



Llywodraeth Cynulliad Cymru
Welsh Assembly Government

"ACKNOWLEDGING NEED"

Action Plan in response to the Welsh Language Board's

SURVEY OF WELSH MEDIUM

AND BILINGUAL PROVISION

FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS IN WALES

EXECUTIVE SUMMARY

Background

1. In March 2000 the Welsh Language Board published a report relating to Welsh medium and bilingual special educational needs. The report suggested that further detailed research was required into Welsh medium and bilingual provision and services for pupils with special educational needs (SEN) across the public and voluntary sectors.
2. With funding from the Welsh Assembly Government, the Welsh Language Board commissioned Bangor University to conduct extensive research in this field and publish a report of its findings. Information was collected through interviews, questionnaires, reports and direct mailing. The results of this research was published in the “Acknowledging Need” report (2002) which sets out a number of recommendations to improve Welsh Medium and bi-lingual education for children and young people with SEN in Wales.
3. The report presented a broad picture of what was available and what the future needs were for planning Welsh medium and bilingual SEN services across the public and voluntary sectors.
4. Meeting the needs of pupils with SEN often requires a range of service input to ensure children and young people’s needs are met in a holistic way. As such this report considered the range of services available across health, education, social care and the voluntary sector and made separate recommendations for service delivery at both a National and Local level.
5. The principles of equal opportunities and the Welsh Language Act 1993 underpinned the development of the report as its basis for identifying need, gaps in provision, and good practice.

6. The report cited examples of good practice, set in the context of national and regional statistics, that existed in different areas of the SEN field across Wales, a number of which are noted in the report. In the process of recording good practice, the report did not make judgements on the quality of any particular service.

Policy Context

7. The Welsh Language Act 1993 is based on the fundamental principle that the Welsh and English languages should be treated equally in relation to the provision of services to the public in Wales. In their dealings with children and their parents all statutory bodies must fulfil any requirements imposed on them by the Act, and adhere to the policies contained in their Welsh Language Schemes and Welsh Education Schemes.
8. 'Iaith Pawb': a National Action Plan for a Bilingual Wales (2003) provides the Welsh Assembly's overriding strategy and vision with regards to the Welsh language. It acknowledges the right of pupils and parents of pupils with additional learning needs to receive educational provision in the language of their choice.
9. LEAs must have regard to meeting the needs of pupils with SEN in accordance with parental preference for Welsh medium or English medium education and educational support provision. Parents who wish their children to receive their education through the medium of Welsh have the right to express their preference under the Education Act 1996. LEAs and Governing Bodies are under a duty to have regard to any preference expressed by parents. When assessing a child's needs it is appropriate to assess the child in the preferred language of either English or Welsh, and steps should be taken to ensure that all those involved in this process are made aware of the pupil's language needs.

10. The SEN Code of Practice gives clear guidance on provision and services which should be available in the Welsh language or bilingually. Statutory advice from the Welsh Language Board has been provided to local education authorities to this effect.
11. In 2004, the Welsh Assembly Government developed the "Iechyd Da" Training Pack and video, intended to raise language awareness and sensitivity, and assist healthcare staff in understanding the importance of language choice as a factor in the provision of healthcare.
12. The Education and Lifelong Learning Committee of the National Assembly for Wales is currently undertaking a policy review of SEN. In 2005 it reported on Phase 1 of this review "Early Identification and Intervention". One of the recommendations within that report required the Welsh Assembly Government to publish an Action Plan to take forward the recommendations of the "Acknowledging Need" report.

Main Points and Summary

13. A National Reference Group was established by the Welsh Assembly Government in 2005 to develop an Action Plan to implement the recommendations of the Acknowledging Need report. The group constituted a wide range of stakeholders including officials of the Welsh Assembly Government, education, health, Bwrdd yr Iaith, ACCAC, parents and the voluntary sector. (see Appendix A for membership)
14. This action plan provides a Welsh Assembly Government response to the recommendations at a National level contained in the 'Acknowledging Need' report. It should be noted that whilst the report has been shared widely with the public and voluntary sectors, we cannot respond on their behalf to the specific recommendations aimed at these sectors. The action plan will be published on the

Learning Wales website and linked to other established websites such as NHS Wales, the WLB and Parents net. It will also be sent directly to Directors of Education, Chief Executives of NHS Trusts and Local Health Boards as well as voluntary sector partners.

15. The Welsh Assembly Government has already taken forward a number of the recommendations such as establishing an SEN Tribunal for Wales and providing funding for the development of assessment materials. Further, a bilingual e-learning course for SEN is currently under development and should be available across Higher Education Institutions in Wales and schools by January 2007.
16. In September 2005 the Welsh Assembly Government seconded Huw Roberts, a senior lecturer from Bangor University, the author of Acknowledging Need, on a part-time basis, to undertake a scoping study of bilingual training needs and professional development and to work on developing further Welsh language SEN services.
17. A National Liaison Officer (NLO) has also been appointed for a period of one year within the NHS Welsh Language Unit of the Assembly to take forward specific recommendations of the “Working Together” guidance document on meeting the needs of children and young people with speech language and communication difficulties. The NLOs specific remit is to consider Welsh Language requirements within the field of Speech and Language Therapy and to facilitate the development and sharing of Welsh language and bilingual resources and good practice across Wales among all Speech and Language Therapists.
18. During 2003 – 05 the Welsh Assembly Government has provided funding to Swansea LEA (£16,000 in total), for the translation of the “All Wales Reading Test” and the production of a corpus of Welsh medium texts (launched in February 2005). These materials are available to all LEAs in Wales.

19. In September 2005 a Welsh Language adviser was seconded to the Assembly for a term to undertake a scoping exercise of all available bi-lingual SEN resources across Wales. With the permission of the LEAs it is hoped that materials will be made available to teachers and support staff via the National Grid for Learning website to enable teachers and practitioners to share resources.
20. The Welsh Assembly Government has also agreed to make available £90,000 for the development of Welsh specific resources by Bangor University. This is ground breaking work in the development of specific Welsh language assessment tests in speech, language and verbal reasoning skills which are language specific not merely a translation of English materials.

The Way Forward.

- The Welsh Assembly Government will take responsibility for mainstreaming the Welsh language as outlined in the 'Iaith Pawb' strategy.
- The Welsh Assembly Government will ensure appropriate transparent reporting mechanisms are in place regarding policy development etc.
- The Inclusive Education Division will publish the Action Plan on the learningwales website and alert colleagues of its publication.
- The Welsh Language Board will further develop its strategy for monitoring Welsh Language Schemes and ensure cohesion in monitoring Welsh Education Schemes.
- The External Reference Group for Welsh medium SEN will meet, at least annually, to provide update on ongoing developments.

National Reference Group for 'Acknowledging Need'

Bethan Cowan	ELWa
Michael Davies	SENCo (Primary School)
Verity Donnelly	Officer for Additional Educational Needs, ACCAC
Rachel Heath	Welsh Language Unit, Welsh Assembly Government
Denise Inger	SNAP
Ethni Jones	Parent, (Rhieni dros Addysg Gymraeg)
Lis Morgan-Jones	Athrawon Bro
Mari-Lynn Jones	All Wales SEN Advisers' Group
Rita Jones	Mudiad Ysgolion Meithrin
Eirlys Lamb	Project Officer, Welsh Assembly Government
John Llewelyn	Chief Executive, Careers Wales
Sian Munroe	Head of Dept for Speech Therapy, University of Wales Hospital, Cardiff
Elwyn Owen	Association of Directors of Education Wales SEN
Catrin Redknap	Leader post 16 Education. Welsh Language Board
Meinir Rees	SENCo (Secondary School)
Shân Richards	Foundation Phase, Welsh Assembly Government
Huw Roberts	Author of 'Acknowledging Need' Report
Lynwen Roberts	National Association of Principal Educational Psychologists
Zena Tomos	Welsh medium Project Officer, WAG (secondee)
Eirwen Vogler	All-Wales SEN Advisers' Group
Mair Watkins	Head of Inclusive Education, Welsh Assembly Government

ACTION PLAN

A. National Assembly for Wales (NAfW)

The following recommendations are **specifically** directed to the NAfW.

Recommendations from the report	Current situation	The Way Forward	Time-scale
<p>1. More specific data needed as the basis for planning e.g. first language of children with SEN, language of their homes, children from Welsh medium homes that attend English medium schools and the reasons for this. The information should be gathered via LEAs.</p> <p>2. Welsh language to be part of any new arrangements or operational programmes, and ensure that bilingual staff are available for working on such developments who are fully aware of the SEN sector in terms of the linguistic needs of Wales.</p>	<p>Accept and achieved in part</p> <ul style="list-style-type: none"> • With the implementation of Pupil Level Annual Schools' Census (PLASC), data is collected in relation to special educational needs. • The new requirements (Jan 2006) asks for more specific data on pupil fluency in Welsh - collected in year 1 and year 7. <p>Achieved</p> <ul style="list-style-type: none"> • Since 2002 an SEN development officer has been seconded to the Welsh Assembly Government to lead on Welsh language matters in SEN. • The author of Acknowledging Need is also currently seconded to the Assembly to develop a strategy to meet the training needs of school-based staff including ITT, Continuous Professional Development (CPD), Early Professional Development (EPD) and Induction. Bilingual training needs will be considered as part of this strategy 	<p>i. All maintained nurseries feed into PLASC via the Local Education Authority (LEA). Mudiad Ysgolion Meithrin (MYM) to consider revising their data requirements to ensure smooth transition & data on entry to nursery/primary school.</p> <p>ii. Following the implementation of the new requirements the Welsh Assembly Government will be able to analyse the data to meet this recommendation</p> <p>i. A Strategy will be in place that will address future training needs.</p> <p>ii. Using Welsh in the workplace should be a key consideration regarding training and development of staff.</p> <p>iii. Training consideration should also be given to workforce planning and the designation of some key posts as 'Welsh</p>	<p>2006/7</p> <p>Jan 2007</p>

<p>3. Establishing a SEN Tribunal for Wales, accountable to the National Assembly and operating as a totally bilingual body.</p> <p>4. Welsh medium and bilingual SEN sector receives adequate attention in every LEA, Social Services, and Health Service strategy/planning document. A strategy must be prepared to monitor this.</p>	<ul style="list-style-type: none"> The Welsh language is an integral part of all policies and documents addressed by WAG e.g The SEN Code of Practice for Wales, the SEN Handbook for Schools, Inclusion and Pupil Support, "Working Together" -Speech, Language and Communication Difficulties (SLCD), and Quality Standards for Children and Young People with Sensory Impairment <p>Achieved</p> <ul style="list-style-type: none"> The SEN Tribunal for Wales (SENTW) is an independent body, established in 2003. It operates bilingually, has a Welsh speaking president, two Welsh speaking chairs and three laymen who speak Welsh. To date two appeals have been lodged in Welsh, of which one was withdrawn. All Tribunal documentation is bilingual. <p>Achieved</p> <ul style="list-style-type: none"> Welsh Language Schemes relating to the Health Service in the public sector are monitored and revised in accordance with the monitoring cycle established by the Welsh Language Board (WLB). Voluntary bodies and organisations are not statutorily obliged to draw up and implement Welsh Language Schemes. The WLB is currently developing a Voluntary Sector Strategy, one of the key target areas of which will be those organisations involved in the provision of services and care to vulnerable groups including SEN. All the major organisations relevant to the provision of services in the field of SEN, however, have Schemes in place. They also are subject to monitoring and revision in accordance with the WLB's monitoring programme. All 22 LEAs have a Welsh Education Scheme in place, and detailed guidelines for the drafting of the schemes ensures consistency across counties in 	<p>essential'.</p> <p>iv. New arrangements and operational programmes should demonstrate due regard to existing statutory Welsh Language Schemes.</p> <p>i. SENTW is will be producing its own Welsh Language Scheme.</p> <p>i. WLB to develop further its strategy for monitoring Welsh Language Schemes in terms of SEN provision, and ensure cohesion with monitoring of Welsh Education Schemes.</p> <p>ii. WLB to develop further its work in compiling overview of current Welsh-medium SEN provision through monitoring and analysis of Welsh Education Schemes.</p>	<p>Autumn 2006</p>
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	<p>terms of the level of detail provided on a range of areas, including SEN. As more counties move to the phase of drafting second schemes in accordance with these guidelines, the process of obtaining a detailed picture of SEN provision across Wales becomes more systematic.</p>		
<p>5. Establish arrangements to share information about discussions and decisions of any group created to discuss SEN in Wales. This has not happened with WAGSEN. A public explanation should be offered of the responsibilities of advisory groups such as WAGSEN.</p>	<p>Achieved</p> <ul style="list-style-type: none"> • Inclusion website currently being developed, to be launched in 2006, as part of the learningwales site. This will provide updates of developments in SEN, including Welsh language. • A Welsh medium SEN forum is available on the National Grid for Learning (NGfL) • www.drws.co.uk (launched in 2004) specifically for Welsh language and bilingual educational information. • Established task groups in 2004 to consider the Inclusion Policy and Performance Framework for Wales. All members are nominated by representative organisations with responsibility for cascading information. • It has always been expected that individual members of WAGSEN report back to their relevant sectors interest. 	<p>i. The Inclusion website will develop further as more information becomes available.</p> <p>ii. The welsh Assembly Government will ensure appropriate reporting mechanisms are in place for any future advisory group for additional learning needs.</p> <p>iii. The new Ministerial Advisory Group will report to the Minister for ELL</p>	<p>Jan 2007</p> <p>Summer 2006</p> <p>Summer 2006</p>
<p>6. Any group that the National Assembly establishes should consider the Welsh language and bilingualism in all aspects of discussion. The current practice of stating the expectations of the Welsh Language Act 1993 at the beginning of documents isolates the issue, and there is often no further reference to specific linguistic matters in documents. National Assembly documents should consider matters of language in an integrated and structured manner.</p>	<p>Achieved</p> <ul style="list-style-type: none"> • All audits of low-incidence SEN gather data on availability of Welsh speaking professionals. • Specifically in relation to finalised SEN documents, the Welsh language is an integral part of the guidance e.g. SEN Code of Practice for Wales, the SEN Handbook for Schools, Quality Standards in Educational Services for Sensory Impairment. • Welsh Assembly Government's Language Scheme requires that all new policies and projects assess the linguistic considerations. • The Assembly Government's Welsh Language Unit 		

	<p>is represented on project groups to ensure that mainstreaming language issues happens. The seconded SEN Development Officer offers advice on specific needs in relation to Welsh and bilingual SEN matters.</p> <ul style="list-style-type: none"> • The following key activities have been undertaken to ensure mainstreaming of the Welsh language: <ul style="list-style-type: none"> ➢ Guidance provided on mainstreaming ➢ Module within the policy training course ➢ induction course for new recruits ➢ Ministerial submissions are monitored ➢ Policy making integration tool includes language ➢ Welsh language champion on the Management Board • Having mainstreaming responsibility throughout new Department for Education Lifelong Learning and Skills (DELLS) structure • Each Assembly Sponsored Public Bodies (ASPBs) is required to prepare a mainstreaming strategy • Welsh Education Schemes are in place in all LEAs. 		
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The following recommendations in the report were **not specifically** directed to the National Assembly for Wales. However where there are examples of certain cross-cutting themes, a response is given where appropriate.

Recommendations from the report	Current situation	The Way Forward	Time-scale
B. LEAs and other Statutory Bodies			
1. The bilingual needs of Wales should be planned for in the SEN policy of every LEA and other statutory bodies, and bilingual issues should be considered in reporting on Best Value .	<ul style="list-style-type: none"> All public bodies have a duty to comply with the Welsh Language Act 1993, and provide services in Welsh and English on the basis of equality. The Welsh Language Schemes of public and (some) voluntary bodies, together with LEAs' Welsh Education Schemes, provide the basis for further expansion of Welsh-medium SEN services (see NAW recommendation 4 above). There are no Best Value inspections now. 	<ul style="list-style-type: none"> i. The Welsh Language Board has a role to play in monitoring Welsh Language Schemes and providing advice to public bodies in relation to their duties under the Welsh Language Act. ii. Role for Wales Audit Office (Value for Money inspections) 	Ongoing
2. The thorough collection of data should be part of any SEN Regional Project .	<ul style="list-style-type: none"> SEN Regional Projects as referred to in this report, established in three areas of Wales in 2000, were disbanded in 2002. 	<ul style="list-style-type: none"> i. The Assembly is working with stakeholders to develop regional provision on a range of low-incidence additional needs. The Welsh language is considered in planning, content, resources and training of regional provision SEN provision. 	Ongoing
3. The access to Welsh medium and bilingual SEN training for teachers in Wales should be improved, and should offer more consistent opportunities to discuss SEN and bilingual issues.	<ul style="list-style-type: none"> An 'Empowering Teachers' task group, including key stakeholders from across Wales, has been established to collate evidence as a basis for a training strategy for teachers and support staff covering ITT, Induction, EPD and CPD for teachers and the training of LSAs and Governors 	<ul style="list-style-type: none"> i. Refer to NAW recommendation 2. ii. The Welsh Assembly Government in collaboration with higher education institutions across Wales, LEAs and the voluntary sector is developing an accredited bilingual e- 	Jan 07

<p>4. A national strategy is required for the training of Careers Advisers in SEN and bilingual needs. The information gathered does not show that bilingual expertise is available in every region, and there are no common methods of operating and training for this purpose.</p> <p>5. Data should be collected by County to determine the number of Welsh speaking/bilingual families with children who have statements. It should be recorded if and why these families have not requested Welsh medium provision and hearings if they attend a Tribunal or follow the statutory assessment process.</p>	<ul style="list-style-type: none"> Careers Wales has produced a national bilingual training pack for staff working with clients with learning difficulties and/or disabilities and companies have conducted training based on this resource. Careers Wales has a common Welsh Language Scheme with an individual implementation plan for each company. Each company addresses the recruitment of bilingual staff (i.e. in general) according to the context in which it operates). Through PLASC data will now be available by County on the number of Welsh speaking/bi-lingual families with children who have statements of SEN. There is currently no mechanism to record why Welsh speaking families have not requested Welsh medium provision and tribunal hearings through the medium of Welsh. This is a matter of personal choice and preference. Survey/ focus groups? SENTW offer choice of language for all matters associated to tribunal hearings and proceedings. 	<p>learning course for SEN and resource base for all schools in Wales.</p> <p>iii. The Assembly has worked in partnership with University of Wales Newport, resulting in new training courses being delivered for teachers to gain the Mandatory Qualification (MQ) in Hearing Impairment (HI) and Visual Impairment (VI) .</p> <p>i. Welsh Language Board to monitor developments via Careers Wales' Welsh Language Scheme.</p> <p>i. See NAW recommendation 1</p> <p>ii. Analyses, for internal use, will inform the Welsh Assembly's policy direction</p> <p>iii. SENTW is due to prepare a Welsh Language Scheme which will be monitored by the WLB.</p>	<p>Summer 2006</p> <p>Autumn 2006</p>
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<p>6. LEAs should ensure that they have clear operational methods of offering a choice of language to parents/guardians, including the paperwork associated with the statutory assessment process, the personnel that assess pupils, all support services, advisers, educational psychologists, and specialist teachers.</p> <p>7. The SEN provision available for children with Welsh and bilingual needs should be of the same standard as the best examples of other LEA SEN Institutions/bodies, including appropriate courses for 14+ aged pupils.</p> <p>8. LEAs should offer SEN training and guidance in terms of language sensitivity and needs for all teachers and personnel, and this should be provided bilingually.</p>	<ul style="list-style-type: none"> It is recognised that there exists disparity in the availability of Welsh medium provision across Wales. Whilst LEAs are aware of their duties, under the Welsh Language Act, to offer support and services equally through the medium of Welsh and English, there remains some difficulties in recruiting Welsh speaking specialists. <p>Accept</p> <ul style="list-style-type: none"> Equal access is a part of the Welsh Language Act. 	<ul style="list-style-type: none"> i. The development of regional SEN provision and services will ensure consistency and provide a basis for collaborative working across LEAs to ensure a range of provision is available to meet needs. ii. The availability of specialist staff will be considered as part of the review of training for SEN – see NAFW recommendation 2 i. Monitored via Estyn inspection of schools/LEAs and Further and Higher Institutions. 	<p>Ongoing</p> <p>Dec 06</p> <p>ongoing</p>
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Recommendations from the report	Current situation	The Way Forward	Time-scale
<p>C. Bilingual SEN Materials</p> <p>1. ACCAC and LEA processes should be surveyed in terms of meeting the resource needs of the sector and encouraging cross-county co-operation to create and publish materials. It appears that there is no existing comprehensive strategic plan to ensure better financial efficiency and to avoid duplication in the work of preparing SEN materials. The following two steps should be taken:</p> <p>i. Employment of a fluently bilingual officer to gather information about all Welsh medium resources, including materials created within LEAs and voluntary organisations.</p> <p>ii. To establish a website under the management of a Bilingual SEN Resource Centre to gather and standardise information and materials to be shared through a system of registration and fees. Materials that already exist in LEAs and voluntary organisations should be marketed to this end.</p>	<ul style="list-style-type: none"> The Welsh Assembly Government seconded an LEA Welsh adviser for a term to gather information on the availability and use of resources and assessment materials in Welsh medium SEN for both first and second language users.. www.drws.co.uk (launched By Aberystwyth University in 2004) specifically to enable sharing of Welsh language and bilingual education information. 	<p>i. Information will be included on the NGfL website and linked to via WAG's Inclusion website once developed.</p> <p>ii. Information will be widely disseminated via websites. Monitored via access to the sites.</p>	Dec 2006
<p>D. The Health and Social Services</p> <p>1. A new data collection system should be established across these services, with consensus reached on requirements for national data. Consideration of such data would support forward language planning for the SEN sector, especially for low incidence disabilities such as hearing and visual impairment.</p>	<ul style="list-style-type: none"> Social Services are developing an Integrated Children's System (ICS) which is a referral and information record to be completed within one working day of a referral being received. It records the preferred language or means of communication of the child/parent/carer. 	<p>i. Discussion on language requirements between WLB and system developers are under way.</p> <p>ii. Social Services are proposing to introduce ICS into schools e.g. for Looked After Children (LAC).</p>	

<p>2. Health and Social Services should ensure the availability of bilingual staff to deal with the statutory assessment process. Bilingual non-educational provision should be available under part 6 of the SEN statement. Planning is required on a national basis for bilingual provision in the following areas:</p> <ul style="list-style-type: none"> i. Offering advice in transitional plan. li. Support for families. lii. Preparation of documents and publications in Welsh. <p>3. In terms of Health Service in particular the following should be ensured:</p> <ul style="list-style-type: none"> ▪ Bilingual Personnel to meet client needs in terms of language choice, including services to children such as Speech and Language Therapy, Occupational Therapy, Doctors, Psychiatrists, Clinical Psychologists, Health Visitors, and Nursing Services. A bilingual recruitment programme should be funded. ▪ Contribution to the statutory assessment process under the 1996 Education Act in the client's choice of language, including the assessments, bilingual reports, working together on interviews and diagnosis, and guidance for families and staff. ▪ The financing of research to investigate the relationship between health professionals, Welsh language needs and SEN. 	<ul style="list-style-type: none"> • Each of the local authorities and Local Health Boards / NHS Trusts will their own Welsh Language Schemes and policies for dealing with clients through the medium of Welsh. • Refer to section B (LEA) recommendation 1 – Welsh Language Act 1993. • Under Welsh Language Scheme, all staff must mainstream the Welsh language. • Staffing section of Schemes as well as strategic role section of Schemes? • The Welsh Assembly Government produced the 'Iechyd Da' training pack which was distributed to all Health professionals in 2004 and includes a 14-minute high quality training video, posters and leaflets. This Training Pack was intended to raise levels of language awareness and sensitivity, and assist healthcare staff in understanding the importance of language choice as a factor in the provision of healthcare. • Language survey across NHS to indicate language skills across the sector • This is a requirement of the Welsh Language Act • Current and ongoing research in relation to Speech and Language Services. A National Liaison Officer appointed in 2005 to consider Welsh Language issues in relation to SLT. 	<ul style="list-style-type: none"> i. Welsh Language Schemes of Health Boards/ Trusts and Local Authorities to be included under mainstreaming section - to be monitored by the WLB. [See section (NAfW) point 6 - key activities] i. Welsh language skills data to be collected via Electronic Staff Record (ESR) for all NHS employees. Currently in place in North Wales. Roll-out to be completed by Nov 2006. i. Monitored by WLB in relation to Welsh Language schemes ii. Extent of need survey currently underway for Speech and Language Therapy. Results will be considered and could be used to inform other areas within Health and Social Care. 	
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Recommendations from the report	Current situation	The Way Forward	Time-scale
<p>E. Physiotherapy/Occupational Therapy</p> <ol style="list-style-type: none"> 1. Data should be collected about the number of bilingual physiotherapists at work in Wales, according to regions and nature of their responsibilities. 2. To formulate a bilingual recruitment strategy. 3. To formulate a bilingual training programme for paediatric physiotherapy. 4. Creating an employment and training strategy for bilingual physiotherapy support workers who work with non-Welsh speaking Physiotherapists. The long-term goal should be that children should receive direct services and therapies in Welsh. 5. To establish an Information Sharing and Expertise Project across Trusts in terms of Welsh and bilingualism within the service. 6. To adopt a recruitment policy that addresses the need for a specified number of bilingual students. 7. To emphasise bilingualism when advertising posts in Wales. 8. To locate more training within North Wales and to offer a higher number of bilingual clinical placements. 	<ul style="list-style-type: none"> • Welsh Language Scheme indicates that all staff must mainstream and promote the Welsh language. • Many trusts offer welsh language training to employees • Welsh language Unit in NHS Wales encourages all NHS services to support staff to use and develop Welsh language skills • Occupational Therapy students in Wales can have tutorials and assessments through the medium of welsh. In many cases course information is also available in Welsh ▪ Post advertisements and job descriptions should identify welsh language requirements. ▪ Potential to use Welsh Language Unit's network of Champions. • The current training programme is based at Cardiff University. Students have clinical placements across the whole of Wales. At present there are no plans to provide pre-registration training programmes in North Wales, but work is being undertaken by Cardiff University and Clinicians in North Wales to allow greater support for students on bilingual placements in North Wales. 	<ol style="list-style-type: none"> i. Data collected via Electronic Staff Records will inform here. ii. Lessons will be learned from the work of the national liaison officer looking at welsh language in SLT services and where appropriate actions will be applied to occupational and physiotherapy services. i. There are no plans to develop a bilingual training programme for physiotherapy at present. i. Web site currently being developed for SLT and if effective could be developed to include other therapies. 	

Recommendations from the report	Current situation	The Way Forward	Time-scale
F. Educational Psychology (EP) <ol style="list-style-type: none"> Welsh language and bilingualism should be a part of any training framework adopted in Wales. Training more bilingual psychologists to respond to the statutory obligations of the 1996 Education Act bilingually, and to respond to the linguistic requirements of the new SEN Code of Practice. New approaches to using bilingual Educational Psychologists to be available across authorities, with financial support for the 'home' authority. The implementation of a bilingual recruitment drive in schools and colleges for the psychology service. 	<p>Accept</p> <ul style="list-style-type: none"> The current (2005 -2006) M.Sc training course in Wales (and previous courses) refers to the Welsh language and bilingualism through an afternoon seminar, led by educational psychologists working in bilingual settings. The current M.Sc one year course is the last, as the course beginning in 2006 will be a 3 year doctorate. Lengthy periods of the doctorate course will be undertaken in the field, and thus EPs in training will have the opportunity to gain 'local' experience. All EPs are trained in the statutory requirements of the 1996 Education Act, and to respond to the SEN CoP for Wales. The doctorate course (from 2006) doesn't require that EPs in training are teachers. This may allow people with other experience in working with children / young people to apply for places on training courses. The National Association of Principal EPs (Wales) (NAPEP(W)) undertakes a staffing survey yearly which includes information about bilingualism. This currently happens in some areas where Welsh speaking EPs are 'bought in' by neighbouring LEAs according to demand. The Education Act 2002 makes provision for regional collaboration for goods and services of this nature. Bilingual flyers distributed to advertise the Cardiff course. AEP (Association of Educational Psychologists) have undertaken a high profile public relations campaign to promote the profession. The DFES and WAG are currently undertaking a review of the role of the educational psychologist in 	<ol style="list-style-type: none"> Cardiff University will ensure a continuation of the focused seminar on bilingualism. Cardiff University and the University of Bangor's Psychology Departments are in discussion over a partnership approach to the delivery of training of core modules in educational psychology. The Welsh Assembly Government will request the National Association of Principle Educational Psychologists in Wales inform them on an annual basis the level of bilingualism within Educational Psychology Services in Wales. LEAs to encourage / support (practically and financially) current EPs to learn / improve their Welsh. External Reference Group to contact the AEP to bring attention to Welsh language and bilingual issues. Consider findings of this joint review in terms of the future 	

<p>5. To secure financial backing and appropriate structures to enable psychologists that work in Welsh to share good practice and maintain development work in terms of bilingual assessment methods.</p>	<p>England and Wales. Wales EPSs come under the remit of WAG and its policies and procedures.</p> <ul style="list-style-type: none"> The Welsh Assembly Government has also agreed to make available £90,000 for the development of Welsh specific resources by Bangor University. This is ground breaking work in the development of specific Welsh language assessment tests in speech, language and verbal reasoning skills which are language specific not merely a translation of English materials The Welsh Assembly Government has provided £16k for the translation of the "All Wales Reading Test" and for the development of a Welsh medium corpus of texts. The latter was launched in February 2005 and are available to all local authorities in Wales. 	<p>role of EPs in Wales</p> <p>i. Profion Glannau Menai (reading tests) to be developed further.</p>	
<p>G. Speech and Language Therapy</p> <p>1. Central funding to develop Welsh medium assessment materials.</p> <p>2. Research in relation to the Welsh language and bilingual needs.</p> <p>3. A recruitment drive in schools to raise awareness of the profession.</p>	<ul style="list-style-type: none"> Welsh Language Speech and Language Therapy (SLT) Committee are developing and commissioning Welsh medium/bilingual resources. Successful bid to AWARD via WORD research network to develop research protocol for developmental norms in language for Welsh/bilingual children. Extent of Need survey began (Jan 2006) to establish data regarding language need, condition, referral source and age of patients across Wales. Awareness raising across Wales of careers within SLT. The need for Welsh speaking staff forms a part 	<p>i. Bilingual SLT web-based resource centre to be launched.</p> <p>ii. Protocol for the undertaking of this research to be developed.</p> <p>i. Development of tool, collation and analysis undertaken by National Liaison Officer will be published in a recommendation report.</p> <p>ii. Careers information will continue to be provided by newly formed Workforce Education, Development and Contracting Unit</p> <p>i. Currently in the process of tendering</p>	<p>May 2006</p> <p>March 2006</p> <p>May 2006</p> <p>Sept 2007</p> <p>Sept</p>

<p>4. Training about bilingualism for therapists that work in Welsh, English, or bilingually, and strengthening training in bilingualism for all students studying Speech and Language Therapy across Wales.</p> <p>5. An all-Wales Training Framework with the possibility of further partnership between placements in the North and those available in Cardiff. This would be of benefit in terms of Welsh medium clinical placements, and would encourage the development of Welsh medium assessment resources and training.</p> <p>6. Welsh medium/bilingual training for teachers and LSAs across Wales in working together with Speech and Language Therapists, including as part of Initial Teacher Training courses.</p>	<p>of this event.</p> <ul style="list-style-type: none"> • Annual Healthcare Awards now have an award specifically for SLT. • Work is currently underway to develop recognised accredited training for Speech and Language Therapy assistants, co-workers and teaching support staff to assist in the implementation of Speech and Language Therapy programmes. 	<p>for the development of a Speech and Language Therapy Programme to be established in North or West Wales. This will include modules to allow students to develop skills to provide services through the medium of Welsh and could be made available to existing Speech and Language Therapists who need to develop additional skills.</p> <p>i. The delivery of an accredited course is in place.</p>	<p>2007</p>
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Recommendations from the report	Current situation	The Way Forward	Time-scale
<p>H. Welsh Advisers and the Athrawon Bro Service</p> <ol style="list-style-type: none"> 1. Considering further means to strengthen contact between Welsh Advisers / Athrawon Bro with SEN Services. 2. To transfer the information of Athrawon Bro about the success of SEN pupils in Welsh as a second language to SEN school staff, so as to ensure that SEN schools/classes consolidate the work done in the language centres. 3. Co-ordinate the work done by Athrawon Bro with SEN pupils within an all-Wales resource development framework. 4. Consider specific SEN training for Athrawon Bro and Welsh Advisers. 5. Share the Good Practice of Athrawon Bro in terms of SEN language teaching methods and creating materials for SEN. 	<ul style="list-style-type: none"> • Secondee has collected data which will be available on NGfL website. • Liaise with Bwrdd yr Iaith to gather information. 	<ol style="list-style-type: none"> i. Publicise materials via NGfL website. 	
<p>J. Early Years</p> <ol style="list-style-type: none"> 1. A pattern of specific funding for the co-operation between MYM and LEAs in terms of developing the work of the SEN Referral Project. 2. A structure of co-operation that considers Welsh/ bilingualism in all services involved with SEN within Early Years Development Partnerships. 3. A national bilingual SEN training strategy for all workers and volunteers working with pre-school aged children. 	<ul style="list-style-type: none"> • £1 million provided by WAG in 2004 towards establishing a regional early years language centre in Cardiff, and an Integrated Centre at Aberystwyth, which houses the organisation's headquarters. It also has an on-line connection to the National Training Centre in Aberystwyth, where on-line language support, as well as language resources on line can be accessed • As part of the Iaith Pawb Action Plan, Trinity College Carmarthen, in conjunction with Bangor University, are delivering HE courses for Early Years 	<ol style="list-style-type: none"> i. Over £6.5 million awarded to Mudiad Ysgolion Meithrin over 3 years, 2004-07, under the 'Cam 	

<p>4. Ensuring that SEN professionals within all statutory services provide correct and objective advice to parents/guardians of pre-school children about choosing the language medium of their child's education.</p> <p>5. Ensuring financial support for pre-school teachers/class leaders so that they can access Welsh medium and bilingual SEN courses.</p>	<p>practitioners entitled 'Geiriau Bach'. To date 166 places have been taken up. £524k has been allocated from WAG Early Years Iaith Pawb budget for this training.</p> <ul style="list-style-type: none"> • Within the Foundation Phase guidance, there is emphasis on language. • Iaith Pawb has a target of a 5% increase in the Welsh speakers by 2010. 	<p>with Gam' project, to train an additional 300 early years' practitioners through the medium of Welsh at NVQ levels 2 and 3.</p>	
<p>K. Further Education and Work Placements (including ELWa)</p> <p>1. Support to guarantee appropriate training resources in Welsh.</p> <p>2. Ensuring that bilingual staff are recruited and developed to work in Colleges.</p> <p>3. Ensuring that appropriate Welsh medium and bilingual courses are available to young people with moderate to severe learning difficulties, including bilingual courses that prepare pupils for the worlds of college and work.</p> <p>4. Guaranteeing adequate funding for colleges to provide bilingual services to small groups of young</p>	<ul style="list-style-type: none"> • ELWa has commissioned a range of Welsh medium/bilingual teaching and learning resources. A panel has been established under Cymdeithas Ysgolion dros Addysg Gymraeg (CYDAG) and Sgiliaith to identify resources needed. • National Practitioners' Training Programme and Sabbaticals Scheme - both aim to increase numbers who can deliver training in Welsh or bilingually. These schemes are open to SEN practitioners. • Following consultation, a National Learning Assessment of Need is carried out annually. • The Funding Model attributes a 25% uplift for bilingual and Welsh medium learning provision where ELWa criteria is met in terms of content etc. • The Funding Model allocates funding for Learner Provision – there is a subject area weight for 	<p>i. Bilingual Champions project (currently awaiting approval) will ensure better structures in each locality – covering SEN issues if colleges wish.</p>	

<p>people with SEN.</p> <p>5. Ensuring better co-operative structures among Further Education Colleges to enable them to share good practice and resources, and also facilitate regional and national co-operation. ELWa's role will be vital to such co-operation.</p>	<p>provision designed exclusively for LLDD which results in, additional funding via the formula.</p> <ul style="list-style-type: none"> • Quality Improvement Scheme and Performance Improvement Advisers projects designed to drive up the quality of post-16 education and training provision • Dysg (Learning and Skills Development Agency) runs a range of networks for FEIs and other post-16 providers. 		
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<p>L. Work Placements</p> <ol style="list-style-type: none"> 1. A survey of bilingual placements, especially those associated with Social Services in Wales. Good Practice should be shared. 2. Securing financial support for providers to enable them to prepare appropriate work experience placements. 	<ul style="list-style-type: none"> • Bilingual work placements available in some areas only. • Funding currently available from schools' budgets. There is no strategic guidance in place. 	<ol style="list-style-type: none"> i. The Welsh Assembly will consider further research in this area. 	
<p>M. Higher Education Institutes and Professional Development</p> <ol style="list-style-type: none"> 1. The inclusion of SEN and the needs of bilingual children on all Initial Teacher Training courses. 2. That all trainee teachers in Wales are aware of SEN issues and the linguistic variations/needs of Wales. 3. To develop adequate bilingual staff to train in HE Institutions, and identify funding solutions so that HE Institutions may contract specialists in bilingual SEN to lecture/train with them for specific periods. 4. Increased support for Institutions developing Welsh medium training resources. 5. Establishing research projects in HE Institutions into SEN and bilingualism. 6. Securing adequate funding for teachers wishing to follow long term Welsh medium SEN courses/study. 7. Ensuring an obvious role for SEN, Welsh, and bilingual provision in the structures and policies of ELWa, including its Corporate Plan. 	<ul style="list-style-type: none"> • The Empowering Teachers Task Group is currently surveying training for teachers at QTS, Induction, EPD and CPD levels as a basis for a strategy. The Welsh Language is an integral part of this at all levels. The survey will take account of the outcome of the revision to Qualified Teacher Status (QTS) standards and the statutory requirements for initial teacher training (ITT) courses, noting that the draft versions consulted on laid down a variety of requirements of trainees in relation to SEN and to linguistic issues; and that all accredited HEI providers of ITT must run courses which lead students to achieve the QTS Standards, and thus ensure that ITT courses cover these points. • WAG has provided funding for an e-learning course run by Higher Education Institutions in Wales under the co-ordination of University of Newport. This will provide access to online bilingual training on additional needs in Wales. 	<ol style="list-style-type: none"> i. Seconded from HE and Empowering Teachers Task Group addressing issues around ITT, EPD and CPD. ii. ELWa is merging with DfTE in 2006 	<p>Sept 2006</p>

	<ul style="list-style-type: none"> All Task Groups established by the Welsh Assembly are positive in seeking representation, if appropriate, from the voluntary sector. 		
Q. Learning Support Assistants (LSAs) <ol style="list-style-type: none"> 1. National bilingual standards should be created to ensure adequate training that includes bilingual awareness for all LSA. 2. Welsh medium and bilingual training should be available to all LSAs, including guidance by SEN specialists that understand the Welsh medium and bilingual contexts of SEN. 3. To secure a professional development structure across specific sectors, such as sensory impairment for example. 	<ul style="list-style-type: none"> Empowering Teachers Working Group will consider training issues including the Welsh language aspect. Survey conducted of the training available to Learning Support Assistants (LSAs) at National Vocational Qualification (NVQ) level and Higher Level Teaching Assistants (HLTAs) as a basis for a training strategy. New training courses for teachers to gain the mandatory qualification at University of Newport will be made available to existing teachers of sensory impairment. Certain modules can be accessed through the medium of Welsh. 	<p>We will explore the opportunity to extend the Iaith Pawb Welsh Language Sabbaticals scheme to school support staff who wish to take part".</p>	<p>Sept. 06</p>