other community opportunities, in sport and leisure for children to use Welsh outside school.
- Need to invest money in the community- sports, social, care clubs
- I would like to see initiatives which help promote understanding, to reduce militancy and address fears of both communities and Welsh learners.
- Free Welsh lessons for parents as well as family sessions.
- The county staff need to be promoted to attend the University of Wales Trinity Saint David's sabbatical training because it works
- I would suggest the strategy extends to challenge HE institutions in Wales to cater more effectively for Welsh speaking learners
- I think engagement with higher education and employers will be necessary. It is important to put language learning into context and employers can do this.

- Support Menter Iaith Activities and ensure that urban/community activities are all bilingual and that the Council supports this and assists businesses/groups to ensure this.
- More detail needs to be put towards support staff in schools.
- There is a need to add an area to the policy that focuses on ensuring that Welsh language opportunities are available after finishing school. University and jobs for example.