

Cyngor Sir Ceredigion

Report to:	Cabinet
Date of Meeting:	22.2.2022
Title:	Welsh in Education Strategic Plan 2022-32
Purpose of the Report:	To accept the content of the Welsh in Education Strategic Plan
For:	Decision

Cabinet Portfolio and Cabinet Member: Councillor Catrin Miles

In accordance with section 84 of the School Standards and Organisation (Wales) Act 2013 every Local Authority in Wales is expected to submit a Welsh in Education Strategic Plan to the Welsh Government. The draft plan complies with the Welsh Government's Welsh in Education Strategic Plans regulations 2019. Those regulations state that the following areas should be strategically planned to develop and strengthen the Welsh language:

- Outcome 1:** More nursery children/three year olds educated through the medium of Welsh
- Outcome 2:** More reception class children/five year olds educated 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
- Outcome 6:** An increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN) (in accordance with the duties imposed by the Additional Learning Needs and Education Tribunal (Wales) Act 2018
- Outcome 7:** An increase in the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh

Additionally, the Plan should set out where the Local Authority currently is in these areas, explain the five year objective and how to achieve this together with the objectives in a decade at the end of the Plan's lifespan.

On 27 May 2021, the Learning Communities Overview and Scrutiny Committee discussed the draft document and noted its recommendation to Cabinet that the plan be sent out to public consultation.

On 15 June 2021, Ceredigion Council Cabinet agreed to

- i) Approve the draft Welsh in Education Strategic Plan 2022-2032,
- ii) Implement a consultation period for the required eight weeks during the autumn of 2021
- iii) Note the feedback from the Learning Communities Overview and Scrutiny Committee.

An eight week consultation was held on the content of the Plan from 20.9.21 to 12.11.21. A range of responses to that consultation were received which have been collated, along with the Local Authority's comments, in the document 'WESP – response to the consultation'

The Welsh in Education Strategic Plan will be submitted to the Welsh Government on 31.1.22 and any comments they may make will be presented as amendments to the original Plan. There is no set date for the Welsh Government to submit its response to Local Authorities.

Has an Integrated Impact Yes

Assessment been completed? If not, explain why

Summary: The Well-being of Future Generations (Wales) Act 2015 requires public bodies across Wales named in the Act to work towards achieving seven well-being goals, including 'a Wales of vibrant culture where the Welsh language thrives'. There is also a statutory basis for the system for planning Welsh-medium education provision. The Welsh Government has a duty to promote and facilitate the use of the Welsh language and to work towards achieving the well-being goals.

Long term: Ceredigion County's WESP 2022-32 will be a document that sets out the steps to achieve the aim of increasing the number of Welsh speakers in the county by 2032. Short and long term targets and specific short and long term actions will be identified over the ten year period.

Well-being of Future Generations:

Collaboration: Collaboration between partners and stakeholders will be at the core of the plan. The main collaboration will be between the authority's officers and the schools and their governing bodies as well as parents through local consultations.

Involvement: Stakeholders and partners will be involved throughout the planning and consultation period.

Prevention: The procedures that will prevent any problems that may arise or escalate throughout the plan period will be set out in it.

Integration: In essence, the proposal involves supporting Ceredigion County Council's aspiration to strengthen the position of the Welsh language through its Language Strategy. The proposal also supports the Council's Strategic Objectives and the Welsh Government's Strategy, Cymraeg 2050: a million Welsh speakers

- Recommendation/Recommendations:**
- i) To agree to adopt the content of the Welsh in Education Strategic Plan for 2022-2032 and to implement it from 1 September 2022 and for the following decade
 - ii) That any comments made by the Welsh Government are included as amendments to the Plan and submitted to the Learning Communities Overview and Scrutiny Committee and Cabinet for information
 - iii) That an annual Action Plan is prepared and monitored through the Language Forum and the Bilingual Futures committee.
 - iv) That an annual report on progress against the Welsh Education Strategic Plan is submitted to the Language Forum, Bilingual Futures committee, Learning Communities Overview and Scrutiny Committee and Cabinet

Reason/Reasons for the decision: To comply with Section 84 of the School Standards and Organisation (Wales) Act 2013 and the Welsh Government Welsh in Education Strategic Plans (Wales) Regulations 2019

Overview and Scrutiny: The document was presented to the Learning Communities Overview and Scrutiny Committee on Thursday 27 May.

Policy Framework: Section 84 of the School Standards and Organisation (Wales) Act 2013 ("the 2013 Act") requires a local authority to produce a Welsh in education strategic plan. Section 85 of the 2013 Act requires a local authority to submit its plan to Welsh Ministers for approval before that plan is published.

Corporate Priorities: Investing in the future of the people.

Finance and Procurement Implications: A detailed action plan will be prepared which will be costed from the Schools and Culture Service budget.

Legal Implications: Failure to adopt the Plan would result in failure to comply with statutory requirements.

Staffing Implications: N/A

Property/Asset Implications: N/A

Risk(Risks): N/A

Statutory Powers: School Organisation Code - Welsh Government
Statutory Code - 006/2013

Background Papers: The Welsh Government's Welsh in Education Strategic Plans (Wales) Regulations 2019

Appendices: Draft Copy WESP 2022-32
WESP: response to the consultation

Corporate Officer: **Lead** Meinir Ebbsworth

Reporting Officer: Meinir Ebbsworth

Date: 27.01.2022

WELSH IN EDUCATION STRATEGIC PLAN

Name of Local Authority

Ceredigion

Period of this Plan

2022-2032

This Welsh in Education Strategic Plan is made under Section 84 of *The School Standards and Organisation (Wales) Act 2013* and the content complies with the *Welsh in Education Strategic Plans (Wales) Regulations 2019¹⁻²*. We have given due regard to the statutory guidance issued by Welsh Ministers when setting our targets.

Signed: Meinir Ebbsworth **Date:** 31 January 2022

(This Plan needs to be signed by the Chief Education officer within your local authority)

¹ [The Welsh in Education Strategic Plans \(Wales\) Regulations 2019](#)

² [The Welsh in Education Strategic Plans \(Wales\) \(Amendment\) \(Coronavirus\) Regulations 2020](#)

Notes to help you

You will need to outline your local authority's Welsh-medium education vision of the next ten years and the main strategic objectives for this period. Demonstrate how you will achieve Outcomes 1 to 7 with reference to the Guidelines.

Before completing this template, please refer specifically to Part 2 of the Welsh in Education Strategic Plans Guidance.

<https://gov.wales/welsh-education-strategic-plans>

This part sets out the statutory requirements for what must be included in your Plan (as outlined in the Schedule of the Welsh in Education Strategic Plans (Wales) Regulations 2019). In addition to your overarching 10 year target, some statements in the Schedule require you to set other targets, and if so, please refer to those here.

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Our ten year vision for increasing and improving the planning of the provision of Welsh-medium education in our area

10 YEAR TARGET RELEVANT TO THE NUMBER OF YEAR 1 CHILDREN IN WELSH MEDIUM EDUCATION

By September 2032, Ceredigion County Council's aspiration is that all pupils in the authority's schools will attend Welsh-medium immersion education until the age of seven. Having an excellent foundation in speaking and communicating in Welsh will increase the pupil's choice and confidence to follow a fully bilingual path throughout the rest of his or her educational career and in facing the future world of work and social life. Not only will this benefit the individual and the position of the Welsh language in Ceredigion as a community language, it will also contribute very positively to Wales' national well-being goals and to the Welsh Government's aim of increasing the number of Welsh speakers to one million by 2050.

These developments also go hand in hand with the three strategic aims of the 'Ceredigion Language Strategy'. These are:

- Increase the language skills of Ceredigion residents
- Increasing opportunities to use Welsh in Ceredigion
- Ensuring social conditions that enable the Welsh language to thrive and that will also contribute very positively to well-being goals

In September 2020, 72.9% of Year 1 pupils in Ceredigion schools were receiving Welsh medium education. By 2032, Ceredigion County Council's aspiration, through full consultation with stakeholders, is that the target of 87% (Upper Range) suggested by the Welsh Government be further exceeded to 100%.

Outcome 1:

More nursery children/ three year olds receive their education through the medium of Welsh

Where are we now?

Welsh medium childcare provision

- There is a good deal of Welsh-medium provision available in Ceredigion for pre-school age children due to the number of 'Cylchoedd Meithrin' and other childcare provision in operation here.
- More Welsh speaking childminders are required, especially in the north of the county. Aberystwyth and Aberaeron have been identified as two areas where more Welsh-medium childminder provision.
- There are 872 (Childcare Sufficiency Assessment data 2017-2022) pre-school/nursery/'Cylch Meithrin' places for 3 year olds in Ceredigion. 81% are in Welsh medium settings and the remainder are bilingual or English medium. There is a choice of sessional care providers across the county. Most are Welsh medium settings.
- The following provides a breakdown of the type of childcare used and the provider's language medium. Welsh medium childcare is the most commonly used of all types of childcare. This is highest for sessional care through the 'Cylchoedd Meithrin' and the free breakfast clubs available in schools. Most schools in Ceredigion are Welsh medium.

Number of childcare providers by language of provision (December 2019):

	Welsh	Welsh and English	English with elements of Welsh	English	Total settings
Number of registered child minders	12	12	16	11	51
Number of registered Day Nurseries	3	4	0	1	8
Number of registered Care Sessions	25	2	0	0	27
Number of registered after school settings	9	6	0	3	18
Total	49	24	16	15	104

There are 21 non-maintained settings providing education for 3 year olds across the county.

Name of setting	Language medium of provider
CM Penparc	Welsh
Meithrinfa Camau Bach (Aberystwyth)	Welsh
Plas Gogerddan Nursery	English with Welsh according to choice
Mês Bach/Little Acorns (Early Years Wales)	English with some bilingual elements
St Padarn's Playgroup (Early Years Wales)	English with some bilingual elements
CM Trefeurig	Welsh
CM Felinfach	Welsh
CM Talybont	Welsh
CM Ffrindiau Bach Tegryn (Aberporth)	Welsh
Aberporth Bilingual Play Group (Early Years Wales)	English with some bilingual elements
CM Llechryd	Welsh
CM Llangeitho	Welsh
CM Llanilar	Welsh
CM Llanarth	Welsh
CM Cei Newydd	Welsh
CM Llangwryfyon	Welsh
CM Llanrhystud (Glan y Môr)	Welsh
CM Llanfarian	Welsh
CM Pontrhydfendigaid	Welsh
CM Penllwyn	Welsh
CM Talgarreg	Welsh

Mudiad Meithrin Progression Data into Welsh Medium Education (2019/20 data):

The vast majority of children who attend Cylch Meithrin transfer to Welsh-medium education. However, in 2019/20 Cylch Meithrin Cei Newydd's progression rate to Welsh medium education is 25%, Camau Bach (Aberystwyth) 97.74%, Penllwyn CM 87.5%, CM Talybont 90%, Pontrhydfendigaid CM (0%) (1 child transferring to primary), CM Glan y Môr (Llanrhystud) at 92.31%.

Cylch Meithrin Cei Newydd (Welsh medium) is in the catchment area of Ysgol Cei Newydd which is defined as predominantly English medium primary school but with significant use of Welsh.

Early Years Wales and private care

There is no definite progress data for the children attending Plas Gogerddan Nursery, Little Acorns Childcare, St Padarn's Playgroup or Aberporth Bilingual Playgroup to Welsh medium education. Aberporth Bilingual Playgroup is in the catchment area of a Welsh medium school, Ysgol Gynradd Aberporth. An English medium/ bilingual service is offered by these settings.

Schools providing education for 3 year olds (nursery class):

School	Language Medium
Dyffryn Cledlyn	Welsh
Aberteifi	Welsh
Plascrug*	<i>English</i>
Llwyn yr Eos*	<i>English</i>
Rhydypennau	Welsh
Y Dderi	Welsh
Bro Teifi	Welsh
Aberaeron	Welsh
Henry Richard	Welsh
T Llew Jones	Welsh
Ysgol Gymraeg	Welsh
Cenarth	Welsh
Bro Pedr	Welsh
Bro Sion Cwilt	Welsh

12 of the schools are therefore Welsh-medium schools and two schools * in the Aberystwyth area are currently defined as English-medium schools with significant use of Welsh.

- Flying Start provides free sessional childcare for all 2 - 3 year olds living in the geographical areas of Flying Start within approved childcare settings. All of these placements are Welsh medium, including provision at 'Ffrindiau Bach yr Eos' (Penparcau/Llwyn yr Eos - Aberystwyth).
- The majority of childcare providers are registered to provide the Welsh Government's '30 hour Childcare Offer' for 3-4 year olds.
- There is a need to attract more childminders in areas where there is a lack of provision. This is especially true of Welsh speaking childminders.
- Encouraging staff in childcare settings to undertake training to improve their Welsh language skills remains a challenge, as staff would prefer to have the training available to them when they are with the children.

Where do we aim to be within the first 5 years of this Plan and how we propose to get there?

- Prepare an annual campaign to encourage more Welsh speaking child minders (from September 2022 onwards).
- Explore the possibility of trying to increase the number of providers/ childminders available to provide a Welsh language service by supporting them/paying for them to attend Welsh learning/improvement courses.
- Expansion of Welsh medium provision in all childcare provision in the Aberystwyth area (including childminders, Day Nurseries, Sessional Care and After School/Holiday Clubs (wrap around care).

- Ensure close partnership with secondary schools and further education colleges in Ceredigion and 'Mudiad Meithrin' schemes/apprenticeships in order to have a sufficient Welsh medium workforce in the childcare sector (September 2022 onwards).
- Aim for 100% Welsh-medium progression from existing 'MM Cylchoedd Meithrin' to Aberystwyth Welsh-medium school nursery and reception provision during the first half of the timeframe of this strategic plan.
- During the first half of the timeframe of this strategic plan, consult with all stakeholders with the aim of creating a Welsh-medium nursery class at Ysgol Cei Newydd, Ysgol Comins Coch and St. Padarn's School. Also, within the same timeframe, to consult in order to plan Welsh-medium nursery provision at Ysgol Llwyn-yr- Eos and Ysgol Plascrug, therefore facilitating linguistic progression across the school foundation stage. (The above means that all children attending other 'Cylchoedd Meithrin' (MM)/Playgroup (EYW) provision across the county would follow a first language continuum as the foundation phase provision in all schools would be Welsh-medium).
- Ensure that we work with 'Flying Start' with the aim of increasing the places available in the Welsh-medium provision for 2-3 year olds in Penparcau (Ffrindiau Bach yr Eos), from September 2022 onwards.
- Prepare an annual programme of language improvement training for the current (and future) childcare workforce, specifically in the Aberystwyth area when funding permits.
- Design a supportive programme of professional learning about effective language immersion methods in the Early Years.
- Address the lack of Welsh speaking childminders by continuing to campaign and encourage more Welsh-speaking individuals to join the profession.
- Collaborate with partners in further education colleges etc. to promote the benefits of the Welsh language in the workplace and in particular the need for Welsh speaking childminders/childminding workforce in the future.
- Secure a class providing 3 year-old education in a new Welsh medium school serving Dyffryn Aeron schools (Felinfach, Ciliau Aeron and Dihewyd). At present, local 'Cylchoedd Meithrin' provide this. The 'Childcare Offer Capital Grant' has secured funding to provide space for Cylch Meithrin/wrap around care provision.
- Over the lifespan of the strategy, all new primary schools will provide Welsh-medium education for 3 year olds. The authority will co-operate with 'Mudiad Meithrin' to try to secure a placement to serve 2-3 year olds and wrap around care on site.
- Continue to work with Mudiad Meithrin to expand provision for pre-school children (2-3 years) through their 'Sefydлу a Symud' project.
- Ceredigion County Council will continue to encourage and promote the benefits of the Welsh language and multilingualism through the Ceredigion County Council website and through links displaying specific resources e.g. One Life – Two Languages, Cymraeg i Blant (Welsh for Children), 'Cylchoedd Ti a Fi', Ceredigion Childcare, 'Mudiad Meithrin', 'Cered', Welsh 'You-Tube' Channel etc.
- Childcare Unit - through a Childcare Sufficiency Assessment to identify and plan measures to strengthen and expand Welsh medium childcare provision

in the area to ensure a seamless pathway towards Welsh medium education. This will ensure that Family Information Services for parents/ carers and prospective parents/carers provide information on the advantages of raising children bilingually and using Welsh at home on the DEWIS Cymru and FIS website

- Following the relevant consultation processes, the council's 'CLIC' facility will refer new parents to the authority's Admissions officer who will state that all nursery provision will be Welsh medium (as planned within the first five years of the timeframe of this strategic plan).
- Any new parents from outside the authority will be referred to the authority's Admissions officer who will distribute uniform information indicating that provision for pupils will be Welsh-medium immersion education from the early years up to the age of 7. It will also note the benefits of bilingualism and living in a bilingual society. This will be operational within the first five years of this strategic plan.
- As parents choose a school for their child, it is a duty under Section 10 of the Measure to promote access to education and training through the medium of Welsh. Section 6 of the Measure empowers local authorities to provide transport arrangements for learners who do not necessarily attend their nearest school because of language choice.

Home to School/College Transport Policy:

<https://www.ceredigion.gov.uk/resident/schools-education/school-college-transport/>

- Work in partnership with Early Years Wales (which supports the settings) and relevant Management Committees to ensure that the provision in their playgroups for 2-3 year olds (eventually) i.e. St Padarn's, Aberporth and Little Acorns, will have an increasingly Welsh medium emphasis as all children will transfer to 3 year old nursery Welsh-medium provision in the local schools following a consultation process and within the first half of the timeframe of this strategic plan.
- The children of Aberporth Playgroup are currently transferring to Welsh-medium education, so we will be working alongside and supporting the setting to see an increase in the use of Welsh, from September 2022 onwards.
- Collaborate with private childcare groups e.g. Day Nurseries in order to ensure an increase in Welsh medium provision to facilitate continuity of Welsh medium nursery/reception education in Aberystwyth area schools.
- Continue to work with 'Mudiad Meithrin', Cymraeg i Blant (Welsh for Children), Ti a Fi Groups, Family Centres and Flying Start to support parents and children to begin the journey of Welsh medium education through the immersion method.
- Continue to work with 'Mudiad Meithrin' and hence the 'Cylchoedd Meithrin' to provide Flying Start, the Childcare Offer and wrap around services.

Where do we expect to be at the end of our ten year Plan?

Without exception, all children in Ceredigion will be provided with full access to Welsh-medium education from the early years (aged 3) to aged 7, building on that choice as they move on to the next stages of their education and social life, aged 11 and beyond.

Key Data

The table below shows the percentage of those 3 year olds who will be in Welsh-medium education (nursery classes) in Ceredigion schools and non-maintained Welsh medium settings. In 2020/21, that percentage was around 79%. By the end of this strategy, the percentage will have increased and will include those nursery classes (3-year olds) developed into Welsh-medium provision.

Numbers and % of 3-year olds receiving their education through the medium of Welsh

2022 - 2023		2023 - 2024		2024 - 2025		2025 - 2026		2026 - 2027	
	80 - 85%		80 - 85%		80 - 85%		80 - 90%		85 - 95%
2027 - 2028		2027 - 2028		2027 - 2028		2027 - 2028		2027 - 2028	
	85 - 95%		90 - 100%		95 - 100%		95 - 100%		95 - 100%

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Outcome 2

More reception class children/ five year olds receive their education through the medium of Welsh

Where are we now?

In the 2020/2021 school year, 72.9% of all Year 1 pupils in Ceredigion County Council's schools attended Welsh-medium education.

Year 1 pupils at Ysgol Bro Pedr will be present in the data in September 2022 as they have already gone through the process of linguistic development for the foundation phase. Those children in the nursery class for 2020/21 are the first pupils to follow the Welsh-medium continuum in the foundation phase.

Where do we aim to be within the first 5 years of this Plan and how we propose to get there?

Welsh 2050 makes it clear that full Welsh language immersion education - that is, education in a predominantly Welsh-medium or Welsh-medium setting - is the most reliable way of creating individuals with the skills and confidence to use the language and to feel comfortable in using it in their daily lives.

- Through a consultation process and co-operation with headteachers, governing bodies and all stakeholders of Ysgol Cei Newydd, Ysgol Plascrug, St Padarn's, Ysgol Llwyn yr Eos and Ysgol Comins Coch, see the development of the current system in order to offer a wider linguistic choice to all the children in these schools. This development would mean a language immersion situation in the early years up to seven years of age in all schools including the establishment of a new Welsh medium nursery class at Ysgol Comins Coch, St. Padarn's and Ysgol Cei Newydd.
- Consult on the creation of Welsh-medium nursery and foundation phase provision at Ysgol Comins Coch, St.Padarn's and Ysgol Cei Newydd to coincide with the below.
- Hold a consultation process, specifically in the Aberystwyth area during the first half of the timeframe of this strategic plan, in order to see a language development in the Foundation Phase of:
Ysgol Plascrug (existing nursery provision)
Comins Coch School (offering nursery provision)
Ysgol Llwyn yr Eos (existing nursery provision)
St. Padarn's (offering nursery provision)
Ysgol Cei Newydd (offering nursery provision)

The first children to be considered on the Welsh medium continuum would be those who enter the nursery class in all schools (Ysgol Plascrug, Ysgol Llwyn yr Eos, Ysgol Comins Coch, St.Padarn's and Ysgol Cei Newydd) at the same time and at a set date within the first half of the timeframe of this strategic plan e.g. September 2024.

Any applications for WG grant funding in respect of schools will consider the target to increase the number of Year 1 children taught through the medium of Welsh.

A new school in Dyffryn Aeron will provide nursery education in a dedicated classroom, but will not add to the current number /% of Year 1 pupils, as all transferring schools are existing Welsh medium ones (YG Felinfach, YG Dihewyd, YG Ciliau Parc).

<https://www.ceredigion.gov.uk/resident/schools-education/planning-education-provision/>

Ceredigion will work closely with Powys, Carmarthenshire and Pembrokeshire County Council to ensure that pupils attending cross-border schools e.g. Ysgol y Preseli, Ysgol Gyfun Emlyn continue to follow a Welsh-medium continuum (if applicable).

Language Centres

Y2-6 latecomers' immersion centres are accessible at two permanent locations in the county, those being Canolfan y Castell (Aberteifi) and Canolfan y Felin (Felinfach). The county's provision for latecomers is on target. This is specialist provision for pupils who have recently moved into the area and is organised according to need.

A Language Centre for the Aberystwyth area, in the extension of Ysgol Gymraeg Aberystwyth, is an application from Ceredigion for the 2021 Welsh language capital grant in order to meet the growing need in the north of the county and in response to the consultations set out in this strategy.

The application for the extension of Ysgol Gymraeg Aberystwyth (above) will add 30 additional places there and will include a Language Centre.

Responding to demand e.g. in establishing language support for latecomers who are secondary aged pupils (mainly Y7 and Y8) at Ysgol Bro Teifi, is also part of the current and future strategy.

Through significant financial investment and the determined support of Ceredigion County Council, the provision across all language centres will continue.

Where do we expect to be at the end of our ten year Plan?

All children in Ceredigion have/will have had full access to Welsh medium education from the early years (aged 3) up to aged 7 and will build on that choice as they move on to the next stages of their education and social life up to the age of 11 and beyond.

Remember to delete the *blue text* before submitting your Plan

Key Data									
Progress targets to show the percentage of 5 year olds (Year 1) receiving their education through the medium of Welsh.									
Numbers and % of 5-year olds receiving their education through the medium of Welsh									
2022 - 2023		2023 - 2024		2024 - 2025		2025 - 2026		2026 - 2027	
	78%		80%		82%		85%		100%
2027 - 2028		2028 - 2029		2029 - 2030		2030 - 2031		2031 - 2032	
	100%		100%		100%		100%		100%

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Outcome 3

More children continue to improve their Welsh language skills when transferring from one stage of their statutory education to another

Where are we now?

The current situation, and how this is to progress further over the term of this plan (for children under 5), was noted in Outcome 1 and 2 (above).

72.9% of Year 1 pupils in Ceredigion are following the WM education continuum in 2020/21.

KS2 Data - Number /% assessed through the medium of Welsh since 2017/18 as a total and percentage of all KS2 pupils:

2017/18	2018/19	2019/20	2020/21
No. WM 496 (out of 685) % = 72.4	No. WM 483 (out of 648) % = 74.5	No. WM 411 (out of 571) % = 72.0 <i>(unofficial due to Covid)</i>	No. WM (out of 0.....) % = PLASC 2021 <i>(available June 2021)</i>

KS3 Data - The number and total number of pupils assessed in Welsh as a 1st Language subject in year 9 are as follows since 2017/18:

2017/2018	2018/2019	2019/2020(COVID-19)	2020/21(COVID-19)
Target: 66%	Target: 68%	Target : 70%	Target : 70%
Result: 64%	Result: 66%	Result: 72%	Result: N/A
No. of pupils (out of total in the year) = 469/732	No. of pupils (out of total in the year) = 479/728	No. of pupils (out of total in the year) = 458/633 <i>(unofficial due to Covid)</i>	No. of pupils (out of total in the year) = N/A <i>(available July 2021)</i>

Year 9: Second Language Assessment

2017/18	2018/19	2019/20(COVID-19)	2020/21(COVID-19)
No./% of pupils (out of total in the year) = 36% (263/732)	No./% of pupils (out of total in the year) = 34% (249/728)	No./% of pupils (out of total in the year) = 26% (165/633) <i>(unofficial due to Covid)</i>	No./% of pupils (out of total in the year) = N/A <i>(available July 2021)</i>

Where do we aim to be within the first 5 years of this Plan and how we propose to get there?

'School categories according to Welsh-medium provision' (Welsh Government)

In line with guidance in the Welsh Government's 'School categories according to Welsh-medium provision' guidance document, the authority will map current education provision according to Welsh language teaching and learning, using PLASC data as a baseline, from July 2021 onwards.

By July 2022 the authority will agree with the governors of each maintained school which category best describes the vision in the WESP for linguistic development, including the transitional categories.

The authority will co-operate with and support schools in order for them to meet the relevant and expected educational/linguistic outcomes as they progress towards them by 2032 and beyond.

Target

Percentage increase in the number of pupils transferring from existing Welsh-medium primary schools to Welsh-medium secondary education (in the Aberystwyth area).

79% of Year 6 pupils transferred to secondary WM education in September 2020 from these schools.

September 2021 Target: 80%

September 2022 Target: 82%

September 2023 Target: 84%

September 2024 Target: 82%

September 2025 Target: 90%

Target

Build on the solid foundation laid in the foundation phase so that pupils aged 7-11 at Ysgol Plascrug, St. Padarn's, Ysgol Llwyn yr Eos, Ysgol Comins Coch and Ysgol Cei Newydd can continue to develop their linguistic skills. The aim is to ensure that they understand and speak Welsh confidently in line with the aspiration in the four purposes of a Curriculum for Wales and to offer them further choice, in future, in the language medium of their secondary education.

Target

Collaborate with relevant stakeholders to ensure linguistic continuity from primary to secondary in Mathematics and Science at Ysgol Penweddig (to coincide with the linguistic continuum of the Curriculum for Wales)

Target

Increase linguistic progression in the areas offered and assessed through the medium of Welsh at KS3 across Ysgol Bro Pedr, Ysgol Henry Richard, Ysgol Penglais, Ysgol Uwchradd Aberaeron, Ysgol Uwchradd Aberteifi and Ysgol Penweddig.

Target

Consult with relevant stakeholders in order to plan the Category 3 linguistic development and progression in key stages 3 and 4 of Ysgol Henry Richard (School

categories according to Welsh medium provision' - Welsh Government) with implementation in the first half of the timeframe this 10 year plan.

Target

Plan a definite increase in the number of pupils studying for qualifications and assessed through the medium of Welsh across secondary schools. Build on the confidence of KS3 pupils through authority training support, extra-curricular support, homework support ('app' development at county/national level), language awareness training for staff and pupils in years 7, 8 and 9 etc., linked with the authority's HYDER campaign(see Outcome 5).

Target

In accordance with the guidance noted in 'School categories according to Welsh medium provision' (Welsh Government), consult with all stakeholders at Ysgol Penglais in order to plan the relevant language development over the 10 year period of this plan. The aim is to ensure linguistic progression from the primary according to the requirements of the four purposes and a Curriculum for Wales.

Target

Ensure that the 'Developing Education in Ceredigion 2022-32' document aligns with the WESP 2022/32 in terms of ensuring full post-16 Welsh-medium provision in the county.

Where do we expect to be at the end of our ten year Plan?

Over the next decade, it is intended to consult, in accordance with the guidance in 'School categories according to Welsh-medium provision' (Welsh Government) with the stakeholders of the following secondary schools: Ysgol Uwchradd Aberaeron, Ysgol Uwchradd Aberteifi, Ysgol Henry Richard and Ysgol Bro Pedr so that by 2032 they meet the requirements of C3 for the vast majority of pupils.

(The programme of consultation above will begin during the first part of this plan for Ysgol Henry Richard, followed by the other schools mentioned above).

Key Data

In September 2020, 387 (70%) of Year 6 pupils across primary schools in Ceredigion transferred to secondary Welsh-medium education. 168 (30%) of the same cohort transferred to English medium secondary education i.e. from KS2 to KS3.

Number and percentage of Year 1 - 6 pupils attending Welsh-medium and English-medium education in January 2020 (PLASC 2020)

	Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
<u>Welsh Medium</u>	465	73%	500	76%	520	74%	503	75%	533	72%	459	74%
<u>English Medium</u>	170	27%	154	24%	178	26%	171	25%	207	28%	160	26%

(some pupils may be absent from the full cohort because the data was not received during the recording period of this document)

Remember to delete the *blue text* before submitting your Plan

Numbers and % of learners continuing to improve their Welsh language skills when transferring from one stage of their statutory education to another									
2022 - 2023		2023 - 2024		2024 - 2025		2025 - 2026		2026 - 2027	
	72%		75%		75%		75%		76%
2027 - 2028		2028 - 2029		2029 - 2030		2030 - 2031		2031 - 2032	
	76%		78%		79%		80%		81%

DRAFT

Outcome 4

More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh

Where are we now?

Welsh as a subject

Ceredigion's language policy indicates a strong progression in terms of the study of Welsh as a subject. Pupils who have attended Welsh medium primary schools or have spent a whole key stage studying Welsh as a first language follow the same continuum through the secondary key stages.

Number and percentage of pupils studying the first language specification in 2020/2021

KS3 – Due to Covid restrictions the data for KS3 is INCOMPLETE

KS4 - In Summer 2020, 63.5% studied for a first language GCSE qualification (453 pupils)

KS5 - In Summer 2020, 7.81% of the eligible pupils (who had previously studied Welsh as a first language) studied Welsh as an A Level subject.

Number and percentage of pupils studying the second language specification in 2020/2021

KS3 – Due to Covid restrictions the data for KS3 is INCOMPLETE

KS4 - In Summer 2020, 29% studied for a second language GCSE qualification (207 pupils)

KS5 - In Summer 2020, 1.97% of the eligible pupils (who had previously studied GCSE second language) studied Welsh second language as an A Level subject.

SUBJECTS THROUGH THE MEDIUM OF WELSH

Currently all pupils who attend a Welsh medium primary school experience the areas of learning through the medium of Welsh (FPh) and at least 70% of the teaching is through the medium of Welsh in KS2.

The aim is to teach 40% of the curriculum through the medium of Welsh in the FPh in the 'Predominantly English Medium but with significant use of Welsh' primary schools and 30% in KS2.

KS3 – Due to Covid restrictions the data for KS3 is INCOMPLETE

KS4 – In Summer 2020, 57% of Ceredigion pupils had succeeded in studying 2 or more GCSE qualifications through the medium of Welsh and 33% had studied 5 or more through the medium of Welsh.

KS5 – In Summer 2020, Ceredigion pupils acquired 1309 qualifications. 317 of those were through the medium of Welsh, including 157 Welsh Baccalaureate qualifications. This gives a percentage of 24% A Level pupils studying through the medium of Welsh.

Where do we aim to be within the first 5 years of this Plan and how we propose to get there?

- It will be necessary to ensure the same robustness in terms of language progression as we lead schools through a change in the schools' designations system.
- It will be necessary to support secondary schools as they encourage pupils to continue with their Welsh as a first language progression.
- Target more pupils from Welsh medium primary schools to continue with Welsh medium education, especially in the Aberystwyth area.
- Provide Gloywi Iaithe (Language Improvement) training for those teachers who lack confidence in their use of the language.
- It will also be necessary to ensure that schools understand the requirements of new GCSE qualifications due to the Curriculum for Wales.
- Further confirmation will be required following Qualifications Wales' consultation on the proposal that the Welsh GCSE will be equivalent to one and a half GCSEs. The consultation's findings will have an effect on the data and our targets.
- Similarly, it will be necessary to consider schools' provision of subjects through the medium of Welsh as they are organised into the correct designation. Many of our schools will fall between two categories and further support will be required to move schools along the route that increases the percentage of subjects offered, studied and assessed through the medium of Welsh.

	2022/2023	2023/2024	2024/2025	2025/2026	2026/2027
GCSE first language	63%				
GCSE second language	29%				
A Level first language	7.81%				
A Level second language	1.97%				

Pupils' options to study more than 10 qualifications vary from school to school and are dependent on option blocks and vocational subjects. We have therefore decided to use percentages of the qualifications rather than an absolute number.

	2022/2023	2023/2024	2024/2025	2025/2026	2026/2027
20% of the subjects studied through the medium of Welsh apart from Welsh and Welsh Literature					
of the subjects studied through the medium of					

Welsh apart from Welsh and Welsh Literature					
50% of the subjects studied through the medium of Welsh apart from Welsh and Welsh Literature					
100% of the subjects studied through the medium of Welsh apart from Welsh and Welsh Literature					

How will we support Secondary schools to take steps to increase the number of qualifications pupils can study through the medium of Welsh?

- Ensure that the new Secondary Curriculum Co-ordinator’s duties will specifically include the requirement to monitor the provision and to collect information regarding the KS4 and KS5 Welsh medium study rate. The Co-ordinator will be able to collect current data from whichever exam/qualification board schools choose e.g. some schools changing from teaching A Level to providing a BTEC course.
- Consult on changing one secondary school’s category to designation 3 (in accordance with 'School categories according to Welsh-medium provision' (Welsh Government).
- Continue to distribute the relevant Welsh language finance to ensure Welsh medium classes for KS4 subjects - monitor and justify this expenditure before, during and at the end of financial periods.
- Ensure that ‘adding to the provision of Welsh medium subjects’ is reported upon annually in each school’s ‘School Development Plan’.
- Establish a committee and meetings for Governors with responsibility for the Welsh language in order to refine their role and strengthen accountability.
- Use the e-sgol system to support GCSE subjects and enhance the e-sgol menu in terms of Welsh medium A Level subjects.
- Ensure that pupils studying a first language qualification, who also study the Welsh Baccalaureate, are to be assessed through the medium of Welsh.
- Support those teachers who lack linguistic confidence to attend the sabbatical course and provide improvement sessions (gloywi iaith) for them within the authority. Courses for assistants (Easter '21) and teachers (September '21) are ready. The new appointment of a ‘Teachers’ Early Career Support Officer’ will also help prioritise these teachers’ personal targets and lead them to the relevant courses within their first year and beyond. It will be an asset in preparing the workplace for being able to provide qualifications through the medium of Welsh.

- Collect current data from whichever exam/qualification board schools choose e.g. some schools changing from teaching A Level to providing a BTEC course.
- Hold a Careers/Jobs Fair - share the importance of bilingualism - it would be possible to do this through a series of short films portraying real life experience as well as through the Hyder (Confidence) Campaign (see Outcome 5).
- Support schools with the Curriculum for Wales - look at the 4 purposes' subtitle - "All our children and young people will be supported to develop into ambitious, capable learners who... can communicate effectively in different forms and settings, using both Welsh and English." Use the Coleg Cymraeg's 'Turning the Tide in Thirty Years' unit as a module with all pupils.
- Support Coleg Cymraeg Cenedlaethol's school ambassadors with their work.
- Support schools as they design an appropriate progression along pupils' linguistic route from one sector to another, in line with the Curriculum for Wales.
- Collaborate with Coleg Cymraeg and Cered to continue to attend secondary schools' open evenings and promote studying through the medium of Welsh and speaking Welsh. The Welsh in Education Promotion Officer and Cered to collaborate on a timetable and a Secondary support plan.
- Establish a close relationship and plan with Careers Wales in order to share positive messages.
- Ensure that the county's apprenticeships and jobs note the importance/ need for Welsh.

How will we collaborate with schools to ensure that Welsh is offered as an A Level subject by supporting schools to hold small classes, if necessary, in order to safeguard the subject?

- It will be possible to share expertise between schools through e-sgol.
- Promote master sessions held through the Coleg Cymraeg and universities scheme.
- Collaborate with the heads of department to recognise potential A Level pupils.
- Re-establish and strengthen the heads of department network in order to collaborate and keep a closer eye on numbers.

How will we collaborate with schools to promote the advantages of studying Welsh as a subject amongst pupils and parents/guardians?

- Share Welsh Government videos - <https://www.youtube.com/cymraeg> during options evenings as well as to promote them amongst parents and on Cardi IaitH.
- Create our own case study videos tracing the careers to date of pupils who studied Welsh as an A Level subject.
- Create a case study video - Advantages of following the career progression of a member of staff who has studied Welsh. Collaborate with our stakeholders - Coleg Cymraeg, Cered, Careers Wales and FEIs.

Where do we expect to be at the end of our ten year Plan?

- We expect, at the end of this 10-year plan, that 6 of the 7 Secondary schools will meet the requirements of designation 3 (School categories according to Welsh-medium provision - WG).
- We expect to see the percentage of qualifications studied through the medium of Welsh increase gradually every year.
- We expect to see an increase in pupils and parents' confidence to choose Welsh medium education.
- In the 2031 census results, we will expect to see a higher percentage of pupils between 5 and 15 years old who can speak Welsh.

	2027/2028	2028/2029	2029/2030	2030/2031	2031/2032
GCSE first language					72%
GCSE second language					28%
A Level first language					20%
A Level second language					10%
20% Welsh medium					65%
40% Welsh medium					48%
50% Welsh medium					45%
100% Welsh medium (with the exception of English as a subject)					25%

Outcome 5

More opportunities for learners to use Welsh in different contexts in school

Where are we now?

A Welsh in Education Promotion Officer was appointed in September 2020 to lead on the work of the 'Siarter Iaith' (primary and secondary language charter) and to co-operate with a variety of stakeholders with the specific aim of encouraging the informal use of Welsh amongst Ceredigion pupils.

The Culture Department is now a part of the Schools Department in Ceredigion, therefore offering further opportunities to collaborate on extra-curricular and social opportunities in the context of the Welsh language.

This Outcome links directly to Ceredigion's 5 year promotion strategy (which is a requirement under the Welsh Standards):

Strategic Aim 1 - Maintain and increase Ceredigion residents' Welsh language skills.

1.3 Objectives - Ensure sufficient opportunities for young people and adults to acquire and develop their Welsh language skills: in the workplace and in the community

whilst also encompassing:

Strategic Aim 2 - Maintain and increase the opportunities to use the Welsh language in various contexts

2.1 - Maintain and increase the use of the Welsh language at a community level.

Cered Data



CERED Data
2019-20.docx

Theatr Felinfach Data

Project	Number of sessions	Number of pupils	Other
Dramatic	6	73	Henry Richard, T Llew Jones, Felinfach schools, KS2
Dramatic Performance (everyone together)	5	225	As above
Dance	5	72	Dihewyd, whole school
Story and Drama Session	1	53	Ysgol Aberaeron, KS2
Cwltwr (Youth theatre workshops)	20	84	Ysgol Bro Pedr, Henry Richard (KS3)

Arad Goch

A performance for KS3 pupils - HUDO

Here are the Ceredigion schools who received a performance/ performances:

School	Performances	Pupils
Henry Richard	1	26
Penglais	2	200
Aberteifi/ Cardigan	2	93
Aberaeron	2	91
Penweddig	2	90
Bro Pedr	2	89
Bro Teifi	1	102
	12	691

Note: 7 performances were held in Welsh and 5 in English

A performance for KS2 pupils – Tu fewn Tu Fas

Here are the names of Ceredigion schools who received the production during 2019-2020:

Talybont	Llwyn yr Eos
Craig yr Wylfa	Plascrug
Rhydypennau	Pontrhydfendigaid
Ysgol Gymraeg Aberystwyth	Syr John Rhys
Aberaeron Primary School	Mynach
Llangwryfon	Comins Coch
Llanfihangel y Creuddyn	Myfenydd
Penrhyncoch	Bro Pedr
Penllwyn	Llanarth
Cardigan Primary School	Dihewyd
Penparc	Ciliau Parc
Aberporth	Dyffryn Cledlyn
Felinfach	

Please note: 23 Welsh performances and 4 English performances were held.

Registered after school clubs

	Welsh	Welsh and English	English with elements of Welsh	English	Total placements
Number of registered after school placements	9	6	0	3	18

Ceredigion Youth Service

The Urdd, Young Farmers Clubs, Ieuenctid Tysul Youth, Ceredigion Scouts, Girlguiding Cymru and Ray Ceredigion have a service level agreement with Ceredigion Youth Service. They work with young people aged between 11-25 years old. These Agreements need to meet the following targets in order to promote and support the Welsh language:

- Work towards the numerous National Accreditations provided through the medium of Welsh (the SLG must provide at least 20 to meet their targets)
- The number of sessions provided to develop children and young people's awareness of the social, cultural and economic value of the Welsh language (the SLG must provide at least 10 to meet their targets).

Language Awareness Sessions for Years 7 and 8 (Ysgol Penweddig during the Autumn Term 2020)

30 November (Year 7) - 50 present (over 2 sessions)
1 December (Year 7) - 50 present (over 2 sessions)
7 December (Year 8) - 50 present (over 2 sessions)
10 December (Year 8) - 75 present (over 3 sessions)

Siarter Iaith Data

Llwyn yr Eos – towards Bronze, Saint Padarn’s – Bronze, Comins Coch – Silver, Cei Newydd – Silver, Plascrug – Silver.
(*Cymraeg Campus*)

Bronze: Llanarth, Felinfach, Pontrhydfendigaid, Llangwryfon, Cenarth, Bro Sion Cwilt, Ciliau Parc, Dihewyd, Y Dderi, Aberporth, Dyffryn Cledlyn, Craig yr Wylfa, Llanfarian, Penparc

Towards Silver: Aberaeron, Talybont, Rhydypennau, Rhos Helyg, Myfenydd, Mynach, Llanfihangel y Creuddyn, Bro Teifi, Ysgol Gymraeg Aberystwyth, Henry Richard

Silver: Llanilar, Talgarreg, Syr John Rhys, Bro Pedr, Llanon, Llechryd, T Llew Jones

All-age Schools - Ysgol Bro Teifi (FPh and KS2: towards Silver, KS3 and KS4: Bronze)
Ysgol Henry Richard (FPh and KS2: towards Silver, KS3 and KS4: Bronze)
Ysgol Bro Pedr (FPh and KS2: towards Silver, KS3 and KS4: Bronze)

Secondary: Penweddig – Bronze, Penglais, Aberaeron, Aberteifi – towards Bronze.

Where do we aim to be within the first 5 years of this Plan and how we propose to get there?

- The Welsh in Education Promotion Officer (appointed to the role in September 2020) to lead on the work of the ‘Siarter Iaith’ (primary and secondary) and to co-operate with a variety of stakeholders with the specific aim of encouraging the informal use of Welsh amongst Ceredigion pupils.
- **YMGYRCH HYDER (CONFIDENCE CAMPAIGN) (September 2022 onwards)** - The Welsh Promotion Officer to co-operate specifically with our secondary schools, Ceredigion Actif, The Youth Service, Cered, Theatr Felinfach, The Welsh Support Teachers’ Service (training on improving language skills, developing high level and sophisticated oral skills using the School21 method, targeting Year 7, 8 and 9 pupils etc.). The aim is to encourage confident speakers who are more likely to use Welsh socially in various contexts (especially if they are from non-Welsh speaking homes and are pupils who have acquired a feeling of belonging and integration into their communities). Use the research evidence of the Bangor area and ‘Mentrau Iaith Cymru’ increasing confidence project to target the use of Welsh amongst diffident speakers e.g. the use of language psychology techniques to identify and overcome the individual’s barriers and create an individual confidence plan and offer assistance to act positively.

- Create a baseline questionnaire completed by the county's secondary school pupils regarding their confidence and perceptions in using Welsh.
- Collaborate with Ysgol Henry Richard (specifically) from September 2022, using and sharing evidence from the research project 'A study of the out-migration and aspirations of young people from the Welsh heartlands' in order to develop positive attitudes towards using the language.
- Create and analyse a Welsh in education questionnaire every two years in order to collect information and evidence regarding schools' needs, linguistic tendencies, barriers, details of the 'Siarter Iaith' etc. The questionnaire will offer practical implementation targets over time.
- Establish a new forum to monitor the implementation of the WESP, with specific attention paid to the informal use of Welsh element.
- Collaborate with Welsh medium providers to expand the provision which enables pupils to gain access to Welsh medium extracurricular activities, e.g. 'Urdd Gobaith Cymru', YFC, 'Theatr Felinfach' (which has developed a digital creative platform during COVID), 'Cered' (which has also developed a digital element during COVID - 'Cica Corona'), 'Mudiad Meithrin', Arad Goch Theatre Company, Ceredigion Youth Service, Ceredigion Actif.
- Create a 'Sports Plan', which will operate from September 2021 onwards. Establish a forum to promote the Welsh language in sport - to include representatives from Ceredigion Leisure Services, 1 Secondary Headteacher, 2 Secondary Sports Teachers, 2 members of the Welsh Development team, Cered, the Urdd and local clubs. The scheme's aim will be to promote the staff and young people's confidence to use their Welsh socially and to hear Welsh as a living language. Coaches/sports teachers play a prominent role in the lives of children and young people and can influence and encourage interest. By co-operating across departments, it will be possible to share the importance of the Welsh language and the opportunities for pupils to use it within swimming lessons, fitness classes, community clubs etc. The possibility of creating a Welsh language app within sport is also being planned which will be available to download for the benefit of coaches, pupils and staff. It would promote the use of Welsh/bilingual sports phrases and vocabulary, which would be useful when training. It would also assist pupils who are studying GSCE/a Physical Education qualification with key vocabulary, offer templates for presenting Welsh language press releases, assistance with publishing commentary/game results in Welsh on social media etc.
- Within 5 years, our aim is to see more pupils studying Physical Education through the medium of Welsh and that all Leisure Services staff, throughout the authority, have the confidence to teach/coach bilingually.
- Continue with 'Siarter Iaith' network meetings in order for the leads to share ideas, good practice, to note their frustrations and to collaborate and plan together etc. (first meeting held on 10 December 2020).
- Provide activities for specific days to promote the Welsh language, such as Shwmae Su'mae Day, Welsh Music Day, Saint David's Day, etc.
- Cardi-Iaith (@Cardiiaith): establish a Facebook page to share information, introduce language skills, language patterns, involvement and support for parents, to promote Welsh language opportunities within education in the

county. Also to share opportunities offered by other Welsh language establishments/ organisations.

- Music project – Selar Bach, gigs, promoting the Welsh language music scene by sharing information on current music and bands/artists, Jambori and a plan to work with the county's Music Service to ensure an increasing Welsh language element in the provision.
- Provide on-line training which will promote elements of the Welsh language digitally i.e. podcasts, provide resources, etc.
- Work with Welsh language partners locally and nationally to explore what may be possible regarding the use of computer games, social media, influences and 'influencers' etc. through the medium of Welsh.
- Alongside key partners, we will continue to revise our provision map annually as a record of what is available so that school age children can use their Welsh language skills socially and within their communities.

Where do we expect to be at the end of our ten year Plan?

During the ten year plan, through the above activities and in conjunction with the development of the Curriculum for Wales and elements of the four purposes (*i.e. **All our children and young people will be ambitious, capable learners who: can communicate effectively in different forms and settings, using both Welsh and English as well as All our children and young people will be ethical, informed citizens who: are knowledgeable about their culture, community, society and the world, now and in the past***), we expect to see increased confidence and pride amongst pupils in their ability to communicate in Welsh and English and in multilingualism in general. Ensuring that the Welsh language is relevant, lively, contemporary and inclusive will be crucial elements in the success of these actions during the WESP's duration.

All Ceredigion secondary schools will have fully engaged with the aims of the 'Siarter Iaith' and will be responding positively to developmental aims within the various steps.

A programme of extracurricular social activities, designed in collaboration with our stakeholders, will be in place to develop further the opportunities available for pupils of all ages to use their Welsh language skills.

Outcome 6

An increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN) (in accordance with the duties imposed by the Additional Learning Needs and Education Tribunal (Wales) Act 2018

Where are we now?

- We are able to provide most of the ALN support bilingually. The only gap, by now, is the support for learners with hearing or multi-sensory impairment. The authority pays for the services of a specialist multi-sensory impairment teacher at a regional level but no service is available through the medium of Welsh. We have a specialist teacher with visual impairment accreditation in Ceredigion who can operate through the medium of Welsh.
- Over the last three years, we have planned to appoint and train an advisory teacher to be able to provide support for visually impaired learners through the medium of Welsh.
- All members of the central SEN team speak Welsh with the exception of one hearing impairment advisory teacher. Our ALN transition co-ordinator has been learning Welsh since her appointment.
- Team meetings are held through the medium of Welsh.
- All face-to-face training we offer to school staff can be delivered through the medium of Welsh.
- All digital training we have created for school staff since the lockdown period is available bilingually.
- All interventions we support within our schools can be provided in Welsh or English. The language of the class is prioritised for literacy, numeracy, physical and social cohesion intervention programmes. The only exception is speech and language programmes which prioritise the language of the home, as the health service policy is to target this as developing a life skill rather than an education skill.
- All SENCOs, apart from two, can speak Welsh. This means that SENCO networks are delivered bilingually.
- The main operating language of our Specialist Resource Centres (SRC) is English but they all teach Welsh as a second language. When a pupil who requires specialist provision through the medium of Welsh is placed in one of the SRCs, we provide this by ensuring the close support of a Welsh-speaking teaching assistant.
- Many of our childminders offer English language provision. This can be a problem as children transfer to Welsh-medium schools.
- The ability to speak Welsh is noted as an essential skill in the recruitment process for all new posts within the SEN/ALN team. Where the level of expertise means that applicants do not possess the necessary (Welsh) language skills, the post is offered subject to the agreement to develop these within two years.
- All schools ensure that parents understand that any provision and intervention is available in Welsh and with linguistic intervention (apart from

speech and language programmes) developing the language of the classroom takes priority over developing the language of the home.

- Parents receive the information regarding the language provision options when choosing a school and specialist setting.
- All the resources created to support schools are available bilingually. These are shared on 'Teams'. When resources complement an intervention that promotes the development of specific language skills, linguistic equality is ensured in the quantity and quality of resources.
- Standard assessments available through the medium of Welsh are insufficient but the team of educational psychologists within the authority are able to deliver standardised English assessments orally through the medium of Welsh. The weakness with this is that the results cannot then be recorded as standardised. Any development in this area is a national issue.
- We have conducted an audit of the resources and assessments available in Welsh and have translated English resources where there was a gap. There is still a large gap in psychometric assessments but using the Welsh language in administering them is practical enough – though insufficient. Developing this area is a national issue.
- As there is only one standard Welsh spelling assessment, which is not sufficiently suitable for use across the key stages, we have worked together to develop a spelling assessment within Ceredigion. Although not a standard assessment, it is used as part of a scheme to identify and strengthen specific spelling weaknesses. Any development in this area is a national issue.
- We are looking to rewrite Ceredigion's 'SEN Strategy and Policy' to accompany the Act and the new ALN Code. This work will be completed when the ALN Code is published in Spring 2021. We will ensure that all documentation, including the criteria, is bilingual.
- We have shared high quality bilingual ALN training resources with LAs within the region.
- We have also worked with the region in developing high quality bilingual ALN training resources.
- We have translated a speech and language skills assessment programme (Wellcomm) so that it is suitable for use within Ceredigion.
- We have adapted and translated training playlists shared by the County of Swansea.
- The multi-agency 'Referral Scheme' meetings are conducted through the medium of Welsh.
- When we organise a multi-agency conference, we provide a simultaneous translation service.

Where do we aim to be within the first 5 years of this Plan and how we propose to get there?

- Continue with the current position of ensuring a Welsh language provision within our schools and appropriate resources to support this.
- Develop the situation in terms of training by creating more specialised digital/virtual presentations in both languages so that school staff can use their language of choice on an individual basis.
- Put Welsh-medium provision in place in all cases including input from the advisory teacher for hearing impairment by making reasonable adjustments e.g. ensure a partnership with a Welsh language Teaching Assistant for translation purposes and a speech and language therapist where signing is required.
- Develop the Welsh language provision for sensory needs by planning to train an advisory teacher as a specialist teacher for hearing impairment. Specialist provision for multi-sensory impairment is a regional responsibility as the region's LAs share this expertise.
- Ensure that any new staff appointed are able to speak Welsh and provide input through the Welsh language. Where this is not possible, due to the professional skills expertise required, staff should commit to learning Welsh within two years of appointment.
- Raise awareness and expectations of the early years' workforce in terms of developing Welsh language skills and signposting them to free professional development. Include this information at the annual conference.
- Develop our systems to implement the requirements and implications of the Act and the ALN Code within our schools as well as our central provision.
- Continue to collaborate and share good practice with other LAs in the region although as a county we will not continue to be a member of ERW.
- Collaborate with DECLO and other agencies regarding the importance of the workforce's Welsh language skills and provision.
- Collaborate across the Hywel Dda region on the positive impact of the early years strategy and the integration system on the development of Welsh language skills.

Where do we expect to be at the end of our ten year Plan?

- Plan to ensure that the central ALN team continues to include a wide range of specialist skills as well as the ability to work and provide a service through the medium of Welsh as many members of the current team reach retirement age.
- Continue with the current position of ensuring Welsh language provision within our schools and appropriate resources and training to support this.
- Undertake an audit of learners' needs in Ceredigion as well as an audit of provision to ensure effective forward planning.
- Co-operate on a multi-agency level through the medium of Welsh where possible and appropriate.
- Ensure that the WG leads on the development of more specialist resources, including a structured Welsh spelling scheme and standard assessments, including standard Welsh spelling test/tests to support LAs and schools.

Outcome 7

Increase the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh

Where are we now?

Most recent data about the education workforce in Ceredigion (January 2021)

Age Groups (11/01/2021)

Count of Age Group	Column Labels	16-25	26-35	36-45	46-55	56-65	65+	N/A	Grand Total
Assistant Head Teacher			3	13	13			6	35
Classroom Teacher Main Pay Range		41	126	36	24	10	3	118	358
Classroom Teacher Upper Pay Range			86	176	138	48	18	5	471
Deputy Head Teacher			3	12	5	1		3	24
Head Teacher			3	10	22	2		5	42
Support Staff		115	187	228	358	281	58	273	1500
Unknown Head Teacher			1	2	2			1	6
Unqualified Teacher		3	4	4	2	3	1	1	18

Age Groups by Sector (11/01/2021)

Count of Age Group	Column Labels	All Through School	Primary School	Secondary School	Supply Teachers	Grand Total
16-25		26	89	56	9	180
26-35		88	208	107	38	441
36-45		128	264	115	54	561
46-55		151	294	168	43	656
56-65		68	178	111	32	389
65+		12	93	35	18	158
N/A		88	278	124	2	492
Grand Total		561	1404	716	196	2877

Support Staff by Sector (11/01/2021)

Count of Age Group	Column Labels	16-25	26-35	36-45	46-55	56-65	65+	N/A	Grand Total
Support Staff		115	187	228	358	281	58	273	1500
All Through School		15	49	65	99	56	8	54	346
Primary School		56	96	106	165	134	23	153	733
Secondary School		44	42	57	94	91	27	66	421
Grand Total		115	187	228	358	281	58	273	1500

The education workforce in Ceredigion's Secondary and All-age schools

Secondary School and All-age school (KS 3 onwards)	Teaching/Working through the medium of Welsh	Able to teach/work through the medium of Welsh	Unable to teach/work through the medium of Welsh	Teaching Welsh only as a subject	Total
	229	31	90	4	354

Number of teachers according to their Welsh language skills

Secondary School and All-age school (KS 3 onwards)	No Skills	Entry Level	Foundation Level	Intermediate Level	Higher Level	Proficient Level	No information	Total
	21	31	22	21	46	198	15	354

Where do we aim to be within the first 5 years of this Plan and how we propose to get there?

- Ensure a career path and support for those teachers/deputy headteachers/senior teachers who wish to become headteachers within the authority and who are leaders in the Welsh medium sector through e.g. NPQH qualification.
- The authority's Human Resources department will revise its arrangements for planning the education workforce over the next period to ensure a sufficient workforce to meet the demand in the Welsh/bilingual sector.
- Work with Wales' National Academy for Educational Leadership to attract potential headteachers to Ceredigion when some of the current headteachers retire.
- Identify and secure full support for the relevant workforce that will need up-skilling through the Sabbatical Scheme (especially in schools in the Aberystwyth area) over the period of the plan.
- Develop a rolling programme to support secondary teaching and support staff to learn Welsh or to gain further confidence in it (through the Sabbatical Scheme). Identify at least 3 - 4 practitioners annually for this.
- Produce a model 'Language Policy' for internal use by all schools including e.g. the expectation when recruiting in terms of the Welsh language, the expectation regarding the use of Welsh, professional conduct and the Welsh language etc.
- Collaborate with 'Y Coleg Cymraeg Cenedlaethol' to promote the benefits of studying Welsh as a subject and to gain a qualification at all levels e.g. to use promotional materials in open evenings and options evenings in secondary schools, to train school leaders at all levels about the need to promote Welsh as a subject.

- Collaborate with 'Y Coleg Cymraeg Cenedlaethol' and Teacher Training Institutes to encourage pupils to consider and pursue a career in education (to teach in the bilingual sector and to teach Welsh as a subject).
- To target, shadow and mentor year 10-13 pupils in order to attract them to view teaching in the bilingual sector as an attractive career.
- To attend teacher training institutes' education fairs to try to attract individuals to teach in Ceredigion (mainly Bangor, Aberystwyth and Carmarthen).
- To collaborate with further education colleges to encourage students there to take advantage of their language skills and to improve them in order to gain employment as teaching assistants in Ceredigion schools.
- Ensure high level training for teachers on 'Areas of Learning and Experience - Language, Literacy and Communication' as well as the Welsh language across all other areas of learning and experience.
- Produce a plan of annual training on successful bilingual teaching methodology.

Where do we expect to be at the end of our ten year Plan?

- Ceredigion LA's education workforce is increasingly able to teach through the medium of Welsh and to teach Welsh as a subject.
- There is a supply of teachers to teach the current subjects which are difficult to recruit for e.g. Welsh, Science/Sciences, Mathematics, Modern Languages, Design and Technology.
- The workforce is aware of its role in offering pupils the confidence to speak and use Welsh not only academically (oral, reading and writing) but also socially (being confident speakers who engage with and integrate in their communities).
- The whole workforce in Ceredigion schools see the important role they have in creating pupils who are confident speakers and who see Welsh as an inclusive and relevant language in a world of other important languages.

How we will work with others to achieve our vision

The Forum will meet to offer its views during the initial planning of the document in May 2021. Once the document is approved by Welsh Government, the forum will meet once every school term to oversee its implementation and to evaluate progress.

The forum will include approximately 10 members including stakeholders in the relevant education sectors - one primary and secondary head teacher, members of the county's education team, the Welsh Language and Equalities Policy Officer, the Welsh Language Promotion Officer and representatives of the Parents for Welsh Medium Education Movement (RhAG), 'Mudiad Meithrin', Early Years Wales, Hyfforddiant Ceredigion, Coleg Ceredigion and Aberystwyth University's Department of Education.

DRAFT

Cyngor Sir Ceredigion County Council - Integrated Impact Assessment (IIA)

An integrated tool to inform effective decision making



This **Integrated Impact Assessment tool** incorporates the principles of the Well-being of Future Generations (Wales) Act 2015, the Sustainable Development Principles, the Equality Act 2010, the Welsh Language Measure 2011(Welsh Language Standards requirements) and Risk Management, in order to inform effective decision making and ensuring we comply with reslevant legislation.

1. PROPOSAL DETAILS: (Policy/Change Objective/Budget saving)

Proposal Title	Ceredigion Welsh Education Strategic Action Plan 2022-2032
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Service Area	Schools and Culture	Head of Service	Meinir Ebbsworth	Strategic Director	Barry Rees
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Name of Officer completing the IIA	Silyn Roberts	E-mail	silyn.roberts@ceredigion.gov.uk	Phone no	07890540487
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Please give a brief description of the purpose of the proposal

The Well-being of Future Generations (Wales) Act 2015 requires public bodies across Wales named in the act to work towards seven well-being goals, including 'A Wales of Vibrant Culture and Thriving Welsh Language'. The system for planning Welsh-medium education provision also has a statutory basis. The Welsh Government has a duty to promote and facilitate the use of Welsh and work towards the well-being goals.

Taking Wales Forward 2016-2021 was published in September 2016, and the programme aims to drive forward improvements to the Welsh economy and public services in order to create a Wales which is prosperous and secure, healthy and active, ambitious and learning, and united and connected. This document outlines the Government's priorities for achieving these improvements. They are ambitious measures which will have an impact on everyone at all stages of their lives.

The Welsh Government's ambition for increasing the use of Welsh and the number of people who speak the language is also noted, as is the commitment to work towards securing a million Welsh speakers by 2050 and to continue to encourage more people to use and speak Welsh in their everyday lives.

The Welsh Government's Cymraeg 2050 strategy was published in August 2017. For the first time, a clear vision for a Wales in which the language is thriving was set. One of the strategy's key aims is to create a statutory education system which increases the number of confident speakers. To realise this aim we must considerably increase the number of school pupils who are given the opportunity to develop Welsh language skills in school and the opportunity to use the language in their everyday lives. This is the driver for the Welsh Government's wish to strengthen the legislative framework which supports the way in which Welsh and the provision of Welsh is planned within our statutory education system in Wales.



Cymraeg 2050 is the main policy driving the changes to the statutory process around planning Welsh-medium education. The Cymraeg 2050 strategy notes that Welsh-medium immersion education is the principal method for ensuring that children can develop their Welsh language skills, and for creating new speakers. School data tells us how many children are educated through the medium of Welsh, and is a key indicator of the growth required, and demonstrates the importance of ensuring the commitment of the education system to create a million Welsh speakers. It also highlights the importance of the early years sector as a point of early entry to immersion education, and as a way to increase demand for Welsh-medium education.

It will be necessary to increase the number of learners in English-medium schools who learn Welsh successfully by developing Welsh medium provision in the statutory period up to 7-years-old. The Welsh language will also form an integral part of the new curriculum which will include one continuum for learning it. By introducing the new curriculum from September 2022, the aim is to ensure an increase in the number of confident Welsh speakers within the statutory education system, and ensure that in future, all learners can use Welsh after they have left school.

This proposal will ensure that Ceredigion can carry out its statutory duties in relation to Welsh medium education through its Welsh in Education Strategic Plan. This plan is the long-term language planning tool for local authorities which sets the strategic direction for the planning and delivery of growth in Welsh-medium education. This will allow Ceredigion Local Authority to plan Welsh-medium education in its areas in a way that achieves the aims set out in Cymraeg 2050.

Local targets within the Welsh in Education Strategic Plans will be based on the overall long-term target of ensuring a million speakers. Cymraeg 2050 outlines the commitment to increase the proportion of pupils within each school year who receive Welsh medium-education, from 22% to 30% by 2032, and this national increase of 8% will be the basis for all local authority targets within their Welsh in Education Strategic Plan.

The proposal will also contribute to realising the three strategic aims of the 'Ceredigion Language Strategy', namely:

- To increase the language skills of the people of Ceredigion
- To increase opportunities to use the Welsh language in Ceredigion
- To ensure social conditions that allow the Welsh language to thrive, that also contribute positively towards the well-being aims

Who will be directly affected by this proposal? (e.g. The general public, specific sections of the public such as youth groups, carers, road users, people using country parks, people on benefits, staff members or those who fall under the protected characteristics groups as defined by the Equality Act and for whom the authority must have due regard).

This proposal will have an impact on pupils of statutory education age in Ceredigion's schools.

Cyngor Sir Ceredigion County Council - Integrated Impact Assessment (IIA)

An integrated tool to inform effective decision making



This proposal will have a positive impact on children and young people in Ceredigion by offering additional choices in terms of Welsh-medium and bilingual education and more opportunities and support for all to access it. This in turn will offer children and young people Welsh language skills that they can use in all walks of life and in particular when they leave school and start work. It will also offer an increased opportunity for those within English-medium schools to improve their Welsh language skills.

This proposal will also allow Ceredigion Local Authority to increase and improve the provision offered, which will have a positive impact on children and young people across the county, regardless of the community they live in, their background, or language of their family, ensuring that more and more children and young people develop Welsh language skills that can be used in everyday life.

We expect any impact to be positive, due to the following:

Children and young people can take advantage of Welsh-medium or bilingual education regardless of the community they live in.

The aims of this proposal will help Ceredigion County Council fulfil its commitments to the Welsh language, Welsh speakers and Welsh speaking communities.

Most Ceredigion primary school teachers and classroom assistants can speak and communicate in the Welsh language. Full support will be given to school staff members in line with the increase in the Welsh language provision.

VERSION CONTROL: The IIA should be used at the earliest stages of decision making, and then honed and refined throughout the decision making process. It is important to keep a record of this process so that we can demonstrate how we have considered and built in sustainable development, Welsh language and equality considerations wherever possible.

Author	Decision making stage	Version number	Date considered	Brief description of any amendments made following consideration
				<i>This will demonstrate how we have considered and built in sustainable development throughout the evolution of a proposal. Have you considered and applied the sustainable development principle and Well-being Goals?</i>
Silyn Roberts	Key Stakeholder Workshops	1	27.02.2020	

Cyngor Sir Ceredigion County Council - Integrated Impact Assessment (IIA)

An integrated tool to inform effective decision making



Silyn Roberts	Meeting: Task and Finish Group to discuss WESP first draft	2	08.02.21	
Silyn Roberts	Extraordinary Meeting of the Language Committee: to receive comments	3	17.05.21	
Silyn Roberts	Scrutiny Committee: to recommend the document's final draft	4	27.05.2021	
Silyn Roberts	Cabinet: to discuss and approve the document and consent to a formal/ statutory public consultation	5	15.06.2021	
Silyn Roberts	Statutory Consultation Period begins	5	September 2021 (8 weeks)	
Silyn Roberts	Language committee: to receive comments on any changes to the document's content following the consultation	6	December 2021	
Silyn Roberts	Present the document to Welsh Government	7	31.01.2022	
Silyn Roberts	Present the final WESP format to the Scrutiny Committee/Cabinet/Council before its official publication in September 2022	8	Spring and Summer 2022	



COUNCIL STRATEGIC OBJECTIVES: Which of the Council's Strategic Objectives does the proposal address and how?	
Boosting the Economy	Ceredigion will be a vibrant local authority with a flexible and multi-skilled workforce. <i>The proposal will contribute to multi-skilling by ensuring language and multi-lingual skills amongst pupils and the workforce of the future. The proposal will also contribute to extended employment opportunities for an increasing number of Ceredigion's inhabitants in the future.</i>
Investing in People's Future	Ceredigion will continue to be a vibrant home for the Welsh language and Welsh culture. <i>Welsh language learners will eventually gain the skill sets they require to be flexible, bilingual workers and be able to adapt to the requirements of any prospective employer.</i>
Enabling Individual and Family Resilience	Citizens of all ages will have an improved quality of life. <i>The proposal will contribute to an improved quality of life by extending opportunities and increasing the ability to contribute to a bilingual community and society.</i>
Promoting Environmental and Community Resilience	Ceredigion communities will show improved resilience in the face of environmental and social challenges. <i>The proposal will contribute to fostering an increasing feeling of pride in our communities where networks collaborate to support each other and where protecting and promoting the Welsh language and the natural environment go hand in hand and are done with the same conviction.</i>

NOTE: As you complete this tool you will be asked for **evidence to support your views**. These need to include your baseline position, measures and studies that have informed your thinking and the judgement you are making. It should allow you to identify whether any changes resulting from the implementation of the recommendation will have a positive or negative effect. Data sources include for example:

- Quantitative data - data that provides numerical information, e.g. population figures, number of users/non-users
- Qualitative data – data that furnishes evidence of people's perception/views of the service/policy, e.g. analysis of complaints, outcomes of focus groups, surveys
- Local population data from census figures (such as Ceredigion's Welsh Language Profile and Ceredigion's Equality data)
- National Household survey data
- Service User data
- Feedback from consultation and engagement campaigns
- Recommendations from Scrutiny
- Comparisons with similar policies in other authorities
- Academic publications, research reports, consultants' reports, and reports on any consultation with e.g. trade unions or the voluntary and community sectors, 'Is Wales Fairer' document.
- Welsh Language skills data for Council staff

2. SUSTAINABLE DEVELOPMENT PRINCIPLES: How has your proposal embedded and prioritised the five sustainable development principles, as outlined in the Well-being of Future Generations (Wales) Act 2015, in its development?

Cyngor Sir Ceredigion County Council - Integrated Impact Assessment (IIA)

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Sustainable Development Principle	Does the proposal demonstrate you have met this principle? If yes, describe how. If not, explain why.	What evidence do you have to support this view?	What action (s) can you take to mitigate any negative impacts or better contribute to the principle?
Long Term Balancing short term need with long term and planning for the future.	The Ceredigion 2022-32 WESP will be a document that will note the steps to achieve the aim of increasing the number of Welsh language speakers within the county by 2031. Short-term and long-term targets and decisive short-term and long-term actions will be noted for the 10-year period.	By building on the 2014-17 and the 2017-2020 WESP, this 10-year WESP will set a clear timetable to achieve the aim, which will be operational, practical, and sustainable.	We do not foresee that the steps we take will have any negative impacts. Engaging positively with all our partners and stakeholders throughout the period will be extremely important as we see the developments being implemented.
Collaboration Working together with other partners to deliver.	Collaboration between partners and stakeholders will be at the heart of the plan. The main collaboration will be between the authority's officers and the schools and their governing bodies as well as parents.	This is the essence of the plan – examples of collaboration will have been noted throughout.	Ensure positive, regular and continuous collaboration through the actions noted in the plan.
Involvement Involving those with an interest and seeking their views.	Stakeholders and partners will be included throughout the planning and consultation period. A workshop will be held for interested parties early on in the process (26 February 2020) to collect opinions and any relevant issues. The information collected at that time will eventually be distributed to the attendees for further comments. The consultation process (October 2021) itself will engage with people with protected characteristics under the Equality Act 2010 through the statutory public consultation. All members of the public will have an opportunity to voice an opinion on the proposal at that time. Main stakeholders will receive continuous reports on the plan throughout the planning period (see timetable), and also following any potential amendments. The final proposal, presented to Welsh Government on 31 January 2022, will have included stakeholder opinions and ideas as a result of presenting draft copies of the proposal and public consultation.	The timetable of the proposal and the need to respond to the full democratic process will ensure that the opinions of partners and stakeholders are included.	Ensure the planning and response process follows the 'National Principles for Public Engagement in Wales'.
Prevention	The approach that will prevent any problems that could arise or worsen during the plan's period, will have been noted in it.	The resources needed to prevent problems from arising	Respond to any concerns arising by engaging continuously and openly with stakeholders and

Cyngor Sir Ceredigion County Council - Integrated Impact Assessment (IIA)

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Putting resources into preventing problems occurring or getting worse.		will be noted clearly in the actions throughout the plan.	partners throughout the planning period and consultation.
Integration Positively impacting on people, economy, environment and culture and trying to benefit all three.	Basically, the proposal aims to support Ceredigion County Council's aspiration to strengthen the Welsh language's position through its Language Strategy. The proposal also supports the Council's Strategic Aims and Welsh Government's A Million Welsh Speakers 2050 Strategy.	The Welsh language underpins Ceredigion County Council's function and strategic aims	No negative impacts are envisaged as a result of the proposal.

3. WELL-BEING GOALS: Does your proposal deliver any of the seven National Well-being Goals for Wales as outlined on the Well-being of Future Generations (Wales) Act 2015? Please explain the impact (positive and negative) you expect, together with suggestions of how to mitigate negative impacts or better contribute to the goal. We need to ensure that the steps we take to meet one of the goals aren't detrimental to meeting another.

Well-being Goal	Does the proposal contribute to this goal? Describe the positive or negative impacts-	What evidence do you have to support this view?	What action (s) can you take to mitigate any negative impacts or better contribute to the goal?
3.1. A prosperous Wales Efficient use of resources, skilled, educated people, generates wealth, provides jobs.	The proposal's long-term goal is to contribute to the principle of developing a skilled and educated population in an economy that produces wealth and offers employment opportunities, allowing people to take advantage of the wealth generated through appropriate work. The Welsh language is crucial to this principle.	There is ample evidence of the economic advantages of the Welsh language, on both a personal, and business and promotional level.	No negative impacts are envisaged as a result of the proposal.
3.2. A resilient Wales Maintain and enhance biodiversity and ecosystems that support resilience and can adapt to change (e.g. climate change).	This proposal will not directly integrate biodiversity. However, indirectly it will improve the way Ceredigion County Council, through the statutory education system, reflects our communities and ensures the system represents every community's diverse priorities and experiences. This proposal can promote location-based education. Community provision is part of the Welsh-medium educational provision referred to in this	The WESP actions will identify this	No negative impacts are envisaged as a result of the proposal.

Cyngor Sir Ceredigion County Council - Integrated Impact Assessment (IIA)

An integrated tool to inform effective decision making



	proposal, for example Welsh language immersion centres. A location-based approach is used so that children that attend the centre can integrate into the local authority's educational system as well as the Welsh speaking communities they are part of.		
3.3. A healthier Wales People's physical and mental wellbeing is maximised and health impacts are understood.	There are no direct impacts affecting health in the proposal. However, being able to be part of a community, a sense of belonging, and being able to contribute to that community are important to an individual's mental health. The proposal notes the importance of the Welsh language in this respect. There is considerable evidence that multi-linguism enhances the individual's intellectual abilities.	International research on what ensures an individual's mental well-being.	No negative impacts are envisaged as a result of the proposal.
3.4. A Wales of cohesive communities Communities are attractive, viable, safe and well connected.	The proposal will allow children to fulfil their potential regardless of their background or circumstances. The proposal will ensure that all children get full access to opportunities to learn the Welsh language, thereby expanding their choices and empowering them in the future. The proposal will ensure community cohesion by expanding the use of the Welsh language and ensuring wider community involvement for it as a minority language.	Expanding Welsh language provision will ensure that more children gain skills which will in the future allow them to be full members of the community they live and work in. Implementing this proposal will allow Ceredigion County Council to change the way that Welsh language provision is planned and delivered, and will increase the number of children and young people that develop Welsh language skills, giving them the choice to take up Welsh language cultural opportunities.	No negative impacts are envisaged as a result of the proposal.
3.5. A globally responsible Wales Taking account of impact on global well-being when considering local social, economic and environmental well-being.	Strengthening the position of the Welsh language in Ceredigion and Wales will make a positive contribution to global/international cultural and linguistic life. Promoting the use of a minority language such as Welsh is seen by the United Nations as an aim of crucial importance. Defending a minority language is a human rights obligation and is at the heart of	Minority languages, including Welsh are protected under national and international legislation e.g. the UN and European Union.	No negative impacts are envisaged as a result of the proposal.

Cyngor Sir Ceredigion County Council - Integrated Impact Assessment (IIA)

An integrated tool to inform effective decision making



	good governance. It is a way of creating a more socially and politically equal society.		
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<p>3.6. A more equal Wales People can fulfil their potential no matter what their background or circumstances.</p> <p><i>In this section you need to consider the impact on equality groups, the evidence and any action you are taking for improvement.</i> <i>You need to consider how might the proposal impact on equality protected groups in accordance with the Equality Act 2010?</i> <i>These include the protected characteristics of age, disability, gender reassignment, marriage or civil partnership, pregnancy or maternity, race, religion or beliefs, gender, sexual orientation.</i> Please also consider the following guide: Equality Human Rights - Assessing Impact & Equality Duty</p>	<p>Describe why it will have a positive/negative or negligible impact.</p> <p><i>Using your evidence consider the impact for each of the protected groups. You will need to consider do these groups have equal access to the service, or do they need to receive the service in a different way from other people because of their protected characteristics. It is not acceptable to state simply that a proposal will universally benefit/disadvantage everyone. You should demonstrate that you have considered all the available evidence and address any gaps or disparities revealed.</i></p>	<p>What evidence do you have to support this view?</p> <p><i>Gathering Equality data and evidence is vital for an IIA. You should consider who uses or is likely to use the service. Failure to use <u>data</u> or <u>engage</u> where change is planned can leave decisions open to legal challenge. Please link to involvement box within this template. Please also consider the general guidance.</i></p>	<p>What action (s) can you take to mitigate any negative impacts or better contribute to positive impacts?</p> <p><i>These actions can include a range of positive actions which allows the organisation to treat individuals according to their needs, even when that might mean treating some more favourably than others, in order for them to have a good outcome. You may also have actions to identify any gaps in data or an action to engage with those who will/likely to be effected by the proposal. These actions need to link to Section 4 of this template.</i></p>											
<p>Age Do you think this proposal will have a positive or a negative impact on people because of their age? (Please tick ✓)</p> <table border="1"> <tr> <td rowspan="2">Children and Young People up to 18</td> <td>Positive</td> <td>Negative</td> <td>None/ Negligible</td> </tr> <tr> <td style="text-align: center;">✓</td> <td></td> <td></td> </tr> <tr> <td>People 18-50</td> <td>Positive</td> <td>Negative</td> <td>None/</td> </tr> </table>	Children and Young People up to 18	Positive	Negative	None/ Negligible	✓			People 18-50	Positive	Negative	None/	<p>This proposal pertains to the statutory education period only.</p> <p>The Children's Commissioner for Wales has noted that the Welsh language and provision of services through the medium of Welsh are a matter of rights, and are relevant to a number of articles of the United Nations Convention on the Rights of</p>	<p>School councils (primary and secondary) will be consulted during the proposal's development. The general public will be invited to voice an opinion during the consultation period in Autumn 2021.</p> <p>No negative impacts on children's rights are envisaged nor their ability to take part and use their rights. Welsh language education is open to</p>	<p>No negative impacts are envisaged as a result of the proposal.</p>
Children and Young People up to 18		Positive	Negative	None/ Negligible										
	✓													
People 18-50	Positive	Negative	None/											

Cyngor Sir Ceredigion County Council - Integrated Impact Assessment (IIA)

An integrated tool to inform effective decision making



			Negligible	the Child. The Commissioner also noted that there is a clear link between language and identity, and it is not possible to separate any one of the articles of the United Nations Convention on the Rights of the Child from language considerations.	everyone, and local authorities, such as Ceredigion, have a duty to promote access for all, as well as offering support and informal opportunities for those wishing to take it up.	
			✓			
Older People 50+	Positive	Negative	None/ Negligible			
			✓			

Disability Do you think this proposal will have a positive or a negative impact on people because of their disability? (Please tick ✓)				This proposal will give children and young people the opportunity to learn and develop Welsh language skills and ensure that they are supported in doing so throughout their educational journey. One of the outcomes of the Welsh Language Strategic Plans is to improve the provision and support for additional learning needs, allowing more of those requiring that specific support to take advantage of it through the medium of Welsh.	The actions ensuring equality for children with ALN are noted under one specific outcome in the proposal.	No negative impacts are envisaged as a result of the proposal.
Hearing Impairment	Positive	Negative	None/ Negligible			
	✓					
Physical Impairment	Positive	Negative	None/ Negligible			
	✓					
Visual Impairment	Positive	Negative	None/ Negligible			
	✓					
Learning Disability	Positive	Negative	None/ Negligible			
	✓					
Long Standing Illness	Positive	Negative	None/ Negligible			
	✓					
Mental Health	Positive	Negative	None/ Negligible			
	✓					
Other	Positive	Negative	None/			

Cyngor Sir Ceredigion County Council - Integrated Impact Assessment (IIA)

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			Negligible			
	✓					
Transgender Do you think this proposal will have a positive or a negative impact on transgender people? (Please tick ✓)				No negative impacts are envisaged.		
Transgender	Positive	Negative	None/ Negligible			
			✓			
Marriage or Civil Partnership Do you think this proposal will have a positive or a negative impact on marriage or Civil partnership? (Please tick ✓)				This proposal pertains to the statutory education period only. No negative impacts are envisaged.		
Marriage	Positive	Negative	None/ Negligible			
			✓			
Civil partnership	Positive	Negative	None/ Negligible			
			✓			
Pregnancy or Maternity Do you think this proposal will have a positive or a negative impact on pregnancy or maternity? (Please tick ✓)				This proposal pertains to the statutory education period only. No negative impacts are envisaged.		
Pregnancy	Positive	Negative	None/ Negligible			
			✓			
Maternity	Positive	Negative	None/ Negligible			
			✓			
Race						

Cyngor Sir Ceredigion County Council - Integrated Impact Assessment (IIA)

An integrated tool to inform effective decision making



<p>Do you think this proposal will have a positive or a negative impact on race? (Please tick ✓)</p>				<p>This proposal will give children and young people the opportunity to learn and develop Welsh language skills and ensure they get support to do so throughout their educational journey.</p> <p>As part of this proposal, Ceredigion County Council will ensure that immersion provision is available for newcomers and latecomers to Welsh medium education.</p> <p>This provision will mean that every child and young person can receive Welsh language education, and the necessary support will be available for them if they decide to do so.</p> <p>The increasing focus on creating Welsh language education provision will provide more choice for people of every race with regard to their children's education, as well as the option of integrating into Welsh speaking communities.</p>	<p>Ceredigion County Council's language/immersion centres already provide this support.</p>	<p>No negative impacts are envisaged as a result of the proposal.</p>
White	Positive	Negative	None/ Negligible			
	✓					
Mixed/Multiple Ethnic Groups	Positive	Negative	None/ Negligible			
	✓					
Asian / Asian British	Positive	Negative	None/ Negligible			
	✓					
Black / African / Caribbean / Black British	Positive	Negative	None/ Negligible			
	✓					
Other Ethnic Groups	Positive	Negative	None/ Negligible			
	✓					
<p>Religion or non-beliefs</p> <p>Do you think this proposal will have a positive or a negative impact on people with different religions, beliefs or non-beliefs? (Please tick ✓)</p>				<p>This proposal pertains to the statutory education period only.</p> <p>No negative impacts are envisaged.</p>		
Christian	Positive	Negative	None/ Negligible			
			✓			
Buddhist	Positive	Negative	None/ Negligible			
			✓			
Hindu	Positive	Negative	None/ Negligible			
			✓			

Cyngor Sir Ceredigion County Council - Integrated Impact Assessment (IIA)

An integrated tool to inform effective decision making



Humanist	Positive	Negative	None/ Negligible			
			✓			
Jewish	Positive	Negative	None/ Negligible			
			✓			
Muslim	Positive	Negative	None/ Negligible			
			✓			
Sikh	Positive	Negative	None/ Negligible			
Non-belief	Positive	Negative	None/ Negligible			
			✓			
Other	Positive	Negative	None/ Negligible			
			✓			

Sex Do you think this proposal will have a positive or a negative impact on men and/or women? (Please tick ✓)				This proposal pertains to the statutory education period only. No negative impacts are envisaged.		
Men	Positive	Negative	None/ Negligible			
			✓			
Women	Positive	Negative	None/ Negligible			
			✓			

Sexual Orientation Do you think this proposal will have a positive or a negative impact on people with different sexual orientation? (Please tick ✓)				This proposal pertains to the statutory education period only. No negative impacts are envisaged.		

Cyngor Sir Ceredigion County Council - Integrated Impact Assessment (IIA)

An integrated tool to inform effective decision making



Bisexual	Positive	Negative	None/ Negligible			
			✓			
Gay Men	Positive	Negative	None/ Negligible			
			✓			
Gay Women / Lesbian	Positive	Negative	None/ Negligible			
			✓			
Heterosexual / Straight	Positive	Negative	None/ Negligible			

Having due regards in relation to the three aims of the Equality Duty - determine whether the proposal will assist or inhibit your ability to eliminate discrimination; advance equality and foster good relations.

3.6.2. How could/does the proposal help advance/promote equality of opportunity?

You should consider whether the proposal will help you to: ● Remove or minimise disadvantage ● To meet the needs of people with certain characteristics ● Encourage increased participation of people with particular characteristics

Implementing this proposal through the 'Welsh Strategic Education Plan' will ensure that more children and young people get equal access to Welsh language education in Ceredigion. It will increase the number of children and young people that develop Welsh language skills and allow them to take advantage of Welsh language cultural opportunities. The proposal will encourage Ceredigion County Council to promote the Welsh language through the statutory education system, as well as helping to develop Welsh language skills that can be used in the workplace in the future. Consequently, those children may be able to apply for jobs where the Welsh language is desirable or essential, allowing them access to part of the labour market that would not otherwise have been open to them. This, in turn, will contribute to the tackling poverty agenda. Also, this proposal will promote the Welsh language and its associated cultural opportunities, encouraging all children and young people to take advantage of them.

3.6.3. How could/does the proposal/decision help to eliminate unlawful discrimination, harassment, or victimisation?

You should consider whether there is evidence to indicate that: ● The proposal may result in less favourable treatment for people with certain characteristics ● The proposal may give rise to indirect discrimination ● The proposal is more likely to assist or impeded you in making reasonable adjustments

The proposal will ensure that everyone has equal access to Welsh language education regardless of their background, in keeping with the well-being aim of ensuring a more equal Wales. The proposal will also ensure that more people are able to enjoy the language and the varied cultural opportunities the language offers in Wales, and will also contribute to one of the aims of the Future Generations Bill of seeing people in Wales taking part in our culture, shared where the Welsh language is thriving. It is also consistent with the well-being aim of developing language, culture and resilient communities.

3.6.4. How could/does the proposal impact on advancing/promoting good relations and wider community cohesion?

You should consider whether the proposal will help you to: ● Tackle prejudice ● Promote understanding

By increasing and promoting Welsh language education, alongside working to increase the place of the Welsh language in our communities, the proposal could help to ensure community cohesion between people from different ethnic, religious and racial backgrounds.

Cyngor Sir Ceredigion County Council - Integrated Impact Assessment (IIA)

An integrated tool to inform effective decision making



3.7. A Wales of vibrant culture and thriving Welsh language Culture, heritage and Welsh Language are promoted and protected. <i>In this section you need to consider the impact, the evidence and any action you are taking for improvement. This in order to ensure that the opportunities for people who choose to live their lives and access services through the medium of Welsh are not inferior to what is afforded to those choosing to do so in English, in accordance with the requirement of the Welsh Language Measure 2011.</i>				Describe why it will have a positive/negative or negligible impact.	What evidence do you have to support this view?	What action (s) can you take to mitigate any negative impacts or better contribute to positive impacts?
Will the proposal be delivered bilingually (Welsh & English)?	Positive	Negative	None/ Negligible	The document (WESP) and all relevant papers will be provided in Welsh and English throughout the planning and consultation period.	The requirements of the process will lead this.	No negative impacts are envisaged in this respect.
	✓					
Will the proposal have an effect on opportunities for persons to use the Welsh language?	Positive	Negative	None/ Negligible	The proposal's aim will be to increase the use of the Welsh language across the education sector and ultimately have a positive effect on its social and communal use. All stakeholders, who are central to our plan, will contribute to this goal.	The education system is key in achieving the target of a million Welsh language speakers identified in the Welsh Language Strategy 2050, and it is vital that we create a statutory education system that increases the number of confident Welsh language speakers. This proposal, that aims to reinforce the current statutory process used by Ceredigion local authority to plan Welsh-medium education, is a vital part of this process, and will continue as such throughout the period until 2050.	No negative impacts are envisaged in this respect.
	✓					
Will the proposal increase or reduce the opportunity for persons to	Positive	Negative	None/ Negligible	This proposal pertains to the statutory education period only.	The proposal will identify the services available through the medium of Welsh. It will also identify any actions required to strengthen services so they can	No negative impacts are envisaged.
	✓					

Cyngor Sir Ceredigion County Council - Integrated Impact Assessment (IIA)

An integrated tool to inform effective decision making



access services through the medium of Welsh?				<p>There will be a positive impact on the Welsh language as the proposal is an important part of Welsh Government's Million Welsh Speakers 2050 strategy.</p> <p>Outcome 6 of the proposal will specifically plan to ensure an increase in the Welsh language education provision for pupils with additional learning needs ("ALN") (in accordance with the duties determined by the Educational Learning Needs and Education Tribunal Act (Wales) 2018</p>	be offered through the medium of Welsh.	
How will the proposal treat the Welsh language no less favourably than the English language?	Positive	Negative	None/ Negligible	<p>This proposal pertains to the statutory education period only.</p> <p>The whole purpose of the proposal is to increase the use of the Welsh language in Ceredigion's schools.</p>	The proposal will identify, through the actions of the seven outcomes noted, how the Welsh language will be promoted and strengthened.	No negative impacts are envisaged.
	✓					
Will it preserve promote and enhance local culture and heritage?	Positive ✓	Negative	None/ Negligible	<p>The proposal is part of Welsh Government's vision noted in the 2020 Welsh language strategy. The vision aims to see a Wales where its language is thriving. One of the strategy's key aims is to create a statutory education system which increases the number of confident speakers. To achieve this aim, we have to substantially increase the number of school pupils who</p>	<p>The proposal will identify, through the actions of the seven identified outcomes, how the Welsh language will be safeguarded, strengthened and promoted.</p>	No negative impacts are envisaged.



			<p>have the opportunity to develop Welsh language skills at school and to use the language in their everyday lives. The proposal encourages Ceredigion local authority to promote the Welsh language through the statutory education system, as well as helping to develop Welsh language skills that can be used in the workplace in the future. The proposal will also promote the Welsh language and associated cultural opportunities, and encourage every child and young person to take advantage of these.</p>		
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4. STRENGTHENING THE PROPOSAL: If the proposal is likely to have a negative impact on any of the above (including any of the protected characteristics), what practical changes/actions could help reduce or remove any negative impacts as identified in sections 2 and 3?

4.1 Actions.

What are you going to do?	When are you going to do it?	Who is responsible?	Progress
Not applicable			

4.2. If no action is to be taken to remove or mitigate negative impacts please justify why.

(Please remember that if you have identified unlawful discrimination, immediate and potential, as a result of this proposal, the proposal must be changed or revised).

We see this proposal as adding to the provision rather than having any negative impact.

4.3. Monitoring, evaluating and reviewing.

How will you monitor the impact and effectiveness of the proposal?

We will monitor the consultation and engagement for any unexpected impacts.

We will hold regular meetings with stakeholders e.g. The WESP forum, Language Committee, discussions within the education department (including primary and secondary heads) etc.

An annual progress report will be presented to Welsh Government.



5. RISK: What is the risk associated with this proposal?

Impact Criteria	1 - Very low	2 – Low	3 - Medium	4 - High	5 - Very High
Likelihood Criteria	1 - Unlikely to occur	2 - Lower than average chance of occurrence	3 - Even chance of occurrence	4 - Higher than average chance of occurrence	5 - Expected to occur

Risk Description	Impact (severity)	Probability (deliverability)	Risk Score
Adequate finance and staffing capacity will need to be ensured to fully realise the plan	4	3	12

Does your proposal have a potential impact on another Service area?

No

6. SIGN OFF

Position	Name	Signature	Date
Service Manager	Meinir Ebbsworth		
Head of Service	Meinir Ebbsworth		
Strategic Director	Barry Rees		
Portfolio Holder	Councillor Catrin Miles		

Consultation report on the draft Welsh in Education Strategic Plan

2022-2032 for Ceredigion (WESP)



Welsh in Education Strategic Plan (WESP) 2022-32 DRAFT consultation report

Contents

Background	3
Outcome 1 – More nursery children/ three-year-olds receive their education through the medium of Welsh	4
Question 1	4
Question 2	4
Outcome 2 – More reception class children/ five-year-olds receive their education through the medium of Welsh ..	44
Outcome 3 – More children continue to improve their Welsh language skills when transferring from one stage of their statutory education to another	61
Question 1	61
Outcome 4 – More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh	78
Question 1	78
Question 2	78
Outcome 5 – More opportunities for learners to use Welsh in different contexts in school	102
Outcome 6 – An increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN) (in accordance with the duties imposed by the Additional Learning Needs and Education Tribunal (Wales) Act 2018	116
Outcome 7 – Increase the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh	127
Pupil Voice on draft 2022 WESP	142
Further Comments: Supplementary	146

Background

1. This Welsh in Education Strategic Plan is made under Section 84 of The School Standards and Organisation (Wales) Act 2013 and the content complies with the Welsh in Education Strategic Plans (Wales) Regulations 2019 (1-2). We have given due regard to the statutory guidance issued by Welsh Ministers when setting our targets.

The plan aims to set out our vision and what actions Ceredigion will propose over the next 10 years in response to the seven outcomes set by the Welsh Government. Underpinning this document are other documents such as 2050 - A Million Welsh Speakers, the Wellbeing of Future Generations Act as well as the exciting changes in the new Curriculum for Wales.

2. Following the publication of the draft report, there was an opportunity for the public and stakeholders to respond between September 20th and November 12th 2021. During this period, the response form was live on the council's website in digital format and hard copies were available through the council and at leisure centres and council libraries. Large print copies were available on request and a pupil friendly document was shared with Ceredigion schools to seek the views of pupils.

3. A summary of the views and opinions raised during the consultation and Ceredigion County Council's response to these are seen in the next section.

Outcome 1 – More nursery children/ three-year-olds receive their education through the medium of Welsh

Question 1

To what extent do you agree that the actions during the first 5 years of the plan contribute to the vision for increasing and improving the planning of Welsh-medium education provision in Ceredigion?

Question 2

To what extent do you agree that these actions provide a solid foundation for pupils on their journey to bilingualism and as they move to the next stages of their education and social life up to the age of 11 and eventually to the world of work?

Comments of general support for the objectives but which also propose further considerations	Ceredigion County Council response
Evidence shows that Welsh-medium education is beneficial to the learner and introducing the Foundation Phase through the medium of Welsh for all learners in the county provides a better foundation for everyone. Evidence from Wales and other countries shows that the immersion method is extremely effective for learners of all backgrounds.	The Council notes the comments of support for the plan.
Good foundation for starting school. Bilingualism is GREAT!	The Council notes the comments of support for the plan.
I completely agree that the work in the first years (of the plan) is crucial to reaching the target of improving the provision of Welsh-medium education. A lot of support and goodwill will be needed but I feel that the plan offers an excellent opportunity.	The Council notes the comments of support for the plan.
All children get the opportunity to communicate with each other in Welsh, improving bilingual skills early and developing skills at a young age.	The Council notes the comments of support for the plan.
I welcome the target of creating a Welsh-medium nursery class at Plasrug, New Quay and Comins Coch schools. It is heartening to see that the plan draws attention to the lack of Welsh-medium childminders and a commitment to increase these numbers. It isn't practical for many parents to send their children to nursery groups because of work commitments and opening times, so Welsh-medium childminders are essential.	The Council notes the comments of support for the plan.
We are in Wales, Welsh should be spoken. I am English but I support this.	The Council notes the comments of support for the plan. It should also be noted that the Welsh language belongs to all from whatever background.

We are told that the period at the start of life is crucial with regard to learning a language and we know that learning a language during that period is easier than learning as an adult. The plan appears to be appropriate and constructive.	The Council notes the comments of support for the plan.
This is really important, that more children have the opportunity to receive their education/childcare through the medium of Welsh, so that Welsh becomes a familiar language at the earliest possible stage, particularly for children who are from non-Welsh speaking households. This can only be a very positive thing.	The Council notes the comments of support for the plan.
I do agree that the Welsh language should be taught /considered more important than the English language.	The Council notes the comments of support for the plan. The plan does not aim to consider one language as being more important than the other. Offering opportunities for pupils to be able to speak both languages (Welsh and English) equally well (bilingualism) is the aim of the plan.
Bilingualism is an excellent foundation. It increases your cultural capital and ensures that you are fully embedded in the community.	The Council notes the comments of support for the plan.
The more children are exposed to Welsh at an early age, especially those from backgrounds where it is not heard at home, the easier they'll find it to learn.	The Council notes the comments of support for the plan.
As a former Athrawes Bro (Peripatetic Teacher) in Ceredigion and having delivered Welsh first and second language in the early years I know how important and successful it is to introduce languages very early on to children. The Welsh language will be taught naturally, with pleasure and purpose in a lively environment.	The Council notes the comments of support for the plan.
The proposals will provide a foundation for developing pupils' bilingual skills and the scope to acquire additional language skills.	The Council notes the comments of support for the plan.
We are fully supportive of bilingual education. The Welsh Government has a plan to make one million Welsh speakers by 2050 and obviously this five-year plan would impact favourably on this target. Ceredigion County Council's plan with a target of hundred percent Welsh-medium education throughout the County would obviously increase the number of pupils in nursery and three-year olds learning solely through the medium of Welsh. However, as a school, we would like to have further details how this provision of nursery education would be accommodated at XXXX. We are assuming that the LEA and/or Welsh Government can finance this substantial investment in our children's future	The Council notes the comments of support for the plan. The Council intends to consult further on the aim of creating a Welsh-medium nursery class (3-years-old) at XXXX as well as the other schools identified in the scheme. The Council would support any development with suitable resources.
The earlier that children get exposure and opportunity to learn and practice Welsh is crucial for promoting confidence and normalising it as part of their day-to-day life. It also	The Council notes the comments of support for the plan.

<p>strengthens the intergenerational approach with non-Welsh speaking parents/ guardians and wider family members.</p>	
<p>The committee at Cylch Meithrin XXXX strongly believe in the above outcome, but our biggest concern would be the long term affects of the Cylch Meithrin. At the moment we provide a service to 2-4 year old's in the area by offering part time education, the Childcare Offer, and Flying Start spaces. To lose the part time education would be a massive financial loss for the Cylch, and cause sustainability issues in the future. We currently employ 5 full time members of staff, 2 of which are Level 5 qualified, and have 18 children on the register at this time. 9 of these children receive part time education, out of those children, 4 receive the Childcare Offer. An additional 3 children also receive Flying Start/Outreach funding. By losing the part time education, those children would not be able to access the Childcare Offer or receive wrap-around care from the school due to health and safety issues with transportation to and from school. If the future of the Cylch was to close, this would have a major impact on the children who receive Flying Start/Outreach spaces as they rely on early intervention and a safe, rich learning environment. We have been members with Mudiad Meithrin for over 20 years and have always followed their language policy and Welsh immersion method even though we have been feeding XXXXX (which is defined as an English-Medium school with a significant use of Welsh by ESTYN). We are already a well established, Welsh - Medium Cylch Meithrin that continues to develop and set high standards. We also have concerns regarding where the Meithrin class will be situated at Ysgol Gynradd XXXX, as we are aware of the limited space inside and outside of the school. At present we own the cabin and have invested over £30,000 in grants to maintain and improve the inside and outside environments. Parents along with the community have commented on these recent improvements, and how inviting and engaging the Meithrin now looks. It would be such a shame to lose this provision within this community. We propose that the Cylch Meithrin continues to receive part time education, and Ysgol Gynradd XXXX becomes a Welsh-Medium school. This will then ensure the continuation of the Welsh language from 2 - 11 years and beyond.</p>	<p>The Council notes the comments of general support for the plan but also notes the concerns raised that would be considered in any further consultation to establish a nursery class at XXXX School. The non-maintained sector plays an important role and we will consider the sector's sustainability in further consultations.</p>
<p>Living in Ceredigion the use of the Welsh language is of the utmost importance and the early we introduce the Welsh language the better.</p>	<p>The Council notes the comments of support for the plan.</p>
<p>Investing in the future of Welsh speakers. Growing bilingualism is important to the community and economy. Welsh is of a high standard because education is in the Welsh language.</p>	<p>The Council notes the comments of support for the plan.</p>
<p>I believe that offering this provision will significantly contribute to ensure the growth of the language. Children who already receive their education at this age through the</p>	<p>The Council notes the comments of support for the plan.</p>

medium of Welsh are thriving and are more likely to have the confidence to use the language as they grow older.	
It is crucially important, the sooner the better. It is important to give them a firm foundation to develop into bilingual individuals.	The Council notes the comments of support for the plan.
The principle of early immersion (in any language) has been proved positive through numerous research when considering multilingualism and successful language acquisition. What is outlined in the plan offers a wider choice for Ceredigion's children to be bilingual and possibly multilingual in the long term. The intention to develop the linguistic nature of the nursery classes of schools in the Aberystwyth area and New Quay is at the core of creating Welsh (and English) speakers and expanding the language choice and advantages of bilingualism to all of Ceredigion's pupils.	The Council notes the comments of support for the plan.
Research shows that it is at this age that young children learn a language most successfully. Bilingual pupils are better equipped for the world of work.	The Council notes the of support comments for the plan.
Each one of the 5-year actions are to be praised, but the most crucial point to ensure the vision is point 6, namely targeting difficult areas by ensuring Welsh-medium Nursery provision e.g. New Quay, Comins Coch, St Padarn's, Ysgol Llwyn yr Eos and Plascrug School. The point closes with a clear and firm reason: 'that all children attending other Cylchoedd Meithrin (MM)/ PlayGroup (EYW) provision across the county would follow a first language continuum because the foundation phase provision in all schools would be Welsh-medium.' This hits the nail on the head. Well done! Targeting marketing and training for Welsh-medium providers/trainers is also a means of ensuring this and has been clearly identified in Ceredigion's targets. Another advantage of the actions is that they give status to bilingualism, and multilingualism – this is a way of being more appealing than just pushing Welsh language boundaries. It gives consideration to different races of people who settle in Ceredigion, thereby being able to gain empathy and interest in the Welsh language and create an atmosphere where they can feel at home in a bilingual society. Indeed, it makes it appealing to feel at home in a society where the Welsh language is used and has status. Through the actions, it is seen that a solid foundation is given to pupils on their journey towards bilingualism in the future because Ceredigion works closely with other agencies and also collaborates with parents by providing information and promotional/support schemes in document on the web.	The Council notes the comments of support for the plan. The council also notes the positive comments about the status of bilingualism and multilingualism and that being available to all.
It clearly will but the "where are we now" section provides no mention of why parents are choosing English with some Welsh nurseries and childcare. Is there clear evidence that it is lack of provision?	The Council notes the comments. It was noted in the plan that attempts should be made to expand the Welsh-medium childcare provision.
The actions identified for the first 5 years of the plan are comprehensive because they target early years	The Council notes the comments of support for the plan.

<p>provision/providers appropriately. The encouragement, support and partnerships described are all appropriate. Because they all contribute to the process of introducing, strengthening and normalizing the use of Welsh in the lives of young children, giving them the necessary confidence.</p>	
<p>As a former Athrawes Bro (Peripatetic Teacher) that taught Welsh first and second language I know very well how important it is to immerse children in these early years. The role of Mudiad Meithrin and childminders are vital to contribute to this vision in the plan. Human resources are the most important resource for communicating. I strongly agree that these actions aim to give them a firm foundation for their journey towards bilingualism. The earlier the introduction to a language, the more naturally the child absorbs that language.</p>	<p>The Council notes the comments of support for the plan.</p>
<p>The sooner the better all children are introduced to the Welsh language during their early years at school. I am concerned we will lose some of the language as children/parents choose their secondary school. There is also still a challenge in Key Stage 2 in developing a sense of Welshness and when they attend activities outside the classroom and after-school clubs.</p>	<p>The Council notes the comments of support for the plan. The plan aims to respond to the concerns about secondary progression in Outcome 3.</p>
<p>It is important for us as Welsh people to defend our culture as well as our heritage. This is possible by teaching our children through the medium of Welsh from nursery upwards. Over the last few months because of the covid 19 pandemic more people are moving to the area from England. It is very important that we as a nation tell those that move here that they are moving to another country with its own language and history. Only through this adjustment can we control who learns the language. It is getting more difficult to persuade adults from another country to learn and defend the language.</p>	<p>The Council notes the comments of support for the plan. The Council is of the opinion that the Welsh language belongs to all without exception if they are already living here or come her to live and from whatever background. The Council's aim is to ensure that the Welsh and English languages are equal and that pupils eventually become completely bilingual. Although some learners can become fluent in the Welsh language after studying Welsh as a Second Language these learners are exceptions. Generally, pupils that receive English-medium provision and study Welsh as a Second Language don't become fluent in Welsh.</p>
<p>From what I can read in the document there is a clear direction with regard to implementation and outputs to meet this outcome during the lifetime of the plan. The ability to access two languages early in life makes it easier to use both languages in education whilst going through the education system.</p>	<p>The Council notes the comments of support for the plan.</p>
<p>It is important to establish language practices early. If children speak English to each other in the early years, then they are certain to continue in the same language. As I said, once language practice is established, hopefully this will then continue. Language choice is a 'Habit,' in my opinion.</p>	<p>The Council notes the comments of support for the plan.</p>
<p>As a former Athrawes Bro (Peripatetic Teacher) I have had the experience of seeing children develop into fluent Welsh speakers even though they come from non-Welsh speaking homes and the sooner the better they get the opportunity to absorb the language. They learn through play in the early</p>	<p>The Council notes the comments of support for the plan.</p>

<p>years and do so almost unconsciously, in a pleasurable and fun way. Confidence is so important in creating good speakers. Children aren't as self-conscious when they are very young, so they are willing to use what they have learnt. In my experience the majority of children who have only had a little Welsh before they are 11 years old have some understanding of the language but can't communicate in Welsh. As a result, Welsh speakers change their language to be courteous without realising they can speak Welsh and get a reply in English. This leads to a decline in the language!</p>	
<p>This is the most important period of language learning and for children to be immersed whilst learning a language is essential for building confidence and the necessary skills. As above, this is the most important period for a child to learn a language.</p>	<p>The Council notes the comments of support for the plan.</p>
<p>The strategy has identified gaps and important requirements and ways to fulfil them e.g., expand Welsh-medium provision in every childcare setting; draw up an annual programme of training to increase the confidence of the childcare workforce to use Welsh, and an effective language immersion training plan. The actions show a commitment to support the pupils' language development at every step of the journey, without letting some fall through the net and see them lose touch rather than profit as they get older.</p>	<p>The Council notes the comments of support for the plan.</p>
<p>Increasing the number of nursery/three-year-olds that are taught through the medium of Welsh is to be welcomed and the targets seem meaningful and attainable. Welsh-medium pre-school education is considered a crucial step in embedding linguistic progression into primary Welsh-medium education and the development of relevant age language skills. Many of the steps outlined can contribute to that. However, to achieve this, it may seem at times to require more proactive action than outlined. For example:</p> <ul style="list-style-type: none"> • It is unclear if an assessment has been undertaken of language skill levels amongst current childminders / childcare providers/workforce in Ceredigion, especially those delivering Welsh and English or English with elements of Welsh. Such an assessment would provide a more solid basis to understand the needs and consequently plan more appropriately in terms of i) the need to increase current Welsh-medium skills through additional training and ii) the need to recruit and train more Welsh-medium workers for the sector in order to reach the targets. • In terms of meeting the need for Welsh language childminders / childcare workforce, there could be more proactivity, including collaboration with the secondary sector, as well as further education colleges. • In terms of expanding the workforce, consideration should be given to the value of development training models for Welsh language childminders / childcare 	<p>The Council notes the comments of support for the plan but also appreciates the detail of the research-based ideas and knowledge in the response. The council's childcare sufficiency assessment recognizes gaps and responds to the demand for increasing Welsh-medium provision. The council's integrated impact assessment also addresses this.</p>

workforce that are a more integrated part of post-16 education in secondary schools within the county.

- Although reference is made to various aspects of appropriate training, there is scope to integrate the training packages to strengthen the quality of the provision. That is, by increasing the workforce in the pre-school stage, through language improvement programmes, language awareness training and understanding of immersion methods should be integrated into any additional training. Welsh-medium nursery education is about more than changing the language medium and it is essential that workers in this area appreciate the importance and significance of their work.
- The work of Revitalise has emphasized the need to be fully responsive to situations where parents are working full-time and in terms of wrap-around care, consideration of this could also be expanded with an attempt to plan more appropriately to ensure effective transition between cylch meithrin provision and Welsh-medium schools.

Generally, as in other parts of the plan, adequate funding is needed to realize different aspects effectively e.g., the aim is to offer a language improvement programme to the current childcare workforce when funding allows. Shouldn't that be a key element, requiring a stonger commitment and an annual budget, especially in the early years of the plan? Also, it is unclear why that proposal is only made for the Aberystwyth area because it could be relevant across aspects of the pre-school provision in the county. Finally, the steps suggested here for promoting the advantages of the Welsh language and bilingualism are rather passive and weak.

There is scope for far more proactive efforts on behalf of the county to encourage and promote the advantages of Welsh-medium education, not just through the Council website, that requires parents to actively search for information and messages. Instead, partnering with relevant stakeholders could be considered, to organise more proactive promotional campaigns. This could include looking for ways of tailoring national campaigns in this area within a specific Ceredigion context. Please note that we present this response based on our research in the area of language policy and planning and specifically two research projects: The Revitalise project and the ESRC WISERD project on education, language and identity in Wales and Scotland. We would be very happy to further discuss any aspect of our response with you. Becoming bilingual is a process and this step will only provide an initial foundation rather than a strong foundation. Moving on to primary Welsh-medium education is crucial to the bilingual journey. It is important that parents are under no misapprehension that Welsh-medium pre-school immersion education is sufficient for their child to be bilingual.

<p>There is a need to build on the good work and increase Welsh language provision to ensure the foundation phases are completely in Welsh. There is a need to aim for 100% Welsh-medium progression from childcare to cylchoedd meithrin to Welsh-medium schools, to give children the best start on their journey to bilingualism.</p>	<p>The Council notes the comments of support for the plan.</p>
<p>It is vital that all children in Ceredigion can speak Welsh and that will only happen with full Welsh language education.</p>	<p>The Council notes the comments of support for the plan.</p>
<p>Synchronize across the County and offer graded staff expertise from 3-years-old upwards. Immersion from 3-years-old upwards would be a great help in ensuring that three-year-old children start learning Welsh correctly.</p>	<p>The Council notes the comments of support for the plan.</p>
<p>There is a need to synchronize the arrangement throughout Ceredigion. Currently some schools receive children at three years of age and others at 4 years of age. Also, offer graded staff expertise – which currently varies from one nursery to another – for all 3-year-olds. Having all 3-year-olds being immersed by teachers in the Welsh language ensures they are taught the right way. There is evidence that the Nursery/Foundation Phase is the best phase/age to immerse children in the language because they do not discriminate between different languages.</p>	<p>The Council notes the comments of support for the plan. Under the current system, the admission age of different schools is considered during various reviews e.g., creating an area school.</p>
<p>It is important for children in Wales to start understanding and speaking Welsh as young as possible.</p>	<p>The Council notes the comments of support for the plan.</p>
<p>The Welsh language is a language for all and laying firm foundations early in the education of a child is essential for building confidence and pride in being a skilled bilingual citizen. The actions will allow the best possible start for pupils and lead them to a successful future in a bilingual and multilingual Wales.</p>	<p>The Council notes the comments of support for the plan.</p>
<p>The sooner the better they acquire the language.</p>	<p>The Council notes the comments of support for the plan.</p>
<p>Ceredigion and Wales need a fully bilingual workforce and pupils that are fluently bilingual will have an enormous advantage.</p>	<p>The Council notes the comments of support for the plan.</p>
<p>Offering early education to children through the medium of Welsh will be a great help for them to develop bilingually, because evidence shows that young children find it easier to learn a language. This will give them an opportunity to be bilingual from an early age, and the Welsh language will become more natural for them. Providing an opportunity for all children in Ceredigion to receive their education in the Welsh language is crucial in developing bilingual children. Evidence shows that practising and hearing a language on a daily basis is helpful in attaining the language.</p>	<p>The Council notes the comments of support for the plan.</p>

<p>This will give children a good start to being bilingual.</p>	<p>The Council notes the comments of support for the plan.</p>
<p>Ensuring that every school provides Welsh language education during the foundation phase is an important step in ensuring that more nursery/three-year-old children are taught in the Welsh language. It is hoped that this will increase the demand for Welsh language education. However, there is a need to ensure progression following the foundation phase. Receiving Welsh language education in the early years provides a firm foundation for bilingualism. However, there is a need to ensure progression for them. Research shows that if children leave Welsh-medium education, they are unlikely to rejoin it, and they lose their language skills, which means that they cannot join the Welsh-medium workforce.</p>	<p>The Council notes the comments of support for the plan and also notes the comments about the importance of progression.</p>
<p>We welcome the marketing campaign to encourage more Welsh language childminders, and the training opportunities which will be offered to service providers, including language improvement. We also agree that there is a need for a supportive programme of professional learning about language immersion methods. We believe, as a National Library, that it is important to teach language within a cultural and historical context. We can support the County Council's effort to increase the number of providers, and their understanding of context, by offering free training sessions for providers as part of any planned programme. This training would use the library's collections to provide an introduction to the history of the language, important milestones, language statistics, battles for rights, the role of Welsh language education and broadcasting, the status of the language, and social context of the language today. The National Library agrees that there should be a target of 100% of Ceredigion's nursery/three-year-old children receiving their education through the medium of Welsh by the final years of this decade, or sooner if that is practically possible. Ultimately, this would ensure that we produce bilingual citizens, and is a solid foundation for these pupils' plans with regards to the Welsh language over the following years – which are outlined in the rest of the document.</p>	<p>The Council notes the comments of support for the plan.</p>
<p>Young children acquire language quickly, therefore this is the best phase to immerse pupils in the Welsh language. The children acquire the language naturally in cylch meithrin through playing, singing and undertaking various activities through the medium of Welsh. The pupils will feel confident when communicating in more than one language. Verbal confidence leads to confidence in life.</p>	<p>The Council notes the comments of support for the plan.</p>
<p>Contributes to the vision. It is vital that the County continues to promote the language, providing children with the skill of bilingualism. There is a need to keep the Welsh language alive in rural Wales. It is of paramount importance throughout school, college and in the world of work.</p>	<p>The Council notes the comments of support for the plan.</p>

<p>A rapid start is important when developing this, but it should be noted that the plan only provides a basic level of Welsh language for all. We agree it is a valuable step, but it is not sufficient. This provides a foundation but not a strong foundation for pupils. Provision up to 7-years-old alone will not give adequate access to study through the Welsh language at secondary school and certainly not adequate for using the language in the world of work.</p>	<p>The Council notes the comments of support for the plan and also notes the comments about the importance of progression.</p>
<p>Children understand two languages by this age. It provides pupils with a firm basis for their future.</p>	<p>The Council notes the comments of support for the plan.</p>
<p>International research evidence in this field shows that introducing a community language (such as Welsh) early in the education system leads to positive results for the learners, e.g., high fluency levels throughout their careers in both official languages in the education sector, a strong sense of belonging to the community, whatever their family background, strong bilingual skills for further/higher education/workforce. The evidence also shows that immersion methods during this stage are the most effective in achieving the positive results listed above. Immersion methods in a language such as Welsh (e.g., Basque, Catalan, etc.) allow learners from different linguistic backgrounds to reach the same levels of fluency in both official languages (e.g., Welsh and English, Basque and Spanish, Basque and French, Catalan and Spanish etc.)</p>	<p>The Council notes the comments of support for the plan and the importance of immersion as the most effective method of achieving full bilingualism, based on international research.</p>
<p>All recommendations noted in Outcome 1 (when realized) are sure to contribute to improving the Welsh-medium education provision in the county compared to the present situation. This depends on the county's budget and the effectiveness of people working within these sectors. This is a real linguistic challenge in primary education. As Nursery/three-year-old children receive Welsh-medium education the foundations are laid for them to be bilingual people. The youngest pupils are the best. They are like sponges, able to absorb information naturally and the hope is that they will continue to develop their bilingual skills.</p>	<p>The Council notes the comments of support for the plan.</p>
<p>Children acquire language easier during the early years of their education and this will certainly contribute to their confidence and fluency when using the Welsh language in the future. This provides a very sound basis that will enable them to take part in Welsh-medium social activities, as well as being able to communicate confidently in their jobs in the future.</p>	<p>The Council notes the comments of support for the plan.</p>
<p>Although we welcome the attention given to the nursery phase, this should not be seen as an isolated objective but rather as part of a much wider picture, namely the progression of pupils in Welsh-medium education. However, the outcome is ambiguous as it doesn't refer to any measurable target. This is contrary to the Rapid Review of Strategic Plans in Education published recently by the Welsh Language Commissioner. The Ceredigion division of</p>	<p>The Council notes the comments of support for the plan and also notes the comments about the importance of progression. It is worth drawing attention to outcome 2 targets which mention progression.</p>

<p>Cymdeithas yr Iaith would like to see 100% of children getting their nursery education through the medium of Welsh within the next 5 years.</p> <p>The evidence regarding the pupils' lack of continuity in studying through the medium of Welsh as they proceed through the education system is alarming. As noted in the report, only a third study at least 5 GCSEs through the medium of Welsh, with a quarter studying at A-level through the medium of Welsh. This is one of the most important factors in terms of the education system's outcomes in the county regarding the Welsh language. There is nothing to indicate that the plans outlined here do enough to rectify this. We welcome improving the provision up to 7-years-old but there is a need to ensure that pupils follow a Welsh language pathway later on in their education as well.</p>	
<p>Ensuring that every school provides Welsh language education during the foundation phase is an important step in ensuring that more nursery/three-year-old children get their education through the medium of Welsh. It is hoped that this will increase the demand for Welsh language education. However, there is a need to ensure progression following the foundation phase. On its own, nursery/three-year-old education will not lead to more bilingual young people, if they move on to mainly English language education following their early years education. They are unlikely to be able to develop their Welsh language skills to full fluency unless they continue with Welsh-medium education, as the reference to Welsh Government documentation indicates. However, it is unclear whether the current English-medium primary schools will increase their Welsh-medium provision for 7-11 year olds. Receiving a Welsh language provision in the early years provides a strong basis for bilingualism but it will not produce bilingual individuals that can work bilingually on their own. There is a need to ensure progression. Research undertaken by Aberystwyth University shows that children who leave Welsh-medium education are unlikely to rejoin it. They do not develop their language skills, and, without practice, they are likely to lose fluency, which means they cannot join the Welsh-medium workforce. Huws (2011: 15) explains the importance of progression in education to ensure workers that can work bilingually. She notes the impact of Welsh speaking higher education students' decision to pursue their legal education in English, namely 'a lack of professional fluency by [legal] providers, because they do not foster the vocabulary and technical syntax through practice...' Huws, C.Ff. (2011). Yr iaith Gymraeg fel model ar gyfer torri'r cylch diffyg defnydd mewn cyd-destun ieithoedd lleiafrifol. Gwerddon, 8: 7-27.</p>	<p>The Council notes the comments of support for the plan and also notes the comments about the importance of progression.</p>
<p>Strongly agree that there is a need to synchronize the provision.</p>	<p>The Council notes the comments of support for the plan.</p>
<p>In my opinion it is completely essential. Statistics show that the Welsh language helps towards learning other languages.</p>	<p>The Council notes the comments of support for the plan.</p>

<p>We live in Wales, everyone of all ages should receive their education through the medium of Welsh. The earlier they start learning, the easier their educational pathway will be. If you have learnt the language early it is easier to learn other languages and being bilingual is a positive factor for the rest of education.</p>	<p>The Council notes the comments of support for the plan.</p>
<p>Acquiring the Welsh language when young provides a firm foundation for developing fluency.</p>	<p>The Council notes the comments of support for the plan.</p>
<p>Many children living in homes where the Welsh language is not spoken do very well in schools where the education is through the medium of Welsh. Giving more children the opportunity to benefit from this would be a good thing. My grandchildren have many friends that have come to live in Wales in the middle of primary age and because they have received Welsh language education they can now speak fluently. They can play and enjoy themselves together through the medium of Welsh and the children's natural language of play does not have to change.</p>	<p>The Council notes the comments of support for the plan.</p>
<p>It is so important to learn anything as young as possible. Bilingualism opens doors to better jobs.</p>	<p>The Council notes the comments of support for the plan.</p>
<p>The earlier that children are introduced to a language the better and the easier it is to learn it. It is so important that children get every opportunity to be ready for their lives in Wales in the future.</p>	<p>The Council notes the comments of support for the plan.</p>
<p>Research proves that immersion in a language is an effective method of learning. It is important and only fair to offer these opportunities to all the authority's children. Doing this will have a huge impact on the ability of all the Authority's children to communicate and play through the medium of Welsh. The long-term side effect on the language medium of social, rugby and football clubs etc. will also be enormous. Introducing the language as the 'norm' early on in school is very important and can have a positive psychological impact on the way children use it with each other and communicate with their teachers. It is far more difficult to speak Welsh with someone if you have been communicating with them in another language. The opportunities this affords to increase children's confidence in their ability to communicate in the Welsh language is substantial and will have a long-term impact on true bilingualism.</p>	<p>The Council notes the comments of support for the plan.</p>
<p>It ensures that children get to start learning the language immediately as they start school.</p>	<p>The Council notes the comments of support for the plan.</p>
<p>A very important phase in a child's linguistic development.</p>	<p>The Council notes the comments of support for the plan.</p>
<p>I am multilingual. Children will learn English still as it forms part of their daily lives too so they will be at no disadvantage.</p>	<p>The Council notes the comments of support for the plan.</p>

<p>I welcome these proposals, which address the numbers and also the geographical distribution of Welsh-medium learners at nursery age. Nevertheless, the number of non-maintained settings that provide Welsh-medium education to 3-year-olds across the county needs to be appreciated. Fundraising campaigns organized by voluntary committees substantially finance these settings and they depend on child numbers. I feel that language improvement courses, for example, would be of great advantage in this field. A number of people working in this sector can speak Welsh perfectly well but in my experience they are not confident in using it. Using effective immersion methods from this age will encourage them to use the language and see it as a natural part of their lives.</p>	<p>The Council notes the comments of support for the plan and acknowledges that sustaining the provision and staff in the non-maintained sector can be challenging at times. Extending the Childcare Offer in the future to include 2-year-olds will be helpful in that respect.</p>
<p>My two granddaughters are now fully bilingual. It has only been of benefit to them.</p>	<p>The Council notes the comments of support for the plan.</p>
<p>I totally agree. This will undoubtedly have an impact on a child's ability/desire to continue with using the Welsh language in education and/or social activities. This may also encourage / support parents and carers who do not speak the language, to learn or develop their Welsh conversational skills to be able to use with their toddlers / children.</p>	<p>The Council notes the comments of support for the plan.</p>
<p>Succeeding in these efforts will definitely set a very solid foundation for the bilingual development of these children. The professional learning programmes will be vital in providing confidence to teachers unsure about the language immersion methods.</p>	<p>The Council notes the comments of support for the plan.</p>
<p>Early intervention (immersion till 7) will ensure a fluency that will continue to develop (and be supported with aims outlined in curriculum for Wales).</p>	<p>The Council notes the comments of support for the plan.</p>
<p>Because all children in Wales need to learn Welsh.</p>	<p>The Council notes the comments of support for the plan.</p>
<p>Any other European country that introduces a second language at an early stage, has their children, on the whole, properly bilingual by teenage years.</p>	<p>The Council notes the comments of support for the plan.</p>
<p>Early acquisition of bilingual skills will be beneficial for the pupils and an effective foundation for their education, social activities and employment opportunities.</p>	<p>The Council notes the comments of support for the plan.</p>
<p>Pupils at this early age absorb a language and this total immersion will ensure a solid foundation is laid down for pupils on their journey to bilingualism. However, we do have concerns regarding the training of the teachers and teaching assistants that are currently employed in XXXX. As the programme is rolled out through the Foundation Phase, time allocated for Welsh sabbaticals will be essential. These sabbaticals will need to be of a sufficient length of time to allow confidence and fluency to develop because the staff will</p>	<p>The Council notes the comments of support for the plan and notes the comments about the need to support staff as the development moves ahead. The authority will continue to identify the Welsh language skill levels of staff and develop the workforce's skills and confidence through a comprehensive and flexible training programme.</p>

<p>be modelling the language to the pupils. We do believe that bilingualism provides huge benefits to our young people (one of which is that the greater employment prospects it leads to helps to defeat poverty in society).</p>	
<p>I believe it gives a solid foundation and opportunity for services and schools to focus on transitions and continuing with excellent standards for Welsh language opportunities.</p>	<p>The Council notes the comments of support for the plan.</p>
<p>The earlier children are exposed to the language through immersion, the better. Other countries have done this successfully. I believe it is all about confidence and developing this at a young age is vital.</p>	<p>The Council notes the comments of support for the plan.</p>
<p>It was highlighted that the area presenting the greatest challenge was Aberystwyth, where the percentage in Welsh-medium education has remained at approximately 30%, which has been disappointing. Therefore, it is very heartening to see Ceredigion County Council taking ownership of that responsibility, setting out its aspiration that by September 2032 every pupil in the authority's schools will receive Welsh-medium immersion education until they are 7 years old. We welcome this progressive vision in response to Welsh Government expectations that counties aim to exceed the growth targets expected of them where possible. It is good to see Ceredigion Council aiming to do so from the perspective of the Foundation Phase. Parents for Welsh Medium Education (RhAG) appreciates that Ceredigion County Council is aware of its important role in facilitating the use of the Welsh language, within the context of Welsh Government objectives and targets.</p>	<p>The Council notes the comments of support for the plan.</p>
<p>We welcome the intention to set up an annual campaign to encourage more Welsh speaking childminders. What about the Council leading on a similar campaign to those being undertaken for foster carers? We would urge the county to take any possible steps to increase the number of Welsh speaking childcare providers/childminders. Offering a financial incentive or financial support would help to make this change attractive to more qualified individuals in the field.</p>	<p>The Council notes the comments of support for the plan.</p>
<p>We very much welcome the intention to move towards a proactive offer policy in accordance with the far-reaching changes sought for education up to the age of 7, in response to queries from new parents. And similarly, any parents who are newcomers to the county will be informed that pupils up to the age of 7 will receive early years Welsh-medium immersion provision.</p>	<p>The Council notes the comments of support for the plan. Our current system of supporting latecomers through our language centres will continue, cascading dedicated resources to support the work of our schools.</p>
<p>We are pleased to see the Council acknowledging that it needs to do more to promote and raise awareness of Welsh-medium education and the benefits of bilingualism. The lack of knowledge about Welsh language education is a matter</p>	<p>The Council recognizes the need to market the advantages of bilingualism more effectively and will do as part of this plan.</p>

<p>that continues to need attention, especially in pockets of the county. With a demographic change and expected increase in the number of immigrants to the county over the following years, it will be necessary to devise and implement a promotional plan specifically in response to those challenges. Those parents include individuals raised in the county as well as families that have immigrated from England and 5 other areas where they would have no understanding of the concept of Welsh-medium education. There is a need to ensure that everyone is informed about Welsh-medium education and the advantages of bilingualism. There should be a specific budget for designing, developing and implementing an effective printed and digital campaign to promote Welsh-medium education and the benefits of bilingualism on an annual basis.</p>	
<p>The Governing Body of Ysgol XXXX would wholeheartedly support the proposal to offer Welsh medium immersion across the Foundation Phase at XXXX. Currently, Ysgol XXXX attracts a mixture of pupils, some of which are first language Welsh, others that are Second Language Welsh or have no Welsh at the point of entry to the school. We believe that having total immersion into the Welsh language would be hugely beneficial to developing a quicker understanding of Welsh and mastering language skills, as well as helping with the pupils' confidence to speak Welsh. We believe that early exposure, even for children who do not hear spoken Welsh at home, helps the child pick up those language skills and increases their confidence to continue to build on these early skills, helping to make them feel part of the community. It is a well-documented fact that children who learn an additional language before the age of five, will develop that language in the same way they develop their first language and that younger learners tend to be much less inhibited and show less fear of making mistakes (which can be an obstacle for older learners). Not only will this have benefits in the Foundation Phase but over the years we believe that gaining Welsh earlier will have a positive impact on children as they leave primary school, giving them the choice to continue to have a Welsh medium education and thus increasing their choices of secondary schools.</p>	<p>The Council notes the comments of support for the plan and the advantages gained through the immersion method and beyond for pupils.</p>
<p>I myself went through my entire schooling in Ceredigion and the schools were very good and there were many fantastic and dedicated teachers there. Ysgol XXXX was a Welsh-medium school, while Ysgol XXXX was bilingual, as it remains today under its new name Ysgol XXXX. At that time pupils were segregated into separate streams based on language – Welsh-medium, English-medium, and mixed. I spent almost my entire time at XXXX in the Welsh-medium stream, as did quite a few other kids from English-speaking families. Despite this, the nature of bilingual schooling meant that I and a large proportion of these other children left the school much better</p>	<p>The Council notes the comments of support for the plan and the importance of offering full immersion education to all pupils in the schools of Ceredigion.</p>

<p>at expressing themselves in English than Welsh, especially in certain domains. Hence my writing this formal letter through the medium of English! I would like to advocate for a shift in this. Of the seven schools providing secondary level education in Ceredigion, five are bilingual schools, one is Welsh medium and one is English-medium. However, bilingual schools have a very poor record in actually producing bilingual people. This is one of a number of factors which contributes to the erosion of the Welsh-language even here in its very heartland in Y Fro Gymraeg. I would like to suggest that all of these bilingual schools are transitioned into Welsh-medium schools. Any child growing up in Ceredigion who enters at the primary school level would be perfectly capable of learning Welsh to a native level if the education system was in this medium. The only children for whom English-medium education would be required would be those moving into the area at too advanced an age to learn Welsh to the level needed to take their education in it. To really respect the autochthonous status of the Welsh language in Ceredigion, and the local culture of the county, Welsh must become the assumed language in the field of education first and foremost, as well as, in my opinion, administration and various other fields. While certainly English-speaking migrants need accommodating here in Wales, we should surely be looking to the example of a thoroughly bilingual country like Sweden or Norway in terms of how to go about this.</p>	
<p>UCAC wholly supports the authority’s statement that it wants to ensure that all pupils in the authority’s schools receive Welsh-medium immersion education until they are 7 years old. This is very welcome. We greatly welcome Ceredigion’s intention to exceed the maximum range target set by Welsh Government (555/87% of Year 1 pupils receiving Welsh-medium education by 2032), and to aim for 100%. Ceredigion’s intention to ensure that all Ceredigion children indiscriminately get full access to Welsh-medium education from the early years (aged 3) until the age of 7 means that the Welsh language will become a natural language for the county’s children, and they will have the linguistic ability, the confidence – and we hope, the willingness and enthusiasm – to continue with their educational journey, and beyond, through the Welsh language, as confident bilingual individuals. Setting such a ‘norm’ is central to the success of the plan. We agree very strongly with the intention, over the plan’s lifetime, to ensure that all new primary schools planned provide Welsh-medium education for children aged 3. We agree that the provision of wrap-around care to accompany this is critical; that aspect of planning Welsh-medium provision certainly needs more attention.</p>	<p>The Council notes the comments of support for the plan.</p>
<p>XXXX Bilingual Playgroup is in support of the principles of this strategy and the outcomes of increasing the use of the Welsh language in Ceredigion. Playgroup is always willing to work with the local authority to implement new programmemes</p>	<p>The Council notes the messages of general support for the plan. We acknowledge there are inconsistencies when referring to and defining playgroup in the draft document. That will be amended in the final version as well as the</p>

<p>and undertake relevant training that is required. We are of the mind that there is a good working partnership between ourselves. The consultation document refers to Aberporth playgroup on a number of occasions; as a management committee we feel this document undermines the quality welsh language provision currently being provided by the setting. The consultation document refers to XXXXX playgroup on a number of occasions; as a management committee we feel this document undermines the quality Welsh language provision currently being provided by the setting. Why does Ceredigion County Council identify XXXXX Playgroup in its strategy document as the only setting in the whole of Ceredigion that requires the levels of intervention identified? We feel that the strategy reflects negatively on playgroup.</p>	<p>reference to the group when XXXXX is mentioned “as a setting for age 2-3 provision (ultimately)”. We apologise for this. It is not the intention to provide nursery education at XXXX Primary School as it is in schools in the Aberystwyth area. Thank you for drawing our attention to this error. In the document, it was noted that the Playgroup at XXXX is in the catchment area of XXXX Welsh-medium Primary School. Therefore, for the purpose of the plan , over the five and then next ten years, what was noted in the document was that we will collaborate to ensure language development that leans more and more towards the Welsh language. The successes of the immersion method for children aged 3 and full ‘bilingualism’ have been discussed extensively in this document. We understand that XXXXX Playgroup has been praised by Estyn for its Welsh language provision in a bilingual organization. The aim, therefore, is to build on the commendable work currently being done in terms of the Welsh language and definitely to work in close and positive partnership.</p>
<p>Comments that generally disagree with the objectives</p>	<p>Ceredigion County Council Response</p>
<p>The people of Ceredigion should be consulted on whether the proposed policy is in the interests of children and families in this area as a whole, not simply whether the policy achieves the Council’s aims and aspirations as far as the Welsh language is concerned. The Children Act 1989 makes it clear that the welfare of the child in any matter relating to the child is “of paramount importance.” That is to say, it is not one of the most important considerations. It is <u>the</u> most important consideration. The Act indicates that the welfare of the child is to be considered in a broad context. Is it in the best interests of a non-Welsh-speaking child to be educated through the medium of Welsh? How would this policy affect the welfare of the child overall? What rights do parents in a bilingual community have to determine the manner in which education is delivered to their children? As I say, these key questions are simply not addressed by the Council in its consultation documentation. This is extraordinary given that the questions are absolutely key here, where we are considering the education of children aged from 3 to 7. These early years are widely regarded as being the most important years in a child’s development. If a child achieves their potential during this age range, then, usually, they achieve their potential in later years as well. In my view, this policy would breach these fundamental rights. What does this policy do to parents’ rights? Although Ceredigion County Council has failed to provide any evidence at all about the progress made by children when they are</p>	<p>It is stated that the draft WESP 2022-32 would breach human rights legislation in the form of the Human Rights Act 1998.</p> <p>The Human Rights Act 1998 gives direct legal effect in UK law to human rights protected by the European Convention on Human Rights (“ECHR”). The following three rights protected under the ECHR are the most relevant to education policy: (1) the right to respect for private and family life (Article 8 ECHR); (2) the right to education (Article 2 of the First Protocol to the ECHR); (3) the prohibition of discrimination on various grounds, including “language” (Article 14 ECHR).</p> <p>The first sentence of ‘the right to education’ does not contain in itself a linguistic requirement. It does not specify the language in which education must be conducted in order that the right to education should be respected. The right to education in Article P1-2 does not include the right to be educated in a language of one’s choosing, not even if the preferred language is the child’s first language. The right to education only goes as far as to secure the right to be educated in “one of the national</p>

educated in a second language, I am sure the LEA will know that the relevant research shows what common sense would tell you: a child makes the best possible progress when they are educated in their first language. This is not simply common sense. It is backed by the evidence of many organisations including Save the Children. It is the less academic children who suffer particularly with this sort of policy. They are the most vulnerable children in our community and it must be clear to you that their welfare (which should be of paramount consideration to the Council) is not best served by being educated in a language which is not spoken in the home. Unfortunately, Ceredigion County Council does not appear to regard the overall development of the child as being of paramount consideration. Ceredigion's priority appears to be to simply try to increase the number of Welsh-speaking children in the community. Until children reach the age of majority (except where they are placed in care), their welfare is primarily determined by their parents. It is the parents who have parental responsibility and the parents have a right to determine the manner in which their children are brought up. This includes education. Under the Human Rights Act, the protected rights are based upon dignity, fairness, equality, respect and independence. In my view, this policy would breach these fundamental rights. It seeks to remove from parents the right to choose the language in which their children are educated. It would appear that Ceredigion County Council needs to be reminded that we are a bilingual community where, actually, the latest figures indicate there are a majority of non-Welsh-speakers. Hitherto, there has rightly been education provided for Welsh-speaking families and non-Welsh-speaking families. We have been fortunate in that if a parent wishes their children to be educated through the medium of Welsh, they can be, from their very first day at primary school to the very last day at secondary school. Similarly (although increasingly with difficulty because of the Council's existing policies), it has been possible for parents to have their children educated through the medium of English from primary to secondary school-level. That is exactly how it should be in a mixed community such as ours. However, Ceredigion County Council is now saying, primarily, to the non-Welsh-speaking parents who live in Ceredigion, "We do not care what your views are about the language in which your children should be educated. Whatever your views, we are going to impose compulsory Welsh-medium education upon your children." In my view, this is a fundamental breach of parents' rights to choose the manner in which their children should be educated in a community which is bilingual in nature. Unfortunately, it appears that Ceredigion County Council is more concerned with promoting the speaking of Welsh than it is with recognising and respecting the rights of parents.

languages", with the State having a broad discretion if there is arguably more than one "national language" from which to choose. As the only language with official status in Wales, Welsh is unquestionably a "national language" of Wales for this purpose. Therefore, where a country, such as Wales, makes provision for education, learners have the right to be educated in at least one of the national languages of that country, but there is no legal right to insist on being taught in a specific national language. Where there is arguably more than one national language, public authorities such as Ceredigion, have a broad discretion in deciding which of the national languages will be the medium of education in a particular region or area. Linguistic preferences, no matter how strongly held, are not "religious and philosophical convictions" for the purpose of Article P1-2. The right to respect for private and family life in Article 8 ECHR does not include a right to be educated in one's first language.

In the Council's view the proposed policy of Welsh language immersion for all 3-7 year old pupils does not discriminate against pupils who do not speak Welsh as a first language as the Council's schools would be as open to them as they would be to pupils whose first language is Welsh. Pupils in both groups would have the same access to a place of education funded by the State. A policy of having an exclusive focus on the Welsh language until the age of 7 can be objectively justified as being in the interests of ensuring that all schools dependent on the State conduct their teaching in the only language to have official status in Wales, noting the policy objective of the Welsh Government to reach 1 million Welsh speakers by 2050. It is also noted that the Council does not have regard to the "best interests" of children when making decisions that affect them. There is no legal principle that mandates the conclusion that a child must always be educated in his or her first language to serve the child's "best interests". A parent might have strong views about the language in which they would prefer their child to be educated, but there is no legal principle, whether couched in terms of "best interests" or otherwise, that requires the State to act in accordance with that preference.

The Well-Being of Future Generations (Wales) Act 2015 requires public bodies across Wales

	<p>named in the act to work towards achieving the seven well-being goals, including ‘A Wales of vibrant culture and thriving Welsh language’. The Welsh Government’s Cymraeg 2050 strategy was published in August 2017. For the first time, a vision was set for Wales with a thriving language. One of the strategy’s key aims is to create a statutory education system that increases the number of confident Welsh speakers. In order to achieve this aim, it is a requirement to significantly increase the number of pupils given the opportunity to develop Welsh language skills at school and the opportunity to use the language in their everyday lives. This is the catalyst for the Welsh Government’s desire to strengthen the legislative framework that supports the way the Welsh language and Welsh language provision is planned in our statutory education system in Wales. Evidence across Wales shows the success of immersive education and Welsh-medium education. Thousands of children from a non-Welsh speaking background attend and succeed in that system. Welsh is not their first language. The well-being of all pupils is paramount and fundamental regardless of the language medium and the children’s background. Vulnerable and disadvantaged pupils attend this system in their thousands across Wales. Their outcomes are no lower than the outcomes of similar children in the English-medium system. Support systems exist for them whether they come from a Welsh-speaking background or not. There is no evidence that the Welsh language is harmful to children and has a negative impact on their well-being. Extensive evidence from international research shows that an immersion system succeeds in creating speakers of a particular language where that language is the medium of learning. The Council agrees with Welsh Government that the Welsh language belongs to all, whether they already live here or come here to live, so learning it through an immersion system becomes natural and positive. The Council does not believe that a language and its use as a teaching and learning medium should to be seen as a negative factor but rather a positive one in a multilingual world.</p>
<p>This will affect staff in non-Welsh nurseries and it is the parents choice to send them to a nursery of their choice.</p>	<p>Through further consultation with stakeholders, the aim would be to offer Welsh-medium immersion provision for children aged 3 (nursery) at St Padarn’s School, Ysgol Comins Coch and Ysgol Cei Newydd as well as ensuring</p>

	<p>the same nursery provision at Ysgol Plascrug and Ysgol Llwyn yr Eos. This is in accordance with the aim of increasing the number of Year 1 children receiving Welsh-medium education in the county. Many of Ceredigion’s current and larger schools offer Welsh-medium education for 3-year-olds therefore the core principle is to ensure that all pupils have the right, ultimately, to be completely bilingual within a county where Welsh is an everyday language. The Council accepts that the new development would change the role of the provision in the funded non-maintained settings. The impact was the same when new schools were opened within the authority during recent years e.g. Ysgol Cledlyn or Ysgol T Llew Jones and the same impact will be seen in the Aeron Valley when the new school is opened there. We hope there will be no negative impact on staff members. We envisage a very important role for staff members in those settings in offering a very basic level of Welsh to the 2-3-year-olds in their care before they move on to the immersion phase at school. We would hope to see basic transference of the language being encouraged in these settings before the transition to nursery immersion education at school.</p>
<p>All children should be taught bilingually. Ignoring the parents choice for a child to learn English to in a bilingual setting will affect their learning hugely but not in a positive way. Aberystwyth is a university town with many people from all over the world. Why should their English education suffer due to this. Where is the rights of a parent to make that choice for their child. What about all the nurseries and settings without fluent speakers of Welsh? all the staff who could loose their jobs due to this? Nurseries who could loose funding? Staff who have worked hard for this qualifications to be refused a job in Wales by their language of choice not by how good they are?</p>	<p>See the first comment in the objections section also (p 20/21). We do not agree that immersion education or being bilingual has a negative impact on English language skills. Ultimately, a pupil is expected to reach the same level at 11 years of age in English, whether in Welsh or English-medium education. Learning languages can improve linguistic skills. Many skills span languages and are transferable.</p> <p>Again, staff members in these settings have a very important role in providing a basic level of Welsh for the 2-year-olds in their care before the transition to the immersion phase at school.</p>
<p>This proposal is not only bad for children, families, and the community; it will have a severe, negative impact on St. Padarn’s Playgroup. The proposed plan to have all children attend Welsh immersion preschool, regardless of the language(s) they speak at home, eliminates parental choice and completely ignores the international/ multicultural community. Families come to Ceredigion from all over the world, sometimes for a period of just a few years. Depriving their children of the opportunity to learn through the medium of English puts them at a disadvantage when they leave here and could have a massive, negative impact on recruiting staff with small children to two of the largest employers in the county. Many of the children in our playgroup have parents</p>	<p>As above. The proposed Childcare offer for 2-year-olds will help to sustain the non-maintained sector in the future.</p>

<p>employed by either the hospital or university. Forty-two per cent of our families speak a language other than English or Welsh at home. In addition to the problem of Welsh immersion, the proposal to have a nursery within St. Padarn's School would diminish our enrolment and render the playgroup unsustainable. We currently receive 3+ funding for 32% of the children enrolled; 26% receive full-time funding. Without that funding, the playgroup would cease to exist. Not only that, but we have concerns that, because of a lack of space, our playgroup would have to be used as the only available space for an additional classroom by St. Padarn's School. On top of all of that, our staff are now worried about keeping their jobs, as they have not been offered adequate training to become fluent Welsh speakers.</p>	
<p>Many of the children who attend our playgroup are already bilingual. They achieved this by having fluent language models from which to learn and with whom to communicate. This simply will not be achieved in an early childhood setting if staff have not been adequately trained, which takes time, money, and resources, none of which are adequately addressed in this proposal.</p>	<p>As above.</p>
<p>Unless CCC intends to pay nursery providers to include Welsh study within their staff's working hours, I think this is unattainable. From my experience, nursery staff provide attentive care that demands their energy and attention. Many have young families of their own or other responsibilities. Adding Welsh study is unrealistic. The majority of provision is in Welsh already, with English options in Aberystwyth in tune w/ local needs & choice.</p>	<p>As above.</p>
<p>Children that young have enough to deal with settling into childcare outside of home, first experiences of socialising, learning to express themselves etc. Many come from non Welsh speaking households and will struggle more, at such a young age, with settling into childcare that is exclusively in a language they don't know at all. My son went to the bilingual playgroup in XXXX and it was a perfect balance between English and Welsh. By the time he left the playgroup for school he was familiar with Welsh enough to feel comfortable making the transition to school. He thrived in school and consolidated his Welsh language knowledge very quickly with no problem. I wholeheartedly disagree with a change to the current system which seems, from my experience and that of other parents I know, to be working perfectly well. It will make children with no Welsh language knowledge less likely to settle into and enjoy their childcare provision during a period when they already have so much to deal with developmentally and emotionally. Furthermore, since the pandemic, many families have relocated from other parts of the UK to Ceredigion, all of whom I believe to be very keen for their children to learn and become fluent in Welsh eventually but who, like me, several years ago, turned to the bilingual playgroup in Aberporth as it offers the opportunity for a</p>	<p>In all immersion classes across the schools of Ceredigion, children, regardless of their social and linguistic background, are treated with respect, care and sensitivity. That is ensured through the occasional natural use of English. Extensive experience and the evidence of many years of immersion education across Wales shows that it succeeds in meeting the needs of children, on arrival at school and during their learning. The success can also be seen in the linguistic outcomes i.e. the immersion method is the most dependable way of creating individuals with the skills and confidence to use the language comfortably in their everyday lives. The aim is to collaborate closely and positively with settings such as XXXX Playgroup to further increase their Welsh language provision before the children transfer to the local primary school.</p>

<p>smoother and slower transition to Welsh language acquisition. I have no doubt that the proposed 'outcome 1' will deter non Welsh speaking parents from signing their children up in a fully Welsh language childcare provision altogether at that age, rather than slowly easing the way towards Welsh language as the bilingual playgroup has done in my family's case. Furthermore and most crucially, the proposed change is likely to have a detrimental effect on the functioning of an outstanding childcare provision, as many others undoubtedly too, at a time of acute shortage of preschool childcare provision in the area which is already undermining local parents' professional opportunities.</p>	
<p>Parents choice when it comes to their child's education and language.</p>	<p>There are elements of enforcement in any education system e.g. curriculum provision. There are two official languages in Wales. The aim of the objectives in the strategic plan is to ensure that all Ceredigion's pupils develop their bilingual abilities. In the foundation phase, the Welsh language would be the learning medium of all aspects of the curriculum, and not one isolated subject or field. The plan supports the Curriculum for Wales' vision to produce wholly fluent and confident bilingual pupils as outlined in the four purposes.</p>
<p>There is enough time from their teenage years to learn Welsh again you have taken away the freedom of choice. Welsh is not an international language is it?</p>	<p>We accept that the Welsh language is not an international language but that is true of most of the world's languages. We do not see why that factor should be a barrier for pupils in Ceredigion and Wales to develop as bilingual citizens in both Welsh and English. The intention is not to create monoglot Welsh speakers or society. The aim is to ensure that all pupils have the opportunity to learn to speak Welsh and English.</p>
<p>A child should be taught bilingually but not have their rights to a chosen language taken from them.</p>	<p>Despite the praiseworthy Welsh second language work being undertaken in the 'mainly English-medium' schools in Ceredigion, it does not lead to pupils that are fully bilingual by the end of their time at school i.e. able to speak Welsh and English fluently. Although some learners can become fluent in the Welsh language after studying Welsh as a Second Language these learners are an exception. Generally, pupils that receive English-medium provision and study Welsh as a Second Language do not become fluent in the Welsh language by the end of their school career.</p>
<p>Again, many people I have met in Wales who were born here and have lived here their whole life feel that learning Welsh as a separate subject in primary and secondary school was an ample foundation for learning languages. Additionally, many parents in the Ceredigion area work at Bronglais or AU are actually already bilingual. This move risks alienating highly educated, skilled workers who have made great efforts to</p>	<p>Although some learners can become fluent in the Welsh language after studying Welsh as a Second Language , these learners are an exception. Generally, pupils that receive English-medium provision and study Welsh as a Second Language do not become fluent in the Welsh language. We do not agree that any</p>

<p>ensure their child can speak English, and enjoy education in Wales. I have yet to speak to anyone within these settings who is happy that the monumental choice is being taken from them.</p>	<p>gradual movement involving full bilingualism i.e. the ability to speak Welsh and English is a means of preventing anyone from moving to Ceredigion. There is no obligation for adults that come to live and work in Ceredigion to speak Welsh. We hope that people see worth in the Welsh and English languages if they come here to live. There is no need for any language to create suspicion. Speaking two languages (or more) is the norm in most of the countries of the world. No doubt the vast majority of people would see the worth of the distinct bilingual and multilingual society that exists in Ceredigion.</p>
<p>I want my children to have the choice to further their knowledge of the Welsh language if they feel they will require it or it will be beneficial for their education or future job roles, not to be forced to learn the language.</p>	<p>As above.</p>
<p>You are forcing a language onto children, there are enough Welsh language schools for parents to send their children too. You are taking away parents' freedom of choice.</p>	<p>As above.</p>
<p>Choice and encouragement is ALWAYS preferable to force.</p>	<p>As above.</p>
<p>I disagree as I feel those children who move here (from England for example) at an older age (say, 8) will struggle and feel isolated and be at risk of bullying, I strongly feel there should be a choice of learning bilingually in Welsh and English, or just Welsh. Also if children from our area move to England for example, they will have no basic English education, such as learning to read in English. I believe in Wales we should be teaching our children bilingually in Welsh and English rather than Welsh alone. But I fully respect that many parents who are fluent Welsh speakers will choose to have their children learn fully through the medium of Welsh, and I do believe there should be more choice of Welsh schools than Welsh/English schools.</p>	<p>Ceredigion's language centres are very successful in supporting pupils arriving at schools in year 3 and above. They are inclusive and caring places. Many of the children who have attended them become fluent in the Welsh language, and their time there does not have a negative impact on their achievement. There is no evidence that Welsh-medium immersion education and subsequent education has an effect on children's English reading ability. Many reading skills are transferable. There are examples of schools using immersion methods in every part of the world. Canada's model for implementing immersion is well documented. It shows that learners need to be fully educated in the target language for two to three years to ensure that competence in the language is sufficiently developed. Then another language is introduced. This is the model used in Wales. It means that learners are taught completely in Welsh up to and including the school year when the majority of the learners become 7 years old. English is introduced as a subject towards the end of the Foundation Phase, and as a teaching medium to varying degrees.</p>
<p>It is wrong to remove parental choice of language that their child is educated in. Educationally it puts some children at a</p>	<p>Ceredigion schools are used to issuing homework instructions in English and Welsh, therefore this should not cause any hindrance</p>

<p>disadvantage as you are then removing the support that they may have received with their schooling from home.</p>	<p>in terms of understanding what learning the child has to do. Schools offer advice on your child's education and parent evenings would be in your chosen language. The learning would be set at a level that is appropriate to the pupil's ability. Research has shown that children who translate a task for their parents have a better understanding of the topic in question, because the translating process reinforces that topic in the child's mind.</p>
<p>As explained in detail in 1A, enforcing exclusive Welsh language childcare provision from age 3, with no other options for non Welsh speaking families, will have a detrimental impact on Welsh language acquisition at school level, as well as undermine preschoolers' developmental journey. There is nothing wrong with a bilingual strategy in my opinion.</p>	<p>As above.</p>
<p>Again, the question does not make sense. Having experience as a Welsh-medium teacher I strongly believe a 'one size fits all' approach if not beneficial to all students. Pupils from EM homes may become disengaged with their education. This can lead to poor academic performance and behaviour problems.</p>	<p>We do not agree with the statement that learning two languages leads to behavioural problems and lower academic performance and there is clear evidence that full bilingualism is beneficial to brain development, ultimately leading to better results.</p>
<p>How can this be a journey of bilingualism when the aim is to provide 90% education through Welsh medium? You are also taking away a child's choice on how they wish to learn and express themselves. This will make them resent having to learn and be assessed almost exclusively through the Welsh medium. As for preparing for the world of work, thousands of Welsh children will go on to study in England, particularly for specific subjects. They will be on the back foot not having learnt through the English language if that is what they wish to do. Socially and emotionally, for children who are challenged, or who have ALN, this will potentially be detrimental for them.</p>	<p>The aim of full bilingualism is to equip people with the tools to use the preferred language appropriate to a particular situation. There is ample evidence of pupils who have studied through the medium of Welsh going to English universities and adapting very successfully to the requirements there. Indeed, there are plenty of examples of students from European countries pursuing an English-medium degree course on these islands even though English is not their first language. We do not agree that learning two languages creates or contributes to learning difficulties and creates additional learning needs.</p>
<p>There are a wide selection of Welsh speaking schools in Ceredigion, and an extremely limited number of Welsh medium. By removing the only English options you are taking away people's right to learn education in their first language. You are taking away people's choice, when it is already limited. This proposal has made myself and my family think seriously about whether Ceredigion is a place we can live long term, if our kids will be unable to learn there first language until they are 8 years old.</p>	<p>We do not think anyone should see learning two languages as a threat. The nature of education is supposed to be inclusive, sensitive and caring in whatever language medium. Immersion education does not hinder any parent from speaking, reading or writing in English with their child. Early English language skills will also be introduced to pupils by the end of the Foundation Phase. Long-term evidence shows that children receiving Welsh-medium education do as well, if not better in English than children receiving English language education.</p>
<p>To be truly bilingual, both languages need to be taught from birth. Children born to non-Welsh speaking parents are likely to understand and communicate in their native language. This need to be established before adding in a second language.</p>	<p>Years of evidence of immersion education in Wales and other countries does not tally with the opinion noted here. There are no Welsh-only primary schools in Wales. In an immersion</p>

<p>Studies in Denmark show that it should not be started before the age of 9 in order to allow children to establish their language skills in their native language. If you really want children to thrive in Welsh then it should be taught in an exciting engaging way from the age of 9 years. By forcing children to be taught through Welsh from age 3, there is the risk that these children will have poorer literacy skills in both languages and potentially cause such anxiety and frustration that they completely dis-engage from learning and education.</p>	<p>situation, all Foundation Phase pupils experience the areas of learning through the medium of Welsh. Ceredigion County Council foresees that the schools concerned (following immersion in the foundation phase) will move to a Category 2 position in accordance with School Categorization. It would mean maintaining a Welsh language ethos within the school to support positive attitudes towards the use of the Welsh language. A learner in a school in this category would be able to speak, read, write and listen in English and Welsh in accordance with their age and ability. Welsh language skills would be further strengthened by increasing the learning opportunities (curricular and extra-curricular) offered through the medium of Welsh. Where the Welsh language is used as a teaching medium, English is used occasionally to reinforce learner understanding. With the right assistance, learners could move on to a Category 3 Welsh-medium secondary school. At least 50% of the learners' school activities (curricular and extra-curricular) from year 3-6 would be in Welsh. Ceredigion's strategy would be to use full Welsh-medium immersion until the age of 7 with the development to 50% provided after the age of 7. The requirements for schools and pupils in terms of the English language in Key Stage 2 is the same at every school in Wales, whatever the school's designated medium.</p>
<p>I understand that there is a want to keep the Welsh language going, which it is, but to say this gives a strong foundation for pupils for their education and social life I do not agree with. For those coming from an all English speaking family then this will just create more problems within households as parents can not help their children and can isolate the children. I understand what you are trying to do however their should be an option for those who do not wish to send their children down this route. I chose my primary school for my child due to the fact it was English speaking first and learnt welsh second. To take this option away is wrong!</p>	<p>As above.</p>
<p>I will address the issue with the seriousness that it truly deserves. The aspiration/vision/policy position is deeply flawed on many levels. I will simply pose these as questions in the hope that at least some of those reading the responses will actually attempt to do so: - Why go above the Welsh Government target for increasing the number of Welsh speakers? Why remove all English provision education for 3-7 year olds? - Have any of the pedagogic cons (as opposed to supposed pros) of these aspirations (visions) been considered? What about the impact on English language skills of early learners? Given that English is a world language (for better or worse), especially in business and education, how is</p>	<p>The plan's objectives and the reasons for them have been clearly noted in it. Welsh and English are national languages in Wales and belong to all. We do not agree with the opinion on the Welsh language, comparing developments surrounding it to the linguistic oppression suffered in the Soviet Union and South Africa. No one is banning the English language, and the plan recognizes the need for strong skills in both languages for the benefit of our pupils. Developing successful Welsh and English language capabilities is at the heart of full</p>

the promotion of Welsh going to impact the prospects of these young people who decide to follow a life outside of Wales? How will conscientious parents that don't speak Welsh be able to support their young children's school education particularly – but not only – if there are future instances of the need for substantial periods of home schooling (e.g. in the event of future pandemics)? - What will be the impact on the ability of major educators or employers in the region (e.g. Aberystwyth University, Bronglais Hospital) to attract and retain staff and students from outside Wales, especially those with young children or that intend to have children? In particular, what will be the impact on non-Welsh domiciled staff/ students with young children that may only be in Aberystwyth on short-fixed term contracts and for whom future life and careers are perhaps most likely to take place outside Wales? How will immersive Welsh education benefit those young people and their families, particularly those that may already have been receiving some early years education in English (not just those from the wider UK, but also in some cases, those coming from outside the UK)? - What is the legality of your aspiration (vision)? Given that Wales is a bilingual country, do you not have a legal duty to continue to provide some early years English language education? Surely one has the right to choose to be educated in either Welsh or English? Within Ceredigion, this choice is available at present, both at primary school and secondary school level, so why change this? - Is this the wheel turning full circle? A reversal of the 'Welsh Not' – a sad and sorry historical state of affairs – to the 'English Not' in early years education? Anecdotally, I have heard of young children being told off at Welsh medium schools for speaking English in the playground: is this an unspoken part of the policy? - To widen away from the sorry 'Welsh Not episode, has anyone considered the lessons from history that tells us that attempts to force language learning on people is doomed to failure? What about contemplating the compulsory learning of Russian in Iron Bloc countries or the attempts to impose Afrikaans in schools in Soweto in the 70s? These are extreme cases admittedly, but along with the 'Welsh Not' episode, they illustrate the deep, lingering resentment that can be bred amongst significant sections of a country's peoples, and show ultimately that such efforts are doomed to failure. As we all know, Aberystwyth is a very diverse community of people from all over the UK, with a significant proportion of international students and workers, and many languages are spoken. The town strongly benefits from this cultural diversity and we should be wary of aspirations/visions/policies/ targets (choose your word) that might jeopardise this diversity by promoting one language above all others. The brief mention on p.31 is utterly insufficient in this respect: "The whole workforce in Ceredigion schools see the important role they have in creating pupils who are confident speakers and who see Welsh as an inclusive and relevant language in a world of other important languages."

bilingualism. That is the aim of the plan. Instilling pride in pupils in terms of their linguistic ability in both languages is again a key aim. The aim is equality for both languages and to see more children and people speaking Welsh side-by-side with the English language. Also, the ability to speak two languages should not affect employability in Wales and beyond. Most people in the world are bilingual if not multilingual. That is not what creates a barrier to people getting work in other countries. There are plenty of examples in some of Ceredigion's schools and across Wales of children of families from other countries that have learnt Welsh and English to a high level.

<p>As noted above I currently see little evidence to indicate that there needs to be an increased in Welsh medium provision in primary education in Ceredigion. The vast majority of provision available to children and families is Welsh medium therefore I believe there is no need to increase Welsh medium provision. I believe that the proposed changes limit choice for children and families and as a consequence potentially make Ceredigion a less attractive county for families who are non-Welsh speakers to move to for work. At a time that there are significant problems with filling keyworker work roles in the county I believe that any measure that may put off families from moving to the area has potential to be detrimental to the provision of key services in Ceredigion. Likewise, I have reservations in respect of the benefits to children of secondary bilingual education especially in promoting that GCSE's and A Levels are taught through the medium of Welsh. If students leave their secondary education with Welsh medium A Levels I fear they may be at a significant disadvantage should they wish to pursue some key subjects at Higher Education whether this is elsewhere in Wales or in the UK generally. This especially applies to STEM (Science, Technology, Engineering and Maths) subjects. Ceredigion is enriched and benefits from both inward and outward migration. We should want young people to be able to leave Ceredigion and study anywhere in the UK or the rest of the world and then be able to return to Ceredigion in the future when they are at the point of starting their own families. I am concerned that through promoting Welsh medium A Levels students will be impeded in the academic progress and the options available to them will be limited shutting down the enriching experience of studying life outside Ceredigion to them.</p>	<p>As above.</p>
<p>The document focus seems to be on making Welsh the primary language rather than promoting bilingualism. The plan is silent on the quality of teaching and learning in English. If Welsh dominates the teaching environment, the global pool of teachers is massively reduced and quality will suffer unless that is taken into account in the plan – e.g. bilingualism in teacher training in domestic courses and accepting English as the preferred language in certain subjects. Should no school teach entirely in either language? Parental involvement in education is utterly essential – this could be utterly removed by forcing the bulk of education into a language the parents do not sufficiently understand.</p>	<p>As above.</p>
<p>It is not a journey to bilingualism, it is more a journey to a Welsh medium only education. It more or less abandons the principle of bilingualism, where each child is educated in the language of his/her choice.</p>	<p>As above.</p>
<p>Many children who have special needs or come from a different country will need to learn English as English is one of the most important languages there is. You can travel all around the world and the only language which can be spoken</p>	<p>As above.</p>

<p>in more than once country it English. But also the children above can not be expected to learn another language on top of English when they are already having difficulties to learn. It's unfair on them, and doesn't give them the best shot for their future.</p>	
<p>I know many parents that feel upset the choice in education language is being taken from them, and plan to pay for private childcare, or to leave Ceredigion. It polarises parents who would have otherwise been happy to support Welsh language up to GCSE and beyond, but who chose to have their child educated in English, alongside learning Welsh. It removes the option of affordable childcare for other parents, who wish their children to learn in English, but are happy to facilitate their learning of Welsh at the same time. Many parents simply do not have the time to learn a language well enough to support truly helping their children through primary school, but who otherwise make a great effort to learn conversational Welsh. In terms of personal situations, I was excited to begin a Lifelong Learning course in Welsh alongside employment at Aberystwyth University. This decision, which seems to have been made already despite what this consultation indicates, has made me question our future in Ceredigion. My husband works with XXXX and I work within XXXX. We are now questioning whether to move outside Ceredigion just so our child can go to an English speaking school. Additionally, a side effect of the pandemic is an increase in toddlers displaying delayed speech development, our child being one of them. I cannot fathom the stress of going to an educational setting in a new language when you are already struggling with your first language.</p>	<p>As above.</p>
<p>I am the only parent in my household who speaks Welsh therefore all the homework would fall into me and not my husband. He does not speak Welsh and my Welsh is not at a high standard. I think it should be a choice! I encourage my children to learn Welsh but doing everything in Welsh I know we will all struggle as a family.</p>	<p>Do not worry if you cannot speak Welsh with your children. You do not need to be able to speak Welsh to send your children to Welsh-medium immersion education. There is a lot that you can do to help your children speak and use the language. Schools will still be your first point of contact about your children's continuous learning. The school should be able to support you or advise you on the best way to support your children to maintain their Welsh language skills. If you can encourage your children to use the Welsh language when speaking to friends, siblings or other family members that speak Welsh, that will help them maintain their skills. You can also help your children by encouraging them to go to Welsh-medium activities and watch Welsh television programmes, listen to Welsh music, download Welsh apps, and older children can use social media such as Facebook and Twitter in the Welsh language. The important thing is that your children have contact with the language as often as possible. There is a range of</p>

	<p>information leaflets, videos and other resources to help pupils and parents. You can get more information and links to organisations that provide activities for children and young people in the Welsh language on Hwb (Welsh Government) and on Ceredigion Council's website. Also in Ceredigion there is a dedicated and specialist team of staff supporting school leaders, teachers and teaching assistants in their work in delivering first-class resources in both languages.</p>
<p>Allowing Welsh only provision Discriminates against families who are not Welsh speakers and encourages the idea that English is Less equal. This is not centred on the needs of the child or the wishes of families there is no choice or alternative provision. It also means that anyone wishing to work in council or education is deliberately discriminated against in the job market for political reasons, maintaining Welsh only elitism in an area of low employment with few secure jobs.</p>	<p>There is no prejudice in the plan's intentions because ensuring equality is the aim with regard to speaking Welsh and English in Ceredigion. We simply want all pupils in Ceredigion to acquire two languages. The immersion method is the best way of achieving this as international evidence clearly shows.</p>
<p>It is not reasonable to remove parental choice about the language that their child is taught in. Some children will struggle to process two languages especially if they have additional learning needs. In areas where there are a high proportion of children accessing speech and language therapy this need to be in the language of the home. Continuing with the Curriculum Cymraeg in these areas is the more sensible approach or you also risk losing parental engagement and parents ability to support their child's education at home.</p>	<p>As above.</p>
<p>Some families may want an English medium education. English should be seen as a global language, not the enemy.</p>	<p>We agree that English is an international language alongside Mandarin, Spanish and Hindi. The plan's intentions are misinterpreted when noting that it creates hostility towards the English language. There is clear acknowledgement of the importance of the ability to speak English and Welsh (bilingualism) in the plan.</p>
<p>I think your plan will force an increase the provision, without regard for what's best for all of the children, and is not recognizing the importance of bilingualism, and inclusion of English.</p>	<p>As above.</p>
<p>Parents should be able to have the choice of whether their children receive their nursery education in Welsh or in a bilingual setting. The bilingual option should be available to all parents, especially for those children who speak English at home and thrive going into a bilingual setting before attending school in Welsh. The benefits of being brought up bilingually have been proved time and time again especially regarding learning other languages in the future.</p>	<p>We totally agree with the statement that the advantages of bilingualism have been proved time and time again and in terms of learning other languages in the future. Once again, the immersion method is the best way to achieve this.</p>
<p>I have no opinion on whether this will improve Welsh medium education. I am only aware that a country that has English as an official language, hitherto has provided the option for</p>	<p>As above.</p>

<p>Welsh children who speak only English have the option of an English-medium education, and that that option is now being closed off.</p>	
<p>I believe that children should be able to access education through the language they are familiar with. Some children will really struggle to learn and thrive if they are not able to access education through the language that they understand. Children entering nursery are beginning to learn their letters and phonics, to teach them through Welsh is going to be confusing and frustrating for them. Some children struggle with reading, writing and communicating in their own language, so they will undoubtedly struggle if they are taught through the Welsh medium. At present parents have the option for their children to learn primarily through the medium of English or Welsh. If these changes are made there will be no options for parents to send their child to a school that teaches through the medium of English. These children will therefore no have the opportunity to learn in the language they are most likely to thrive in. You will be depriving them of fair access to an education. XXXX is a popular school. If there was not the need/demand for an English medium school it would not be so well attended. Both my children have had pupils join their class from local Welsh medium schools because they were struggling with learning through Welsh. There is clearly a need for there to be both English medium and Welsh medium schools in Aberystwyth.</p>	<p>As above.</p>
<p>I agree what you plan to have in place will increase Welsh medium education however I think this is wrong! With 73% of children already in this medium do you not think those that aren't have chosen so on purpose. Why are the Welsh Government targeting Ceredigion which already has the 73% in welsh medium education instead of targeting more in South Wales where I am pretty sure is nothing like 73%. That is because there would be an uproar about it. English is a far more widely used language in the world. If we want to prepare our children to be capable adults they should be taught bilingually. Teaching children purely through the medium Welsh discriminates against their non Welsh family members.</p>	<p>As above.</p>
<p>I tick the box 'disagree' in order to draw attention to the fact that this consultation does not make provision for the expression of dissent from the County Council's broad proposals. I am in full agreement that Welsh must be a fundamental element of the curriculum in Ceredigion in order to meet the needs of the Welsh language and the Welsh Government's target. I am however at a loss to understand how, in the aim of promoting bilingualism, it is acceptable to put forward a policy that in the short term denies any use of English up to the age of seven for children from English speaking backgrounds and in the longer term, after the age of seven, advocates the adoption of solely Welsh-medium</p>	<p>As above.</p>

<p>education for most children. The questionnaire is structured in such a way that the only way in which I can raise my concerns is to take advantage of section 20 and to disregard the intervening sections.</p>	
<p>Need flexibility for children who struggle with language, whose parents have another primary language other than Welsh or English. Many children struggle to read and write in English and enforcing Welsh will cause more children to struggle.</p>	<p>There is ample evidence that pupils that have learnt Welsh through the immersion method become equally successful learners, including their English language skills. There is ample evidence in Ceredigion and across Wales of children from backgrounds where neither English or Welsh is spoken at home succeed in Welsh-medium education. There is great pride in Ceredigion that refugee children who have come to live here in recent years speak Welsh and English fluently.</p>
<p>Forcing children who have no opportunity to practice Welsh at home to speak it exclusively in school only leads to fear, frustration, and a dislike of school and learning. The proposed plan strips parents of choice, disregards the international/multicultural community, and does not take into account families who speak a language other than English or Welsh at home. Families come to Ceredigion, often for a period of a few years, from all over the world. Depriving their children of the opportunity to learn through the medium of English puts them at a disadvantage when they leave here and could have a massive, negative impact on recruiting staff with small children to two of the largest employers in the county. Speaking for my own family, we came here as a bilingual household with a small child six years ago. Had this plan been in place then, we would have seriously reconsidered that decision, as neither of us, as parents, knew Welsh. We specifically chose an English-medium school because we did not feel capable of helping our child with schoolwork that would be coming home in Welsh. I am proud to say that my child, at 7 years old, is reading chapter books in English. This level of reading fluency and comprehension would have been impossible in either English or Welsh had she attended a Welsh-medium school, as we would not have been able to support her Welsh reading at home, and the school would not have been instructing her in English. Literacy begins well before age 7, and offering collaboration and communication between school and home is essential, something this plan does not take into consideration.</p>	<p>As above.</p>
<p>I believe there is little evidence to suggest that there needs to be any increase in Welsh medium education provision for nursery age children (3-year-olds). As 73% of children in this age range already attend Welsh medium provision and the remainder are in bilingual provision I fail to see the need to increase the range of Welsh medium provision in Ceredigion. I have concerns that the target of 100% Welsh medium provision by 2027 effectively takes away parental choice in how their child is educated. In addition it has the potential to take away the freedom for children to be able to express</p>	<p>We agree that Ceredigion has been enriched by people that have made a home for themselves here, contributing to society in a positive way. We do not see why learning two languages should be a barrier to that. Indeed, many people who come to live here are themselves multilingual and so understand and respect Ceredigion's special linguistic nature.</p>

<p>themselves in the language of their choice which should be an underpinning principle in the delivery of the Foundation Phase. I also have significant concerns that this policy may disadvantage the children of non-Welsh speaking parents as parents will not be able to support children with developing reading and writing skills at the start of their education. I also believe that the target of having 100% Welsh medium provision for children up to the age of 7 has the potential to deter families who are not Welsh speakers from moving to Ceredigion. At present the Local Authority and the Local Health Board have difficulty with recruiting staff with a knock on effect upon services for the local community. Ceredigion has been enriched through attracting a diverse range of people and families to the area who work for the University and LHB. Has there been any analysis on the potential impact upon migration in and out of the area of these proposals and the effect upon recruitment and retention of local Keyworkers?</p>	
<p>Forcing a 3 year to only attend nursery in Welsh is going to cause a lot of grief for one who is from an English-speaking family. Not only could it cause dislike for nursery and subsequent Welsh-only school until 7 years old, but it is likely to lead to them disliking the Welsh language altogether. Rather, introducing Welsh whilst teaching in English is far more practical and encouraging (for those from non-Welsh speaking homes).</p>	<p>As above.</p>
<p>Teaching more three year olds through the medium of Welsh would mean that more children could speak Welsh. However, I do not agree with these plans. I live in Aberystwyth and I really like it that there is a choice available for parents between Welsh-medium education and English-medium education with significant use of Welsh. The document talks a lot about linguistic choice but is actually proposing to reduce people's choices about their children's education. Early years education is absolutely crucial, as is parental involvement in their children's education. Forcing parents who are not fluent in Welsh to send their children to a Welsh-medium school would mean that those parents could not teach their children to read or play a significant role in their early education.</p>	<p>As above.</p>
<p>I think many parents who wanted language choice for their children, will move out of Ceredigion because of the plan of taking all choice away from them, so at the end there will be fewer children in the county.</p>	<p>We do not agree that learning two languages has this effect. We see bilingualism as a skill that offers opportunities, is advantageous to the individual, and engenders pride amongst Ceredigion's pupils and population. There are many advantages to being bilingual, from education attainment to employability and health. There is evidence of better results, with bilingual people tending to be more creative and flexible, and finding it easier to multi-task and learn additional languages. On average, bilingual people earn 11% more income. Being able to speak Welsh also gives access to many</p>

	aspects of Welsh culture, history and identity and a sense of belonging.
While I agree that this plan is solid for increasing Welsh-medium education provision in Ceredigion, I cannot agree with the need to increase Welsh-medium education. I firmly believe in a choice in educational provision and that Ceredigion (Aberystwyth in particular) has a great balance in the language choices available in schools. There are two schools in the town that are rated as excellent by Estyn, one an English-medium school and one a Welsh medium school. That offers a clear choice for parents.	As above.
Welsh as a second language as school provides that already.	As above.
I am all for children learning Welsh but as a second language. We chose to send our children to an English medium school and that right is being taken away from us. To send them to school/nursery not having a knowledge or understanding of the language will be confusing and distressing, which could then lead to them disengaging and not wanting to go to school, when I have 2 happy and content children enjoying their education setting in an English medium school/nursery with some Welsh content.	As above.
As explained above, the plan is lacking linguistic and psychological accuracy. As a linguist and psychologist myself, I can honestly say that I do not believe that the actions for a completely Welsh education plan from 3-7 would achieve what it sets out to do. Bilingualism is based on 'code switching'. A lot of the measures described in the planning document would mean that there is no more need for code switching for children - especially if Welsh or any other language than English is used at home. This runs contrary to what the plan intends to achieve and is bound to impact negatively on cognitive development. I believe that children are best brought up in a bilingual setting so that they are confident in both English and Welsh from the start of their educational journey, this will stand them in good stead for future education, careers etc	As above.
The proposals aren't for bilingualism so these actions DO NOT provide a solid foundation for it.	As above.
They contribute to the vision to increase Welsh medium education provision however I don't agree with them. The aim should be for bilingual education throughout not Welsh-medium.	As above.
In order for children to become truly bilingual, they need fluent language models for both languages. This proposal is vague at best on the details of how this would be achieved, when the current staff in early childhood settings lack the appropriate access to training, as well as the time, to become fluent Welsh speakers. In addition, children will 'socialise' in	As above.

<p>the language they feel most comfortable using. This proposal gives me no confidence that that language would be Welsh. I think a child needs to be introduced to the Welsh language in a fun and engaging way whilst being taught predominantly in English (if this is all they speak at home). Fully immersing a toddler in Welsh-only nursery is likely to hugely affect their confidence.</p>	
<p>A lot of the reasons given for an all Welsh education in the consultation document are linguistically inaccurate. A lot of nurseries already have genuine bilingual environments and successfully encourage bilingual education that way. One excellent example of such a strategy would be Plas Gogerddan in Penrhyncoch. I don't think that the plan should take away the choice parents currently have.</p>	<p>We understand that there are diverse settings in Ceredigion that do very commendable work with early years education. Of course their role would continue in this respect in the future. 3-year-olds would be educated in immersion classes/units at school in the future (depending on a further consultation process). We want the settings to continue to offer the current provision and clearly see their role of offering a basic Welsh language level to the 2-year-olds in their care before they transfer to the nursery immersion provision in the relevant schools.</p>
<p>It will not provide a solid foundation for bilingualism. To achieve a solid foundation for each pupil the education programme needs to fully engage with the different "types" of bilingualism i.e. has the child been significantly exposed to both languages from birth or did it not get exposed until later in life (in this case the age of 3). Further it is important to consider the parents linguistic background as the language/languages spoken in the home is bound to be the strongest influence on any child.</p>	<p>As above.</p>
<p>To have more Welsh than currently being used hinders a non-Welsh speaking child's development in all other areas. I feel strongly about encouraging my children to learn Welsh however too much is at a detriment to other learning needs. I feel there is a lovely language balance at XXXX</p>	<p>XXXX is one that is under the care of Mudiad Meithrin. On the front page of it's website, the following is noted: <i>We're passionate about giving every child the opportunity to play, learn and grow in Welsh. By giving the children of Wales the Welsh language we hope to unify a nation, and build a vibrant, open and multi-cultural Welsh community.</i> Ceredigion County Council supports these aims.</p>
<p>Development of a primary language first is critical before developing a second language, practiced in all other multilingual counties. The parents linguistic background is very important, and must be considered, as the language/languages spoken in the home is bound to be the strongest influence on any child. By the age of 3, the child is in the middle stage of primary language development. Emersion in Welsh for a child from an non-Welsh speaking household is not the best way to develop their Welsh language, and certainly is more likely to have other detrimental effects (see 2). To increase the number of children learning Welsh, which I fully support, it would be better achieved by more targeted and structured teaching of Welsh as a language within English medium primary schools.</p>	<p>As above.</p>

Children taught bilingually from a young age are likely to be more confident in their use of language. However, I think that the emphasis should be on bilingual education and not just 100% Welsh.	As above.
I think the from experience the language of the home is the most important factor. It's not the case that learning Welsh means it will be used outside of school.	We agree that the strategy will not necessarily ensure that the Welsh language is used socially. Nevertheless, the plan clearly notes that inspiring confidence in pupils and establishing full bilingual skills is likely to increase their pride in that bilingualism and make them more likely to use the Welsh language. It is a way of opening doors to two very rich cultures.
I agree it will, but this is a result of the Welsh driven jobs in the council and education so that pupils who have had an English Medium education cannot find work in Ceredigion or Wales. Brain drain is massive factor.	There is no evidence to support this statement. People emigrating from Ceredigion has nothing to do with language. Like poorer areas throughout these islands e.g. Cornwall, it is mainly economic reasons that drive people to move. Of course there is a proportion of jobs in Ceredigion and Wales that require Welsh as an essential skill but those jobs also ask for the ability to speak, read and write English.
It will teach the children that the Welsh language is more important than the English language when they should be treated equally. We need to teach our children that everyone is equal not create a bigger divide over those who speak Welsh and those who don't speak it fluently. These actions will favour the Welsh language over anything else.	The aim of the plan is to see more pupils becoming equally good Welsh and English speakers and not to see any language as being "better" than the other. We believe the strategy promotes rather than hinders equality.
These questions are structured to remove all option of dissent from the central issue.	There have been enough opportunities in the response procedure to offer different opinions. The number and variety of responses we have received testifies to that.
Kind, nurturing care by trained & motivated staff is the best foundation for all future learning. Not enough space!	We cannot disagree with this statement but we do not see that a period of immersion in the Welsh language is at all contrary to the stated principles.
My children had a lot of Welsh in Cat b primary school. However they are not confident speaking it although they understand a bit and both got Welsh GCSE's grade A. We are not a Welsh speaking family and have few Welsh speaking friends.	We are very pleased that your children have succeeded so well in achieving GCSE Welsh Second Language. The aim is to ensure that success in both languages continues but that pupils can speak Welsh (and English) confidently as a main skill. The Welsh Government strategy 'Cymraeg 2050' notes the aim of creating a Million Speakers.
For foreign families and other non welsh speaking parents, teaching their kids mainly Welsh will prove impossible to communicate with our own kids at home.	As above.
It probably would mean that they would speak more Welsh later in their lives but I still think that children from English-speaking families who would previously have chosen English-medium education will mainly transition to English-medium education when they are able to.	Following immersion during the foundation phase pupils in the identified schools will move (at the age of 7) to a Category 2 status in line with School Categorization. This would mean maintaining a Welsh ethos to support positive

	<p>attitudes towards the use of Welsh. A learner in a school of this category would be able to speak, read, write and listen in English and Welsh in accordance with their age and ability. Welsh language skills would be further strengthened by increasing the learning opportunities (curricular and extra-curricular) offered through the medium of Welsh. Where the Welsh language is used as a learning medium, the English language will be used occasionally to reinforce learner understanding. With the right support, learners could move on to a Welsh-medium Category 3 Secondary School. The majority of the learners' school activities (curricular and extra-curricular) from year 3-6 would be in Welsh. Ceredigion's strategy would be full Welsh-medium immersion up to the age of 7 with appropriate progression provided from age 7 upwards.</p>
<p>Bilingualism in this content is assumed to only relevant to Welsh plus. It is so much more than that and these actions will seriously hinder the provision for other languages in our diverse community.</p>	<p>As above.</p>
<p>I'm afraid many children will end up without English language literacy – they will have some colloquial English, but their written English and reading comprehension will not be on par with their Welsh, which will be taught at school. So the idea of succeeding better in 'the world of work' is unfounded. Children from families who don't speak English at home (whether Welsh-speaking or third-language speaking) will be disadvantaged by educated only in Welsh, which, let's admit is not the language most useful for succeeding in global economy. Failure to develop literacy in English will also prevent these children from studying at English speaking universities.</p>	<p>As above.</p>
<p>These actions will not provide any solid foundation on the pupils' journey to bilingualism, because they effectively do away with bilingualism. If put into practice, they will merely create Welsh-language monolingual educational settings. To suggest that these actions will somehow provide foundations for bilingualism is thus completely misleading. I have already pointed out above that the document makes the unjustified assumption that all children in Ceredigion somehow attain proficiency in English by default. Many do not. Those whose mother-tongue and/or household language is neither English nor Welsh, will therefore encounter two additional burdens as a result of these actions. First, they will have to go through their early educational years in a language completely unfamiliar to them and to their families (Welsh). Second, they will then have to catch up on a language that they have not had a chance to naturally attain (English). It is clear that this will have negative effects on their educational attainment.</p>	<p>As above.</p>

<p>I do not agree that this plan will provide a solid foundation for pupils on their journey to bilingualism. This plan is only concerned with bilingualism of British languages and therefore would put Welsh children at a disadvantage from English-educated children who learn a language from the wider world. I believe that this approach of total immersion will actually discourage children from learning and will damage the confidence of children and therefore have impacts on their social life and mental health.</p>	<p>There is clear evidence from international research noting that learning two languages forms a basis for learning other languages. Linguistic knowledge can be transferred from one language to another.</p>
<p>English and maths are of far more value in multi-cultural schools like XXXX.</p>	<p>Learning a language has nothing to do with someone's race. The Welsh language belongs to all and is an indigenous and official language in Wales alongside the English language. There are children in Ceredigion's schools from various backgrounds who have learnt Welsh and English to a very high level. There are schools in Wales e.g. Ysgol Gymraeg Hamadryad primary school in the Butetown area of Cardiff which is in a multi-ethnic and multilingual area. A large proportion of the pupils there come from those backgrounds. No one doubts the importance of the English language. Both languages can open doors to a wealth of history and culture, making people much more tolerant in the long run.</p>
<p>The proposed document demonstrates neither the desirability of putting every child in Ceredigion through this dangerous experiment, nor does it outline a clear pathway to improving the planning of Welsh-medium education provision. This is a dangerous experiment because it will quite clearly harm those children who come from the non-English and non-Welsh speaking backgrounds. The document makes a completely unjustified assumption that all children in Ceredigion attain their English-language proficiency by default. This dangerous experiment will also harm children with Additional Learning Needs, because it will place additional burdens on them and their parents provided they do not already come from the Welsh-language background. Additional burdens are the last thing such children and families need. Outcome 1 section of the document is, at best, long on (poorly justified) aims, but extremely short on what will actually happen within the existing educational settings and how the aims should be achieved and delivered. It defies reason to set an arbitrary target of 100% when there is no existing capacity within nurseries and schools to attain such a figure. Therefore, the likely result in the first five years will be re-direction of already scarce resources within these settings to satisfy the poorly articulated goals that are not desirable to begin with. I am Treasurer of St Padarn's Playgroup, a nursery that only functions because of a large-scale voluntary commitment by a number of parents. We know that neither our existing staff, nor the parents on the committee have the capacity to engage in a number of activities vaguely outlined in Outcome 1 that would require their attention. If our staff have to engage in these activities, it will both take away from the</p>	<p>As above.</p>

<p>quality of the childcare they provide and it will increase the costs of running the nursery. Rather than delivering on its core mission, the nursery will have to devote attention to drawing up various plans, responses to consultations, etc.</p>	
<p>I am concerned that if this proposal goes through it will lead to even lower educational attainment for those pupils who are already disadvantaged. I worry that this will not be picked up on, due to lack of assessment framework for the proposed strategy and therefore we will not see the negative impact till it is too late for some cohorts. I also strongly believe it will lead to less wellbeing of pupils as one's language and ability to express oneself are some of the fundamental pillars on our learning paths. It will have a crucial impact on the extent to which a pupil fully engage with education. The proposal seems more like a technical manual than a proposal who are actually dealing with what should be a child-centred approach.</p>	<p>As above.</p>
<p>I disagree that the CCC WESP will adequately increase and improve Welsh medium education. On the contrary, the drastic changes will likely lead to marginal increases in the number of proficient Welsh speakers, while at the same time having a large number of detrimental effects to the wider education and wellbeing of children. In the critical early years of 3-7, it is well founded in pedagogic research of multilingualism, that the child's primary language needs to be embedded BEFORE learning and second language. This is why in most continental European countries, English is not taught until the later years once the primary language is embedded. It is true if you are from a multi-lingual household to start with this can work, but the proposal is aiming at implementation in English medium schools, where parents will almost entirely be first language English/non-Welsh speaking. Where you have a non-Welsh speaking household, to immerse a child whose primary home language is English in a Welsh medium setting could be hugely damaging on a number of grounds:</p> <ul style="list-style-type: none"> - While some children will do fine in this proposed system, it will likely decrease the attainment and development of children overall as the Welsh language forms an extra access barrier to learning. -Children from more disadvantaged backgrounds, where parental help and input may be more limited, will be hit the hardest undoubtedly. - Children with learning difficulties will be doubly impacted by the extra barrier of learning through what to them will be a second language at this critical stage. <p>Indeed, I find the lack of understanding of pedagogy and bilingualism, and lack of focus on the children's wellbeing and wider educational attainment very concerning.</p>	<p>As above.</p>
<p>The question (...contribute to the planning of WM Ed in Ceredigion) has little to do with Outcome 1. It is a good idea to increase the provision of WM education to this age group, but even better would be to make all settings totally bilingual. This would ensure that the children from all backgrounds,</p>	<p>As above.</p>

<p>including international, had equal opportunities to develop their language skills. This would require additional well qualified staff in all settings, paid for by the LA.</p>	
<p>Don't agree the actions are necessary but agree that they would help improve Welsh medium education.</p>	<p>The council has noted your comment.</p>
<p>I'm very mixed about this, I do believe the plan would contribute to the increase in Welsh-medium education in Ceredigion, however I don't believe it will be as plain sailing as described, for many children and parents.</p>	<p>The council has noted your comment.</p>
<p>I tried to read this consultation document with an open mind. But this 'consultation' is not really a consultation in the true sense of the word. My understanding of the term 'consultation document' is as follows: "Consultation documents should be clear about the consultation process, what is being proposed, the scope to influence, and the expected costs and benefits of the proposals." The supposed consultation document does not meet this definition. The document really just states a policy position that appears to have already been decided, namely: "By September 2032, Ceredigion County Council's aspiration is that all pupils in the authority's schools will attend Welsh-medium immersion education until the age of seven By 2032, Ceredigion County Council's aspiration, through full consultation with stakeholders, is that the target of 87% (Upper Range) suggested by the Welsh Government be further exceeded to 100%." (p.2). The document then outlines where it is falling short of this self-imposed target (misleadingly stated above as an aspiration, and in the online response form as a vision) and what it needs to do to reach that target. It is not actually a consultation on the costs and benefits of the policy position (target) in any way, shape or form. The structure of questions on the form (i.e. 'do you agree or disagree that the actions during the first 5 years of the plan contribute to the vision?') is designed neither to go back a step and ask why that vision (aspiration) has been decided (e.g. why go higher than the Welsh Government target?), or – even if one accepts this as a vision (aspiration) – whether that vision (aspiration) is sensible or achievable. There is no attempt whatsoever to consider what the real costs and benefits of pursuing this vision (aspiration) as a policy target might actually be (e.g. in the short, medium and long term, in terms of opportunity costs etc.). Before getting to these issues, let me state clearly: the web based form is deeply unprofessional. The opening two sentences are riddled with typographical errors and formatting errors (I count at least four) and clearly has not been proof read. "The above document is open for consultation from the 20th o September 2021 This period comes to an end on November the 12th, 2021.Only official responses on this form will be accepted during the consultation process." In Question 21, there are two more errors: "21.Please enter name and address</p>	<p>The council has noted your comment.</p>

<p>43elow". Another formatting error (a superfluous space between 'Please' and 'enter' and another typo). In the final question (no.22), you have not provided an option for the over 65s to indicate their age. It is so disrespectful to those in that age bracket. Effectively you are either saying that their opinions don't count, or you need to accept that this form has been rushed together as an afterthought and not properly proof read. Either way, it is deeply unprofessional and – rather ironically – does nothing to convince me that our educational policy decision making is in safe hands. This reinforces the impression that the supposed consultation is being done for show only and that any negative or critical responses will not really be taken seriously.</p>	
<p>Specious question. Writing the plan ought to improve planning...</p>	<p>The council has noted your comment.</p>
<p>General Comments</p>	
<p>Language is based in community. So there would need to be support in the community at a local level to improve the use, adoption and commitment to Welsh. I noticed that Penparcau has the largest amount of children in the county, so schools and the community in this village should be a priority for Ceredigion County Council. It would seem like an ideal opportunity to link Llwyn yr Eos School & Y Hwb (the Hub) together to strengthen the Welsh language and tie the community into Welsh Language learning.</p>	<p>The council has noted your comment.</p>
<p>I have no problem with the Welsh language being embedded into education. My concern is that an already well developed Cylch Meithrin is already situated in the village of XXXX, therefore, proposing a Meithrin class to be placed into the school seems pointless.</p>	<p>The Council has noted your comment but also notes that there is an intention to create a 3-year-old immersion class at Ysgol XXXX in line with developments in the other 'mainly English-medium' schools that are part of the plan.</p>
<p>The question does not make sense! It asks to what 'extent do you agree' but the only options are: agree, disagree or no strong opinion on the matter. It should say; Strongly agree, agree somewhat etc etc. Apprenticeships (p6) should not be used to prop up a lack of staff - they should be additional to a fully staffed workforce.</p>	<p>There have been enough opportunities in the response procedure to offer different opinions. The number and variety of responses we have received testifies to that.</p>
<p>This is a really poorly designed and drafted consultation. The leading wording of the questions are clearly intended to elicit a predetermined response. What a pity that time and money was devoted to the designer who produced this.</p>	<p>There have been enough opportunities in the response procedure to offer different opinions. The number and variety of responses we have received testifies to that.</p>
<p>The plan needs to list the current language medium of all schools in the County to make it clearer to readers what the Council's position is at the moment. I also believe it should be clearly noted what the language medium of each individual school will be at the end of the plan period.</p>	<p>The council has noted your comment. The document 'Guidelines on categorizing schools according to Welsh-medium provision' published after this plan went through the statutory public consultation will provide guidance on this.</p>

Outcome 2 – More reception class children/ five-year-olds receive their education through the medium of Welsh

Question 1

To what extent do you agree that the actions identified contribute to the target of increasing the number of Year 1 pupils receiving their education through the medium of Welsh?

Comments of general support for the objectives but which also propose further considerations	Ceredigion County Council Response
This is entirely consistent with a vision that wants to give advantages to the individual learner and wants to promote skills on a national scale.	The Council notes the comments of support for the plan.
Improves bilingual skills when young.	The Council notes the comments of support for the plan.
It is heartening to see a move towards a new nursery provision and linguistic immersion up to the age of 7. I would like to see further details regarding the plans for 7-11 year olds following immersion, and the options available to continue with Welsh-medium/bilingual education in every school.	The Council notes the comments of support for the plan, noting also the remarks about linguistic progression.
It is reasonable to conclude that this will be the result.	The Council notes the comments of support for the plan.
Yes.	The Council notes the comments of support for the plan.
Once again the Welsh language will be taught naturally, with pleasure and purpose in a lively environment and consequently the children's attitude towards the Welsh language will strengthen and the natural improvement that is associated with learning any language will be seen. After all, language is a medium NOT a lesson.	The Council notes the comments of support for the plan.
A very positive step for Ceredigion. This should be the case for every county in Wales.	The Council notes the comments of support for the plan. Every Council is required to respond in accordance with the situation and circumstances in that particular county. Ceredigion County Council is in an area of linguistic sensitivity in West Wales. The developments in the plan respond to that fact, as well as the expectations noted in Wales' national well-being goals, and also the Welsh Government's aim of increasing the number of Welsh speakers to a million by 2050.

<p>All pupils will receive an opportunity to access the language and ensure an equitable offer for all.</p>	<p>The Council notes the comments of support for the plan.</p>
<p>The proposals will lead to a significant increase in Year 1 pupils receiving their education through the medium of Welsh. The provision of additional language support and a Language Centre in Aberystwyth is an important step in developing specialist capacity to support families with no Welsh moving into the area. The University as well as other employers locally, including Bronglais Hospital, regularly recruit to specialist roles as well as needing to employ on short- and fixed-term contracts. We welcome and support strongly the proposed investment in a new Language Centre in Aberystwyth. Moreover, we suggest that the new Centre's capacity is reviewed regularly to ensure it meets local needs and the potential we foresee for increasing employment opportunities locally linked to the University's Innovation initiatives.</p>	<p>The Council notes the comments of support for the plan and also the further comments about the language centre in Aberystwyth.</p>
<p>Half the schools in Wales teach in English and all children should learn through the medium of Welsh.</p>	<p>The comment is noted. Ceredigion schools are the Council's responsibility, therefore the WESP is relevant to this county in the light of Welsh Government guidance.</p>
<p>The actions identified contribute to the target, in particular:</p> <ul style="list-style-type: none"> • Undertake a full Welsh language immersion education programme, to ensure that support is available to everyone; • Target the difficult areas – see response to Number 2; • Bro Pedr developments already confirm how these actions are successful; • The fact that nursery class pupils would have priority access to Welsh-medium education in the primary school; • Close collaboration between Powys, Carmarthenshire and Pembrokeshire, to ensure that pupils on the boundaries are not lost in terms of the language of their education; • Expertise and effectiveness of the Language Centres – these are crucial, and can succeed with secondary pupils as well as primary pupils in Ceredigion. There are plans underway to update and upgrade the service regularly as required. • If this 5-year-plan is successful, then 100% of Ceredigion's Year 1 pupils will receive Welsh-medium education, and after 10 years 100% of Ceredigion's pupils will have had Welsh-medium education up to age 7, and will be encouraged to continue to do so. This is a very positive step. 	<p>The Council notes the comments of support for the plan.</p>
<p>The plan with its hundred percent Welsh-medium education target would obviously increase the number of pupils in Year 1 in Welsh-medium education. Under the strategic plan, we would keep our distinctiveness as a faith school but would be able to offer choice of school to the Welsh speaking Catholic families of the area. We believe that this plan will only work if it is rolled out across the board throughout Ceredigion and includes all schools who are classified as English speaking with significant Welsh.</p>	<p>The Council notes the comments of support for the plan. The aim would be to have an immersion plan in the foundation phase (3-7 year olds) at XXXX and then we envisage that the rest of the school would develop into a Category 2 school in accordance with School Categorization. It would mean maintaining a Welsh language ethos within the school to support positive attitudes towards use of the</p>

	<p>Welsh language. Learners in a school of this category would be able to speak, read, write and listen in English and Welsh in accordance with their age and ability. Welsh language skills would be further strengthened by increasing the learning opportunities (curricular and extra-curricular) offered through the medium of Welsh. Where Welsh is used as a learning medium, English will be used occasionally to reinforce learners' understanding. With the right support, learners could move on to a Welsh-medium Category 3 Secondary School. The majority of the learners' school activities (curricular and extra-curricular) from year 3-6 would be in Welsh. Ceredigion's strategy would be to use full Welsh-medium immersion up to the age of 7 with appropriate progression provided after the age of 7. The requirements for schools and pupils with regard to English in Key Stage 2 is the same in every school in Wales, whatever the school's designated medium. The council would plan this so that all schools which are currently 'predominantly English-medium' would develop in line with the same timescale.</p>
<p>The National Library agrees with the Cymraeg 2050 strategy, which clearly states that full immersive education in the Welsh language is the most dependable way of creating individuals with the skills and confidence to use the language comfortably in their everyday lives. We welcome the target of 100% of 5-year-olds (Year 1) receiving their education through the medium of Welsh by 2026-27, and that this will happen through a consultation process with stakeholders in some areas and schools. Once again, we emphasize the importance of teaching a language within a cultural and historical perspective. We can support the attempt to reach the above target by offering free training sessions to Year 1 teachers as part of any planned programme. This training would use the Library's collections to introduce the language's history, important milestones, language statistics, fights for rights, the role of Welsh-medium education and broadcasting, the status of the language, and the language's social context today.</p>	<p>The Council notes the comments of support for the plan and appreciates and understands the importance of teaching language within the cultural and historical context.</p>
<p>There are whole-school and whole-service approaches to many important aspects such as mental health, ALN - and there should be no difference to Welsh language provision. Children and young people require purposeful and early intervention, thus with embedding Welsh language it will support their journey through Education. However, there should be some focus and exposure to pupils in the south of the County who are not reflected in this outcome.</p>	<p>The Council notes the comments of support for the plan.</p>
<p>I strongly agree that these actions will contribute naturally to the identified target. By immersing children, with the language being a medium and not a lesson, children will use</p>	<p>The Council notes the comments of support for the plan.</p>

<p>the language in everyday situations, learning and enjoying the language naturally through interesting and challenging activities.</p>	
<p>The same principles apply to year 1 pupils. The more they hear and practice the more they learn and grow in confidence. Having Welsh as a lesson every week is not enough, they need to be immersed in the language.</p>	<p>The Council notes the comments of support for the plan.</p>
<p>We believe that teaching Welsh to parents is a crucial step when planning to increase the number of early years children that receive their education through the medium of Welsh (outcomes 1 and 2). This can give parents more confidence to support their children, as well as reinforcing what is taught at school during family life. A new resource was developed by The National Centre for Learning Welsh to teach Welsh to families. The resource's aim is to welcome families to the Learning Welsh community, and open the door to further provisions in due course. The course is friendly and welcoming and introduces a simple and useful vocabulary to adults who have specifically chosen to send their children to Welsh-medium education. The course also introduces families to services such as Cyw and other relevant partners. Unfortunately following the impact of the pandemic it was not possible to engage as much with schools as originally foreseen, therefore the programme to promote the resources has not been operational, but this will form an important part of the Welsh at Home plan by the National Centre in the future. Learn Welsh Ceredigion, Powys and Carmarthenshire (Aberystwyth University) will also promote this resource, and is keen to collaborate with Ceredigion Council and local schools in the county to plan 'Welsh at Home' classes specifically for parents, or to attract parents to the general community courses. We worked closely with a number of primary schools in Ceredigion to do this before the pandemic, and we intend to resume this work as soon as circumstances allow. Non-Welsh speaking parents that choose to send their children to Welsh-medium education are identified as the main audience for the Welsh at Homes courses. The Welsh at Homes courses have often included carers and also care or auxiliary school staff, e.g. lunchtime staff, and that was also a medium to consolidate the use of the Welsh language in the schools. We will collaborate closely with Mudiad Meithrin to plan a follow-up provision for parents who attend Clwb Cwtsh sessions. We recommend that the WESP should refer to these opportunities and set a goal to collaborate with Learn Welsh Ceredigion Powys Pembrokeshire (Aberystwyth University).</p>	<p>The Council notes the comments of support for the plan and notes the suggestions in relation to teaching Welsh to parents.</p>
<p>Agree with education through the medium of Welsh.</p>	<p>The Council notes the comments of support for the plan.</p>
<p>Developing the linguistic nature of the foundation phase up to the age of 7 in Aberystwyth area schools and New Quay school is a natural and important step as those pupils who have been immersed in the Welsh language in nursery classes move to year 1 and beyond. The emphasis needs to be on</p>	<p>The Council notes the comments of support for the plan.</p>

<p>speaking Welsh and creating confidence in the pupils' oral abilities. Creating confident speakers is central to this phase in order to encourage further progression.</p>	
<p>A lot of work is needed to ensure sufficient Welsh speaking staff. I believe that getting staff to shadow experienced staff who need to improve their Welsh language skills is the best way to develop the theme/specific language of the class.</p>	<p>The Council notes the comments of support for the plan. Outcome 7 notes the steps towards planning an increase in the number of staff that can teach Welsh and through the medium of Welsh.</p>
<p>As stated in my answers above. With more people from England coming to live in the county. This is a very dangerous time for our language and culture.</p>	<p>Ceredigion welcomes people from afar to live and work in our county. The WESP will be a way of ensuring that the Welsh and English languages are available to every child from whatever background.</p>
<p>There is obviously an intention to form a dialogue with the relevant schools which should foster a healthy relationship and understanding of the intention – successful immersion plan also to continue.</p>	<p>The Council notes the comments of support for the plan.</p>
<p>As a former Athrawes Bro (peripatetic teacher), I taught in a Language Centre for latecomers and although the 7-11 year olds I taught became speakers within about two terms of immersion in the Welsh language I could see that younger siblings were learning so much quicker e.g. within a term. This meant that the pupils were able to follow every lesson in class through the medium of Welsh. By mastering the language quicker they don't feel different to other children.</p>	<p>The Council notes the comments of support for the plan.</p>
<p>These steps are necessary to ensure that Welsh is the area's main language. It will also ensure that children have the language skills and confidence to cope with learning other languages. The element of collaboration with schools is clear and the timetable is robust. The strategy shows a commitment to providing fair play for all pupils to offer the same bilingual advantages to everyone, and not just to some groups. The investment in the language centres and support for latecomers is particularly welcome.</p>	<p>The Council notes the comments of support for the plan. The aim is to ensure that every child gets access to full bilingualism through the immersion method. Ensuring confident speakers in both Welsh and English is the aim.</p>
<p>The reference to the Cymraeg 2050 strategy (p.9) clearly establishes that 'fully immersive education through the medium of Welsh – that is, education in a predominantly Welsh-medium setting – is the most dependable way of creating individuals with the skills and confidence to use the language comfortably in their everyday lives.'</p> <p>Consequently two key questions to consider are:</p> <ul style="list-style-type: none"> -What is the best model for increasing immersive education? -What arrangements need to be put in place to achieve the aim of increasing the number of children in immersive education? <p>Having quoted Cymraeg 2050, a logical step would be to start by outlining an assessment of the capacity of Welsh-medium education within the county, proposing action steps on how to develop, expand and enhance the quality of that provision, and how to promote its value to ensure that more children receive fully immersive education. <i>However, this is not well</i></p>	<p>The Council notes the comments of support for the plan. As set out in the 'School Categorization' document (published after the WESP statutory consultation period), we envisage the schools concerned would become Category 2 schools. This would mean maintaining a Welsh language ethos within the school to support positive attitudes towards using the language. A learner in a school of this category would be able to speak, read, write and listen in English and Welsh in accordance with their age and ability. Welsh language skills would be further strengthened by increasing the learning opportunities (curricular and extra-curricular) offered through the medium of Welsh. Where Welsh is used as a learning medium, English will be used occasionally to</p>

<p><i>covered in this outcome. Whilst the steps suggested are a way of increasing the number of children receiving their reception class education through the medium of Welsh, the intention behind this model of increasing the number of reception class /5-year-olds receiving their education through the medium of Welsh is not completely clear. The main reason is that the main action steps recommended are to develop linguistic choice in schools that are currently defined as English-medium schools with substantial use of the Welsh language, or in schools that are yet to develop substantial use of the Welsh language. Therefore, more clarity is needed in terms of the exact aim of these steps with regard to the linguistic development of the children and schools discussed, and further explanation on how to go about realising the full potential of the county's Welsh-medium provision. The current lack of clarity includes the fact that the aim for the schools listed on page 9 is not clear. Is the intention to develop them to be dual-stream schools? If the aim is to only propose linguistic immersion in the early years up to the age of 7 in the schools, and that the children then complete their primary education in those schools through the medium of English, what exactly is the worth of that in terms of developing bilingualism? Research by bilingualism experts, such as Colin Baker, shows that children in immersion education reach the level of fluency with regard to listening and reading that equates to first language children at 11 years of age and they would not necessarily reach the same level in oral and written skills by that point. Consequently, there is a need to consider what exactly is the basis of the plan in choosing to concentrate on providing Welsh-medium immersion education only up to the age of 7 within these schools. Why isn't there an intention to continue to offer Welsh-medium education as part of an immersion model until the age of 11? It should also be acknowledged that it is unlikely that children will change school after the age of 7 or older, very detailed planning will be required. Amongst other aspects that need to be considered for these schools, which will be different to Welsh-medium schools are:</i></p> <ul style="list-style-type: none"> <i>-This would likely be a complete immersion model with no/few children from families that can speak Welsh, unlike Welsh-medium schools where at least a proportion of children are from Welsh-speaking families</i> <i>- Additional training, staffing and support needed at county level for schools to realise this model</i> <i>- The nature of parents' relationship with the school and the nature of support for the children</i> <i>- Contrast between the teaching model and other aspects of the school's educational provision, linguistic atmosphere within the school, children's use of language outside the classroom.</i> 	<p>reinforce learners' understanding. With the right support, learners could move on to a Welsh-medium Category 3 Secondary School. The majority of the learners' school activities (curricular and extra-curricular) from year 3-6 would be in Welsh. Ceredigion's Strategy would be to use full Welsh-medium immersion up to the age of 7 with appropriate progression provided after the age of 7.</p>
<p>There is a need to target development in the Aberystwyth and New Quay area to ensure that all children in Ceredigion get full access to Welsh-medium education from the early years up to the age of 7, and extend Ysgol Gymraeg Aberystwyth by</p>	<p>As above.</p>

adding 30 additional places there, and a Language Centre, being a step forward following the success of other immersion Centres.	
It is vital that all children in Ceredigion can speak Welsh and that will only happen with full Welsh-medium education.	As above.
Inevitably more will speak Welsh the earlier they start.	As above.
The more children aged 3+ we have the better, this will increase the number of 5-year-olds receiving Welsh-medium education.	As above.
The robust vision of 100% Welsh-medium is one to be praised and ensures equity and equal opportunities for all. You cannot choose “language of education” if you only have one language!	As above.
Definitely.	As above.
To encourage pupils to be bilingual, they need to be given a solid foundation. By offering Welsh-medium education to year 1, it will give children an opportunity to develop their understanding of the Welsh language from what they have received at the nursery.	As above.
It is important that young children get the opportunity to receive Welsh-medium education. This is the age where they learn languages best.	As above.
Ensuring that every school provides Welsh-medium education during the foundation phase is an important step towards ensuring that more year 1 children get their education through the medium of Welsh. Hopefully this will increase the demand for Welsh-medium education. However, follow-up after the foundation phase needs to be ensured.	As above.
Children are more likely to continue with Welsh-medium education in year 1 if they have already received a solid foundation in linguistic skills. There is a need to include parents in the process, so they are completely aware of their child’s progress with the language.	The Council notes the comments of support for the plan and notes the comment about the importance of including parents in their children’s progress, as all schools are expected to do at present.
Agree, there is a need to do as much as possible to reach the goal of getting more Welsh speakers and it is important to start young.	As above.
The targets are appropriate but challenging. <i>The basis for these targets is not clear (or in other outcomes) and without it a significant 15% jump between 2024-25 and 2025-26 appears odd.</i>	The Council notes the comments of support for the plan but also about the clarity surrounding the targets.
Of course it contributes. It is very important for young pupils to be immersed in the language as soon as possible.	As above.

<p>Agree with the initial statement about ‘Cymraeg 2050’ which is crucial but the role of the admissions department is ignored here – the information shared with parents has to be reinforced for them to understand the advantages of choosing one of the current Welsh-medium schools that can provide Welsh-medium education throughout their school career. Creating Welsh-medium schools up to the age of 7 and then bilingual/English will complicate the situation and it must be ensured that parents from outside Ceredigion and some from outside Wales understand the advantages. Welsh is a language for all and a campaign is needed to sell Welsh-medium education to parents from all nations and ethnic backgrounds. It must be ensured that we support parents from different backgrounds so they understand the importance of the language for their children’s future and opportunities. The department refers to language centres but these are not only important to younger pupils. There must be local provision for pupils who intend transferring to KS3 or latecomers to primary education/early secondary education or parents who decide to transfer their children to the sector. Secondary sector language improvement is noted at Ysgol Bro Teifi but not in the north of the county. To staff, the change there will need to be in close collaboration with secondary schools as well as colleges to ensure pathways to qualifications and appropriate experiences in the field of childcare. There must be a clear focus on developing the whole workforce – having a Welsh ethos with site staff, canteen staff, administrative staff and all teachers and assistants having the necessary skills to support the language.</p>	<p>The Council notes the comments of support but also the further details raised e.g. sharing information with parents, support for KS3 pupils etc.</p>
<p>Research evidence shows that Welsh-medium education leads to more balanced language skills across the school population in both official languages than any other teaching model (e.g. bilingual or English-medium). This is also evidenced in other countries with two official languages – one a home language such as Welsh and the other a state language such as English. Specific data from the Basque Country over the last 40 years (since introducing Basque to the region’s schools during the 1980s) shows the change in the percentage of children educated via different models over the decades and skills in both official languages. Model A (Spanish-medium with Basque as a subject), Model B (Basque and Spanish as learning mediums and subjects) and Model C (Basque-medium with Spanish as a subject). The sociolinguistic context of the Basque language is very similar to Welsh, with some children living in homes where the language is spoken, others living in Spanish-speaking homes, others living in homes where a language other than Basque or Spanish is spoken (e.g. Arabic, Romanian) and others living in homes where a combination of languages are spoken. Spanish – like English – is an international language with a great deal of content that learners use outside school, and this combination – Basque as an educational medium and Spanish as a language with a strong presence in learners’ lives – ensures their bilingual</p>	<p>The Council notes the comments of support but also for what has been stated in terms of international evidence showing the success of immersion methods to ensure full and balanced bilingual speakers.</p>

skills are as balanced as possible when they complete their statutory education.	
In order to attain the goal of 1m Welsh speakers by 2050, it is important that children at this age get a good opportunity to use the language in their everyday lives and see it as something natural for them. My children (aged 7 and 5) receive Welsh-medium education and it is obvious that immersion methods work amongst their friends from non-Welsh speaking homes. When these children speak to me and my children they naturally turn to the Welsh language and use it completely naturally and fluently.	The Council notes the comments of support and this example of the success of the immersion method. These pupils also, of course, can transfer from one language to the other naturally, depending on the context.
The actions outlined in the plan are very achievable and will only help pupils in the long run. Being bilingual has a positive impact on children's general ability to learn.	As above.
Starting children young means they learn without knowing because the language is always around them. This is far more effective than any other way. If we want to reach the Welsh Government's goal and have a society where everyone can use the language socially, these outcomes are a good idea. The plans are sensible and will only help children.	As above.
Welsh-medium education does not mean that only the Welsh language is learnt. They still get English lessons and learn to read English, so I don't see a problem. It just gives children the advantage of being bilingual.	As above.
Ensuring that every school provides Welsh-medium education during the foundation phase is an important step in ensuring that more year 1 children are taught through the medium of Welsh and this may increase the demand for Welsh-medium education. <i>However, there needs to be a follow-up provision up to higher education. Children from non-Welsh speaking backgrounds that have left Welsh-medium education at the age of 7 are unlikely to develop into bilingual individuals, and in truth, they will probably lose their Welsh language skills as noted above.</i>	As above.
As much as we welcome your objectives with regard to this, <i>the outcomes are ambiguous because they do not refer to any measurable target. This is contrary to the Rapid Review of Strategic Plans in Education published recently by the Welsh Language Commissioner. The Ceredigion division of Cymdeithas yr Iaith would like to see 100% of children getting their KS1 education through the medium of Welsh within the next 5 years. However, it has to be emphasized that Welsh-medium education is not supposed to end after year 2. We note that the follow-up is poor as it is, with fewer pupils receiving Welsh-medium education as they progress at school. If there is no follow-up later on, this will only create a larger threshold between KS1 and KS2.</i>	As above.

<p>When delivering the language Plan to nursery/three-year-olds I assume that it will be the gradual transition from Nursery to Reception and then to Year 1 that will contribute positively to the target of increasing the number of Year 1 pupils receiving Welsh-medium education. A working group/staff that is confident in the Welsh language is required to achieve this.</p>	<p>The Council notes the comments of support for the plan and agrees with the need to work in close partnership, following the principle of full clarity throughout the journey.</p>
<p>Ensuring Welsh-medium education in the early years is crucial in ensuring that pupils have a good understanding when starting year 1 so they are in a position to be able to further develop their use and understanding of the Welsh language in year 1.</p>	<p>As above.</p>
<p>We very much welcome the vision and ambitious proposals outlined in this section. The intention to take innovative action with regard to initiating learning through the medium of Welsh in English-medium schools, certainly provides guidance for other counties in Wales.</p>	<p>The Council notes the comments of support for the plan.</p>
<p>It is crucial that there is clear cross-referencing between the Plan and the Local Development Plan in order to show the impact that would have on the demand for Welsh-medium education. The Plan needs to show how it will respond to those changes that are sure to transform 7 demographics of large areas of the County over the next few years. One other major consideration is the probable increase of influx to the County, and its implications regarding the demand for Welsh-medium education – this is a challenge and an opportunity – and is likely to intensify the need to expand the linguistic support for an increasing number of latecomers. We believe the County will need to put this at the forefront when drawing up and implementing this Plan.</p>	<p>The Council notes the comments of support for the plan and the additional details offered.</p>
<p>We strongly agree that full Welsh-medium immersion education is the most dependable way of creating bilingual individuals, therefore the fact that this plan has been based on that presumption is very heartening. It is obvious that the authority has identified specific schools with the greatest potential to develop Welsh-medium provision, and set a clear outline of the actions and timetable for achieving that, including any applications for Welsh Government grant funding.</p>	<p>The Council notes the comments of support for the plan.</p>

Comments that generally disagree with the objectives	Ceredigion County Council Response
Surely the parents choice and this puts non speaking staff jobs at risk.	There are elements of enforcement in any education system e.g. curriculum provision. There are two national languages in Wales. The aim of the objectives in the strategic plan is to ensure that all of Ceredigion’s pupils develop their bilingual abilities. In the foundation phase the Welsh language would be the learning medium of all aspects of the curriculum and not an isolated subject area. Because nursery immersion classes would have been planned in the schools involved, in accordance with the strategy, then as already stated under Outcome 1, the role of some of the current funded non-maintained settings would change. We hope this will not have a negative impact on staff. We see a very important role for staff members in those settings in offering a very basic level of Welsh for the 2-year-olds in their care before they move on to the immersion phase at school. We do not feel that any member of staff needs to worry about this. We would hope to see basic transference of language being encouraged in these settings before the children transfer to nursery immersion education at school.
I disagree with every aspect of this debacle the minority taking away parents freedom of choice.	As above in addition to what has been noted in Outcome 1. Both Welsh and English are national languages in Wales. We agree with the fact that in Wales no one has the right not to learn to speak, read and write Welsh if they are attending statutory education. Here in Ceredigion, the Council believes that pupils should have the opportunity to learn to speak Welsh and believes that the immersion method is the most successful way of doing that.
Year one is still a very early stage for the child’s development reading, writing and speaking. I chose to send my children to an English medium school to cement the knowledge that they learn in the family environment. I feel that you haven’t taken in to account what complications both the children and parents/careers will face if you enforce Welsh as the first language. How are we supposed to support our children in learning and educating when Welsh is not our first language.	Thousands of children from a non-Welsh speaking background across schools in Wales succeed in Welsh-medium education. Information and support resources are available for parents, and schools would ensure that these are available.
What is a parental choice is have their child taught in English?	As above.
It is obvious that you have to agree with this statement because your actions will ensure that this statement is correct. Whether parents want it or not. Where is the choice, especially for our EAL learners?	As above. Pupils from all backgrounds succeed in learning Welsh. Evidence of this is seen within the context of our schools and language centres for latecomers.

<p>The vast majority of 5 year old children in Ceredigion do receive their education in Welsh, this does not need to increase, as by doing this you are decreasing the already limited choice for parents and children.</p>	<p>As above.</p>
<p>A lot of the points raised above also apply to this age group. Adding to the linguistic problems above, the lack of choice will make homework and helping their children difficulty for parents from areas with multiple deprivation factors. Given that the hospital and the university aim to recruit high calibre staff from other areas in England, EU and from the US and India, I can't see how an all Welsh education for 5 year olds would be economically beneficial for Ceredigion and for Aberystwyth especially. Staff will avoid Ceredigion if moving here means their children will have fewer education prospects when they have to leave after a couple of years.</p>	<p>As above and as noted in Outcome 1. There is no basis to the claim that learning a language contributes to learning difficulties or to a future of limited opportunities. Extensive and international evidence shows that bilingualism and multilingualism increases the opportunities available.</p>
<p>There are a wide selection of Welsh speaking schools in Ceredigion, and an extremely limited number of Welsh medium. By removing the only English options you are taking away people's right to learn education in their first language. You are taking away people's choice, when it is already limited. This proposal has made myself and my family think seriously about whether Ceredigion is a place we can live long term, if our kids will be unable to learn their first language until they are 8 years old.</p>	<p>As above. We do not see the need for anyone to consider another language as something negative. Full bilingualism is the aim and speaking Welsh and English is part of that.</p>
<p>The actions force children to receive their education through the medium of Welsh. This is wrong and there must be a choice. The focus should be on supporting and encouraging parents to choose a Welsh Medium school if that is right for their child and not force children to learning Welsh by removing any alternative option.</p>	<p>As above.</p>
<p>I believe that children should be able to access education through the language they are familiar with. Some children will really struggle to learn and thrive if they are not able to access education through the language that they understand. Children entering nursery are beginning to learn their letters and phonics, to teach them through Welsh is going to be confusing and frustrating for them. Some children struggle with reading, writing and communicating in their own language, so they will undoubtedly struggle if they are taught through the Welsh medium. At present parents have the option for their children to learn primarily through the medium of English or Welsh. If these changes are made there will be no options for parents to send their child to a school that teaches through the medium of English. These children will therefore not have the opportunity to learn in the language they are most likely to thrive in. You will be depriving them of fair access to an education. XXXX is a popular school. If there was not the need/demand for an English medium school it would not be so well attended. Both my children have had pupils join their class from local Welsh medium schools because they were</p>	<p>As above and as noted in Outcome 1.</p>

<p>struggling with learning through Welsh. there is clearly a need for there to be both English medium and Welsh medium schools in Aberystwyth.</p>	
<p>The action identified do contribute to this however I do not agree with this strategy and would still wish to have choice when it comes to my child's education.</p>	<p>As above.</p>
<p>It clearly will but the “where are we now” section provides no mention of why parents are choosing English with Welsh schools. Is there clear evidence that it is lack of provision? Or is it their choice that is the problem for the council here.</p>	<p>As above.</p>
<p>If you are only offering Welsh-medium education in year one, more pupils in year one will be in Welsh-medium education.</p>	<p>As above.</p>
<p>As noted above I currently see little evidence to indicate that there needs to be an increased in Welsh medium provision in primary education in Ceredigion. As 73% of children in this age range already attend Welsh medium provision and the remainder are in bilingual provision I fail to see the need to increase the range of Welsh medium provision in Ceredigion. I have concerns that the target of 100% Welsh medium provision by 2026 effectively takes away parental choice in how their child is educated. In addition it has the potential to take away the freedom for children to be able to express themselves in the language of their choice which should be an underpinning principle in the delivery of the Foundation Phase. I also have significant concerns that this policy may disadvantage the children of non-Welsh speaking parents as parents will not be able to support children with developing reading and writing skills at the start of their education. I also believe that the target of having 100% Welsh medium provision for children up to the age of 7 has the potential to deter families who are not Welsh speakers from moving to Ceredigion.</p>	<p>As above.</p>
<p>Insisting all 3-year-olds only attend Welsh-speaking nursery, is going to cause conflict for pupils and parents who only speak English (or another non-welsh language) at home. I disagree and are concerned about their ability to “access” education in the first place if it is taught in a language in which they are not fluent. I am also extremely concerned about the lack of assessment for this approach. The question is how will ALN be identified; is it a pupil who speaks a very insufficient Welsh or a pupil who is in strong need for early intervention?</p>	<p>As above.</p>
<p>I don't understand this question. Surely if you pursue this, more reception age children will have no choice but to be educated solely in Welsh in Ceredigion. I am not averse to including Welsh as an integral part of early years/primary education, but it is wrong to eliminate English and yet construe this as a 'choice'.</p>	<p>As above.</p>

<p>Target for 100% is not flexible enough. Is above national target and may not be appropriate for all. There should be a choice.</p>	<p>As above.</p>
<p>You can increase Welsh in a bilingual setting but a full Welsh setting for a child I do not agree with. I would not want this for my youngest.</p>	<p>As above.</p>
<p>Again, many parents who I have spoken to plan to relocate outside Ceredigion, and possibly Wales if this move goes ahead. I do not foresee many parents who would have otherwise educated their children mainly in English being happy to instead educate them in Welsh.</p>	<p>As above and as noted in Outcome 1.</p>
<p>Welsh speaking families disadvantage their children if they have reduced access to the global language of English. All children should be helped along in both languages and accepted for who they are, not who fits the current political agenda.</p>	<p>There is nothing in the plan noting that the English language is not important. The aim is to see Ceredigion's pupils being fully bilingual in Wales' national languages, namely Welsh and English. Yes, English is an international language. Most of the world's languages are not but this does not make them less important or less valuable. We do not agree that this development is driven by a political agenda.</p>
<p>Having taught locally for several years and from working closely with primary schools in my current role I know there is a chronic shortage of teachers in general, let alone those who have the ability to teach through Welsh. Those teachers nearing retirement who don't feel confident teaching through Welsh may leave their posts. Will other teachers be made redundant if they cannot teach through Welsh? Have you considered how much this will cost both in redundancy pay and unfair dismissal as you are effectively changing the terms and conditions of the post?</p>	<p>If the Council proceeds with the proposal, the intention is that the development would be introduced gradually as noted in the draft WESP. Three-year-old pupils would access the immersion method initially and then continue up to the age of 7. There would be no impact on pupils currently receiving English-medium education at school. The Council acknowledges that recruiting Welsh-speaking staff is a challenge. This is a challenge across Wales. Outcome 7 of the WESP specifically refers to that. No teacher would be affected by the development in the strategy. The Council has a duty to recruit and support staff within its schools e.g., training needs etc.</p>
<p>Well it does contribute to the target, but again, it's moving away from bilingualism.</p>	<p>As above.</p>
<p>They do - it doesn't mean to say its right. I don't see why the Welsh government is discriminating against English its unwise.</p>	<p>The Council does not agree that the developments are prejudicial to the English language. The aim is to ensure full bilingualism for the citizens of a region of Wales where Welsh and English are everyday languages.</p>
<p>As learning becomes more challenging, doing it in a language that is neither spoken nor understood at home increases that challenge exponentially.</p>	<p>The Council notes the concerns regarding the ability of non-Welsh speaking parents to help with their children's learning. Across Wales, Welsh-medium schools have introduced a number of strategies to help parents support their children with their learning, ensuring that children of non-Welsh speaking parents are not disadvantaged. Also, it has been shown that it is beneficial for children to discuss their learning</p>

	<p>in English with their parents because bilingualism aids conceptual development. If the Council proceeds to implement the developments, it would work with the schools as part of the transition process to identify the support needed and ensure that arrangements are in place to offer appropriate provision to support parents/families. This could include Welsh language lessons for parents, effective use of IT to provide support with home learning, additional resources, opportunities to use the Welsh language in the community and other initiatives.</p>
<p>Without a solid foundation, learning through the medium of Welsh is only going to become more difficult as subject matter and expectations become increasingly complex.</p>	<p>As above.</p>
<p>I agree you will meet CCC's target with this policy, but that's not the issue here, is it? The 100% target is wrong, that is the issue. The Welsh Government is not asking the CCC for 100%, but from an increase from 83% to 87%. Everything that is 100% is totalitarian and disadvantages someone. Those who will be disadvantaged with the 100% Welsh medium education in Ceredigion are not English migrants to Wales – they are happily sending their children to Welsh-medium schools already now, relishing in the advantages of bilingualism (they provide for English literacy at home). It is non-English speaking immigrants like myself, whose children will suffer. Not speaking English at home and learning only in Welsh at school, these children will be disadvantaged in the global economy of the 21st century. The plan will also lock poorer Welsh-speaking children, some of which would attend English medium schools, into being illiterate in English. Finally, the whole community in the county will suffer. First, there are many childcare workers and teachers – born and bred Welsh – who are unable to do their job exclusively in the medium of Welsh. CCC's idea that they'll do a sabbatical to catch up is ridiculous. (I have been working on my English for decades and still wouldn't let myself to teach young children, who are just developing their language skills, as I would inevitably pass on errors.) Second, the community will suffer as both the Bronglais Hospital and the Aberystwyth University will struggle to recruit professional staff from outside of the county / country. It is their children mainly, who attend the English medium schools in Aberystwyth at present. To illustrate, I would never come here knowing my child would not be able to attend English medium school. I love the idea of them learning Welsh, but only in addition to English.</p>	<p>Seeing development in the schools named in the plan would mean that 100% of all 5-year-olds (Reception) in Ceredigion would attend Welsh-medium education. The Council believes that joint development is the most effective way of moving forward. Extensive evidence shows that learning a language through the immersion method is not disadvantageous. In fact, it shows the clear advantages of bilingualism. Welsh-medium schools do not eliminate the English language. English is a core and mandatory part of the curriculum. Pupils attending Welsh-medium schools are required to reach the same standards as their peers in English-medium schools. The evidence across Wales shows that children of every linguistic background succeed in Welsh-medium education. They are pupils that can speak, read and write in Welsh and English. We see a very important role for the current staff of early years settings in establishing a very basic Welsh language vocabulary amongst children in their care before they transfer to immersion education at local schools. We believe that introducing e.g., vocabulary and songs like this is within the grasp and ability of everyone in the system. We would not expect staff members in these settings (two-year-olds) to be necessarily Welsh speakers. Indeed, the local authority would not have any control over that, but we would hope that we could collaborate to try and make the settings a positive starting point from a linguistic point of view and in terms of early years care.</p>
<p>I find this very difficult because I agree that it contributes to the increase of Year 1 pupils being taught solely through the medium of Welsh but I completely disagree with the target!</p>	<p>As above. The responses received to this statutory consultation are evidence that people are very willing to voice their opinions, whether for or against the planned developments in the</p>

<p>There doesn't seem to be an opportunity to disagree with the policy of immersive Welsh education.</p>	<p>draft WESP. There will be a further consultation period as the developments progress to the next stage.</p>
<p>The Question above (Point 5; Outcome 2; Question 1) is very poorly worded and hugely misleading. If the council mandates that all children in Ceredigion have to receive their early years education through the medium of Welsh (as the proposed plan does), then the answer can only be "agree". Target will, indeed, be achieved, but the well-being and educational attainment of those children will be extremely negatively affected for the reasons I have already mentioned in response to points 2 and 4, respectively. If the council wishes to think of children merely as objects of its targets, it will be well-served by going ahead with this plan. If, on the other hand, it is concerned about their well-being and education, it will not put them through this dangerous experiment.</p>	<p>As above.</p>
<p>Again, I agree that this plan will ensure that children will receive their education through the medium of Welsh but I do not agree that this is the correct form of action.</p>	<p>As above.</p>
<p>Yes. Clearly by removing all English medium education availability in Ceredigion at ages 3-7, will de facto increase the number of year 1 pupils receiving their education through the medium of Welsh. However, the impacts of this need to be more widely appreciated. The draft policy has the potential to be hugely damaging to the educational development of children, who would otherwise choose to be in an English medium school throughout their education. It will likely reduce access to education as being taught in a language which is not their primary language at home, and one in which they are far less proficient, will clearly have wide ranging impacts. Indeed, the lack of appreciation of this in the draft, and the impact on children's wellbeing and core development, is extremely worrying. Remember – the role of statutory education should be focused on a breadth of learning and development. The proposed policy will make language the central focus and determinant of development in these critical years. This is clearly wrong.</p>	<p>As above but the Council wishes to note that the Welsh language would be a learning medium via the immersion method, to teach and learn all appropriate areas of the Curriculum for Wales to 3-7 year olds. These pupils would not only learn a language but learn through a language.</p>
<p>Obviously the action would contribute to increased numbers of Yr1 pupils learning in Welsh as you are making it compulsory! Again you ask the wrong question.....it should be 'Is a good idea'? Already many children in Ceredigion learn through the medium of Welsh, so to increase the numbers competent in Welsh, all settings should be bilingual. The vitally important skill of reading is taught in yrs 1 and 2 and Reception, and ideally this should be done through the language of the home so as not to disadvantage those of below average ability. If reading of English is only to start in KS2, then money and resources will be needed to ensure that teachers in this KS can competently teach reading and phonics, again so that those from disadvantaged backgrounds and those of lower ability are not discriminated against.</p>	<p>The term 'bilingual' is sometimes used to describe the provision in some of Ceredigion's schools. This is misleading. In English-medium schools where the Welsh language is mainly taught as a second language, pupils that become bilingual are rare exceptions i.e., fluent in Welsh and English. 'Bilingual' therefore would be a more appropriate term to describe Welsh-medium schools, where all pupils that attend the school become bilingual i.e., fluent in Welsh and English. With regard to reading English, pupils attending Welsh-medium schools across Wales succeed in doing this, reading fluently by the time they are aged 11 (as is expected) and consistent with pupils from</p>

	English-medium schools. The aim is to ensure learners are bilingual and therefore able to access a wealth of books and texts in both languages.
I don't agree that change is necessary.	The comment is noted.
That's another specious question - it is self-fulfilling.	As above. The responses received to this statutory consultation are evidence that people have been very willing to voice their opinions, whether for or against the planned developments in the draft WESP. There will be a further consultation period as the developments progress to the next stage. The consultation asks specific questions about the draft WESP plan and about relevant outcomes.
There is no provision in these actions to increase resources to achieve any of the aspirational targets. Without extra resources all skills, subjects and development will be diluted.	The comment is noted. A detailed record of the resources needed in response to the developments in the draft WESP will follow when the WESP is approved by Welsh Government.

Outcome 3 – More children continue to improve their Welsh language skills when transferring from one stage of their statutory education to another

Question 1

The 'Curriculum for Wales' clearly states that pupils need to follow a clear linguistic continuum. Do you think the actions identified ensure that progression?

Comments of general support for the objectives but which also propose further considerations	Ceredigion County Council Response
Yes.	The comment was noted
Yes. It is very important that there is continuation in these opportunities. I have many friends who attended a Welsh medium primary school, but made a decision (for most, it was because their parents were not able to speak Welsh) to attend Ysgol XXXX over Ysgol XXXX. They say now, that their biggest regret in terms of schooling, was not pursuing secondary school education through the medium of Welsh. Although they are still able to manage basic conversations in Welsh, they talk about how (due to the ability to learn in Welsh was stunted at the end of primary school) this has impacted upon their confidence in using Welsh socially, and how it's effected their career prospects upon returning to Ceredigion to live and work. They look back and wish they had pursued Welsh medium secondary education.	The Council notes the comments of support for the plan.
A linguistic continuum is vital in sustaining interest in the Welsh language amongst children and young people.	The Council notes the comments of support for the plan.
Promoting progression on a linguistic continuum is a highly commendable goal that benefits the individual learner and complements the Curriculum for Wales.	The Council notes the comments of support for the plan.
Ensure continuity of provision for 7+, building on solid foundations at current providers and sufficient support for enabling this to happen.	The Council notes the comments of support for the plan.
The Curriculum seems essential to achieve this.	The Council notes the comments of support for the plan.
Progression is vital when learning anything and has to be done to acquire any skill. Learning everything doesn't happen by chance and appropriate actions and strategy are needed to build on the solid foundations set in the Foundation Phase.	The Council notes the comments of support for the plan and regarding progression.
The aspiration to improve progression rates is clear and will require the full co-operation of primary and secondary schools. Increasing progression rates will support the	The Council notes the comments of support for the plan.

opportunity for continuing to study through the medium of Welsh at post-16 level including higher education.	
I do, however I do not feel that the county can support what they are trying to do and give our children a good education.	The Council notes the comments of support for the plan. In Ceredigion there is a dedicated and specialist team of staff supporting school leaders, teachers and teaching assistants to deliver first rate education and resources in both languages.
Children (and parents) need to be encouraged to continue with their education through the medium of Welsh.	The Council notes the comments of support for the plan.
In Welsh yes. In English no. Ergo bilingually, no.	The comment is noted.
The pupils would make progress as they moved along a planned linguistic continuum. However, it would be important to finance the Curriculum for Wales as our staff would need Welsh-medium training and the school would require Welsh language resources to support the linguistic continuum. Welsh medium homework clubs would be a welcome addition to support pupils from English speaking homes.	The Council notes the comments of support for the plan and agrees that schools need a wide range of support to increase the Welsh language provision.
As previously stated, there needs to be clear and purposeful planning for transition that embeds Welsh language as part of the wider educational attainment and wellbeing for all pupils.	As above.
I would note here that secondary school children especially do not use their Welsh beyond the narrow school environment. Something should be done to increase uptake of Welsh secondary provision. But more importantly, young people need the opportunity to use their Welsh outside the narrow setting the schools provide. It would be beneficial if workplaces, youth clubs and leisure activities were in Welsh, so they don't feel the need to switch to English entirely.	What is noted in Outcome 5 of the WESP addresses this. Ensuring pupils to be confident when speaking Welsh and seeing its worth is extremely important. They are then more likely to use the language socially.
The proposed actions bode well in this respect, but they are very difficult actions as they depend on staff being adequately trained to a good standard, and also on changing the attitudes of pupils, parents and teachers. Figures for 2017/18 and 2018/19 end of KS3 First Language and Second Language pupils set a good foundation as 100% of pupils follow one educational pathway or another – no-one slips through the net and is not assessed in Welsh. There are clear plans in progress to develop a linguistic continuum: <ul style="list-style-type: none"> • from the foundation phase through key stage 2 in the more English schools: • expand Welsh-medium KS3 provision • aim to achieve progression in Mathematics and Science at XXXX through collaboration and • ensure full post-16 provision. All of this confirms that a well-developed plan is in place. The modern vision of the target in planning the progress of pupils assessed in Welsh-medium subjects in secondary schools is to be commended; and 'building on the confidence	The Council notes the comments of support for the plan.

<p>of KS3 pupils, supported by county training, extra-curricular support, homework support (development of a county/national level 'app'), language awareness training for staff and year 7,8,9 pupils etc.), with a definite link to the county HYDER campaign.' It is so essential to pursue methods such as an 'app', homework support etc.</p>	
<p>Again, without a solid foundation, secondary education through the medium of Welsh seems highly unlikely.</p>	<p>The Council notes the comments of support for the plan.</p>
<p>The actions are well thought out and provide children with achievable opportunities to become thoroughly bilingual throughout their educational journey.</p>	<p>The Council notes the comments of support for the plan.</p>
<p>A great deal of thought has gone into this work. These actions, if they are adequately funded, along with vital human resources, will certainly ensure this progression. A solid basis is needed in the Foundation Phase, of course, to establish attitude and 'normalise'. The role of the stakeholders is extremely important.</p>	<p>The Council notes the comments of support for the plan.</p>
<p>The National Library of Wales agrees with the need to ensure progression when transferring from one phase of statutory education to another. We are aware of the loss of ground that occurs nationally from a language perspective when transferring from one key stage to another, especially from primary to secondary, and at the end of KS3. We support the actions identified to ensure linguistic progression.</p>	<p>The Council notes the comments of support for the plan.</p>
<p>Ensuring progression from one phase to the other has been challenging for many years and continues to be so. It is good to see that this plan includes clear actions to try and address this.</p>	<p>The Council notes the comments of support for the plan.</p>
<p>In the National Centre for Learning Welsh Survey (August 2021) it was recommended that the Centre and Welsh Government should encompass the process of extending the provision and remit to include 16-25-year-olds that have studied Welsh within the English-medium schools sector. Welsh Government is already committed to implementing this recommendation in the Cymraeg 2050 Action Plan, 2021 to 2026. The Plan includes the following action point: Develop proposals to ensure that young people aged 16-25 are given free access to Welsh for adults courses, so that they can build on the skills they acquired through statutory education, and so that all young people are given the same opportunity to become confident speakers. In its response to the recommendations the Government adds: Currently, only the provision of Learn Welsh lessons for adults over the age of 18 is within the Centre's remit. To ensure that the Centre can play a full part in implementing this policy, we will aim to extend the Centre's remit to include 16 to 18-year-olds. We will discuss the implementation of this policy with the Centre to ensure that other stakeholders from schools,</p>	<p>The Council notes the comments of support for the plan and the details included.</p>

<p>further and higher education sectors are included in the planning. As a regional provider, Learn Welsh Ceredigion Powys Carmarthenshire (Aberystwyth University) is keen to collaborate with local partners to achieve this objective, and we recommend that it would be beneficial to consider these opportunities in the Ceredigion WESP.</p>	
<p>A continuum will ensure that there are no gaps in their development. The importance of the Welsh language across the curriculum.</p>	<p>The Council notes the comments of support for the plan.</p>
<p>The intention to develop secondary schools in accordance with the revised categorisation (WG) is vital so that everything within the system e.g., the Curriculum for Wales linguistic continuum is intertwined, ensuring that the Welsh language is not something marginal in that sector. This again will contribute to the confidence of pupils as bilingual speakers.</p>	<p>The Council notes the comments of support for the plan.</p>
<p>I think there needs to be clear guidance in terms of the percentage of lessons taught in Welsh/English to ensure fairness for the Welsh language from one phase to another.</p>	<p>The Council notes the comments of support for the plan. The 'Guidance on School Categories according to Welsh-medium provision' (Welsh Government) document will provide guidance on what has been noted about the extent of the Welsh language provision.</p>
<p>I return to the same answer. We are at a very dangerous stage for our language, culture and heritage.</p>	<p>The comment is noted.</p>
<p>There is obviously consideration for the new curriculum's clear intentions and a clear plan to develop a linguistic progression structure.</p>	<p>The Council notes the comments of support for the plan.</p>
<p>The tendency in the past is that a deterioration occurs when pupils transfer from primary to secondary. Often, this happens because there aren't enough opportunities for the pupils to use their Welsh every day. If pupils choose to do subjects through the medium of English, then those from non-Welsh speaking homes do not even hear the language to build on the solid foundation they had in the primary sector. Clear guidance is required to ensure that every teacher understands the requirements of the post when teaching through the medium of Welsh.</p>	<p>As above.</p>
<p>Learners and parents need support as educational demands intensify, therefore there needs to be investment in the process and resources.</p>	<p>As above.</p>
<p>With the targets identified in the plan, the County shows an ambitious and attainable commitment to ensure that nearly every child has the same opportunity to follow a rich linguistic continuum by 2025. It would be very good to see this target eventually increase to 100%. The emphasis on collaboration is crucial and combining this with guidance is important – as in the case of policy alignments (such as the Education Document and the WESP). Specifically in terms of the</p>	<p>The Council notes the comments of support for the plan and the comment regarding the expectation to introduce a third language.</p>

Curriculum for Wales, it must be remembered that the linguistic continuum encompasses three languages.	
The outcomes build on the foundations laid in the foundation phase so that pupils aged 7-11 in schools in the Aberystwyth area and New Quay are able to continue to develop their linguistic abilities.	The Council notes the comments of support for the plan.
There is a need to ensure that the primary schools are Welsh-medium and that the secondary schools all increase their use of the Welsh language.	The 'Guidance on School Categories according to Welsh-medium provision' (Welsh Government) document will lead on this.
Is there a need to look at the opportunities following non-Welsh-medium education in year 7? Why offer it at all in secondary schools that are fed by Welsh-medium primary schools?	As above.
In secondary schools, where there is a non-Welsh medium stream, why does this exist where Welsh-medium primary schools feed into those secondary schools? The 3-16 or 3-19 system ensures progression between year 6 and year 7, with children transferring naturally between phases.	As above.
Practicing and developing linguistic skills is important and ensuring enough opportunities to practice those skills is important within and outside the school.	The Council notes the comments of support for the plan.
The 4 purposes clearly state the need to develop confident bilingual speakers – this is the most effective way of doing so.	The Council notes the comments of support for the plan.
There is a need to make clearer plans to ensure that schools move along the linguistic continuum – e.g., ensuring that every Welsh-medium secondary school provides Category 3 education (80% of the curriculum taught through the medium of Welsh) by a specific date.	As above.
There is a need to support children to improve their Welsh language skills – this will, in the long-term, lead to confident children that are happy to use the Welsh language on a daily basis.	The Council notes the comments of support for the plan.
We agree that many of the actions identified contribute to ensuring progression on the linguistic continuum. At the same time, there is room to be more consistent and more ambitious in this area, as follows: - The data presented in this section is less clear than in other parts of the document. The impression is that the targets on page 15 are not ambitious enough, this being confirmed by the consistent level of targets between 2023-26, only 1% increase between 2026 and 2028. Here are some issues in relation to the specific targets introduced on p.13: - If there are targets for increasing the number of pupils transferring from Welsh-medium primary to Welsh-medium	The Council notes the comments of general support for the plan and the details included in the response.

secondary, then they should be in place across Ceredigion, not only in the Aberystwyth area.

- The 7-11-year-old linguistic arrangements for pupils from the listed schools in the second target are not clear. It is unclear whether consideration has been given to the additional support needs of transferring children from those schools to secondary Welsh-medium education to ensure they can catch up linguistically with children that have been in Welsh-medium immersion education up to the age of 11 (and the additional investment involved for the schools). Also, if there is no additional provision to support them, what message does this convey in terms of the worth of Welsh-medium immersion education in primary schools? In relation to this (on page 10) the intention is to establish language improvement support for latecomers at Ysgol Bro Teifi only. Equivalent provision also needs to be planned in the north of the county, and not only at primary level. Changes regarding subject provision in Welsh-medium secondary schools such as Penweddig are vital. Our WISERD research suggests that learning subjects in English (especially subjects such as science and maths which are considered to be of high status) affects pupils' impression of the status of the Welsh language, which means they consider it as being inferior, that contributes to increasing the use of the English language within the school. Such changes should be considered more widely than just Ysgol Penweddig, e.g. Ysgol Bro Teifi. With regard to increasing linguistic progression across the other secondary schools (target 4 on p.13) more specific annual targets could be set to improve linguistic progression. On p.14 there is scope to refer to outcome 4 and more specific subject targets. With regard to planning linguistic development at Penglais Secondary School, further clarity is needed in terms of its true intention, as well as the implications for Ysgol Gyfun Penweddig as a Welsh-medium school. One main question similar to that in Outcome 2: what is the long-term aim? A dual-stream school? The county council needs to be more assertive regarding its aspirations in relation to consulting with secondary school stakeholders in order to meet the requirements of KS3, especially as the national framework is being put in place to enable such reforms. The Reception process is central to enabling and facilitating progression on the linguistic continuum. The council needs to be considerably more confident and proactive here to promote the worth of teaching through the medium of Welsh. There is very little emphasis on this in the current version of the 'Parents Handbook', in the letter from the Principal Education Officer towards the beginning. Generally, as the Council takes important steps to increase Welsh-medium education, the current plans offer a range of various combinations of teaching models. How will parents see and interpret the models? It is important that the council provides clear guidance on the value of the different models, including to what extent each model is likely to develop proficiency in the Welsh language. Careful consideration should also be given to introducing the reforms in a way that does not lead to

<p>reducing the numbers taking part in full Welsh language immersion education in a Welsh-medium setting, namely the recognised model.</p>	
<p>The actions clearly identify what steps need to be taken to ensure progression. I feel that categorising schools according to Welsh-medium provision will provide clarity, especially to parents and the community.</p>	<p>The Council notes the comments of support for the plan.</p>
<p>Provision up to the age of 7 is valuable but if there is no KS2 provision at the same school it is unlikely that parents will move their children to continue with Welsh-medium provision. Is the statement about ‘building on the foundation laid in the foundation phase’ strong enough? Is there a way of ensuring a KS2 Welsh language stream in these schools and supporting this through collaboration between schools, building on the strengths already present in the sector? The targets are unclear for transference to secondary in the Aberystwyth area – is the 2024 target an error? We agree with the need to set challenging targets for the area but similar targets need to be considered outside Aberystwyth, with pupils being able to cross the boundary to receive English-medium education outside the county. Completely agree with linguistic progression in the sciences and mathematics for Ysgol Penweddig but we are unclear on the purpose of the reference to Ysgol Penweddig with the county’s dual-stream schools in the general statement about linguistic progression in other subjects. There is no reference to Ysgol Bro Teifi here and we think Penweddig and Bro Teifi should be treated in similar ways during secondary discussions. The process notes the need to consider the language category of Penglais, but this process needs to take place alongside consideration of other schools sharing or bordering the same catchment area.</p>	<p>The Council notes the comments of general support for the plan and the details included in the response.</p>
<p>Progression is essential.</p>	<p>The comment is noted.</p>
<p>It is vital that children’s language skills develop as they themselves develop during their educational journey to becoming young adults. Maintaining both verbal and written expression in order to convey their ideas, experiences, opinions and analysis of the world around them in both languages is crucial to being bilingual adults, making independent decisions based on a complete set of language skills.</p>	<p>The Council notes the comments of support for the plan.</p>
<p>Following a ‘definite linguistic continuum’ ensures that the pupils aim to ensure Welsh-medium education continuity and progression. The actions identified certainly complement progression and are positive steps in the right direction to create a million Welsh speakers by 2050.</p>	<p>The Council notes the comments of support for the plan.</p>
<p>The outcome is ambiguous as it doesn’t refer to any measurable target. This is contrary to the Rapid Review of Strategic Plans in Education published recently by the Welsh</p>	<p>The comments about progression and other details in the response are noted. The ‘Guidance on School Categories according to</p>

<p>Language Commissioner. However, we see this as one of the main issues so we welcome the attention to it and call for greater measures. The statistics in the document are heartbreaking. Only a third of pupils studying at least 5 GCSE subjects through the medium of Welsh and about a quarter studying A-level through the medium of Welsh. This seems very strange when considering that 73% of pupils study Welsh as a first language at GCSE. This perhaps suggests that about half of all pupils possess the linguistic skills to study their CGSE subjects through the medium of Welsh but choose not to do so. For this more steps are needed to ensure progression with regard to Welsh-medium education. Amongst things not discussed as far as we can see, is the need to reach out to parents to disperse the image that subjects need to be studied through the medium of English if a pupil wants to go to university. Also, the workforce needs help to achieve the objectives. We would like to see every school in Ceredigion being a Welsh-medium school, or at least mainly Welsh-medium in the case of secondary schools, by 2032.</p>	<p>Welsh-medium provision' (Welsh Government) document will lead on this.</p>
<p>Plans need to be made clearer to ensure that schools move along the linguistic continuum. For example, a definite date could be set for ensuring that all secondary schools fed by Welsh-medium primary schools provide Category 3 education (80% of the curriculum taught through the medium of Welsh), and a definite date for ensuring that all primary schools provide mainly through the medium of Welsh up to 11 years of age. Also, more extensive targets need to be set for schools to provide high level academic subjects, such as STEM subjects, modern languages, psychology, etc. through the medium of Welsh in all secondary schools, to encourage more young people to continue with their higher education studies through the medium of Welsh. This is essential in creating a bilingual professional workforce as the work of Huws (2011) suggests. Targets should also be set for providing more vocational qualifications extensively through the medium of Welsh for young people who are not, necessarily, going on to higher education, but following workplace training in key areas such as care, agriculture, education, hospitality and leisure. In addition, recent research by Aberystwyth University School of Education, undertaken for Welsh Government, shows that further consideration is needed on how Welsh-medium schools communicate with non-Welsh speaking parents, especially regarding academic issues. There is a lot of good practice but there is room for improvement and further development of the relationship by making the dialogue more effective and also through better use of techniques such as translanguaging. By improving communication with parents, especially non-Welsh speaking parents, it is hoped that more of them will continue to choose Welsh-medium education for their children as they move from one educational phase to the next.</p>	<p>The comments about progression and other details in the response are noted. The 'Guidance on School Categories according to Welsh-medium provision' (Welsh Government) document will lead on this.</p>

It is about time that the linguistic skills of all of Ceredigion's pupils followed the same standards.	The comment is noted.
I believe that the Curriculum for Wales is essential to the task of getting a million Welsh speakers by 2050.	The comment is noted.
Pupils need to continue to learn in the Welsh language when transferring because they are still in education.	The comment about progression is noted.
The plans mean that every child has the opportunity to become completely bilingual. It helps to develop their confidence.	The Council notes the comments of support for the plan.
The plan gives every child a better chance to develop successfully along the linguistic continuum. It is difficult to learn a language 'sporadically'.	The Council notes the comments of support for the plan.
Retention and support of pupils within the Welsh-medium sector is particularly important and is one of the cornerstones of the Government's targets. There is a need to provide opportunities for families to choose Welsh-medium provision as early as possible and for that provision to be conveniently available to ensure solid and continuous progression during every educational phase. It is commendable that at the heart of this plan there is an attempt to remove the barriers that hinder it. It is good to see that the traditional move towards the English language between KS2 and KS3 is reduced. We note however that there are gaps in the latest statistics and consequently it is difficult to know exactly what the current situation is. That is a basic weakness when trying to get a clear picture of the latest situation.	The Council notes the comments of support for the plan and the further concerns included.
There is a need for clear and measurable targets within this plan's lifetime that will move the schools along the linguistic continuum and increase the range of subjects taught through the medium of Welsh at individual schools. We suggest that a specific policy should be drawn up to maintain and reinforce linguistic progression across the education phases at all schools. There is considerable work to be done in this outcome, to maintain and build on the solid foundations planned for the Foundation Phase. Failure to do this would undermine any efforts made in the earliest years.	The Council notes the comments and the further concerns included.
It would be good if Ceredigion County Council could build on the commendable vision it has for the Foundation Phase with a vision that is as ambitious for the secondary sector. Although this section contains useful information and constructive proposals, we feel that more detail is needed to plan confidently for progress and measure that progress. For example, in terms of data, it would be useful to know what the transference rates are between KS3 and 4 (to some extent), and between KS4 and 5 (especially) as well as the figures between KS2 and 3 presented in the draft Plan.	The Council notes the comments of support for the plan and the further concerns included.

<p>We greatly welcome the intention to improve the linguistic progression in relation to: Mathematics and Science at Ysgol Penweddig, subject areas delivered in general in the county's schools, and the planning of Ysgol Penweddig's linguistic development during the Plan's lifetime. It would be good to see an ambition in this section that is compatible with the ambition of the previous outcomes, and definite proposals regarding moving the county's secondary schools forward along the linguistic continuum, and specifically in relation to the proposed linguistic categories. It is unacceptable that there are so many transition points where the linguistic skills of the county's children are slipping backwards. We do not want to see the authority's progressive work and vision in the Foundation Phase being undermined by the lack of action or targets and definite intentions in the key stages that follow. For that reason, we ask for more detail in this section.</p>	
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<p>Comments that generally disagree with the objectives</p>	<p>Ceredigion County Council Response</p>
<p>Taking away parents freedom of choice, all children deserve to be taught in a language they understand.</p>	<p>See previously (as well as Outcome 1 and 2).</p>
<p>I believe the way schools are now are good. Children and young people should be able to decide if they want to go to a Welsh school or English school and not be forced or brainwashed into thinking otherwise. It is their life and they should be able to choose what they want to speak.</p>	<p>See previously (as well as Outcome 1 and 2).</p>
<p>You are not accepting the choices we make as parents when choosing nursery and schools. I am concerned for my children's mental welfare if you enforce these changes. It should be the child's choice in secondary school if they wish to continue to learn the Welsh language.</p>	<p>See previously (as well as Outcome 1 and 2).</p>
<p>I disagree due to the fact we have so many people with different cultures and languages living in our area, and many of them having some or little English, let alone Welsh. Also children with additional learning needs whose parents only speak English, I strongly feel these people should have a choice, but even so I feel they should learn bilingually through Welsh and English, just not Welsh only.</p>	<p>See previously (as well as Outcome 1 and 2).</p>
<p>If children are taught bilingually then they will have full choice when transferring to the next stage of education as to which language medium to learn through and which educational setting they wish to attend.</p>	<p>See previously. The term 'bilingual' is sometimes used to describe the provision in some of Ceredigion's schools. This is misleading. In mainly English-medium schools where the Welsh language is taught as a second language, pupils who become bilingual are a rare exception i.e., fluent in the Welsh language and</p>

	English language. Therefore 'bilingual' would be a more appropriate term to describe Welsh-medium schools, where every pupil attending the school becomes bilingual i.e., fluent in Welsh and English.
No, I think it forces them into a continuum rather than encourages them to want to learn, express themselves, and enjoy using the Welsh language.	See previously (as well as Outcome 1 and 2).
Parental choice should either dictate or be the key factor in educational continuums, not unrepresentative, poorly managed and led councils.	See previously (as well as Outcome 1 and 2).
I agree. However, I think there is definitely scope for a more gentle approach rather than complete immersion. I strongly believe that there should be a choice in the language provision available and to keep an Excellent English-medium school available would be the way forward. The plan states that currently 72.9% of Year 1 children are taught through the medium of Welsh but 42.9% of the population of Ceredigion are Welsh speakers. Therefore the schools of Ceredigion are already way above the general population. Aiming to have 100% Welsh-medium educational provision would alienate more than half of the population (possibly more as these are the percentages of the whole population not just the families).	See previously (as well as Outcome 1 and 2).
No – it will create a muddled and confused progression for the pupil. Children in English medium schools will, predominately, be either be from English or other non-Welsh speaking backgrounds and households up to the age of 3. They will then move from English (or another language) to Welsh, and then back to English, which is not a clear pathway or linguistic continuum. My wider concern is this policy will, in time, be used to erode English language provision further up the education chain. This is both morally wrong and legally dubious, since Wales has 2 first languages. Citizens of Wales have the right to be educated in either language. To remove this right of choice in the early years legally unsound.	See previously (as well as Outcome 1 and 2).
This incremental introduction of the policy negates the concept of choice of language of education at every further stage, as the word 'continuum' implies.	See previously (as well as Outcome 1 and 2).
I think it would be too challenging for pupils who come from an English-speaking home or those whose first language is neither Welsh nor English. If pupils are forced to learn Welsh at 3 then they are likely to dislike it going forwards into subsequent years.	See previously (as well as Outcome 1 and 2).
Children who are forced into Welsh-immersion classrooms with no support for the language at home will never become truly fluent in the language; therefore, secondary school education through the medium of Welsh becomes harder still.	See previously (as well as Outcome 1 and 2).

<p>Unfortunately, by this time, the damage has been done, and secondary school education through the medium of English might prove equally challenging.</p>	
<p>There are a wide selection of Welsh speaking schools in Ceredigion, and an extremely limited number of Welsh medium. By removing the only English options you are taking away people's right to learn education in their first language. You are taking away people's choice, when it is already limited. This proposal has made myself and my family think seriously about whether Ceredigion is a place we can live long term, if our kids will be unable to learn there first language until they are 8 years old.</p>	<p>See previously (as well as Outcome 1 and 2).</p>
<p>No. Even if schooled in Welsh, students from non-Welsh speaking homes will be more confident learning in English and some who have chosen Welsh language primary will choose English secondary because of their own needs, aspirations or desire to attain more English academic experience.</p>	<p>See previously (as well as Outcome 1 and 2).</p>
<p>Pupils can follow a clear linguistic continuum without being in a WM school as long as the teachers of Welsh were all enthusiastic and good enough (many at the moment, are loath to teach Welsh as a second language and are critical of Welsh learners), and there is a positive Welsh ethos in the school. By limiting choice and encouraging or making pupils go to a WM school, you are like to build resentment in some of the pupils and their parents which will act against progress being made in language skills and use of Welsh in everyday life. If the English medium secondary school in Aberystwyth is reduced in size, you are reducing the element of choice from pupils in Ceredigion to the detriment of their academic achievement, mental health and life chances. Many parents are very happy for their children to learn Welsh and become bilingual in Primary School, but do not want their children to continue their Secondary education, where vocabulary becomes specialised and the full development of ideas is best in the mother tongue, through the medium of Welsh. There is little economic value in studying specialised subjects in Welsh if it is not your mother tongue, and again, it is the more deprived children and those of lower ability who will be disadvantaged. Yet another problem is the provision of suitably qualified teachers. Asking people to learn sufficient Welsh in two years to be able to teach through the medium of Welsh, is unrealistic. Many people I know who are fluent in conversational Welsh say they would not be confident to teach in Welsh. If you run down the English medium school with the resultant loss of teachers, you are likely to weaken the 6th form teaching significantly, reduce the range of subject offered and no longer have as many young people going to the best Universities. Again, this is not fair as it limits life opportunities and is likely to influence negatively the decisions of people who are offered jobs here and who add considerably to the life and culture of Ceredigion. The amount of money required to implement even some of your plan</p>	<p>See previously (as well as Outcome 1 and 2).</p>

<p>properly is considerable and you should ask yourself if it is a good use of the limited resources you have, as you already fund secondary school pupils much less favourably than they are in England.</p> <p>You are more likely to increase the ability of people in spoken Welsh and their willingness to use it in everyday life if you encourage them rather than coerce and in effect bully them. This means you should allow them to make a completely free choice as to the medium of their secondary education and support the schools equally. The well being and life chances of all children should be respected without discriminating on the basis of ability in the Welsh language.</p>	
<p>As noted above I currently see little evidence to indicate that there needs to be an increased in Welsh medium provision in primary education in Ceredigion. The vast majority of provision available to children and families is Welsh medium therefore I believe there is no need to increase Welsh medium provision. I believe that the proposed changes limit choice for children and families and as a consequence potentially make Ceredigion a less attractive county for families who are non-Welsh speakers to move to for work. At a time that there are significant problems with filling keyworker work roles in the county I believe that any measure that may put off families from moving to the area has potential to be detrimental to the provision of key services in Ceredigion. Likewise I have reservations in respect of the benefits to children of secondary bilingual education especially in promoting that GCSE's and A Levels are taught through the medium of Welsh. If students leave their secondary education with Welsh medium A Levels I fear they may be at a significant disadvantage should they wish to pursue some key subjects at Higher Education whether this is elsewhere in Wales or in the UK generally. This especially applies to STEM (Science, Technology, Engineering and Maths) subjects. Ceredigion is enriched and benefits from both inward and outward migration. We should want young people to be able to leave Ceredigion and study anywhere in the UK or the rest of the world and then be able to return to Ceredigion in the future when they are at the point of starting their own families. I am concerned that through promoting Welsh medium A Levels students will be impeded in the academic progress and the options available to them will be limited shutting down the enriching experience of studying life outside Ceredigion to them.</p>	<p>See previously (under Outcome 1 and 2). The Council does not agree with the opinion that pursuing the sciences through the medium of Welsh creates academic difficulties or shortcomings when moving on to further education. More Welsh university courses are available in the Welsh language through Coleg Cymraeg Cenedlaethol. If a pupil decides to study in a university somewhere else on these islands then the fact that they are bilingual means they can transfer their skills from one language to the other and they have the option of doing so. They have two languages rather than one. This argument is often used to hinder developments in bilingualism and progress in Welsh language education. There are examples of pupils from France who are/have studied the sciences in French in their schools coming to universities on these islands and studying complex areas such as 'Artificial Intelligence' in English. Learning through French has not therefore been a hindrance to them. We agree with the hope that young people will return to Ceredigion to settle once more having pursued further education outside Wales. On returning, they will hopefully see the importance of both Welsh and English within that society and feel proud to have had the opportunity to be confidently bilingual.</p>
<p>A linguistic continuum is already available to Welsh speaking children through the choice of WM primaries and secondaries. I'm afraid that what the plans do is deliberately disrupt the linguistic continuum of English speaking children. I have grave concerns about the proposals more generally.</p>	<p>See previously (as well as Outcome 1 and 2).</p>
<p>Well yes, there would be a continuum, until the age of seven. Then parents would still have a choice as to whether their child would benefit more from a Welsh- or English-medium.</p>	<p>See previously (as well as Outcome 1 and 2).</p>

All this plan does in this regard is delay the choice from age 3 to age 7.	
I believe basic Welsh is an advantage in nursery schools but not fluent Welsh.	See previously (as well as Outcome 1 and 2).
It does say that, but a bilingual education would be more beneficial as recent research has shown (Bangor University). So if we want the best for our children then the science should be followed. Children will fall behind in their education. Not being taught to read or write in English will delay them so much that when they get to secondary school they will already struggle trying to still adapt to English. I still think bilingualism is important.	We are unsure which report is being referred to here. From what we understand, Bangor University considers 'bilingual' in line with what has been previously noted rather than pupils learning Welsh as a second language. In a 'Language Gained' (A Study of Language Immersion at 11-16 years of age – Bangor University) the preface notes the following: If politicians and education administrators are serious regarding the stated aim of bilingualism becoming the norm in Wales during the present century and if they wish to see all the children and young people of Wales being presented with an equality of opportunity to develop bilingually, then the Welsh language (as well as English) must become a real medium for delivering education in other subject areas throughout Wales.
Yet again, this risks the migration of parents from Ceredigion to other areas where this 'proposed' action would not be an issue, as there would be a small percentage of schools still available to them that are happy to teach in English.	We do not see why learning another language and being bilingual is a reason for anyone to leave Ceredigion.
What about the children who need help with their English?	See previously (as well as Outcome 1 and 2).
It represents a clear anti outsider mentality.	Being bilingual is something we would hope everyone would be proud of. Neither Welsh (or English) belongs to one section of the population. Both languages belong to everyone here and all who choose to come here to live. We welcome everyone to our county.
Welsh in some schools should continue to be taught as a second language.	See previously (as well as Outcome 1 and 2).
BUT, pupils will continue on their linguistic progression, even if it as Welsh as a second language.	See previously (as well as Outcome 1 and 2).
You have only planned for language centres in Aberystwyth and Llandysul - what about the rest of the county? That is an extremely long journey for some pupils. EM pupils who move to the county in Year 7/8 will have lower academic results as they will have missed out on the normal curriculum in order to receive Welsh immersion.	See previously (under Outcome 1 and 2). The support and provision for latecomers would be very similar to what occurs now. It is responsive support, depending on the child's situation and is sensitive to their needs. These sessions are provided at the primary centres at Felinbach and Cardigan.
I believe that all language skills are important. Welsh is a beautiful language and of course this should be learnt and preserved but we are trying to give our children the best possible education, support and confidence for life. Hopefully	See previously (as well as Outcome 1 and 2).

<p>the world will be their oyster and statistically their chosen jobs/careers will be in English if they stay in the UK and possibly other languages if they go abroad, but not Welsh.</p>	
<p>It will ensure kids do speak Welsh. But that will compromise their English language skills, which in future will put them at the back of the queue for any jobs especially if they choose to move to England, they'll end up being unemployable by big companies and governments with poor English literacy.</p>	<p>See previously (as well as Outcome 1 and 2).</p>
<p>Children who are engaged with learning are more likely to thrive in all subjects including languages. I believe the proposed changes will leave many children frustrated, confused and disengaged with learning.</p>	<p>We agree with the first part of the comment. However, there is no evidence that learning through the medium of Welsh (more than English or any other language) leaves children frustrated, confused, and causes them to be disengaged with learning. Good teaching and learning are crucial, whatever the language medium.</p>
<p>Probably, but linguistic continuum should be both English and Welsh.</p>	<p>See previously (as well as Outcome 1 and 2). What is being proposed is a continuum of provision, a continuum of progress is important in every language as identified in The Curriculum for Wales.</p>
<p>No, the actions suggested does the opposite, it creates a disjointed language education path. The majority of pupils in English medium schools will have had either English or another language as their dominant language up until the age of 3 (hence they are not in a Welsh medium school), then the proposal will give them only Welsh in the age from 3-7 and then move to bilingual from the age of 7 onwards. This path does not create "clear linguistic continuum" for neither English nor Welsh.</p>	<p>See previously (as well as Outcome 1 and 2).</p>
<p>These questions! As a social scientist trained in producing questionnaires, I can tell you you aren't really interested in learning anything that doesn't confirm your already preconceived decision/goal. You are concrete only about measures up to the age of 7, then quiet on ages 8-11 and then have some more vague plans for after the age of 11. But anyone who can read policy documents sees that the plan is to phase out English medium education altogether at all stages in Ceredigion, starting from the foundation phase and continuing throughout all other stages. Why are you then asking us whether we think these actions ensure that progression? They are too vague for any of us to judge whether yes or no, but your final goal is clear, you do want linguistic continuum from start to finish. The public is not to be asked about methods, the public should decide about goals. These questions are not asking about goals the least.</p>	<p>See previously (as well as Outcome 1 and 2).</p>
<p>The proposed actions go directly against the idea of a clear linguistic continuum. Until age 3, at least some children will be in childcare settings where they will not be exposed to Welsh. They will then be put into Welsh-only educational settings between ages 3-7, and some will eventually move to English</p>	<p>See previously (as well as Outcome 1 and 2).</p>

<p>language settings. That is not a continuum by any definition of that word. The planned actions will also do away with the possibility of a clear linguistic continuum for those moving to Ceredigion and for those who would move away from Ceredigion.</p>	
<p>There is no consideration for parents, many don't speak any Welsh and won't be able to guide and help their children academically.</p>	<p>See previously (as well as Outcome 1 and 2).</p>
<p>The curriculum for Wales clearly states: "Schools will need to consider the Welsh achievement outcomes most suited to their learners." "Settings and schools will need to plan for learners' progression in both Welsh and English, and in international languages." I see nothing in this plan that even mentions what is most suited to the learners. It is clearly what is most suited to the council.</p>	<p>See previously (as well as Outcome 1 and 2).</p>
<p>I am writing on behalf of the XXXX School Governors, with their full knowledge and support. We are extremely concerned about the Council's proposed plans for Welsh-medium (WM) education in Ceredigion, in particular about the extremely short time scale that you have set to achieve this, and we believe that you have not fully considered the consequences the proposed changes will have if carried out as described. The Outcome 3 target to increase the proportion of pupils transferring to WM secondary education to 90% within 4 years "in the Aberystwyth area" can only mean an increase in the number of children attending XXXX and a concomitant detrimental reduction in those attending XXXX. This would result in a significant decrease in school finances and thus a reduction in the number of teaching and support staff at XXXX over the next few years. We understand that a target figure is just an aspiration, but the financial planning for it must occur well in advance, and the increased use of Welsh in teaching younger children is clearly designed to encourage more WM education later. XXXX School already struggles to recruit suitably qualified teaching staff to the area and this will most likely be exacerbated by the dearth of excellent Welsh-speaking teachers, particularly in specialist subjects. This will mean the education of young people in the area will very likely suffer. Aberystwyth is a multicultural community, fostered by the hospital, university and other major employers in the area. Many visiting workers bring their families for short periods, and children of those families benefit from a fantastic education at XXXX School through the medium of English. Reducing the ability of XXXXX to provide that will be a significant barrier to attracting skilled staff when recruitment to the area is already a struggle. We are concerned that the integrated impact assessment that was carried out is flawed in that it out failed to identify all stakeholders who will be affected by the proposal, for</p>	<p>See previously (as well as Outcome 1, 2, 4, 5 and 6). The target and data we believe that are referring to is a reference to those pupils attending Welsh-medium primary schools in the Aberystwyth area and not schools that have been categorized as 'mainly English-medium'. In 2020, 79% of those pupils moved on to secondary Welsh-medium education. As you can see this is a loss of 21% to the Welsh-medium sector and so it is appropriate for the authority and for the purpose of the WESP in Outcome 3 to set out how it will take action to improve. We do not believe that the number of pupils included in this percentage increase would have an adverse effect on the issues raised at XXXX School. Parents will still be able to choose the secondary school for their children at the age of 11 and transport will be provided in accordance with the county's transport policy. The plans to introduce the immersion method and develop the category of existing predominantly English-medium schools in the Aberystwyth area is a process that will be introduced gradually, from one year to another. This means that pupils currently receiving English-medium education will continue to get this provision until they leave the school. The first children to go through the immersion method would be those who would hopefully see the advantages of full bilingualism and would therefore take advantage of the opportunity to develop their linguistic skills throughout their educational journey. Of course, this will take a few years. The Council</p>

<p>example parents and guardians of children of statutory education age in Ceredigion.</p> <p>We are concerned that the Council’s removal of meaningful choice for the language in which children are educated in Aberystwyth directly opposes the aim of the Well-being and Future Generations Act of creating a more sustainable Wales. We agree that the Welsh language and bilingualism are extremely important, but the proposed changes – and in particular the rapid timeline of the proposed changes – will be a significant barrier to social and economic sustainability in the county. There is a need for real choice for the preferred language for children’s education in Aberystwyth; what the proposals will ultimately mean is a choice of Welsh-medium education here, or an English-medium education somewhere else.</p>	<p>has a duty to increase its Welsh-medium provision for the reasons already stated. The Council also has a duty to see linguistic development in every school in accordance with the document ‘Guidance on School Categories according to Welsh-medium provision’. The target noted for XXXX School in the draft WESP 2022-2032 is in response to the likely development as pupils follow the linguistic continuum from primary to secondary schools in Aberystwyth.</p>
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Outcome 4 – More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh

Question 1

To what extent do you agree that what is stated in the actions in Outcome 4 will have a positive impact on learners' ability to study for Welsh language qualifications and subjects through the medium of Welsh?

Question 2

To what extent do you agree that the actions support all the children and young people of Ceredigion to develop as ambitious, capable learners who can communicate effectively in different forms and settings through the medium of Welsh and English?

Comments of general support for the objectives but which also propose further considerations	Ceredigion County Council Response
It is important that young people are aware of the importance of being able to speak Welsh in most workplaces in Ceredigion, or the advantage that being bilingual brings to them in Ceredigion. Subjects being delivered through the medium of Welsh can only improve their prospects of being a fully bilingual adult.	The Council notes the comments of support for the plan.
Ceredigion's Policies and Wellbeing Plan (Wellbeing of Future Generations Act) state that English and Welsh have equal status, so there should be no monolingual education in Ceredigion.	The Council notes the comments of support for the plan.
Very important that all children in the county have these opportunities.	The Council notes the comments of support for the plan.
Qualifications in Welsh (as a subject) and subjects through the medium of Welsh ensure more balanced proficiency levels in relation to the individual learner's bilingualism. Qualifications are also useful when continuing with post-16 education and entering the world of work in the view of many employers. Formal qualifications reinforce the bilingual skills acquired along the linguistic continuum and research evidence shows that bilingualism has numerous benefits including cognitive benefits.	The Council notes the comments of support for the plan.
Confidence for children to complete qualifications through the medium of Welsh. Cultivate bilingual skills.	The Council notes the comments of support for the plan.

<p>We believe that our children and young people will become far more confident in a bilingual world. The pupils would gain confidence speaking the Welsh language if immersed in Welsh from a young age. However, there would need to be a wide provision of language schools to ensure pupils coming into the county with no knowledge of Welsh would be supported to develop as ambitious and capable learners.</p>	<p>The Council notes the comments of support for the plan and further comments on the need to support latecomers.</p>
<p>Progression of pupils following language continuum, ensured by a programme of comprehensive support to learners and educators and provision of subjects taught through the medium of Welsh.</p>	<p>The Council notes the comments of support for the plan.</p>
<p>This is possibly the only path described in the document that leads somewhere. Welsh Bacc etc should have a more prominent position in the general school provision. But this also means that Welsh Gov will need to strengthen university provision of subjects taught in Welsh.</p>	<p>The comments about the baccaureate were noted. Pupils receiving Welsh-medium education become bilingual – fluent in both Welsh and English and can use both languages in their future education or choice of career, whether in Wales, England or beyond. There are opportunities to study in Welsh in every university in Wales. These are under continuous development. Coleg Cenedlaethol Cymru, established in 2011, plans and supports Welsh-medium Higher Education across the universities of Wales, working with providers to ensure and develop more Welsh-medium study opportunities for students in Wales.</p>
<p>The list of actions appears to be comprehensive and appropriate. It is difficult to see how the education strategy can go further to achieve this.</p>	<p>The Council notes the comments of support for the plan.</p>
<p>Progression along the linguistic pathway will certainly be crucial as well as funding and human resources. The training support relevant to those involved in the educational journey will offer confidence and encouragement to learners and teachers in their introduction to The Curriculum for Wales. Collaboration between parents, pupils, educators and all relevant agencies within Ceredigion will be a great asset for facilitating, promoting and raising confidence in the Welsh language.</p>	<p>The Council notes the comments of support for the plan and the further comments.</p>
<p>The range of actions outlined appear to target this aspect positively. Further actions are proposed in Welsh Government’s Cymraeg 2050 Work Programme 2021-2026 which may also be relevant. Aberystwyth University may also be able to support efforts to highlight the benefits of continuing to study through the medium of Welsh in higher education. We welcome the aspiration to significantly increase the take up of Welsh as a subject at A Level (first and second language) and suggest that the attractiveness of the subject curriculum is an area to be addressed.</p>	<p>The Council notes the comments of support for the plan and the further comments on the relevance of Welsh-medium A-level curriculum content. The Welsh Joint Education Committee is responsible for the content of GCSE and A-Level specifications and not individual County Councils.</p>
<p>Again, this will strengthen the language and subsequently the provision of services through the medium of Welsh for the authority in the long term.</p>	<p>The Council notes the comments of support for the plan. Being bilingual can obviously be economically and culturally advantageous.</p>

<p>Actions are aligned with WG aims for curriculum. Supported by Coleg Cymraeg provision.</p>	<p>The Council notes the comments of support for the plan.</p>
<p>The actions are in-line with this aim. At the moment, too many children are missing out on Welsh medium opportunities to learn and further their education.</p>	<p>The Council notes the comments of support for the plan.</p>
<p>The range of actions are extensive and creative – it is good to see, e.g., the references to focussing on this throughout the annual Development Plan, establishing a specific sub-committee for Governors, maintaining partnerships with Coleg Cymraeg and Careers Wales etc offering support to unconfident teachers.</p>	<p>The Council notes the comments of support for the plan.</p>
<p>Currently, the percentage studying Welsh-medium at KS5 is low (24%), but by ensuring a successful continuum this should increase. There are plans afoot to target this, and perhaps the most progressive are in the field of pupil and teacher support e.g. human training and funding – language improvement training for staff; a sabbatical course for linguistically unconfident staff; an understanding of the requirements of GCSE qualifications as a result of The Curriculum for Wales and confirmation that one Welsh GCSE is equivalent to one and a half GCSEs. Ceredigion is establishing a committee and meetings for Governors with responsibility for the Welsh language to refine their role and strengthen accountability – this is crucial due to the need for one clear mindset when planning for a school if success is to be achieved, and the person leading on that must have status. Also, a very positive and crucial step is the fact that Ceredigion is appointing a Teachers' Early Career support officer. The support of Ceredigion is also crucial in ensuring pupils' linguistic ability as Ceredigion, through rich and varied activities, can improve pupils' confidence and fluency through experiences and enjoyment. The fact that the county's apprenticeships and jobs note the importance of the Welsh language is also a very important target and will encourage learners to see the value of continuing to develop linguistically in the Welsh language. The fact that real people's experiences are used to share the importance of bilingualism helps Ceredigion's youth develop into ambitious and capable learners by seeing success in real-life examples. Careers/World of Work Fairs held show that the linguistic continuum continues in the after-school world, and that bilingualism offers twice as many opportunities. Also using Coleg Cymraeg Cenedlaethol's 'Tro'r traï mewn trideg mlynedd' (Turning the Tide in Thirty Years') unit as a module for all pupils is an additional tool to ensure learners that can communicate effectively in various registers and settings in both Welsh and English. It is commendable that specific schemes are also available to emphasise the benefits of studying Welsh as a subject for parents and pupils, by sharing WG videos during subject choice evenings, creating their own case study videos; not forgetting the leadership, encouragement and inspiration of Cardi Iaithe and Ceredigion.</p>	<p>The Council notes the comments of support for the plan and the further detailed comments.</p>

Remember that Bangor University has published the results of research on bilingualism, namely that bilingual learners can adapt to activity focus changes and skill changes much easier and quicker than monolingual learners.	
It is noted that you will be “Consulting on changing the category of one secondary school to designation 3 in accordance with ‘School Categories according to Welsh-medium provision’ (Welsh Government).” The name of the school should be identified, or at least the catchment area in question, to make it clearer for readers which school this action refers to.	The comment is noted.
Effective use of the Welsh language as a medium. By following the linguistic continuum every individual will receive appropriate provision.	The Council notes the comments of support for the plan.
It is absolutely necessary to ensure that the Welsh language is contemporary, exciting and attractive and teaching through a language medium excels as a way of learning any language, especially as pupils mature. Solid linguistic pathways are needed to achieve this. The status of the language becomes normal rather than acceptable, creating the option of following a career through the Welsh language. Strongly agree. All monitoring, consultation and information gathering will help to identify the strengths and weaknesses of the provision. Hopefully there will be adequate funding to encourage and support the workforce in their role.	The Council notes the comments of support for the plan.
Develops bilingual pupils.	The Council notes the comments of support for the plan.
Alongside the developments in the other outcomes, we hope the actions will have the necessary impact to enable learners to study the qualifications in question. If pupils are confident in speaking Welsh, take pride in it and see it as a language that is relevant to them in their everyday lives, then they are far more likely to want to study it and gain qualifications in it. We sincerely hope the authority will be able to invest in various ways to support these developments.	The Council notes the comments of support for the plan.
Doing a qualification will ensure that more young people see the Welsh language as something that is necessary for jobs in the future.	The Council notes the comments of support for the plan.
Not sure if the English language needs a boost for people to communicate. There are enough of them here.	There will still be a focus on pupils’ English language skills in the curriculum.
The National Library welcomes the target of seeing more learners studying for Welsh language qualifications as a subject, and subjects through the médium of Welsh. The Library’s Education Service offers Welsh language and bilingual sessions to the primary and secondary schools of Ceredigion and the rest of Wales on various subjects, and it is available to offer support for schools to facilitate access to our collections while developing themes. The Education Service has collaborated with the County Council on projects in the	The Council notes the comments of support for the plan and the other practical comments submitted.

<p>past (e.g., Read a Million Words Festival – Theatr Felinfach, Following the Flame Exhibition, Aberystwyth area schools’ Transition Plan). We would welcome the opportunity to work on a project that promotes a specific theme or activity with all the county’s schools that can help you reach this target in the future.</p>	
<p>There are potential aspects here that are beyond the council’s ability to control but what is outlined puts a plan in place to ensure that as much is done as possible with some innovative ideas. A range of activities are outlined that should help any young person to develop as an effective bilingual contributor to a community – perhaps there could be more emphasis on helping those who do not follow the traditional educational pathway, although there is mention of collaborating with Careers Wales.</p>	<p>The Council notes the comments of support for the plan and the further comments regarding collaboration with partners.</p>
<p>The language needs to be seen as a tool rather than a separate subject. Therefore, studying other subjects through the medium of Welsh is vital. Pupils need to see a real purpose for the language rather than it being the language of Welsh lessons only.</p>	<p>The Council notes the comments of support for the plan.</p>
<p>By making the Welsh language a natural part of daily life in lessons and at school pupils will obviously benefit as they will have the confidence to continue to study subjects through the medium of Welsh. At present, the language standards of Welsh speakers are declining because they adapt their language, assuming that Welsh learners do not understand them. If all children were taught under the same system, they would realise that Welsh learners are often as fluent as they are.</p>	<p>The Council notes the comments of support for the plan.</p>
<p>The best possible resources and learning standards must be ensured. The advantages of learning Welsh have already been noted in previous questions.</p>	<p>The Council notes the comments of support for the plan.</p>
<p>I warmly welcome the emphasis on supporting pupils to study Welsh as a subject. The current percentages are low, and this is a national problem. The Curriculum for Wales should greatly facilitate the opportunity to break down barriers between Welsh first and second language and giving teachers more confidence in their Welsh language skills is crucially important in this respect. This increased confidence comes from fostering positive views towards bilingualism and multilingualism. ‘Language’ should be acknowledged as an attribute that goes well beyond an academic ‘subject’. Increasing the number of subjects studied through the medium of Welsh will surely help in this regard, because as a result, learners will have more opportunities to hear and speak Welsh. Creating opportunities to use language in an extra-curricular context is also essential to becoming effective communicators. It would also be good to see a reference to a third language here, and in that regard, it would be good to see collaboration between the county and the university to</p>	<p>The Council notes the comments of support for the plan and further comments regarding ‘the advantage of bilingualism’, especially in terms of learning other languages and developing cross-cultural qualifications to create a fair and welcoming society.</p>

<p>develop effective multilingual pedagogy. This would be a way of ensuring that pupils and teachers in the county make the most of the 'bilingual advantage' which is often 'under the surface' but when highlighted, can be an aid to learning other languages and developing cross-cultural qualifications – a set of important skills as we pursue the goal of creating a fair and welcoming society.</p>	
<p>To realise these plans, supporting developments in terms of staffing is crucial. Different models of achieving this could be considered, including blended courses. There is a direct link between this outcome and realising Outcome 3 because it is possible to be more specific in a ten-year-plan in terms of targets for assessing qualifications in Welsh across secondary schools. It is difficult to fully evaluate the actions and targets because of gaps in the data etc. There is scope here for more ambitious secondary school targets and also to include specific targets for GCSE/KS4 and AS/KS5 assessments through the medium of Welsh. It appears that the main emphasis is on KS4 and there are no KS5 targets apart from studying Welsh as a subject. Without a sufficient focus on studying subjects through the medium of Welsh at KS5 level, there is a risk that pupils will follow English-medium pathways in various subjects and then decide not to study through the medium of Welsh at higher education, affecting their linguistic proficiency to undertake jobs with complete bilingual confidence in the world of work. As a university, we are used to students that can speak Welsh and have had Welsh language education (including from this area), choosing to study undergraduate modules through the medium of English only and being unwilling to study modules with us through the medium of Welsh. One of the main reasons given is that they had studied A-Level subjects through the medium of English. This means that the final phase of study at KS4 and KS5 is crucial in ensuring that pupils continue to be confident and study bilingually if the vision on page 2 is to be realised: that they are willing to face the world of work by being fully bilingual.</p>	<p>The Council notes the comments of general support for the plan and further comments noting what needs to be realised. Ensuring that pupils are confidently bilingual is one of the plan's main objectives.</p>
<p>Without doubt there is a need to encourage more KS3 pupils to follow subjects through the medium of Welsh and consider dropping the option of following the subject through the medium of English. Our schools should consider increasing the percentage of subjects offered through the medium of Welsh, they should not offer e.g., 'History' instead of 'Hanes' at GCSE. What is needed here is to increase the Welsh provision and reduce the English provision.</p>	<p>The Council notes the comments of support for the plan and the further comments about teaching and learning subjects through the medium of both Welsh and English.</p>
<p>There is a need to offer everything through the medium of Welsh, but are there enough to do so? Every institution faces different challenges.</p>	<p>The Council notes the comments of general support. Outcome 7 addresses the need to increase the number of staff that can teach through the medium of Welsh and Welsh as a subject.</p>
<p>However, this depends on the availability of staff that can teach subjects through the medium of Welsh. Also, take-up of the A2 Welsh language subject is decreasing across Wales –</p>	<p>The Council notes the comments of general support for the plan.</p>

<p>compared to English language A-level which is popular (and possibly more contemporary?) Is there an over-emphasis on archaic material, e.g., conversion from old Welsh? instead of looking at more relevant and modern texts. Our children and young people need to be inspired. The Plan will support secondary schools to increase the number of qualifications that can be studied through the medium of Welsh and at the end of the 10 years the expectation is that 6 of the 7 secondary schools will reach designation 3. Rural schools perhaps face different challenges to urban ones, but the general aim is that our pupils are completely fluent in both languages by year 6. The aspirations and desires of the Authority are very clear.</p>	
<p>Sufficient support and staff skills are needed to be able to provide opportunities to study through the medium of Welsh. There will also need to be a campaign that promotes Welsh-medium choice amongst parents and pupils. With different categories of schools, the opportunities are not equal but if the continuum is successful this should work.</p>	<p>The Council notes the comments of general support for the plan and the further comments.</p>
<p>Offering Welsh language education to all pupils in Ceredigion gives the language status. All pupils in Ceredigion, even most of those from Welsh-speaking homes hear the English language in their daily lives, and their ability and confidence in that language develops, whatever their background. Not so for the Welsh language, not all children have the opportunity to hear and use the language daily, and consequently, they are less confident when speaking Welsh, and this prevents them from developing into bilingual speakers. Offering Welsh language education to all children in Ceredigion is vital for developing the bilingual skills of all pupils in Ceredigion.</p>	<p>The Council notes the comments of general support for the plan.</p>
<p>This looks promising. At present, a number of schools offer a large part of the curriculum through the medium of English, even in dual-stream/Welsh-medium schools, with a large percentage of students changing the medium of their education in science subjects to English before reaching GCSE. Research shows that these students tend to go on to study through the medium of English at University, losing the financial and employability advantages associated with studying part of one's higher education in Welsh. This also encourages emigration by young people from Ceredigion/Wales because they do not wish to take advantage of Welsh-medium higher education. More explicit targets are needed for increasing Welsh-medium provision within schools, especially secondary schools, at the highest levels. Currently, the lack of Welsh-medium provision at this level means that local employers have difficulty in recruiting staff that can work bilingually with confidence. This can be seen in the field of leisure (e.g., children's sports tend to be run through the medium of English), and the lack of Welsh-medium provision available in shops, banks, surgery receptions and other local businesses.</p>	<p>The Council notes the comments of general support for the plan and the further comments. As much as we would like to see pupils attending universities in Wales and see an increase in the number studying further education courses through the medium of Welsh, it is important to note that linguistic proficiency in both languages is the core aim of the plan. Full bilingualism ensures that students have the option of studying wherever they like. If they decide to study in England or Scotland or further afield, we hope they would return because of their roots and their proficiency in both Welsh and English, and that there are jobs available for them to work in Welsh, English or both languages.</p>

<p>If children receive primary Welsh-medium education, they are more likely to continue with Welsh-medium education at secondary school. This appears to be effective at Welsh-medium schools in South Wales. The actions focus on developing bilingualism at different settings. A number of jobs specify that the ability to speak Welsh is an essential or desirable skill. The “Troï'r Trai mewn tri deg mlynedd' (Turning the Tide in Thirty years)” module focusses on the importance of good Welsh language skills when entering the world of work.</p>	<p>The Council notes the comments of general support for the plan.</p>
<p>The link between Welsh-medium education and employment is an important one and the actions noted in this area are clear. Linguistic progression should be explained, encouraged and sold throughout the county's whole processes and within schools, including admission processes. Explaining the purpose of Welsh-medium education to parents and the workforce is important in ensuring everyone's enthusiasm for implementing this plan. The focus on staffing is crucial because this is a problem in all sectors of education. Language development and enhancement support for staff is an appropriate step but more intensive courses will need to be considered in specialist areas, with sabbatical courses of one term only being insufficient for teachers who start with only a little Welsh. Flexible courses that train and then introduce staff to Welsh in the workplace over the course of a year may be necessary for specialist staff. The long-term targets are clear and the actions will ensure that schools attain these. The data on the current situation is not clear therefore it is difficult to assess the targets. However, they do not appear to be challenging enough for the secondary sector, and the lack of quantitative short and medium-term targets will be a problem when tracking progress. With regard to primary sector actions, the effects of these changes should be seen in the early years of secondary education by the end of the plan's lifetime.</p>	<p>The Council notes the comments of general support for the plan.</p>
<p>Learners need to get as many qualifications as possible so that they are confident in speaking Welsh.</p>	<p>The Council notes the comments of general support for the plan.</p>
<p>I would like to offer one further suggestion to the actions identified for Outcome 4, namely a qualitative research project to better understand why pupils (and their families) choose less Welsh (as a subject or learning medium) throughout their educational journey. The aforementioned factors are very reasonable, sensible and comprehensive assumptions. However additional or new factors could perhaps come to light by conducting research in this field, or a particular emphasis on some factors beyond the assumptions. The actions are very comprehensive and take into account a wide range of educational pathways for Ceredigion's children and young people. The actions are also very strong in terms of partnerships and taking advantage of the expertise of other bodies.</p>	<p>The Council notes the comments of general support for the plan and the further comments on the potential research project.</p>

<p>When the foundations are laid and the actions noted in Outcome 4 are developed, there will an opportunity for learners to study towards Welsh language qualifications and subjects through the medium of Welsh. Detailed and ‘manageable’ planning is essential. The recommendations set out how secondary schools can be supported to nurture all children and young people in Ceredigion to become bilingual people. A great opportunity also for parents who want to learn Welsh to do so.</p>	<p>The Council notes the comments of general support for the plan.</p>
<p>The outcome is ambiguous because it doesn’t refer to any measurable target. This is contrary to the Rapid Review of Strategic Plans in Education published recently by the Welsh Language Commissioner. However, we see this as one of the main issues, so we welcome the attention to it and call for greater measures. The statistics in the document are heartbreaking. Only a third of pupils studying at least 5 GCSE subjects through the medium of Welsh and about a quarter studying for A-level through the medium of Welsh. This appears very strange when considering that 73% of pupils study Welsh as a first language at GCSE. This perhaps suggests that about half of all pupils possess the linguistic skills to study their GCSE subjects through the medium of Welsh but choose not to do so. Given that this is the current situation, we do not feel that the content of this document will rectify things. There is a need to be much more radical, setting ambitious measurable targets with clear steps to achieve them. One specific point we would like to raise is that the document mentions the possibility of moving one school up the linguistic continuum within the next 10 years. This is not enough to make a significant difference to the situation. We would like to see every school in Ceredigion being a Welsh-medium school, or at least mainly Welsh-medium in the case of secondary schools by 2032. We are also amazed at the linguistic targets for GCSE level on page 20. Only a quarter of the children will get all their education through the medium of Welsh and a third of the children will get less than 20% of their education through the medium of Welsh. This will not achieve your aims in terms of outcomes and ensuring a new generation of confident Welsh speakers who can also handle a variety of subjects in Welsh. Virtually nothing in this section is measurable and we would like to see far more robust and ambitious measures.</p>	<p>The comments and details of concern are noted. The ‘Guidance on School Categories according to Welsh-medium provision’ (Welsh Government) document will be a guide on increasing the Welsh-medium provision and qualifications going forward. Further details to those noted in the draft WESP would form an annual action plan from September 2022 onwards.</p>
<p>It can be seen that many schools currently offer a large part of the curriculum through the medium of English, even in dual stream /Welsh-medium schools, with a large percentage of students changing their medium of education in science subjects to English before reaching GCSE. More ambitious targets are needed to reverse this tendency. The Plan currently identifies a target of 45% of secondary school pupils studying 50% of their subjects through the medium of Welsh by 2031/32, which means that the majority of pupils will study through the medium of English at secondary level. The university’s internal research shows that these students tend</p>	<p>The comments and details of concern presented are noted.</p>

to go on to study through the medium of English at University, losing the financial and employability benefits that come with studying part of their higher education through the medium of Welsh. For example, data on Aberystwyth University's graduate destinations shows that students who studied at least one module in Welsh are more likely to be in a graduate-level job or post-graduate study 6 months after graduation compared to students who can speak Welsh but have not studied in Welsh, and non-Welsh speaking students. High numbers of prospective students studying through the medium of English at Welsh-medium and bilingual schools in the county have a negative impact recruitment to the university as they are more likely to leave the county and study through the medium of English in universities across the border. 'Welsh-medium recruitment levels are higher from schools in the south-west, south-east and Gwynedd than from local schools. This is contrary to the experiences of Bangor University and The University of Wales: Trinity St David. The Plan mentions Dr Lowri Cunnington Wynn's research (A study of the out-migration and aspirations of young people from Welsh-speaking areas) however it should be noted that the findings of this project are wider than the Plan suggests. Ysgol Henry Richard is one of the case studies in the research, but the results could be applied more generally. Specifically, the experiences of communities where some children go through Welsh-medium education while others go through English-medium education leads to the formation of language groups, with groups that do not have a firm grasp of Welsh being less likely to feel that they belong within their communities, which can contribute to the out-migration of some young people. (see Cunnington Wynn, 2019). One very important aspect that also needs attention is the teaching of Welsh as a subject in English-medium schools. Pupils attending English-medium schools need further opportunities to use the Welsh language outside school and with their teachers. There is therefore a need to train staff in English-medium schools, with more emphasis on developing teachers' Welsh language skills in English-medium schools so that Welsh is a significant part of the teaching and its use an important part of the school's culture. The targets mean that the majority of secondary school pupils in Ceredigion will not have the language skills to work professionally bilingually (Huws,2011). Also, the wider context needs to be considered when promoting Welsh-medium education. For example, use of the Welsh language at home and the level of assimilation of parents in the local community are factors that encourage the use of the Welsh language (see Cunnington Wynn, 2019). Davies (2020:74) notes that bilingualism needs to be valued and celebrated 'beyond the ability to speak two languages, [and] separately to the aspect of facilitating access to employability'. Lack of appreciation and celebration of bilingualism beyond language skills and employability is unlikely to 'embed an appreciation of bilingualism deep in the personality of the learner, making them want to use Welsh more widely (p.74)'. Davies (2020:74) suggests 'The education system needs to go beyond

<p>portraying bilingualism as the ability to speak two languages, doing more than also portraying language laws and standards. A language awareness programme would be a way of spreading this message. Such a programme needs to convey that bilingualism leads to an understanding of a bilingual society and culture, and an experience of living bilingualism. Baker & Jones (1998: p. 54), explain for example, that bilingualism elicits sensitivity to the communication requirements of situations. García (2009: pp. 98–100) elaborates on this by drawing attention to the ability of bilingual people to communicate in a flexible way and stresses its importance within the context of globalisation.</p>	
<p>Offering more subjects through the medium of Welsh is vital, especially practical vocational subjects. There is also a need to dispel the theory that English is the language of science and technology. Studying subjects through the medium of Welsh is not a disadvantage. If anything, it is an advantage.</p>	<p>The Council notes the comments of general support for the plan.</p>
<p>It gives learners an identity and allows them to assimilate into the local area.</p>	<p>The Council notes the comments of general support for the plan.</p>
<p>I feel the plan needs to be much more daring. Looking at the current percentage of KS5 pupils who studied through the medium of Welsh (24%) it would be interesting to know how many studied Welsh as a subject. I would like to see the Council ensure that a range of subjects are offered in Welsh. There is a big problem in terms of the number of STEM subjects offered through the medium of Welsh, especially at KS5 – even at schools that are considered Welsh-medium. It is not enough to state that learners can choose to do a qualification in Welsh if it isn't the language of the class. A fair geographical distribution of schools offering Welsh-medium education in STEM subjects is needed. I believe there are some teachers who could offer this, given time to increase their confidence. This is vital if the linguistic continuum is to be ensured. With the support of Coleg Cymraeg Cenedlaethol many science subjects are offered through the medium of Welsh at Welsh universities, but very few students will choose to take advantage of this if Welsh is not the language of their education at school. I acknowledge that the e-school system will expand the range of A-level Welsh-medium subjects. Care should be taken not to rely too heavily on it, because not every pupil will appreciate the reliance on digital education, and possibly decide to study through the medium of English to take advantage of face-to-face contact with a teacher. Would it be possible to appoint teachers that are masters in their subject areas and able to teach through the medium of Welsh, giving the Welsh language provision some prestige.</p>	<p>The comments and details of concern are noted.</p>
<p>This plan supports children so they can contribute to activities bilingually and mainly to develop the confidence to take part through the medium of Welsh. I am a football club trainer and in accordance with the emphasis of the FAW, I ensure that children can enjoy the game through the medium of Welsh as</p>	<p>The Council notes the comments of general support for the plan.</p>

well as English. These opportunities to ensure that all children can develop the confidence to use the language socially would make this much easier, with all primary school children across the Authority having the opportunity to become fully bilingual.	
These plans are essential to ensure fairness for pupils who want to pursue their education through the medium of Welsh. With more pupils having acquired the skills to access qualifications through the medium of Welsh the provision will increase.	The Council notes the comments of general support for the plan.
It is important that children get the opportunity to develop their skills to do any subject through the medium of Welsh, but that they are also given the opportunity to learn any subject through the medium of Welsh. The plan supports this well.	The Council notes the comments of general support for the plan.
Use it or lose it!	The comment is noted.
Being bilingual is a positive not a negative factor! It provides a foundation for you to learn more languages easier and also opens up opportunities.	The comment is noted.
Unsure. Our reasons are very similar to those we have outlined for Outcome 3 above, including the need for a school- by-school analysis. Also, we know that Further Education does not come under the direct remit of the authority, but we feel that a section dealing with qualifications is not complete without covering this area, and the relationship between schools and Coleg Ceredigion, including any collaboration. There is scope to expand in vocational areas as well. We disagree that the actions support all children and young people in Ceredigion to develop as ambitious, capable learners that can communicate effectively in different forms and settings in Welsh and English.	The Council notes the comments and further concerns included.
Comments which generally disagree with the objectives	Ceredigion County Council Response
It is clear that detailed attention needs to be given to secondary schools in terms of pupils who learn subjects through the medium of Welsh. This is the weakest section of first language education in Ceredigion. Throughout the county just over a half of first language pupils study at least two subjects through the medium of Welsh. This is likely to lead to a loss of linguistic skills. Very low percentages of first language pupils sit 5 or more GCSE subjects through the medium of Welsh. This again is a major weakness. In addition, only 24% of the county's A-level pupils study through the medium of Welsh.	The Council notes the comments and further concerns included.

<p>Taking away parents' rights to choose what language their children are taught in.</p>	<p>See previously (as well as Outcome 1,2 and 3).</p>
<p>My oldest daughter in a bilingual setting was still able to be in top set Welsh in her secondary school and my second daughter is now in top set. They should have a choice to learn through Welsh and English.</p>	<p>See previously (as well as Outcome 1,2 and 3).</p>
<p>How can something forced have a positive impact? It alienates many highly skilled workers who contribute a great deal to Ceredigion and forces those who do not have the financial means to leave the area to learn 100% in Welsh. Many of these families would have been more than happy to support Welsh lessons for their children, but now are faced with not being able to help with homework, arranging translators at parent-teacher evenings and generally feeling excluded from their own child's education. Additionally, some subjects are simply not suited to the medium of Welsh. Working with specific areas in Science and speaking with those who publish their research in Welsh, there are many scientific words, machines and concepts that it is much harder to articulate in Welsh.</p>	<p>See previously (as well as Outcome 1,2 and 3). There is no evidence whatsoever to suggest that the Welsh language is not suitable for the sciences up to a high level. Wales has many scientists at present (and historically) that can deal with the subject matter competently in both Welsh and English. All languages adapt regularly and develop a new vocabulary when faced with technological or scientific change and the Welsh language does this on a regular basis.</p>
<p>As noted above I currently see little evidence to indicate that there needs to be an increased in Welsh medium provision in primary education in Ceredigion. The vast majority of provision available to children and families is Welsh medium therefore I believe there is no need to increase Welsh medium provision. I believe that the proposed changes limit choice for children and families and as a consequence potentially make Ceredigion a less attractive county for families who are non-Welsh speakers to move to for work. At a time that there are significant problems with filling keyworker work roles in the county I believe that any measure that may put off families from moving to the area has potential to be detrimental to the provision of key services in Ceredigion. Likewise I have reservations in respect of the benefits to children of secondary bilingual education especially in promoting that GCSE's and A Levels are taught through the medium of Welsh. If students leave their secondary education with Welsh medium A Levels I fear they may be at a significant disadvantage should they wish to pursue some key subjects at Higher Education whether this is elsewhere in Wales or in the UK generally. This especially applies to STEM (Science, Technology, Engineering and Maths) subjects. Ceredigion is enriched and benefits from both inward and outward migration. We should want young people to be able to leave Ceredigion and study anywhere in the UK or the rest of the world and then be able to return to Ceredigion in the future when they are at the point of starting their own families. I am concerned that through promoting Welsh medium A Levels students will be impeded in</p>	<p>See previously (as well as Outcome 1,2 and 3).</p>

<p>the academic progress and the options available to them will be limited shutting down the enriching experience of studying life outside Ceredigion to them.</p>	
<p>This might increase the ability to study for Welsh language qualifications through the medium of Welsh but at the detriment to other factors of wellbeing. Children should be able to choose themselves, and not be driven by the preference of the council's interpretation of Welsh Government Policy.</p>	<p>See previously (as well as Outcome 1,2 and 3).</p>
<p>All pupils in Ceredigion already are sitting qualifications in Welsh the end of KS4. As for sitting other qualifications through the medium of Welsh, most parents and pupils, whose home language is not Welsh, would see no advantage in this. English is the language of most university courses and most jobs, so it is essential to be fluent in the specialist terms and to be able to express yourself confidently. As previously stated, genuinely bilingual provision is the most likely plan to encourage students to use their Welsh, as they can sit the exam in the language in which they are most confident. Students choose A level subjects for various reasons like interest and career opportunities and are unlikely to choose Welsh just because they can speak it, just as most students don't choose English just because they can speak it. Most students want to score as highly as possible in exams and will resent being forced to do their WBQ in Welsh if they don't feel competent in written Welsh, a lower grade disadvantaging them when applying for university.</p>	<p>See previously (as well as Outcome 1,2 and 3).</p>
<p>There are a wide selection of Welsh speaking schools in Ceredigion, and an extremely limited number of Welsh medium. By removing the only English options you are taking away people's right to learn education in their first language. You are taking away people's choice, when it is already limited. This proposal has made myself and my family think seriously about whether Ceredigion is a place we can live long term, if our kids will be unable to learn there first language until they are 8 years old.</p>	<p>See previously (as well as Outcome 1,2 and 3).</p>
<p>This is taking away the rights of the child, and potentially is damaging for their future. Not every child's future is in Wales. Or specialist subject can be developed in Wales. Do they not count? They are being discriminated against. There are also, as I've mentioned before, children who have ALN, and who are also socially, and emotionally challenged, and will find this really hard.</p>	<p>See previously (as well as Outcome 1,2 and 3).</p>
<p>The language choice (English or Welsh) should be a free choice of the individual, not probed by a Council/Government.</p>	<p>See previously (as well as Outcome 1,2 and 3).</p>
<p>Of course teaching children only in Welsh would lead to them being better Welsh speakers. Only teaching them maths would make them better mathematicians. Children should be</p>	<p>See previously (as well as Outcome 1,2 and 3).</p>

<p>taught Welsh, absolutely. but not at the expense of all the other things they should be learning at that age.</p> <p>It is both unfair and inappropriate for an LEA to dictate that pupils must follow a predetermined exam language route. You will penalise students and put them a huge disadvantage compared to their peers from over the border competing for the same university places.</p>	
<p>Perhaps more kids will choose Welsh language & subject qualifications in secondary school, but this depends very much on individual aspirations, exposure to the language at home & experience of the world at large. You can't force this. Shocking exclusion of people over 65 at the end of this form!!</p>	<p>See previously (as well as Outcome 1,2 and 3). An error occurred at the end of the English language response form. In the Welsh one the box noted 65+ but somehow that symbol went missing on the English language form. We apologise for that.</p>
<p>I will encourage my children to learn Welsh but I do not feel that by teaching them in Welsh from an early age when they are not from a Welsh speaking family will be beneficial in the childs education, that their mental health maybe compromised by the pressures of having to learn and be taught in a language they are not familiar with.</p>	<p>See previously (as well as Outcome 1,2 and 3).</p>
<p>I will have one son who has missed this change and will carry on as appropriate I feel. Then my younger son will have a huge pressure to do all his work in Welsh! Very unfair.</p>	<p>The Council's planned approach is a phased introduction of the plan. It will not affect current school pupils. The first children to access the immersion method would be 3-year-olds, following a further period of consultation.</p>
<p>Again I feel particular children will be at a disadvantage especially if having moved here with only English as a language. I feel these children are being excluded. We have to accept that people move in and out of Ceredigion, especially those who attend university and need the choice to have their children learn through English and Welsh, as many plan to move back to England once finished at uni. I strongly feel this whole plan isn't as simple and plain sailing as it is made it out to be.</p>	<p>See previously (as well as Outcome 1,2 and 3). It is common practice for people to move in and out of many areas. Provision cannot be planned on that basis. The aim is to see bilingual pupils (being able to speak and communicate in both languages) and the role of schools, parents and community in promoting that is very important.</p>
<p>But overall, it is certainly unlikely that communicative efforts will be strenghthend by taking away choice. If this were a truly bilingual policy, it would go some way in strenghtening the update of Welsh and the overall ability for bilingualilism. As it is, it doesnt.</p>	<p>See previously (as well as Outcome 1,2 and 3).</p>
<p>There are a wide selection of Welsh speaking schools in Ceredigion, and an extremely limited number of Welsh medium. By removing the only English options you are taking away people's right to learn education in their first language. You are taking away people's choice, when it is already limited. This proposal has made myself and my family think seriously about whether Ceredigion is a place we can live long term, if our kids will be unable to learn there first language until they are 8 years old.</p>	<p>See previously (as well as Outcome 1,2 and 3).</p>
<p>When it comes to secondary school pupils they will know what language they wish to take forward and to try and force</p>	<p>See previously (as well as Outcome 1,2 and 3).</p>

<p>more to go through the Welsh route is wrong. Allow for choice!</p>	
<p>Please recognise the kids who don't do well with languages, whose parents aren't bilingual and those whose primary language is neither Welsh or English. My other concern is that this enforcing of more Welsh at an early age will put off professionals coming to work in Wales eg in hospitals, National Library, University.</p>	<p>See previously (as well as Outcome 1,2 and 3).</p>
<p>As noted above I currently see little evidence to indicate that there needs to be an increased in Welsh medium provision in primary education in Ceredigion. The vast majority of provision available to children and families is Welsh medium therefore I believe there is no need to increase Welsh medium provision. I believe that the proposed changes limit choice for children and families and as a consequence potentially make Ceredigion a less attractive county for families who are non-Welsh speakers to move to for work. At a time that there are significant problems with filling keyworker work roles in the county I believe that any measure that may put off families from moving to the area has potential to be detrimental to the provision of key services in Ceredigion. Likewise I have reservations in respect of the benefits to children of secondary bilingual education especially in promoting that GCSE's and A Levels are taught through the medium of Welsh. If students leave their secondary education with Welsh medium A Levels I fear they may be at a significant disadvantage should they wish to pursue some key subjects at Higher Education whether this is elsewhere in Wales or in the UK generally. This especially applies to STEM (Science, Technology, Engineering and Maths) subjects. Ceredigion is enriched and benefits from both inward and outward migration. We should want young people to be able to leave Ceredigion and study anywhere in the UK or the rest of the world and then be able to return to Ceredigion in the future when they are at the point of starting their own families. I am concerned that through promoting Welsh medium A Levels students will be impeded in the academic progress and the options available to them will be limited shutting down the enriching experience of studying life outside Ceredigion to them.</p>	<p>See previously (as well as Outcome 1,2 and 3).</p>
<p>I think for a lot of youngsters who only speak English at home it is going to lead to them disliking school and disliking the Welsh language. We have a 3 year old and getting him to enjoy nursery and build his confidence about going has been challenging enough without throwing him into an environment where he doesn't speak the language.</p>	<p>See previously (as well as Outcome 1,2 and 3).</p>
<p>What I'm struggling to get my head around is that the fact the plan keeps talking about the value of bilingualism, and yet the actions seek to impose a monolingual education system. I don't know enough about the rest of Ceredigion, but in Aberystwyth you have a perfect system: people who think</p>	<p>See previously (as well as Outcome 1,2 and 3). It is not the aim of the Council to create a monolingual system.</p>

<p>their children would benefit most from a Welsh-medium education can send their children to Ysgol Cymraeg; those who think their children would benefit most from a primarily English-medium education can send them XXXX. My daughter is currently in Blwyddyn 2 at XXXX and she is receiving a well-rounded education from excellent teachers in a friendly and diverse class of students. She is also learning plenty of Welsh there, which is great - but she's learning lots of other interesting stuff, too. She's getting so good at Welsh now, from her English-medium education, that I have started taking lessons myself so that I can join in with her speaking at home. But I'm doing that through choice; I would take learning much less seriously if I felt I was being forced to. I am also very fortunate to be in the position that I am able to take lessons. Not every child's parents would have the time or opportunity to do that, which would surely put the child at a serious disadvantage if their parents were unable to help with their school work at home.</p>	
<p>I do not believe all parents views are taken into account.</p>	<p>See previously (as well as Outcome 1,2 and 3).</p>
<p>I completely disagree with this. Ceredigion is moving toward teaching purely through the medium of Welsh. This excludes English, means children will be more confident in Welsh than the more useful world language of English. Ceredigion councils decision will divide communities and families in the future.</p>	<p>See previously (as well as Outcome 1,2 and 3).</p>
<p>Teaching the Foundation Phase purely through Welsh will have a detrimental impact on some children's development of English oracy and literacy this will for some pupils have a profound negative impact on their educational journey. The Foundation Phase programme was made to enhance educational attainment and increase equality in education in Wales. The proposed actions are working against the core ideals of the Foundation Phase programme by suggesting the Foundation Phase programme is taught only through the medium of Welsh. For many pupils in English medium schools Welsh is not their native language and education delivered in only Welsh will inevitable be hard to access. There should be a real concern with regards to educational disengagement which should have been addressed/considered in the proposal. The suggested would also lead to a situation where parents can't support their children's learning and will therefore be forced to disengage, disengaged parent is not something any education system should work towards, but work towards the contrary. Engaged parents who feel positive about their child's learning enviroment are crucial in the process of shaping the pupils and their attitude to life long learning and I don' t see that aspect considered in the proposed at anywhere.</p>	<p>See previously (as well as Outcome 1,2 and 3).</p>
<p>As before. You are asking the public only about your proposed methods to achieve the goal you are set on, without giving them a chance to discuss that goal. As a democratic</p>	<p>See previously (as well as Outcome 1,2 and 3). We do not see that introducing the Welsh language within a school setting should be a</p>

<p>community we should be discussing that goal, as it is that which is affecting life as we know it in the county in a significant way -- and as I argue, in a way that is discriminatory to some and disadvantageous for the whole community. Bronglais Hospital is already struggling to recruit doctors -- do you think a new cardiology consultant will come once she learns her children will have to go through Welsh immersion class and then only learn in the medium of Welsh?</p>	<p>barrier to professionals coming to live and work in Aberystwyth and Ceredigion. There are people across Wales that have sent their children to Welsh-medium schools and learnt Welsh themselves. They would surely understand the linguistic nature of Wales and see the advantages of settling in a bilingual society.</p>
<p>The actions in the document go directly against developing ambitious, capable learners proficient in both English and Welsh. Monolingual educational settings this plan aims to develop, despite the lip service it pays to bilingualism, are not conducive to such an outcome. Moreover, a significant number of pupils will be forced to study through the language that neither they, nor their families have any comprehension or knowledge of. That can only affect their ability to become ambitious and capable learners negatively. They will not be able to receive help as and where needed at home. How do the drafters of this document envisage, for instance, that parents who speak no Welsh will be able to help their children developing their reading skills when they will not understand the books children will bring home from school? The proposed actions are also likely to lead to some parents'/guardians' disengagement from those pupils' education because they will not understand the language of instruction. The proposed actions will NOT lead to the achievement of the stated outcomes. Moreover, they will also create new and exacerbate existing inequalities.</p>	<p>See previously (as well as Outcome 1,2 and 3).</p>
<p>No, it won't. While it will increase the level of Welsh speaking in younger children, the focus must be to what extent that increase in Welsh speaking is at the detriment to other factors. It will likely create many children who are less proficient in English because of the impact of English development from age 3-7, as well as having profound impacts on wider learning as well (i.e. extra barriers to access and learning). The foundation phase was set up to enhance educational attainment and increase equality in education in Wales. The proposed actions are working against the core ideals of the Foundation Phase programme by suggesting the Foundation Phase programme is taught only through the medium of Welsh. For many pupils in English medium schools Welsh is not their native language and education delivered in only Welsh will inevitably be harder to access. There appears to be no consideration of these obvious flaws in the proposal, with only broader statements regarding the positives of bilingualism (which are out of context given this is often referring to bilingualism developed in countries which appreciate the need to develop pupils primary language first).</p>	<p>See previously (as well as Outcome 1,2 and 3).</p>
<p>Many children, especially in secondary school, will be put off Welsh because it is being 'forced down their throats'. You may find that instead of promoting the love of and the use of the language in everyday life, you generate much resentment and</p>	<p>See previously (as well as Outcome 1,2 and 3). The Curriculum for Wales places a strong emphasis on oracy and an awareness of Wales's multilingual society.</p>

<p>division amongst young people. You need to persuade them that the effort is worthwhile, which could be very difficult. What a shame..... emphasising fluency in spoken Welsh is the way to go, as that is the area in which Welsh learners are most likely to use their language skills in work and social settings.</p>	
<p>Pupils “to develop as ambitious, capable learners who can communicate effectively in different forms and settings through the medium of Welsh and English”. But not by their own choice as the plan states: “Ensure that pupils studying a first language qualification, who also study the Welsh Baccalaureate, are to be assessed through the medium of Welsh”. So these pupils don’t get a choice to communicate effectively in English as you will “ensure” they will do the Welsh bac in Welsh. Will they be “ambitious” when they realise the best way to ensure you become a headteacher is solely being a “leader in the Welsh medium sector”? Will it support all children to be effective learners in both languages if you have specific targets for increase Welsh medium qualifications or will the schools be pressured to ensure the council meet its targets. Are the targets of qualifications helping the schools develop capable learners?</p>	<p>See previously (as well as Outcome 1,2 and 3). Again, the aim of full bilingualism is to ensure that pupils can communicate, when speaking, reading and writing and making further decisions, in both Welsh and English.</p>
<p>It is predudice to expect all living in Wales to be welsh speakers!!</p>	<p>The Welsh Government’s aim is to see a million Welsh speakers by 2050. Ceredigion County Council sees that it has a role to play in supporting and promoting this aim.</p>
<p>It reduces parents ability to help if not Welsh speakers and may prejudice those pupils that want to continue education in England or elsewhere.</p>	<p>See previously (as well as Outcome 1,2 and 3).</p>
<p>This question is not addressing the wider issue of why Welsh has to be taught as a first language- of what benefit to Britain will this be?</p>	<p>See previously (as well as Outcome 1,2 and 3). Wales has two official languages. Again, the advantage of being able to speak both Welsh and English in Wales is at the heart of the plan.</p>
<p>I think as above it should be bilingual. I have heard many times about the Welsh not and how Welsh children were frowned upon for speaking Welsh instead of English. Is this not the same thing? We must learn not to discriminate and that is the lesson more than anything that I want for my children.</p>	<p>See previously (as well as Outcome 1,2 and 3).</p>
<p>In the sciences English medium books are used even in Welsh only schools. Currently there are few people who can teach to a high level through the medium of Welsh.</p>	<p>Ensuring a supply of suitable Welsh language texts is a matter for individual schools and the WJEC. What is noted about shortage of staff receives further attention under Outcome 7.</p>
<p>I think encouraging Welsh Culture is as important as the language. More should be done with Eistedfod, Welsh music, Welsh sports etc and encouraging other aspects of what it means to be Welsh. A lot of folks who only speak English still feel Welsh; my worry is by focusing on the language it discriminates against those who feel Welsh/born in Wales but don't feel confident speaking Welsh.</p>	<p>We agree that these aspects are of paramount importance. If you only speak English (or any other language) in Wales, that should not be the basis of any prejudice, the Welsh language belongs to all and that is why the council wants children, through the immersion method, to have the opportunity to be bilingual in the future. Encouraging more adults to learn Welsh is also important. Acquiring both Welsh and</p>

	English introduces people to a wealth of wider culture.
It will, but the document fails to identify any impact(if any) this will have .	The comment is noted.
For those who plan to attend college/university in a different Country are less likely to want to obtain further education or complete subjects in the Welsh language but to enrol in a subject that is beneficial to their life choices and career opportunities.	See previously (as well as Outcome 1,2 and 3).
Just because someone is fluent in welsh does not make them more suitable applicant?	An increasing number of jobs, across Wales, ask for the ability to communicate in both Welsh and English. These are often additional skills to the core requirements of those jobs. An employer is unlikely to appoint a job applicant on the basis that they can speak a particular language without ensuring that they are also competent in the core requirements.
It will help welsh speakers speak and write a standardised welsh over a locally wonderfully diverse dialects. Leaving most Welsh speakers I know feeling they are not good enough!	It does not follow that dialect is affected by the immersion method. Indeed, it is a means of introducing 'local' language to pupils who would not otherwise receive it.
It is not clear what the reasoning/justification is for the Welsh language GCSE being equivalent to 1.5 GCSEs. Why is the Welsh language more important than maths or science, for example? Learning bilingually will be better for children than through the Welsh Medium.	See previously (as well as Outcome 1,2 and 3). The changes are in the hands of the joint education committee.
People cant study for something their dont understand!	The whole purpose of the plan is to ensure that more children are able to speak Welsh and English.
Teaching children 7 years and under in Welsh will not necessarily lead them to take Welsh qualifications 10 years later.	By giving children the best start to being fully bilingual the aim is to enable more of them to feel confident enough to study subjects through the medium of Welsh to qualification level.
Again, I agree but Ceredigion is already a strong provider of Welsh language qualifications and subjects through the medium of Welsh.	The logic is seen in the plan and in Welsh Government expectations.
I taught science (up to and including GCSE Science) through the medium of Welsh for 3 years. It is my second language so Ceredigion county council sent me a Gloywi laith course. I learned lots of idioms but nothing subject-specific. It would have been better to have had another WM science teacher as a mentor who could help with the scientific terminology. There are very few GOOD WM science resources available (even on HWB). After spending the whole summer holidays translating my teaching resources into Welsh in anticipation of teaching through Welsh, the translation unit refused to proofread any of my resources. Looking back, several years later I can now spot errors. I am essentially fluent but teaching through Welsh added significantly to my workload. Will you provide more PPA time to teachers to improve their Welsh?	The comments about the sabbatical scheme and the idea of shadowing another member of staff are noted. It is acknowledged that more resources are needed but the situation is improving. Teachers should not use their limited time for the purpose of lengthy translation. Supporting teachers at any time of change is an important matter for the Council.

Teachers should not be expected to attend Welsh courses in their own time as it disproportionately disadvantages women teachers who are more likely to have child care responsibilities.	
WHY???? Surely it is more important that a child is able to sit examinations in the language they are most familiar and fluent in and able to achieve their potential. Utterly ridiculous suggestion.	The comment is noted.
I believe that there are already plenty of opportunities to study for Welsh language qualifications in Ceredigion.	See previously (as well as Outcome 1,2 and 3).
I disagree with the target. I don't see why there is a need for pupils to take exams through the medium of Welsh.	See previously (as well as Outcome 1,2 and 3).
There is no clear causal pathway in the document to explain why this dangerous experiment might have any such positive impact. In fact, the impact might just as well be negative, especially given the disruption to a clear linguistic continuum that will be brought about by the planned actions.	See previously (as well as Outcome 1,2 and 3).
As before. This question is poorly phrases, not allowing to address the goal, just asking about assessment of the method. The qualifications are not addressed to a great detail in the plan.	The comment is noted.
We don't have the staff speaking Welsh to ensure pupils will be able to study for Welsh language qualifications. Are you going to train staff? I have spoken to staff and they haven't been informed of training. What if a member of staff simply don't have the language skills to learn to speak Welsh fluently, TAs and teachers. Could the Gold Command members learn to speak Russian, for example? Are you going to be training or making staff redundant? Would that be legal? Have the unions been involved?	Outcome 7 addresses staffing issues and support in dealing with the Welsh language and learning through the medium of Welsh. We do not consider that the jobs of current teaching staff in Ceredigion's schools are under any threat. The aim is to see an increase in the number of pupils studying for qualifications in Welsh (as a subject) and subjects through the medium of Welsh.
I have grave concerns about the proposals more generally. The plans frequently mention the need for teachers to teach academic subjects through Welsh medium, and this is supported by sabbatical courses to enable language skills. To be able to teach in a language one must be absolutely fluent, and I do not believe that it is a realistic aim for staff to develop sufficient language skills in the short durations specified.	See previously (as well as Outcome 1,2 and 3).
Given that many highly skilled workers, including university educators are now considering leaving Ceredigion, I fail to see how this helps the next generation develop into capable learners.	See previously (as well as Outcome 1,2 and 3).
Welsh language has little to do with provision of ambitious education for ambitious learners when there is precious little in the way of provision in any subject anywhere in the county. Have you seen where the schools and colleges are located and	The comment is noted.

what is glaringly NOT there for them to study, If they can get there on the appallingly badly organised transport system.	
Those struggling learners will be unable to communicate effectively in either language.	See previously (as well as Outcome 1,2 and 3).
Pupils can be ambitious and capable learners through the medium of ENGLISH.	See previously (as well as Outcome 1,2 and 3).
This is all about children learning through the medium of Welsh. It is implying that English is the inferior language. It is creating inequality. The focus should be on making children bilingual and having a solid learning environment.	See previously (as well as Outcome 1,2 and 3).
There is not one ideal system - all learners are different. I have taught in EM schools in Wales, bilingual schools and WM schools. The Welsh of EM learners is often below par, but so is the English of WM students. I have taught Level 3 science courses in a WM school through English and the Welsh first language students would often struggle to interpret what the question was asking - they had the academic ability but were unfamiliar with common English terms. This lead to grades that did not reflect their true academic ability. You may ask, well why not teach the Level 3 course through Welsh? Firstly, there is a chronic shortage of science teachers, let alone science teachers who can also teach their subject through Welsh. Secondly, the students WANTED to study their AS/A-level/Level 3 courses through English as they were aiming for Universities in England or wanted to pursue. Medicine/ Veterinary/ Dentistry courses which are mainly taught through English. The subject I taught mainly (Chemistry) cannot be studied in Wales through Welsh as Bangor University's Chemistry department has closed down. Subject-specific vocabulary needs to be provided in English and Welsh for all lessons. e-sgol does not mitigate the shortage of teachers in practical subjects such as science and lockdown has shown that face: face learning is favoured.	See previously (as well as Outcome 1,2 and 3). The response states that pupils in Welsh-medium education study the sciences through the medium of English and have difficulty with interpretation as they are not familiar with the common English terms. Effective provision will allow terms to be introduced bilingually to enable pupils to make connections between languages. Terms cannot be learnt without the correct scientific context. Pupils should understand terms in whatever language the learning is delivered. What has been stated about university education and the provision of the sciences in Welsh has already been noted.
The English skills of children will suffer.	See previously (as well as Outcome 1,2 and 3).
I think that teaching the English language is being neglected in these plans and that learning in both languages is key to children's development.	See previously (as well as Outcome 1,2 and 3).
If you put Welsh as medium, English won't be used at school as much as Welsh. One has to give room to another.	See previously (as well as Outcome 1,2 and 3).
I dont know if it will be supportive enough, you'll need to help the non Welsh speaking adults!	See previously (as well as Outcome 1,2 and 3).
I think these changes will lead many children to be significantly disadvantaged. As stated above, those children that struggle with reading/ writing and communicating in their native language are not going to benefit from these changes.	See previously (as well as Outcome 1,2 and 3).

<p>Families lack the resources to support their children's learning in both languages. Many families come here speaking English as a second language already. This plan includes no provisions for helping families to support their children at home, which will only lead to frustration, poor learning outcomes, and a failed experiment on our children's futures.</p>	<p>See previously (as well as Outcome 1,2 and 3).</p>
<p>It would improve their abilities but what about the world outside of Ceredigion...is English or Welsh more valuable?</p>	<p>See previously (as well as Outcome 1,2 and 3).</p>
<p>The plan states that all children, without exception, will receive their education through the medium of Welsh. I think this will cause huge difficulties to any children with ALN, children who enter the education system late and children whose first language is not English/Welsh. To spend so much time and resources on Language Centres to ensure children can 'catch up' with their Welsh is misdirecting funds. There is already a shortage of resources and additional support in schools and I think this money could be better spent and targeted. First, children need support in all their learning and this plan is actively planning to restrict a child's accessibility to learning. To state that a school's Welsh Government funding will be dependent on targets to teach through Welsh is very worrying.</p>	<p>See previously (as well as Outcome 1,2 and 3).</p>
<p>I can't see how their English will be improved if they receive their education through the medium of Welsh.</p>	<p>See previously (as well as Outcome 1,2 and 3).</p>
<p>Sure, Welsh only primary will create more Welsh contextual Welsh speakers, e.g. in school, but if anything, I think this could undermine some kids' self-confidence and engagement with their education. Many already struggle with reading, maths, spelling in their first language. Plus, parents w/o Welsh cannot provide as much support.</p>	<p>See previously (as well as Outcome 1,2 and 3).</p>
<p>Not all children come from English-speaking homes, and school may be their main place to learn English. A setting with both English and Welsh elements would surely be more beneficial to those children than full Welsh-medium.</p>	<p>See previously (as well as Outcome 1,2 and 3).</p>
<p>The actions are parochial, will disadvantage children and ignores the benefits of multiply other language skills. Many schools have over thirty languages spoken by their children. What about those?</p>	<p>International research clearly shows that learning a language facilitates the learning of other languages, which is important in Wales as introducing a third language to all pupils is one of the expectations of the Curriculum for Wales. The fact that children are introduced to the immersion method does not ignore their multi-ethnic or multilingual backgrounds. Having a number of languages as well as the Welsh language is something to be proud of in Ceredigion's schools.</p>
<p>Families lack the resources to support their children's learning in both languages. Many families come here speaking English as a second language already. This plan includes no provisions</p>	<p>See previously (as well as Outcome 1,2 and 3).</p>

for helping families to support their children at home, which will only lead to fear, frustration, and poor learning outcomes.	
The proposals will likely enable language use, but I fear that they will severely disrupt the ability of children from non-Welsh-speaking parents to develop into ambitious, capable learners due to the unavailability of parental support for reading and writing during their early years education.	See previously (as well as Outcome 1,2 and 3).
It is not clear from the report what will be done to ensure that they can communicate effectively in English and will have enough education in formal written English that they can choose to go to university outside Wales or succeed in business outside Wales if they want to.	See previously (as well as Outcome 1,2 and 3).
Confidence, ambition and capability in English is at best untouched and at worst diminished.	See previously (as well as Outcome 1,2 and 3).
You need to prove that working through the medium of Welsh is an advantage in the long term for someone to continue further. Show children real life examples, not just videos of what the government want.	The comment is noted. The Council agrees that the benefits of speaking both Welsh and English need to be demonstrated. There are numerous examples of video clips and resources available that show the long-term advantages of bilingualism. The Ceredigion website can direct you to some examples. Welsh Government has also produced similar information.
That's the design of the plan.	The comment is noted.
This question relates to secondary school education, so we do not wish to state an opinion.	The comment is noted.

Outcome 5 – More opportunities for learners to use Welsh in different contexts in school

Question 1

In what way would you see further opportunities for learners to use Welsh in different school (and social) contexts over and above what has already been identified?

Comments of general support for the objectives but which also propose further considerations	Ceredigion County Council Response
<p>It is good to see that the plan acknowledges the importance of creating oppoprtnunities for young people to use Welsh outside the classroom as well as within it. I think opportunities like this help to eliminate any “stigma” that can (at times) be associated with young people who choose to speak Welsh with their friends. Youth clubs, sports clubs etc. Well done.</p>	<p>The Council notes the comments of support for the plan.</p>
<p>Language is based in community. So there would need to be support in the community at a local level to improve the use, adoption and commitment to Welsh. I noticed that Penparcau has the largest number of children in the county, so schools and the community in this village should be a priority for Ceredigion County Council. It would seem like an ideal opportunity to link Llwyn yr Eos School & Y Hwb (the Hub) together to strengthen the Welsh language and tie the community into Welsh Language learning. Better connected cycle routes and footpaths in Penparcau would link up communities and support Welsh learning and speaking. It would be good if there was something like a Pen Dinas Hillfort walk that was in Welsh and supported learning.</p>	<p>The comment is noted and we agree with the principle of seeing Welsh as a community language with local history and connections being fostered within the catchment area of schools to support their increased use.</p>
<p>Enable that all activity in the county to be bilingual (Gofyn yn gyntaf / Ask first. i.e., use Welsh as a default where possible with bilingual staff) University, National Library, commercial partners across the County, e.g., transport, leisure and hospitality,) sign up to a Ceredigion Language Charter that places Using your Welsh as a core aim for face-to-face interactions.</p>	<p>The Council notes the comments of support for the plan and the further comments.</p>
<p>After school sessions could be created for children to increase their Welsh use.</p>	<p>The comment is noted.</p>
<p>There needs to be more clubs for children and young people so they can speak confidently in both languages.</p>	<p>The comment is noted.</p>
<p>Make more use of local universities that provide bilingual outreach activities. Give them a choice. Reward them for using the language. Provide fun and inspiring activities to encourage them to want to use the language. Using not only Welsh, but world culture.</p>	<p>The comment is noted.</p>

<p>It would benefit the programme of activities to note the importance of young people being at the centre of leading and owning as many of the initiatives as possible.</p>	<p>The comment is noted and we agree that young people have an important role in owning the developments.</p>
<p>Aberystwyth University is a long-standing stakeholder and partner and could collaborate on a range of activities. Opportunities include social and cultural activities in partnership with the Arts Centre, the Sports Centre and Music Centre. There may be vocational opportunities linked to work experience and student volunteering which can be designed to bolster confidence in using Welsh. The Old College also promises to be a hub for youth opportunities and will shortly employ a Lottery-funded Youth Engagement Officer. As a Research-led University there may be opportunities for developing research, innovation and knowledge exchange in this and other aspects of the proposals in the WESP.</p>	<p>The comment of support and constructive ideas presented are noted.</p>
<p>We believe that our pupils will be able to play a much bigger role in Catholic life in Wales both in our geographically large Parish and at higher levels (Diocesan and All-Wales). In embracing the Welsh-language and in becoming more educated in the history and culture of Ceredigion, they will become more aware of the diocese's history and cultural identity, and the church's connection with its ancient roots in this part of Wales. Some of our children have, using Welsh, been prominent in important Catholic events in the Diocese of Menevia and have contributed to BBC Radio Cymru programmes. The church offers many opportunities for the public use of Welsh and we can support young people to speak publicly (in formal settings) and to be engaged with a wide community.</p>	<p>The Council notes the comments of support for the plan and the further comments.</p>
<p>The plan identifies a good range of opportunities developed over recent years to promote language awareness and develop confidence to use the language. This is one of the objectives that continues to be challenging and we would encourage working in partnership, continuing to innovate and continuing to invest in these opportunities.</p>	<p>The Council notes the comments of support for the plan.</p>
<p>Socially and in the workplace. Build confidence to discuss matters in Welsh.</p>	<p>The Council notes the comments of support for the plan.</p>
<p>CC music and sports programmes outside school need more attention. We as a family have recently moved back to Ceredigion from Cardiff and the difference in availability of activities for children (CC) outside school is clear. I would like to see the Council, Urdd and Menter Iaith working in partnership to offer a CC activities programme for children and young people (outside school).</p>	<p>The Council notes the comments of support for the plan and the further comments submitted.</p>
<p>I cannot offer anything further.</p>	<p>The comment is noted.</p>
<p>I am completely happy with what is being offered in Outcome 5 of the draft document.</p>	<p>The Council notes the comments of support for the plan.</p>

Giving the Welsh language a social context is crucial in developing bilingualism.	The Council notes the comments of support for the plan.
By speaking Welsh regularly, children/learners would speak it more often socially.	The Council notes the comments of support for the plan.
All Outcome 5 statements are commendable - covering a whole range of experiences and contexts (I would assume)! Excellent! Exceptional vision by Ceredigion. I cannot think of further opportunities.	The Council notes the comments of support for the plan.
A Welsh in Education Promotion Officer has been appointed to lead the 'Language Charter' work. This will naturally underpin attempts to develop the stakeholder's role in encouraging informal and natural use of the Welsh language amongst pupils. With the amalgamation of the Schools Department and Culture Department this provides many extra-curricular and social opportunities to use Welsh outside the classroom.	The Council notes the comments of support for the plan.
<p><u>Confidence Building</u></p> <p>Outcome 5 refers to the Confidence Campaign from September 2022. The National Centre for Learning Welsh is keen to pilot a scheme that places a full-time tutor with one school, or a cluster of schools, in three different areas (similar to the current Ceredigion County Council Work Welsh Tutor scheme) to see if the investment of introducing a Full-Time Tutor to run Welsh at Home courses for parents is a successful model of engaging with a large number of parents. It would be important to choose an area with a high level of non-Welsh speaking parents to ensure the appeal of a Welsh at Home Entry level course. The Centre is also keen to pilot a Confidence Building course for passive parents, following the Welsh at Work Confidence Building model established on the basis of a Bangor University research project. The aim of these courses is to change the habits of passive speakers over a series of 10 two-hour sessions. Learn Welsh Ceredigion Powys Carmarthenshire (Aberystwyth University) would be keen to collaborate with Ceredigion Council to develop plans such as these within the county, to make the most of the opportunity.</p>	The Council notes the comments of support for the plan and what is offered by the National Centre for Learning Welsh.
I welcome every effort to normalise the use of Welsh in everyday life and any effort to help young people understand the dynamics that influence their use of language. Mention is made of the role of 'Language Psychology' sessions e.g and this has great potential in terms of a better understanding of the trials and tribulations and status of Welsh as a minority language. Such an understanding can foster a sense of belonging and embedding that in a school and societal context where Welsh is regarded as a vibrant and relevant language has real potential.	The Council notes the comments of support for the plan.
Understanding that Welsh is a living language that is used daily outside school.	The Council notes the comments of support for the plan.

<p>After school clubs. Urdd Camps. Going out to the community (care homes for the elderly).</p>	<p>The Council notes the comments of support for the plan.</p>
<p>Ensuring that Welsh is seen as relevant to young people's lives is crucial if it is to develop as a language used socially. Linking it with a sense of belonging and pride in an area is extremely important. It needs to be an inclusive and contemporary language that does not lean towards isolated attitudes or narrow forms of Welsh culture.</p>	<p>The Council notes the comments of support for the plan.</p>
<p>Although this has improved there is still a need for more incomers to be able to speak Welsh e.g., support to ensure that even more parents choose to learn Welsh (it is difficult in a small school with no space/staff to hold Welsh sessions for parents during school hours, despite this being the most convenient time and place for parents).</p>	<p>The comment is noted.</p>
<p>Many opportunities for children to do various things through the medium of Welsh; football, rugby, surfing, swimming nature clubs and many outdoor activities.</p>	<p>The comment about varied activities and the importance of outdoor activities is noted.</p>
<p>Many have been named e.g., collaboration with organisations such as Young Farmers, the Urdd and Arad Goch and we would suggest building on those relationships to help strengthen these organisations – also benefitting the development of the language in the community.</p>	<p>The Council notes the comments of support for the plan.</p>
<p>The National Library agrees with the need to provide far more opportunities for learners to use Welsh in various contexts at school. The Welsh language should be promoted in all areas of school life, from the ethos created by things such as signs and language of greeting, to lessons and leisure and play opportunities. We believe it is also important that pupils see the social value of the language, and we welcome the creative opportunities offered to pupils within and beyond school by agencies that come under the County Council's umbrella such as Cered and Theatr Felin-fach, and external agencies like the Urdd, Young Farmers etc.</p>	<p>The Council notes the comments of support for the plan and what the National Library offers to support this outcome.</p>
<p>Using the Welsh language in real situations is essential e.g. in the community/extra-curricular activities/the media. Pupils need to see, directly, how being able to use the Welsh language is advantageous to them e.g., interviews with people who have been through the education system and use their Welsh from day-to-day e.g. a local plumber/business person/office worker i.e. the people who were in their situation a few years before. People who may not have perfect linguistic resources, but use Welsh on a daily basis as part of their work/socially etc.</p>	<p>The Council notes the comments of support for the plan and the further comments presented.</p>
<p>Sports lessons at school. Sporting activities through the medium of Welsh e.g., team games. Various classes held outside school based on the interests of pupils. Due to the current lack of progression many former pupils are reluctant</p>	<p>The Council notes the comments of support for the plan and the further comments presented.</p>

<p>to use their Welsh, consequently we lose some that could be Welsh-medium activity leaders.</p>	
<p>Ensure that conversations are held with young people to see what they would like – be it music, physical exercise, drama, food, travel or environmental projects or volunteering. Learning and using the Welsh language needs to be fun, and young people are best at deciding what ‘fun’ means for them.</p>	<p>The Council notes the comments of support for the plan and the further comments presented.</p>
<p>Details such as the reference to ensuring that all Council Leisure Services staff can speak Welsh are crucial and show that the strategy is inclusive. An initiative such as preparing an UNESCO City of Culture application should also bring opportunities to use Welsh in new contexts; contexts that can widen the pupils’ horizons and instill a love of language and languages through the world of literature.</p>	<p>The Council notes the comments of support for the plan and the further comments presented.</p>
<p>Extending opportunities for pupils to use the Welsh language in different contexts at school is vital. It is very positive that the plan also emphasises social opportunities through the medium of Welsh and there is scope to reinforce this emphasis. Our own WISERD research emphasises how important it is to ensure that pupils who come from non-Welsh speaking homes do not see Welsh as a school language only, and the importance of social activities that encourage use of the language, promoting positive attitudes towards Welsh amongst pupils. In this respect the intention to act within schools alongside developing social opportunities to use the Welsh language is warmly welcomed. The intention to co-ordinate with the Welsh language promotion strategy is crucial. It is also important to ensure adequate funding to support these actions if they are to be meaningful and valuable in terms of influencing Welsh language use and encouraging positive attitudes amongst pupils.</p> <p>To some extent, the ‘where are we now?’ analysis outlines recent relevant policy steps which are positive ones but do not offer an extensive understanding of the nature of the current situation in terms of opportunities for pupils to use the Welsh language, nor does it give a sense of the pupils’ own perspective of these experiences. Some of the bodies referred to in terms of service level agreements (p.22) suggests a lack of strategic focus on promoting and supporting the Welsh language. Although there are some very valuable aspects to current opportunities for learners through the medium of Welsh within the county, e.g., Arad Goch or Young Farmers, it could be suggested that the range of provision here in Ceredigion is more limited and patchier than expected because of the linguistic shift in social and leisure activities and the reduction of activities organised voluntarily, e.g., Urdd departments. Specific Welsh-medium provision is more limited in areas such as sport, play schemes etc. compared to other parts of Wales where Mentrau Iaith have a more proactive role, or where the local authority and clubs (continue to) provide more activities in Welsh. Here are some</p>	<p>The Council notes the comments of support for the plan and the further detailed comments presented.</p>

matters to consider in terms of developing the content of this Outcome:

i) There are many details in terms of actions to be taken on p.23-25. Although some are strategic, others are very specific which may be appropriate for a plan lasting a few years but perhaps less so for a 10-year-plan like this.

ii) From the perspective of various aspects and objectives of language planning interventions, the actions outlined (p.23-35) are a combination that includes data collection to develop better understanding; encouraging informal use of the Welsh language amongst pupils at school; expanding opportunities to use Welsh outside school; building Welsh speakers' confidence; and encouraging positive attitudes towards the Welsh language. Although there is a clear overlap between some of these (e.g., increasing use and impact on attitudes), clearer distinctions between the various aspects could lead to more strategic planning and ensure a more balanced approach in all aspects of the work.

iii) In terms of opportunities for learners to use the Welsh language in different contexts at school, our WISERD research confirms the value of cultural and artistic opportunities in encouraging the use of language and positive attitudes towards Welsh. Due to an increased focus on curricular needs and the associated pressures on teachers, there is a tendency for schools to set aside less time for such extra-curricular activities: choirs, competing at Eisteddfodau and school productions and concerts, especially at secondary school. Considering the value of such activities in encouraging the use of Welsh amongst pupils, it would be worth considering how to support schools to continue and strengthen this sort of provision.

iv) There is certainly scope to increase the provision for children and young people and also to strengthen the co-ordinated approach across the various bodies listed, to be more effective and ensure a more consistent provision, and to be able to respond to the specific needs of different parts of the county. Reflecting the findings of Revitalise's work, it is crucial that the Welsh language is (re-)normalised in those places where children and young people spend their leisure time, e.g., sport provision. As such, we welcome the emphasis on developing aspects of strengthening the Welsh language provision at leisure centres, and encourage other bodies such as Aberystwyth University, that cater for these ages, to offer more Welsh language provision. Also, there is scope to expand the emphasis on developing schemes to increase the confidence of Welsh-medium trainers and opportunities offered by sports clubs through the medium of Welsh. Very successful schemes of this kind have been developed in The Basque Country.

v) A significant aspect in Wales is Welsh-medium popular culture and the Welsh Rock Scene e.g., experiences such as gigs and Maes-B for young people. It is worth taking more advantage of opportunities to use these to promote the Welsh language and encourage socialising in Welsh, especially

<p>amongst older age groups. The Music Project and the possibilities of expanding this further is welcomed.</p> <p>vi) It would also be beneficial to try and map the nature of the provision for different age groups. The tendency is to concentrate more on primary age groups and the range of provision shrinks as young people get older without fully considering the implications with regard to opportunities for young people to socialise and use the Welsh language. In the primary age group, up to the age of 14, there is also scope to give more consideration to opportunities afforded by care and after-school sessions, provided by Mentrau Iaith in other parts of Wales, as a way of expanding opportunities to use Welsh and to help families decide on a Welsh-medium education for their children. Bespoke interventions for older age groups such as 16-18 could be considered during post-statutory education and training. According to our WISERD research, there is a tendency for young people in the sixth form to adopt a more positive attitude towards Welsh at this stage and show more desire to use the language. It can be crucial to positively influence their use of language at this stage which is likely to affect them in the post-18 stage.</p>	
<p>After school clubs.</p>	<p>The comment is noted.</p>
<p>More support for parents who are not fluent Welsh speakers, and events for parents and children to use Welsh together.</p>	<p>The comment is noted. The support of parents and fostering positive attitudes towards learning languages is vital to the success of the plans.</p>
<p>Care needs to be taken with questionnaires about children's use of language, especially sentence formations. Listening to the responses of my children (who are KS2) - from a Welsh speaking household, it is obvious that the questions have not been written correctly to ensure accurate data, the value of the questionnaire and language awareness sessions. My son answered that he didn't think language was important, but on asking him if I removed his language and he couldn't use Welsh at all, he realised its importance. More research is needed when collecting data and perhaps an awareness session so that children take ownership and realize the importance of Welsh. There is work to do here to develop enthusiasm, pride, love and loyalty to the Welsh language – this happens through examples such as the Welsh Not, Trywern etc. but also by showing the success of the Welsh language on the international stage e.g., celebrities, sports. Modern Wales can be more sophisticated and this needs to be shown. I welcome the development of apps and websites but perhaps the aim of the current provision is to cascade information only, rather than developing new content. What about a project to develop Welsh language youtube videos? - video games with individuals delivering these in Welsh etc? What about a project that develops media technical skills – creating videos/sound/editing? My daughter's music instrument lesson is in English – even though she attends XXXX School – this is disappointing. I do not want my daughter to think about music through the medium of English. More</p>	<p>The comment is noted and also the details presented.</p>

<p>work is needed to attract Welsh speaking peripatetic teachers.</p>	
<p>There is good reference to Youth Work and wider youth support services. Youth work in Wales is based on the voluntary engagement of young people as empowered partners. It starts at whatever point young people are in their lives, recognises and seeks to develop and realise their potential, and is committed to equality and inclusion. Youth work operates in a rights-based way, while also helping young people to address responsibilities and requirements placed upon them. Seizing on unplanned opportunities, while also planning opportunities that lie outside formal systems of education, youth work facilitates learning, including towards accreditation or recognition where appropriate. At its core, youth work provides safe environments and supports the development and well-being of young people. Youth work recognises the importance and value of language and culture, particularly that of Wales and the need to promote the use of the Welsh language. Youth work opportunities and experiences contribute to the ambitions of Cymraeg 2050: A million Welsh speakers (2017), by providing more opportunities for young people to learn and use Welsh in social situations beyond the school gate or home. They have an important role to play in delivering on some of the key commitments in A Healthier Wales: our Plan for Health and Social Care (2018), ensuring equity in physical and mental health outcomes by supporting young people to make healthy lifestyle choices and signposting them to support.</p>	<p>The Council notes the comments of support for the plan and the further comments presented. There are various opportunities for young people to use Welsh in different contexts and enabling them to take ownership of the language is vital.</p>
<p>I think you have thoroughly covered all bases.</p>	<p>The comment is noted.</p>
<p>It is important that schools acknowledge their community role and direct their pupils to Welsh language opportunities in the community.</p>	<p>The comment is noted.</p>
<p>Ensure work experience through the medium of Welsh. Developing antenatal classes through medium of Welsh, also the work with preschool establishments is vital.</p>	<p>The comment is noted.</p>
<p>An integral part of the new Curriculum - and previously – to use the Welsh language. The challenge is to maintain “social” use in the corridor.</p>	<p>The comment is noted.</p>
<p>Opportunities like this are an integral part of the Curriculum for Wales. Everything is through the medium of Welsh up to KS2 anyway. The challenges are to use the Welsh language casually – in the corridors, in the playground. It is hard to keep the momentum going with regard to socialising in Welsh.</p>	<p>The Council notes the comments of support for the plan and the further comments presented.</p>
<p>It is a very well-considered plan and offers opportunities for Welsh in different contexts.</p>	<p>The Council notes the comments of support for the plan.</p>
<p>The opportunities noted are extensive but collaboration with organisations such as Cered, YFC etc. should be ensured.</p>	<p>The Council notes the comments of support for the plan.</p>

<p>All before and after school clubs should be bilingual. Unfortunately, many adults running clubs and activities provided by charities or sports clubs don't speak Welsh. More Welsh speaking adults need to be persuaded to volunteer to run clubs bilingually.</p>	<p>The comment is noted and the need to expand the use of Welsh to include clubs and evening activities etc.</p>
<p>Collaborate with external agencies and create an effective rolling programme.</p>	<p>The comment is noted.</p>
<p>As well as enabling all of Ceredigion's pupils to access Welsh-medium education, encouraging more use of Welsh in the community is also needed. As noted, more Welsh-medium childminders need to be encouraged, and also use of the Welsh language locally – in shops (e.g. language charter challenge), and more Welsh language clubs– there are far more Welsh-medium clubs available to children these days, but there is still room for improvement.</p>	<p>The Council notes the comments of support for the plan and the further comments presented.</p>
<p>The activities in the document look very good. However, the Welsh language needs to be normalised, as a language of leisure in Ceredigion, without being restricted to 'bilingual' activities using English as the main language of the group, with only token Welsh being used (e.g. greetings) and occasional use between individuals. More emphasis on using Welsh in the workplace is also needed, as many jobs require Welsh language skills, and young people need to see use of their language skills outside school.</p>	<p>The Council notes the comments of support for the plan and the further comments presented in terms of leisure activities.</p>
<p>There are many opportunities for learners to use Welsh at school, and within the community, as noted in Outcome 5. The Language Charter also encourages learners to use the Welsh language in different situations.</p>	<p>The Council notes the comments of support for the plan and the further comments presented.</p>
<p>Completely agree with the principles outlined here but adequate funding must be secured and these actions supported. The promotion officer's role is crucial but as we resume more normal education the partnerships between education and external organisations must be strengthened and it is pleasing to see many of these being named. The provision needs to be co-ordinated to avoid gaps in the provision. The focus on sport is important, but sports clubs must be included in discussions. Coaching provision through the medium of English at clubs is reflected in the language of pupils on the pitch. The impact of other extra-curricular elements on confidence and social skills must also be emphasised to ensure that non-Welsh speaking parents see the value of the activities.</p>	<p>The Council notes the comments of support for the plan and the further comments presented.</p>
<p>Welsh-medium sports sessions.</p>	<p>The comment is noted.</p>
<p>There is a clear emphasis in this section on the expressive arts and this is particularly appropriate as these areas are explicitly linked to language skills, identity development, response and analysis of the world around us. Emphasis on every kind of sport is also crucial in creating opportunities for children and</p>	<p>The Council notes the comments of support for the plan and the further comments presented.</p>

<p>young people to use their linguistic skills and build a Welsh language identity and sense of belonging. Sport also offers a range of modes of communication (one-to-one, one-to-many, many-to-many, many-to-one) that allow experimental approaches to working in more than one language – and more than two languages – across a population with different levels of language skills.</p>	
<p>The most natural approach is for the learners to hear the language being spoken in the classroom, the corridors, the canteen, the yard etc. Run sessions in the Aberystwyth area similar to those taking place at Theatr Felinfach. Schools in the Aberystwyth catchment area to hold competitions such as football, rugby, netball, hockey, and eisteddfodau against each other. Fun after-school sessions – ‘Chwaraeon Potes’ etc. Welsh language books quiz competition. This has been effective and successful in the past – studying a set book. Schools to complete the Language Charter and go for Gold.</p>	<p>The Council notes the comments of support for the plan and the further comments presented.</p>
<p>Welsh as a language of leisure is one obvious way. But activities in every area through the medium of Welsh are needed. The activities in the document look promising. However, the Welsh language needs to be normalised as a language of leisure in Ceredigion, without being restricted to ‘bilingual’ activities using English as the main language of the group, with only token Welsh being used (e.g. to greet the group) and conversations between individuals. This model has been used in bilingual learning situations within schools and the experience of Coleg Cymraeg Cenedlaethol has shown it does not develop confident speakers who go on to use the Welsh language beyond school. More emphasis on using Welsh in the workplace is also needed, because Welsh language skills are required for a number of jobs, and young people need to see use of their language skills beyond school. For example, the university has difficulty in recruiting non-academic staff that can confidently work bilingually in posts that provide services to students and the public (e.g. hospitality, security, accommodation services, finance, IT) that the university must provide through the medium of Welsh under the Standards. Davies (2020) shows that some pupils are against messages regarding the benefits of bilingualism in the workplace but do not explain why it is beneficial. Examples could be used of local and semi-local employers using Welsh as the day-to-day language of the organisation, moving towards using Welsh as its day-to-day language, or providing services through the medium of Welsh, such as The National Library, Welsh Government, Welsh Books Council, Health Boards, Menter a Busnes, Mudiad Meithrin and Cylchoedd Meithrin, Gwynedd County Council, Carmarthenshire County Council, as well as local small businesses such as shops, publishers, solicitors and accountants. Highlighting departments within Ceredigion County Council that use Welsh as their day-to-day language would also be an opportunity to lead by example.</p>	<p>The Council notes the comments of support for the plan and the further comments presented, especially with regard to the advantages of bilingualism and the world of work.</p>

Good ideas here – getting pupils to take advantage of the opportunities is another matter.	The comment is noted.
Enables children to attend Urdd clubs.	The comment is noted.
They will be able to speak Welsh and English depending on the situation, it will open up more opportunities for them and also show that Welsh is not just the language of the classroom.	The Council notes the comments of support for the plan.
The plan includes many ideas that will support children’s ability to use the language in different situations. What about competitions and prizes in addition to those of the Urdd for pupils who do well and learn the language and use it?	The Council notes the comments of support for the plan.
In social situations at authority level those children that have not received an education that offers true bilingualism cause the language of activities to change. This creates unfairness for pupils who want to live their lives through the medium of Welsh.	The comment is noted. We hope that what is planned in Outcome 5 will seek to address some of these issues.
We see this as a special opportunity to use the language in all aspects of life and show that being able to speak Welsh opens doors to many more opportunities and jobs in the long run.	The Council notes the comments of support for the plan.
This is a very strong section in terms of its vision and the detailed, coherent and comprehensive targets proposed to reach the goal. It is clear that the concept of partnership working is firmly embedded here as well as a strong understanding of the contribution of key stakeholders in moving the language beyond the school walls, by creating and offering opportunities to use it, thus normalising it as a community language. We also appreciate the details in this section setting out possible activities that will take place over the plan’s lifetime.	The Council notes the comments of support for the plan.
UCAC recognises and welcomes the authority’s use of the Language Charter and a wide range of other creative strategies, including extensive collaboration, in pursuit of this outcome. UCAC endorses any plans by the authority to work with employers and higher education to promote bilingualism as a world of work and lifelong key skill.	The Council notes the comments of support for the plan.
Comments that generally disagree with the objectives	Ceredigion County Council Response
To help children with being bilingual not just Welsh (keeping mind children from all backgrounds who may speak other languages) I would say the best way to do this is to offer free Welsh lessons to adults wanting to learn. Not throw a child into a Welsh school where they can find it to be daunting and scary as well as starting in a new environment. Settling a child	See previously (as well as Outcome 1,2,3 and 4) what is noted about bilingualism and about support for parents. A range of Welsh-medium lessons for adults will be available through our relevant partners.

in English and Welsh to will help a child. In secondary it's the same.	
Agree, they should choose if they want to speak Welsh or not. Not be forced to.	See previously (as well as Outcome 1,2,3 and 4).
Giving parents in Ceredigion a choice, so learning the Welsh language becomes a privilege due to living here, and not a burden to the detriment of their child's education.	See previously (as well as Outcome 1,2,3 and 4).
There are a wide selection of Welsh speaking schools in Ceredigion, and an extremely limited number of Welsh medium. By removing the only English options you are taking away people's right to learn education in their first language. You are taking away people's choice, when it is already limited. This proposal has made myself and my family think seriously about whether Ceredigion is a place we can live long term, if our kids will be unable to learn there first language until they are 8 years old.	See previously (as well as Outcome 1,2,3 and 4).
By all means teach Welsh in schools and those who wish to go to a Welsh school please send your kids there but give others in the county an option to not. If you want more to speak Welsh offer it as an extra curriculum activity stop FORCING it on us!	See previously (as well as Outcome 1,2,3 and 4).
I think there is plenty of opportunities, but they are unfortunately not used in a thought through manner, Welsh is not delivered in any systematic way in English medium schools, which I think is very problematic. If the approach were more thought through in term of delivery I strongly believe a lot could be achieved towards raising the pupils Welsh skills. I think in a social context children speak the language that are dominant for them and that they are comfortable and familiar with and that will be hard to change in any other way than force and I do not hope "The English Not" will be brought in in 2023, the proposed approach does certainly give connotations in that direction.	See previously (as well as Outcome 1,2,3 and 4). No-one wants to enforce the use of one language or another in a social situation. It is true to say that children (and adults) will use the language that is appropriate in different situations and contexts, the aim of this plan is to offer two languages to pupils so that they can choose to use either one, depending on the context at the time.
You are not taking into account the number of children from different ethnic backgrounds!!	See previously (as well as Outcome 1,2,3 and 4). The Council does not consider that a person's ethnic background has anything to do with learning a language. Many people from a range of ethnic backgrounds have learnt Welsh in Wales. Often, these people also speak another/other language(s), not only Welsh and English. Many people born in England who now live in Wales also speak Welsh, with many sending their children to Welsh-medium schools.
Put some decent programmes on S4C to start with instead of the garbage that is on there now.	The comment is noted but the Council does not have any power over S4C's output.
NONE, WITHOUT YOU IDENTIFYING STAFF TRAINING.	The comment is noted.

<p>I would like the provision of English-medium education for my son, in which he will also learn Welsh as a language topic. As he has now.</p>	<p>See previously (as well as Outcome 1,2,3 and 4). The immersion plan for 3-year-olds will be a phased introduction. No child currently at the schools in question will be affected by the developments.</p>
<p>IF Welsh were to be taught outside of Wales. If all Welsh residents were given the money and time off work to learn Welsh until they were completely fluent.</p>	<p>See previously (as well as Outcome 1,2,3 and 4).</p>
<p>I have grave concerns about the proposals more generally.</p>	<p>The comment is noted.</p>
<p>I fully understand and respect the importance of the Welsh language - and, as I say, I am now a learner myself. My daughter is learning Welsh and I'm pleased that she is. I don't even really have a problem with the million speakers by 2050 target; as government targets go, it's a fairly benign one, albeit fairly arbitrary. But I don't think overhauling early years education like this is the best way to meet that target. Put more money into adult learning. Subsidise employers to make it easier for people to learn Welsh during work time. Don't hold early years education hostage.</p>	<p>See previously (as well as Outcome 1,2,3 and 4).</p>
<p>I do not currently see Welsh being taught through a developed curriculum to primary kids, particularly to KS2. It seems to be ad hoc depending on the teacher. Why is there not an explicit Welsh as a second language curriculum taught to English language primary school kids? Start here, please.</p>	<p>See previously (as well as Outcome 1,2,3 and 4), especially what has already been noted about the current second language situation. There is a second language curriculum and specific relevant schemes available in English-medium schools, but the Government's view is that it is not effective in developing the bilingualism of pupils.</p>
<p>There are already many such contexts available.</p>	<p>The comment is noted.</p>
<p>Is there support in all settings to increase the Welsh language so its in par with the Welsh? As that would then mean the setting is bilingual?</p>	<p>See previously (as well as Outcome 1,2,3 and 4).</p>
<p>Bilingual groups, classes, clubs to be encouraged wherever possible. This gives first language English speakers more confidence in Welsh and first language Welsh speakers more confidence in English.</p>	<p>See previously (as well as Outcome 1,2,3 and 4).</p>
<p>No idea.</p>	<p>The comment is noted.</p>
<p>The county would need to invest into youth clubs, young people, societies and other leisure activities to support young people in their use of Welsh. This would require a more genuine effort on behalf of the county council - it would also mean that a one measure fits all approach could not be used.</p>	<p>The comment is noted and we hope that what is stated in Outcome 5 responds to these needs.</p>
<p>I believe that children and young people should be free to use the language of choice in contexts outside of formal education and the provision of Welsh Language provision should be supported where appropriate.</p>	<p>See previously (as well as Outcome 1,2,3 and 4).</p>

<p>It is unbelievable how poorly designed this questionnaire is. Q13 has no response option. Q14 has no guidance, but like many of the other questions above, the reader needs to 'guess' what it relates to! This whole consultation needs to be restarted, but no doubt this response will be ignored.</p>	<p>The comment is noted. It is felt that in terms of the number and substance of responses that the public has responded to the consultation, and that the final section of the consultation gave people an opportunity to voice their opinions/comments free from any question pattern.</p>
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Outcome 6 – An increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN) (in accordance with the duties imposed by the Additional Learning Needs and Education Tribunal (Wales) Act 2018

Question 1

Does any other aspect need to be considered when aiming to increase the provision of Welsh-medium education for pupils with Additional Learning Needs?

Comments of general support for the objectives but which also propose further considerations	Ceredigion County Council response
If Welsh is the language of the home, then learners with an ALN should be offered their education and support through the medium of Welsh.	The comment is noted. Outcome 6 notes the plans that aim to ensure support in both Welsh and English for pupils with Additional Learning Needs (ALN).
Lobby WG for provision of appropriate Welsh medium resources to support aims.	The comment is noted.
I cannot offer anything further.	The comment is noted.
Learning in non-statutory settings and making it more fun.	The comment is noted.
One aspect I would like to ensure in this section is the mode of operation if a case arose where parents are given a recommendation not to confuse their child, who has additional learning needs, by offering them Welsh-medium education. This happened in one area of Wales. In that case, it was Down's Syndrome. Ultimately, medical confirmation was received that there was no basis to the recommendation, and that the child's linguistic development should be in their first language, Welsh, as well as their second language, English. The important message here is not to accept anyone's opinion without ensuring it is completely valid; remember that expert opinion/advice should be sought.	This important comment is noted. Often, it is not a linguistic reason, such as speaking an additional language, that underlies the additional learning needs.
We support what has been set out, acknowledging that ensuring a Welsh provision is a challenge in some aspects/characteristics of this area of learning.	The comment is noted.
As I understand, in the past children with linguistic needs have been educated in their home language (English) but there also needs to be consideration for the fact that many who have difficulties are able to learn Welsh better than their mother tongue. I sincerely hope that all language therapists will be able to deliver their sessions in Welsh when teaching all under 7-year-olds, rather than the language of the home.	Ceredigion County Council will implement the principles of the ALN Code as noted below to ensure that specialist support is planned and provided appropriately, to support the child's needs. The fundamental principles of the ALN system are: (a) Acting on the basis of rights, with the viewpoints, wishes and feelings of the child, the child's parent, or young person being central

	<p>to the planning and provision of support; and with the child, child's parent, or young person being enabled to contribute as much as possible to the decision-making processes, and having effective rights to challenge decisions about ALN, Additional Learning Provision (ALP) and associated matters.</p> <p>(b) Early identification, intervention and prevention when needs are identified and a provision put in place at the earliest opportunity, and whenever possible, when interventions are implemented to prevent ALN from developing or becoming worse.</p> <p>(c) Collaboration and integration when services work in partnership to ensure early identification of ALN, and that appropriate coordinated support is implemented to enable children and young people to fulfil their expectations and have positive experiences and outcomes.</p> <p>d) Inclusive education with the majority of children and young people with ALN being supported to fully partake in mainstream education, and where whole-setting methods are used to meet the needs of ALN learners.</p> <p>(e) A bilingual system with all reasonable steps being taken to deliver ALP in Welsh to children and young people who need Welsh-medium support, allowing for an increase in Welsh-medium ALP over time.</p>
<p>As noted, there is some difficulty in getting Standard Assessments in Welsh, but that is in the hands of the government on a national level. It was noted that English is the main operational language of Specialist Resource Centres (SRCs) in Ceredigion. It is noted that an assistant is on hand to work closely with a Welsh pupil. It is hoped therefore that this strategy will be approved so that we have more Welsh speakers to fill these gaps in the profession and encourage them to follow careers through the medium of Welsh.</p>	<p>The comment is noted.</p>
<p>The importance of access to Welsh for all children</p>	<p>The comment is noted.</p>
<p>Important to include pupils with special needs in the provision.</p>	<p>The comment is noted.</p>
<p>I agree with the fact that better provision needs to be identified for those with a hearing impairment or multi-sensory impairment. Obviously, some aspects of teaching ALN pupils need attention on a national level, especially with regard to standard diagnostic tests in Welsh.</p>	<p>The comment is noted.</p>
<p>It should not be said that using only one language facilitates learning. Everyone who lives in Wales needs to have Welsh.</p>	<p>The comment is noted.</p>

I think that it is wonderful for that most ALN can now be provided bilingually.	The comment is noted.
The plan notes the importance of developing this provision and clearly notes the lamentable gaps that still exist. As noted in the plan, this unfairness needs to be addressed as a matter of national urgency.	The comment is noted.
As the proposals indicate there is a need for a national approach to develop Welsh-medium ALN provision.	The comment is noted.
Although I have no specific knowledge in this area, there is a need to strengthen the ALN provision that is available in Welsh, especially with regard to carers who are Welsh speaking.	The comment is noted.
Recently, a report was published by Bangor University noting that using two languages does not hinder the development of children with Additional Learning Needs. As noted above, being able to speak two languages can mean that children feel part of society rather than being on the fringes.	The comment is noted and the reference to the research at Bangor University.
Ask them, and then plan on that basis.	The comment is noted.
There is certainly a need to develop the Welsh provision for each child, whatever their needs. After all, Welsh is a vehicle, a right, a way of life, not an 'additional learning need'. Therefore, by supporting the direction of the strategy on the basis of offering fairness to all, this is an underpinning aspect of the work. It is good to see that all members of the team are already proficient in Welsh. Work needs to be done with parents also to give them all the confidence they need to support their children within the Welsh and bilingual context.	The comment is noted and the opinion on working with parents to develop their confidence to support their children within the planned linguistic context.
Need to ensure that specialist Units have a Welsh provision.	The comment is noted.
Units/centres offer a Welsh-medium educational provision according to ability and demand. Family background needs to be considered when preparing a provision for pupils with intensive needs.	The comment is noted and the planned provision is child-centred and responds sensitively to the child's needs.
More extensive sign language lessons/training for all	The comment regarding sign language is noted.
There is certainly a need to offer more Welsh-medium educational provision for pupils with additional learning needs. Parents of ALN pupils often feel that Welsh-medium education cannot meet their children's needs. Welsh education needs to be made accessible to all. With children who have very intensive needs, it may be necessary to provide support in their home language, that could be a language other than Welsh or English. We agree with the actions to support ALN pupils. The only weakness is the provision for pupils with a hearing impairment and this is an important aspect. Supporting the language of pupils with a hearing	The comment and concerns in the response are noted.

<p>impairment is important, especially those who come from Welsh-speaking homes. It is vital that language and therapy support is available for pupils in both languages and that waiting times for Welsh support are not longer.</p>	
<p>This is a very important area in order to ensure equality for learners. This section (like the document as a whole) is very comprehensive. It offers a full analysis of the situation and challenges and offers appropriate actions to attain the goals.</p>	<p>The comment and support for what is planned under the outcome are noted.</p>
<p>Sensitivity is needed when dealing with pupils with Additional Learning Needs.</p>	<p>The comment is noted.</p>
<p>It is very important that pupils with ALN are given the same opportunities as everyone else to develop their Welsh skills. Being proficient in Welsh brings many opportunities such as jobs, access to events, and promotes social skills. Therefore, it would be extremely unfair to deprive ALN children of the same opportunities to nurture their Welsh skills.</p>	<p>The comment is noted, acknowledging that what is being noted is one of the main aims of the ALN service in Ceredigion i.e. that equal support is given to both Welsh and English speakers.</p>
<p>There is certainly a need to offer more Welsh-medium educational provision for pupils with additional learning needs. Parents of ALN pupils often feel that Welsh-medium education cannot meet their children's needs. The plan identifies gaps in the current provision and these need to be addressed by planning the workforce purposefully. Also, opportunities are noted to improve communication with parents, especially non-Welsh speaking parents, regarding the ALN provision for children in Welsh education. Welsh education needs to be made accessible to all. With children who have very intensive needs, it may be necessary to provide support in their home language, that could mean provision in a language other than Welsh or English.</p>	<p>The comment is noted and the concerns regarding some aspects of the ALN provision seen in Chapter 3 Principles of the Code.</p>
<p>We believe it is of paramount importance that the Welsh-medium educational provision for pupils with additional learning needs gives those pupils a fair chance, without discrimination. We note the gaps outlined in the current provision, and welcome the steps being taken to close those gaps.</p>	
<p>Train the workforce and attract bilingual applicants.</p>	<p>The comment is noted.</p>
<p>Need to consider the language provision within specific/special schools.</p>	<p>The comment is noted.</p>
<p>Usually, if a child comes from a Welsh family, they have to receive appropriate education through the medium of English, depending on whether they have to go to a special school, the child's home language needs to be taken into consideration.</p>	<p>The comment is noted.</p>
<p>Making sure the health sector, that works a great deal with young families, also develops its Welsh provision.</p>	<p>The comment is noted.</p>

I have no opinion on this but ensuring that services are available in the pupils' home language is important.	The comment is noted.
It is good to see that the county has staff with Welsh skills in the majority of additional learning needs areas, and it would be good if the county considered providing language training for the rest of the staff through the Centre for Learning Welsh. It is obvious that the County is fully aware of its responsibilities as the new act comes into force.	The Council notes the comments of support for the plan
We support the authority's intention to continue with the current situation of ensuring a Welsh provision within schools, and appropriate resources and training to support this. We agree with the aim to collaborate on a multi-agency level in Welsh whenever possible and appropriate, and UCAC also supports the authority's aim to ensure that Welsh Government leads on developing more specialist resources, including a structured Welsh spelling scheme and standard assessments, with a standard Welsh spelling test(s) to support local authorities and schools.	The Council notes the comments of support for the plan
Comments that generally disagree with the aims	Ceredigion County Council response
One of my sons had a speech delay and was under SALT. It is my opinion that had he gone into a Welsh-medium setting that this would have delayed his speech further, at a time when he was starting to make progress. It's a big adjustment for children to go from home to an educational environment and if they have other difficulties then to not speak to them in English when that is all they have known up to that time is not fair on them and may delay their development. Then there are all the other additional learning needs that children and families already have their own difficulties or struggles with. Forcing a child into a Welsh Medium provision when the parent considers that it'd be detrimental to their child could cause added stress.	See previously (as well as Outcome 1, 2 and 3, 4 and 5). The Council acknowledges that there are many concerns about how pupils with SEN/ALN with very little or no Welsh would cope in a Welsh-medium/immersion education setting when they start school. Across Wales, there are SEN/ALN children who are successfully educated in Welsh-medium schools, whether they come from Welsh-speaking homes, English-speaking homes, or homes where other languages are spoken. Ceredigion County Council is committed to improving the provision for all SEN/ALN pupils. If the purpose of ALN interventions is to support pupils to make progress, it is appropriate that in the majority of cases such interventions are in the language of the education. This includes pupils taught in mainstream classes as well as pupils who need a specialist provision. It does not follow that a child who receives speech and language therapy support needs more intensive support because they are learning another language. Pronunciation, intonation and the sounds produced by various letters and words in another language can enhance a child's understanding of language rather than be a hindrance. There would be a phased approach to the principle of language immersion for 3-year-olds in Ceredigion.

<p>Of course it does. The world is already a difficult place to navigate for them. It should be encouraged in ways that are not stressful for them, and certainly not forced to meet an agenda.</p>	<p>See previously (as well as Outcome 1, 2 and 3, 4 and 5).</p>
<p>I feel parents should have a choice whether their ALN children learn through Welsh only or Welsh and English together.</p>	<p>See previously (as well as Outcome 1, 2 and 3, 4 and 5).</p>
<p>Absolutely needs to be the parents choice especially if their home language is English, again having BOTH languages would support this.</p>	<p>See previously (as well as Outcome 1, 2 and 3, 4 and 5).</p>
<p>There are a wide selection of Welsh speaking schools in Ceredigion, and an extremely limited number of Welsh medium. By removing the only English options you are taking away people's right to learn education in their first language. You are taking away people's choice, when it is already limited. This proposal has made myself and my family think seriously about whether Ceredigion is a place we can live long term, if our kids will be unable to learn there first language until they are 8 years old.</p>	<p>See previously (as well as Outcome 1, 2 and 3, 4 and 5).</p>
<p>How can 'developing the language of the classroom take priority over developing the language of the home' when you're not offering parents a choice as to what the language of the classroom is going to be?!</p>	<p>See previously (as well as Outcome 1, 2 and 3, 4 and 5).</p>
<p>I am pleased to read that there appears to be a good level of provision for children with ALN who come from Welsh speaking homes. I would echo the concerns raised above about the reduction of choice for children and parents through effectively making all primary provision up to the age of 5 Welsh medium by 2026. Children with ALN are some of the most vulnerable children and may often require tailored learning opportunities to meet their specific needs. This needs to be done with care and sensitivity in partnership with families, therefore blanket provision of monolingual provision may not be the best approach to maximise the benefits to children and families. I would rather a tailored approach is adopted, to meet the specific language and communication needs of each child with ALN.</p>	<p>If the proposal to provide immersion education for 3–7-year-olds in the schools in question goes ahead, the intention is that all pupils, including those with SEN/ALN are educated through the medium of Welsh. The principles that the ALN system are based upon relate to creating a fully inclusive education system that gives all learners the opportunity to succeed, and to receive an education that fulfills their needs, and enables them to learn, to take advantage of their education and enjoy it. The fundamental principles of the ALN system are a) To act on the basis of rights with the viewpoints, wishes and feelings of the child, the child's parent, or young person being central to the planning and provision of support; and with the child, child's parent, or young person being enabled to contribute as much as possible to the decision-making processes, and having effective rights to challenge decisions about ALN, Additional Learning Provision (ALP) and associated matters. (e) A bilingual system with all reasonable steps being taken to deliver ALP in Welsh to children and young people who need</p>

	Welsh-medium support, allowing for an increase in Welsh-medium ALP over time.
<p>By teaching through Welsh you are adding to the barriers these children already have to overcome. In whose interests is this? it is clearly not in the children's.</p> <p>YES! ALN children have enough of a burden without forcing either language on them that can't be supported in the home. If anyone should have true choice of language, surely it is ALN kids?</p>	<p>The principles that the ALN system are based upon relate to creating a fully inclusive educational system that gives all learners the opportunity to succeed, and to receive an education that fulfills their needs, and enables them to learn, to take advantage of their education and enjoy it.</p>
<p>For children who are not fluent in Welsh, education only through the medium of Welsh in the Foundation Phase and ALN do not go hand in hand. I note there is an absence of considerations regarding the processes and delivery of ALN on the ground in the action plan in general. The different areas of ALN have been addressed in the proposal, merely in a "are there enough Welsh speaking staff to cover each position" I do believe the reality is much more complex when it comes to ALN and if the proposal goes through there will be a big task to train Welsh speaking ALN practitioners in how to address and work with the ALN in Welsh with pupils who are dominantly English speakers. I would like to highlight the fact that it is after all the school's obligation to deliver education that gives the individual the best opportunity to reach their full potential and as far as I am ware there are two first language of Wales; Welsh and English and I strongly believe that this needs to be reflected in the education provision in all of the Local Authorities in Wales.</p>	<p>See previously (as well as Outcome 1, 2 and 3, 4 and 5).</p>
<p>Aberystwyth is a very cosmopolitan and multicultural town. Tourism, the University and the hospital lie at it's heart. The proposals will damage English medium education and so fail to achieve bilingualism. Parental choice will be removed and the speed of that removal is both frightening and damaging to the town and especially so in it's ability to attract highly qualified staff. This choice removal is contrary to the aims and objectives of the ALN&ET Act.</p>	<p>The principles that the ALN system are based upon relate to creating a fully inclusive educational system that gives all learners the opportunity to succeed, and to receive an education that fulfills their needs, and enables them to learn, to take advantage of their education and enjoy it. The fundamental principles of the ALN system are a) To act on the basis of rights with the viewpoints, wishes and feelings of the child, the child's parent, or young person being central to the planning and provision of support; and with the child, child's parent, or young person being enabled to contribute as much as possible to the decision-making processes, and having effective rights to challenge decisions about ALN, ALP and associated matters. In accordance with this, the viewpoints and wishes of both the child and the parents will be central to the process of planning an appropriate provision for ALN pupils.</p>
<p>Yes, the aspect of choice and of parents' preferences. There is already adequate provision of Welsh medium education for pupils with ALN.</p>	<p>See previously (as well as Outcome 1, 2 and 3, 4 and 5).</p>

Each individual pupils needs should be considered and then a plan put in place...i.e. are they first language Welsh?	See previously (as well as Outcome 1, 2 and 3, 4 and 5).
Most children struggle with language skills and adding Welsh speaking only enhances that!!	See previously (as well as Outcome 1, 2 and 3, 4 and 5).
I think that everyone should be able to access the services that they need through the language that they opt for, as is the law.	See previously (as well as Outcome 1, 2 and 3, 4 and 5).
Again this is so important for a child with ALN because if English is used at home it will confuse them which can be scary for them. Bilingual settings will help them slowly adapt to both languages used.	See previously (as well as Outcome 1, 2 and 3, 4 and 5).
You don't have enough teachers to cover this at all!!! You pretty much say as much in the document. The same with childminders etc. This will be a struggle for the area and really needs to be considered!	See previously (as well as Outcome 1, 2 and 3, 4 and 5). We are not sure in what context this comment is made. The support available from the county ALN service is a strength, but obviously the Outcome notes where there are gaps with regard to ensuring 'Progress in the Welsh-medium education provision for pupils with additional learning needs (ALN) (in accordance with the duties outlined in the Additional Learning Needs Act and the Education Tribunal (Wales) Act 2018)' and what needs to be done to rectify this.
The other thing would be is people moving from a different country to Wales and there's a language barrier.	See previously (as well as Outcome 1, 2 and 3, 4 and 5).
Very much so.	The comment is noted.
The fact that speech delays can be made worse when the child in a bilingual setting!? The research on bilingual children taking longer to speak, but generally catching up on language development is centred towards children without ALN. This proposal leaves children with ALN to be educated in a new language, likely without the skilled educators needed to facilitate their learning.	See previously (as well as Outcome 1, 2 and 3, 4 and 5).
Speed of assessment and provision of what help is required for the individual is what is needed.	We agree with this statement, but the learning medium should not hinder this in any way, if that is what's being suggested.
The provision in general will need to be improved - not just in Welsh. The council is not very good in providing for those with special needs.	As with all other areas of Council work, we are continually focusing on further improving all aspects of our provision.
You'll need to train more teachers in this.	The comment is noted.
Of course!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!	The comment is noted.
Those with learning difficulties cannot be expected to learn in their non-native tongue.	The principles that the ALN system are based upon relate to creating a fully inclusive education system that gives all learners the

	<p>opportunity to succeed, and to receive an education that fulfils their needs, and enables them to learn, to take advantage of their education and enjoy it. Ceredigion County Council is committed to improving the provision for all SEN/ALN pupils. If the purpose of ALN interventions is to support pupils to make progress, it is appropriate that in the majority of cases such interventions are in the language of the education. This includes pupils taught in mainstream classes as well as pupils who need a specialist provision.</p>
<p>Potential difficulties in identifying additional learning needs in pupils who are already struggling due to operating in a language other than the one they use at home.</p>	<p>See previously (as well as Outcome 1, 2 and 3, 4 and 5).</p>
<p>We have concerns that some pupils with ALN, whose home language is English, would be very limited in their educational and social progress if these pupils were learning and being supported through the medium of Welsh. Resources aimed at ALN pupils will be essential, for example, books and other reading materials, at the appropriate level, would be required to support the ALN pupils to make progress at the appropriate level. Welsh language courses aimed to support the teaching assistants would be essential as they work 1:1 or deliver intervention programmes to the ALN pupils. For some children with complex ALN, there may need to be an agreement that the home language becomes the language of learning but this would be judged on an individual basis.</p>	<p>See previously (as well as Outcome 1, 2 and 3, 4 and 5).</p>
<p>Our playgroup staff have undertaken training to address the needs of children with ALN. We have staff working one-to-one with children who have diagnosed disabilities, such as Down Syndrome and autism. That training and experience is much more important to addressing those children's needs than their ability to speak Welsh, especially in cases where Welsh is not spoken in the home.</p>	<p>See previously (as well as Outcome 1, 2 and 3, 4 and 5). What has already been noted with regard to the very basic language expectations in settings that care for 2-3-year-olds is relevant here. The Council accepts that the training staff receive with regard to caring for children with intense ALN is extremely important. This training would continue despite the fact that 3-year-olds were attending an immersion provision in schools.</p>
<p>Kids with ALN like dyslexia have difficulties with decoding spoken language, including learning the sound system of a foreign language. Removing English language primary education choice is directly out of line with “all reasonable steps” to provide for a child’s ALN. It would inhibit timely diagnosis/intervention & parental support.</p>	<p>In accordance with the principles of the ALN Code of Practice Wales 2021, Ceredigion will create a fully inclusive education system that gives all learners the opportunity to succeed, and to receive an education that fulfills their needs, and enables them to learn, to take advantage of their education and enjoy it.</p>
<p>It will be impossible for families from outside of the county to move to Ceredigion once those children started schooling in English elsewhere. Most children with ALN would not manage the immersion year and would struggle with the change of the linguistic context at school so much, that most parents would not just put their children through it. The same goes the other way round. If a family with a child with ALN is thinking of</p>	<p>See previously (as well as Outcome 1, 2 and 3, 4 and 5).</p>

<p>perhaps moving away from Ceredigion (temporarily or permanently), they would think twice if their child ever starts school in the medium of Welsh. That linguistic transition would be just too much. Again, this is affecting Bronglais and AU staff retention and recruitment, but also groups like refugees and other migrants.</p>	
<p>I have grave concerns about the proposals more generally.</p>	<p>The comment is noted.</p>
<p>This document completely overlooks the needs of pupils with Additional Learning Needs. Outcome 6 merely lists some existing provisions. It does not even pretend to try to comprehend and think through the effects the proposed actions would have on children with ALNs. There is no effort here at all to grasp the burdens, challenges, and difficulties these actions would impose on children with ALNs and their families. The proposed actions will make educational settings more difficult for them and their parents to navigate. They will impose additional burdens upon these pupils and these families. I am father of a child with significant ALNs and cannot imagine that our child would have to go through what is already an incredibly challenging process in a language that we have no good knowledge and comprehension of. The proposed actions will make integration of children with ALNs into educational settings more difficult, creating a potent force for inequality, marginalization, and exclusion.</p>	<p>In accordance with the principles of the ALN Code of Practice Wales 2021, Ceredigion Council will create a fully inclusive education system that gives all learners the opportunity to succeed, and to receive an education that fulfills their needs, and enables them to learn, to take advantage of their education and enjoy it. The viewpoints, wishes and feelings of the child, the child's parent, or young person will be central to the planning and provision of support; and the child, child's parent, or young person will be enabled to contribute as much as possible to the decision-making processes, and have effective rights to challenge decisions about ALN, ALP and associated matters.</p>
<p>The whole idea needs reconsidering. To expect children who already struggle with learning to access their education in an unfamiliar language is unrealistic. The priority must be to ensure children reach a certain level in the language they both feel most comfortable in and that they can be most supported at home. The plan also states that a Welsh language speaker will be more important when choosing the suitability of support staff for a child with severe ALN.</p>	<p>See previously (as well as Outcome 1, 2 and 3, 4 and 5).</p>
<p>Yes. There is very little consideration of ALNs in the plan generally. Children with ALNs will be disproportionately affected by the proposal, and the proposal will almost certainly increase the number of children with ALNs, owing to the extra barriers children will face when learning through a new language to them from the age of 3. To state they will be given extra support to help them with the Welsh is very weak, and this proposal will only create extra barriers in their development and achievement.</p>	<p>See previously (as well as Outcome 1, 2 and 3, 4 and 5).</p>
<p>As the parent of a child with a learning disability I feel strongly that most of the teaching for these children should be in the language of the home. Parents and children with learning disabilities have enough problems without the worry of their child's (almost certainly) limited progress being further complicated and compromised by being taught in a language they don't understand, whether that be Welsh or English. How unfair to impose yet more barriers on the most vulnerable in our society which you say aims to be inclusive.</p>	<p>British Sign Language is given due regard within the Curriculum For Wales Languages, Literacy and Communication Area of Learning and Experience. In accordance with the principles of the ALN Code of Practice Wales 2021, Ceredigion Council will create a fully inclusive education system that gives all learners the opportunity to succeed, and to receive an education that fulfills their needs, and enables</p>

<p>I sincerely hope that the provision for the hearing impaired will not be jeopardised and that the qualified teachers will be allowed to continue with their vital job, even if their Welsh is not good enough. Your aim should be to provide education in the home language for both English and Welsh speaking hearing impaired young people. I also hope that you have consulted the parents as to their preferred way forward rather than imposing your views and plans on them.</p>	<p>them to learn, to take advantage of their education and enjoy it. The viewpoints, wishes and feelings of the child, the child's parent, or young person will be central to the planning and provision of support; and the child, child's parent, or young person will be enabled to contribute as much as possible to the decision-making processes, and have effective rights to challenge decisions about ALN, ALP and associated matters.</p>
<p>Not sure.</p>	<p>The comment is noted.</p>
<p>I have no opinion on this.</p>	<p>The comment is noted.</p>
<p>I don't know enough about ALN to comment.</p>	<p>The comment is noted.</p>

Outcome 7 – Increase the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh

Question 1

What other considerations do you think are needed as we seek to increase and support school staff to be able to teach Welsh and through the medium of Welsh?

Comments of general support for the objectives but which also propose further considerations	Ceredigion County Council Response
The teaching assistants need to be able to speak Welsh and the nursery staff and childminders.	To develop the immersion method in classes for 3-year-olds within the schools in question some staff members would need to be appointed, including teachers and classroom assistants. A high proportion of teachers already teaching in the foundation phase (up to the age of 7) in those schools can do so through the medium of Welsh. If they do not feel confident in doing so the Council will provide specialist support for them.
Provide better subject-specific intensive courses. Develop subject-specific working groups. Provide additional PPA for training.	The comment is noted.
Teacher training needs to be funded properly and offers should be made for current English-speaking staff to receive Welsh language courses and to qualify for Welsh teacher training.	The comment is noted. Welsh Government's Welsh Language Sabbatical Scheme offers this. It offers language courses for teachers, lecturers, trainers and classroom assistants who want to develop their Welsh skills and build their confidence in the language.
We have similar challenges in recruiting suitably qualified youth workers with Welsh language skills. What has worked well is investing in opportunities to develop Welsh language skills for learners and those that are fluent. We have also capitalised on external grants such as the Welsh language youth work pilot - which raises the profile for the county and gives confidence and support for the workforce to focus on high quality opportunities for young people and stakeholders.	The comment and further ideas are noted.
To ensure there are plenty of CPD opportunities for teachers.	The comment is noted.
Additional pay for bilingual staff?	The comment is noted.
The Plan refers to a wide range of schemes to try and increase and support teaching staff. Welsh Government has a clear plan to address this over the coming years and the local authority's Plan and Welsh Government's plan should align effectively. An opportunity to learn in a non-statutory setting.	The comment is noted.

I cannot offer anything further.	The comment is noted.
Giving practitioners opportunities to contribute socially within their fields and raise the status of the Welsh language at a non-academic level is always beneficial. Shadowing and mentoring 10-13 pupils are certainly important in order to attract them to a teaching career.	The comment and further ideas are noted.
We believe that Ceredigion schools could benefit greatly from changes in teacher training. Specifically, we think that it would be ideal if Aberystwyth University were able to provide professional training for teachers already in post and that, possibly, having a combined degree programme (e.g., Education and Welsh) might be a means of encouraging people into the primary teaching profession equipped with a sufficient knowledge of the Welsh language. In regard to in-post training: we think that it is essential that teachers will be given appropriate leave for professional study and development. As the programme is rolled out through the Foundation Phase, time allocated for Welsh sabbaticals will be essential. These sabbaticals will need to be of a sufficient length of time to allow confidence and fluency to develop because the staff will be modelling the language to the pupils. We believe sabbaticals of a year would be appropriate. Furthermore, we suggest that team teaching would greatly assist some teachers to use and develop their Welsh-language skills as, too, would teacher exchanges between schools. In the case of the latter, a teacher who is not fully proficient in Welsh would gain substantial fluency if she/he were to spend a year at a Welsh-medium school. Having a fluent Welsh speaker (in exchange) would greatly enhance the development of Welsh in the school that is not fully established as Welsh-medium schools.	The comment and further ideas are noted.
Staff confidence needs to be developed.	The comment is noted. Confidence building across the sector is important, for staff and pupils.
Essential that there are sufficient staff. The way to increase staff numbers would perhaps be to make children/students aware of these jobs, so that they are guided to the profession.	The comment is noted.
This is an area of key importance – staff are needed that are qualified to teach through the medium of Welsh and they must also have a positive, healthy attitude. Successful marketing methods, support and encouragement are needed throughout the journey, and an awards system at the end of the journey, be it a certificate or press/media coverage. Ceredigion’s action plan in this area is again praiseworthy; it encompasses every consideration and problem that could be faced and the action points are clear and detailed.	The comment and further ideas are noted.
Funding and time are essential considerations when discussing the whole strategy but are even more important when trying to support and encourage non-confident educators to improve and practice the Welsh language.	The comment regarding funding and confidence building is noted.

<p>The National Library welcomes the support for school staff who wish to become headteachers within the authority and leaders in the Welsh-medium sector through e.g., a NPQH qualification, and the work done by the authority's HR department to revise its education workforce planning arrangements over the next period. The Library's Education Service has experience of delivering language awareness sessions for teachers who wish to improve their Welsh. This free training uses the library's collections to give an introduction to the language's history, important milestones, language statistics, battles for rights, the role of Welsh language education and broadcasting, the status and social context of the language today. We would be very happy to work with the County Council to provide this training as part of any programme being offered.</p>	<p>The comment and further ideas are noted.</p>
<p>With all provision there is a need to formally acknowledge and ensure tolerance and support for all, wherever they are on the skills continuum.</p>	<p>The comments are noted and the Council agrees that a tolerant and sensitive approach is needed.</p>
<p>The range of actions seem appropriate and in keeping with the Welsh Government's education workforce development plans.</p>	<p>The comment is noted.</p>
<p>We support the objective to increase the number of Welsh language and Welsh-medium teaching staff, and we are already collaborating with Ceredigion County Council to provide short courses for teachers. We are also collaborating closely with Canolfan Peniarth at University of Wales Trinity Saint David to plan the sabbatical course for teachers and would be keen to continue collaborating closely with the County Council and other providers to plan and provide appropriate training for the workforce, including teachers, learning assistants and early years workers. The education workforce can benefit from online courses tailored to Entry and Proficiency levels. Collaboration on the pedagogy of learning Welsh as a second language. The Estyn Inspection of the National Centre for Learning Welsh (January 2021) includes this recommendation: Share the methodology for successful teaching and second language acquisition with other relevant sectors to support the Welsh Government's aim of achieving a million active Welsh speakers by 2050. This was echoed in the Review of the National Centre for Learning Welsh (August 2021), which recommended: The Centre and Welsh Government should explore how in "Phase 2" its remit might expand into areas such as training the education workforce, sharing resources and good practice with the second language sector in schools and developing language skills for further education subjects. As a regional provider, Learn Welsh Ceredigion Powys Carmarthenshire (Aberystwyth University) would be very pleased to collaborate with Ceredigion County Council to realise these recommendations.</p>	<p>The comment and further ideas are noted. Working in partnership with specialist agencies is vital going forward.</p>
<p>Workforce development offers a relevant opportunity to explore further possibilities with Aberystwyth University in</p>	<p>The comment is again noted regarding working in partnership.</p>

terms of full-time schemes as well as Continuous Professional Development.	
Positive staff attitude towards the language is crucial to the development and progress of the language.	The comment is noted.
Training courses.	The comment is noted.
No further comment to what is noted.	The comment is noted.
I have already noted that I believe the biggest influence in supporting and developing Welsh-medium teachers will be in the classroom. They and dinner/ancillary staff will need to gain a qualification to reach an adequate standard – an online course will not ensure satisfactory use in the classroom and around the school.	The comment is noted.
Only to encourage schools to employ Welsh language speakers.	The comment is noted.
Alongside what is offered there is a need to consider a marketing campaign to promote life in this area in order to attract staff where needed – similar to the one undertaken by the health service in recent years - emphasis on what happens outside work is just as important these days.	The comment is noted.
Build the confidence of those who already speak Welsh but are afraid to use the language. Many have been on Welsh language learning courses but still lack the confidence to speak.	The comment is noted.
In view of the great shortage of teachers that can teach through the medium of Welsh every possible strategy needs to be considered. At one stage some teachers were released from their posts for a term in order to improve their language. This definitely worked and I saw teachers gain the necessary confidence to teach through the medium of Welsh after returning to the classroom. Teachers cannot be expected to continue teaching and follow language refresher courses because of the great burden on them.	The comment and the need to give adequate opportunities to build confidence in the Welsh language is noted.
Psychology and confidence building will be important for both teachers and children.	The comment is noted.
As some of the responses to previous questions have already noted – this is an important aspect. Investment is needed in Teachers, Resources and Time – to ensure that the County Council gives every pupil the same chance to become bilingual speakers. Seeing plans to monitor developments in this department would strengthen the opportunity to ensure that the activities bear fruit.	The comment is noted.
It is important to address training needs, ensuring appropriate training pathways for those working to develop Welsh-	The comment and further ideas presented are noted.

<p>medium provision within the county (including putting pressure on a national level to support this) and the need to commit financially to realise these objectives. Attention needs to be given to all cohorts of the education workforce and ways in which they can have a positive impact on attitudes and language use within a school. These aspects are particularly relevant to the proposed phases of Outcome 2 and 3. What will be the Welsh ethos of these schools and how will that affect the attitude of pupils towards learning the Welsh language?</p>	
<p>More science teachers are needed that can teach through the medium of Welsh. I would also like to see Science A level taught through the medium of Welsh.</p>	<p>The comment is noted. The lack of teachers in some subject areas is a challenge across Wales and it is acknowledged, of course, that there is a further shortage of teachers that can teach those subjects through the medium of Welsh. Moving towards more opportunities for pupils to learn the sciences through the medium of Welsh is one of the objectives of the WESP.</p>
<p>Offer language improvement courses.</p>	<p>The comment is noted.</p>
<p>Language improvement ('Gloywi laith') courses are needed for school staff – those that perhaps have not used the Welsh language regularly.</p>	<p>The comment is noted.</p>
<p>Courses at personal level to develop the proficiency of individuals before starting to teach through the medium of Welsh.</p>	<p>The comment is noted.</p>
<p>Ensuring enough training for those lacking confidence in their language.</p>	<p>The comment is noted.</p>
<p>This is crucial in developing the Welsh language, to lay firm foundations in the classroom. It will also be crucial to offer bespoke training for staff in schools that do not currently teach through the medium of Welsh.</p>	<p>The comment is noted.</p>
<p>Progression is a major problem in increasing the number of teachers that can teach in Welsh, especially at secondary level. A vicious circle has formed at secondary level, which sees Welsh speaking PGCE students often choosing to undertake their higher education as well as their PGCE training in English, because they have not studied their chosen subject at a higher level through the medium of Welsh. This means that they are not confident in teaching their subject through the medium of Welsh having attained a job at a secondary school, leading to a new generation of students choosing to study in English. An effort is needed therefore to normalise Welsh as the language of study for all subjects at school. At higher education level, in subject areas that are studied through the medium of Welsh up to A-level or equivalent (e.g., Geography, Agriculture), students go on to study these subject areas through the medium of Welsh at University and train to become Welsh-medium teachers. In subject areas with limited Welsh language provision at A level</p>	<p>The comments are noted and the details of further concern, especially the reasons for students' lack of confidence in following Welsh-medium PGCE courses and its consequent impact and attracting teachers to join the profession through a positive marketing campaign.</p>

<p>(e.g., Biology, Computer Science), students tend to choose to study through the medium of English at university and do their PGCE training in English. Targets are needed to ensure that more subjects are taught through the medium of Welsh at GCSE and A level, and that support is given to teachers who may not have studied their subjects through the medium of Welsh at these levels. Also, more prospective teachers need to be encouraged to choose Welsh-medium PGCE courses, perhaps by placing emphasis on this in the recruitment process. This will increase their confidence in learning through the medium of Welsh. It is noted that approximately 70% of higher education students that study through the medium of Welsh are women. In subjects that attract many men, this leads to a lack of individuals who have studied through the medium of Welsh going on to train as teachers. There is therefore a need to target teachers to increase the numbers who study through the medium of Welsh at school and university in order to increase the potential pool of Welsh-medium teachers. Also, the Council needs to send a clear message to Welsh Government, identifying the need for further consideration and strategies to attract more students and funding to increase the number of PGCE students e.g. by offering more money to prospective teachers, reconsidering GCSE requirements not applicable in England (B in Welsh Language and Mathematics – the requirement of lower grades in England makes training provision for teachers in England more attractive to students from Wales, and this, of course, is in English.) Attracting and training more Welsh-medium teachers is central to WG’s aim of a million Welsh speakers by 2050 and this needs to be emphasised when trying to ensure more funding and support from WG. Also, there is scope to ensure positive marketing by focusing on job advantages and satisfaction. Negative messages about pressure on teachers can be damaging and make it harder to attract new teachers.</p>	
<p>There is a need to continue to support school staff in using the Welsh language at all times and to assist those who lack confidence in the language.</p>	<p>The comment is noted.</p>
<p>High quality Welsh language training and improvement lessons.</p>	<p>The comment is noted.</p>
<p>Need to make the pathway easier.</p>	<p>The comment is noted.</p>
<p>Ensure that young people see learning the Welsh language as something positive. Make teachers’ jobs more appealing by ensuring sufficient help and resources to support teachers who teach through the medium of Welsh.</p>	<p>The comment is noted. Ensuring that resources are available for Welsh-medium teachers is extremely important.</p>
<p>I understand there is a teacher recruitment crisis, but it should be acknowledged that this is also a vicious circle. By increasing the subjects available through the medium of Welsh, we would hope to see an increase in the number of teachers who are confident to teach through the medium of Welsh, but naturally, this will be a long-term impact. A national strategy</p>	<p>The comment is noted and we agree with the need for a national strategy to address the challenge of recruiting Welsh-medium teachers.</p>

is needed to address the challenge of recruiting Welsh-medium teachers, especially in areas such as modern languages and STEM.	
There is a need to identify the Welsh-medium teachers of the future early on and encourage them into the profession.	The comment is noted.
All teachers in Wales should have basic Welsh language skills. If they don't, they should be offered Welsh language lessons.	The comment is noted.
Agree with the actions but there is a need to consider the wider education workforce – everyone contributes to the ethos and use of the language not only staff in the classroom. The government needs to be pushed to expand training pathways. The removal of the GTP training scheme that was available across secondary subjects has limited the options. The open university only offers the new programme for specific subjects, but all subjects are needed by schools. This forces the county's residents to train at Swansea/Bangor/Cardiff in subjects not offered by Aber University and we cannot be sure these will return to the area.	The comment and ideas presented regarding the wider workforce are noted.
Welsh language lessons.	The comment is noted.
Once again, a very comprehensive section with a clear analysis and a series of suitable actions. One suggestion would be to ensure that part of the training offered includes experience or understanding of another socio-linguistic context for a language in a similar situation to Welsh (e.g., Basque, Catalan, Swedish, Finnish, etc.) as this provides an opportunity to analyse our situation, behaviour, circumstances, attitudes, practice, etc. through a different lens. Unlike other aspects of education (from technical safety to teacher training to sex/gender issues), the British context has nothing to offer in this area for us in Wales.	The comment and the potential international guidance for us here in Ceredigion and Wales is noted.
Confidence building and support is needed for teachers that cannot teach/work through the medium of Welsh. Attending suitable courses without putting pressure on them and overloading them with extra paperwork. Ancillary staff – create courses that lead to a qualification.	The comment is noted.
We note that many teachers in English-medium schools can speak Welsh. Therefore, it would make a lot of sense to increase Welsh language provision by using their skills. Regarding those that are not fluent/confident yet, many other counties have sent teachers on sabbaticals to improve their Welsh skills/learn the language, returning to the classroom with confidence. We recommend that this should be started urgently, and at secondary schools as well.	The comment is noted.
Direct support and encouragement for those who speak little Welsh to adopt some phrases.	The comment is noted.

<p>Courses and opportunities to have support from fluent Welsh speaking teachers to ensure that the Welsh being taught is accurate and learners are learning grammatically correct sentence constructions. There will be in some areas a shortage of LSA's who can communicate in Welsh.</p>	<p>The comment is noted.</p>
<p>Intensive paid for courses for teachers who want to learn Welsh with ongoing support.</p>	<p>The comment is noted.</p>
<p>Develop appealing packages for teachers to teach through the medium of Welsh. Develop central resources to help with this.</p>	<p>The comment is noted.</p>
<p>We would suggest that there is an opportunity in this outcome to acknowledge who the “teaching staff” are. Initially, perhaps identifying those working as teachers and headteachers would be enough, but as an organisation, we are convinced that Local Authorities should consider the whole range of workforces that support education – including administrative staff within schools, support staff within the local authority and education consortium as well as assistants. We know all too well the importance of ensuring that the whole workforce supports a plan of this importance. We therefore expect a detailed analysis of the Welsh language skills of the whole of the County Council’s education workforce as they are all, in one way or another, responsible for the Welsh language in their work. It will also be important to identify how many additional staff will be required for these innovative plans for the Foundation Phase during the Plan’s lifetime and how the County Council will go about promoting these jobs and supporting the education workforce’s professional development.</p>	<p>The Council notes the comments of support for the plan and further comments.</p>
<p>The table on page 30 is revealing, showing that about a third of the county’s secondary sector education workforce can either teach/work through the medium of Welsh and choose not to do so, or cannot teach/work through the medium of Welsh at all. We have here a significant number of staff members who are a valuable resource but are not used. The reasons for this need to be identified and methods devised to facilitate and support the work of upskilling these teachers.</p>	<p>The Council notes the comments of support for the plan and further comments.</p>
<p>It also needs to be acknowledged that the Local Authority cannot be responsible for all that is contained in this target and that responding to recruitment gaps and challenges is also the responsibility of Welsh Government as well as local government. There should be a formal mechanism for collating information on these challenges and a systematic method of reporting back to Welsh Government’s Education Department to inform the national workforce strategy.</p>	<p>The Council notes the comments of support for the plan and further comments.</p>
<p>Without ensuring an increase in the number of staff able to teach Welsh as a subject, and/or teach through the medium of Welsh, it is fair to say there is no hope of attaining the</p>	<p>The Council notes the comments of support for the plan and further comments.</p>

<p>other outcomes; this Outcome is a cornerstone for everything else in the Plan. UCAC believes the authority has a strong vision in setting clear and challenging targets for this section. Every effort to develop the ability of Ceredigion's education workforce to teach through the medium of Welsh and teach Welsh as a subject is welcomed. It is pleasing to see the authority's aspiration that the workforce understands its role in giving pupils the confidence to use Welsh academically through speaking, reading and writing but also socially, by being confident speakers who are integrated and feel part of their communities. UCAC praises the authority's aim of ensuring that the entire school workforce in Ceredigion see the important role they have in creating pupils who are confident speakers and who see Welsh as an inclusive and relevant language in a world of other important languages. We feel, in fairness to Ceredigion Council (and other councils) that much of the control over the supply of staff rests with other bodies e.g., Welsh Government, Education Workforce Council (and the ITE Accreditation Board), Initial Teacher Education providers, and that the most effective approaches will require working in partnership.</p>	
<p>Comments that generally disagree with the objectives</p>	<p>Ceredigion County Council Response</p>
<p>There is simply a lack of teachers in Ceredigion who speak Welsh well enough to properly educate children. With education still reeling from the effects of the pandemic, I am very interested to see how exactly the CCC have determined it will provide enough staff to facilitate this transfer. Or why they believe so many more teachers will be needed when so many parents I speak to will simply educate their child outside Ceredigion. Where will these teaching staff come from? What incentives will be given to teachers living in Ceredigion currently to persuade them to learn a language well enough to educate to their previous standards? How will you attract Welsh teachers from other areas? Will there be financial incentive? If so, where will the money come from? How will teachers' knowledge of Welsh be tested? What standards will be set? Will preferential treatment be given to teachers who are first language Welsh over those how have made a great effort to learn the language in later life? How will parent-teacher evenings be facilitated? Will there be a translator? If so, how will you pay for this? How will you ensure confidentiality amongst parents if each session now has two communicators and takes twice as long? Is there a proposed plan for retaining workers from Bronglais, DPP and AU who plan to educate their child outside Ceredigion and therefore may leave the area? Is there currently a surplus of Welsh-medium ALN staff? If not, how will these staff be recruited/trained/ retained? If there are no plans for this, how do you propose to support children with ALN with this monumental change? "There is therefore a recognition that</p>	<p>See previously (as well as Outcome 1, 2 and 3, 4, 5 and 6). We add that there are thousands of children across Wales who come from non-Welsh speaking homes who are educated in Welsh-medium schools. The teaching staff in these schools can speak Welsh and English. They communicate with non-Welsh speaking parents in English, be it at the school gate or in more formal situations such as parent evenings to discuss pupil progress. There is no need for a translator because both languages are spoken by bilingual people. Having one dominant language is not the aim.</p>

<p>every child has the right to learn both Welsh and English."- Why then, are you proposing 100% Welsh education only!?</p>	
<p>My opinion is that you will struggle to recruit teachers and teaching staff in the future if you insist on the Welsh language being the first language and an essential criteria for the job role. People like myself who are not from Wales will be put off applying because of these requirements. Also as a parent I am disgusted that you are taking my parental choices away from us as a family, if I wanted my child to speak Welsh I would have sent them to a Welsh medium school. I am disappointed that this is your plan moving forward rather than introducing more Welsh speaking lessons during school and nursery. How will my child's mental health be if you make this sudden changes without the support in the family environment?</p>	<p>See previously (as well as Outcome 1, 2 and 3, 4, 5 and 6).</p>
<p>Are you aware of the levels of anxiety and alienation you have caused among staff in educational settings that do not currently operate through the medium of Welsh? My conversations with a number of them suggest you are not. They feel targetted by the proposed actions, worry they will lose their jobs, worry they will have to move away or stop doing what they do really well. Why do you wish to put them through such uncertainty and also negatively affect their ability to deliver on what is really important, that is good education and childcare? Are you aware of how much time and effort it takes for someone to learn a language to the standard where they are able to teach through it? The document suggests that you clearly lack such awareness. Are you aware that the proposed actions will likely make it impossible to operate some settings? The lack of childminders, nursery and school teachers is noted in the document. If the proposed plan does go ahead, XXXX Playgroup will likely have to close, as there would be no staff to provide childcare and early years education through the medium of Welsh.</p>	<p>See previously (as well as Outcome 1, 2 and 3, 4, 5 and 6). The Council would like to note the following again. Through further consultation with stakeholders, the aim would be to offer Welsh-medium immersion provision for children aged 3 (nursery) at St Padarn's School, Ysgol Comins Coch and Ysgol Cei Newydd as well as ensuring the same nursery provision at Ysgol Plascrug and Ysgol Llwyn yr Eos. This is in accordance with the aim of increasing the number of Year 1 children receiving Welsh-medium education in the county. Many of Ceredigion's current and larger schools offer Welsh-medium education for 3-year-olds therefore the core principle is to ensure that all pupils have the right, ultimately, to be completely bilingual within a county where Welsh is the everyday language. The Council accepts that the new development would change the role of the provision in the funded non-maintained settings. The impact was the same when new schools were opened within the authority during recent years e.g. Ysgol Cledlyn or Ysgol T Llew Jones and the same impact will be seen in the Aeron Valley when the new school is opened there. We hope there will be no negative impact on staff members. We envisage a very important role for staff members in those settings in offering a very basic level of Welsh to the 2-3-year-olds in their care before they move on to the immersion phase at school. We would hope to see basic transference of the language being encouraged in these settings before the transition to nursery immersion education at school.</p>
<p>Consideration needs to be given to the quality of teachers. Unfortunately, it is clear the Welsh Language ability will be considered more important than the wider qualities and</p>	<p>See previously (as well as Outcome 1, 2 and 3, 4, 5 and 6).</p>

<p>abilities of individual teachers. This is a flawed strategy and will mean excellent teachers are driven from their jobs and potentially the best teachers will not be appointed. Seconding teachers who are not proficient in Welsh to make them proficient is a flawed approach. Such teachers are unlikely to be as fluent as a native Welsh speaker and it is well known pedagogically in language teaching that only fluent speakers should be teachers in that language. Indeed, the proposal for secondments highlights the wider issue that there are not enough Welsh language teachers to implement this strategy. While the counter argument will be that that's why we need to implement this strategy, to increase the number of Welsh speakers' long term, the question that should be considered is: Is it morally right to gamble the educational development of a whole generation of children on a language experiment and an educational policy which is focussing on the Welsh language at the expense of other important factors of learning and education. Attainment levels in Wales lag the other home nations, and we have to ask ourselves – is this going to make things better or worse. My view is it is clearly the latter. Also, very importantly we are then going to move towards a system where children have less contact with culturally diverse teachers given these teachers are less likely to be proficient in Welsh. Is this inward looking culturally closed world view one we wish to foster? I would hope not and its very much against the grain of WAG policy more generally, but this is clearly going to be one of the results.</p>	
<p>To give people the choice of which language they want to primarily teach in.</p>	<p>See previously (as well as Outcome 1, 2 and 3, 4, 5 and 6).</p>
<p>There are a wide selection of Welsh speaking schools in Ceredigion, and an extremely limited number of Welsh medium. By removing the only English options you are taking away people's right to learn education in their first language. You are taking away people's choice, when it is already limited. This proposal has made myself and my family think seriously about whether Ceredigion is a place we can live long term, if our kids will be unable to learn there first language until they are 8 years old.</p>	<p>See previously (as well as Outcome 1, 2 and 3, 4, 5 and 6).</p>
<p>You need to look beyond your linguistic dream and think of the well-being of the community as such, this on multiple levels. Ceredigion is part of Wales, part of the UK and part of the ever more globalized world. Welsh is thriving in Ceredigion and the county's bilingualism makes it presently attractive and lively. Taking away the choice of educating 17% of the county's pupils in the medium of English, as it is now, will force many families who call this gorgeous county a home to leave, many professionals and other immigrants not to move in here at all and many locals to find themselves in a culturally much less interesting environment, and thus less happy and enticed to move out of the county. The lack of choice in education will make NHS staff recruitment even harder than it is now, and it is already damn hard now. The</p>	<p>See previously (as well as Outcome 1, 2 and 3, 4, 5 and 6). The Council would also like to note that it has a duty to positively contribute to the aims of the Well-Being of Future Generations (Wales) Act. This means acting to achieve the seven well-being goals including 'A Wales of vibrant culture and thriving Welsh language'. There is also a statutory basis to the system for planning Welsh-medium education. Welsh Government has a duty to promote and facilitate the use of the Welsh language and to work towards achieving the well-being goals. The WESP's content also contributes to the Welsh Government's aim of increasing the</p>

<p>lack of choice will also have economic impact; professionals and researchers, bringing with them research grant money which are spent in the community, will not be interested in coming to work at Aberystwyth University. Is it worth it? I'm convinced it is not.</p>	<p>number of Welsh speakers to a million by 2050. These developments go hand in hand with the three strategic aims of the 'Ceredigion Language Strategy' (Increase the language skills of Ceredigion residents. Increase opportunities to use the Welsh language in Ceredigion. Ensure social conditions that enable the Welsh language to thrive).</p>
<p>Not all people have the ability to learn a additional language. This puts staff already employed, and future staff, at a great disadvantage!!!!</p>	<p>See previously (as well as Outcome 1, 2 and 3, 4, 5 and 6). The WESP relates mainly to the education of pupils, but Outcome 7 relates to recruiting more educators to the Welsh language sector. It is a mandatory planned outcome as part of the WESP.</p>
<p>There are still a lot of teaching staff who are good at their job that will be discriminated against for not being fluent in Welsh. Being bilingual would help instead and Welsh lessons for those who need it.</p>	<p>See previously (as well as Outcome 1, 2 and 3, 4, 5 and 6). All schools will appoint staff in accordance with their curricular needs.</p>
<p>The plans frequently mention the need for teachers to teach academic subjects through Welsh medium, and this is supported by sabbatical courses to enable language skills. To be able to teach in a language one must be absolutely fluent, and I do not believe that it is a realistic aim for staff to develop sufficient language skills in the short durations specified.</p>	<p>See previously (as well as Outcome 1, 2 and 3, 4, 5 and 6).</p>
<p>Help people learn. DON'T make it a requirement for employment.</p>	<p>See previously (as well as Outcome 1, 2 and 3, 4, 5 and 6).</p>
<p>While I welcome the idea of supporting staff to improve their own language skills I would be very disappointed to think that resources would be earmarked for this rather than a staff member's general professional development. In the short term I would much rather see the resources spent on boosting children's academic achievements post-covid and targeting their mental health and emotional well-being. In the longer term I would rather see staff supported in curriculum knowledge, classroom management and professional development.</p>	<p>See previously (as well as Outcome 1, 2 and 3, 4, 5 and 6). The support in question is currently available for Ceredigion's teaching staff.</p>
<p>I work in a playgroup which is English based but also with Welsh, from a personal point of view I have never been given the opportunity through my workplace to learn Welsh through work. I did however choose to attend and pay for Welsh evening classes for 2 years to increase my Welsh, and yes I have learnt more basic Welsh through that, but I am still no where near fluent. These classes came to an end for me as I felt disheartened and lack of energy during the evenings to carry on (having 2 children of my own contributed to my low energy levels), not to mention the price of the lessons. I do wish I was given the opportunity to learn Welsh during my work hours, as it is that important for me to be able to carry on working with children. I was brought up with English speaking parents and in a bilingual school, and I have always</p>	<p>See previously (as well as Outcome 1, 2 and 3, 4, 5 and 6). There is absolute sympathy for what is being expressed here from a personal point of view and for the effort to learn Welsh. What is proposed in the WESP is that nursery classes for 3-year-olds are planned in the schools in question to facilitate the immersion method. The intention is not to undermine existing staff in non-maintained settings but to plan for the improvement and development of the Welsh language situation in Ceredigion. Everyone has a part to play. We envisage that the workforce will have an important role to play in the provision for 2-3-year-olds in offering a very</p>

<p>wanted to work with children. I wish I spoke fluent Welsh but I simply can't. I do feel a sense of discrimination through this plan, especially as I was born here in Ceredigion. I now am starting to feel I have no right to work here with children, after years and years of training. All I wish is that there would be an opportunity still for people like myself who want to live in their home town with family nearby, and be able to work in schools/nurseries. As a college student in Coleg Ceredigion I was very grateful to be able to attend placement in bilingual settings in order to achieve my qualification in childcare and education. I honestly think if all the settings become Welsh only, English speakers who are born here will be forced out, and I strongly feel this is unfair and wrong. I don't choose not to speak Welsh fluently, I just simply can't. By opening Welsh only nurseries within schools in Ceredigion will inevitably mean playgroups will be forced to close, therefore I will lose my job as a result. This plan will mean I most likely will never be able to work in a school, which is my main job goal.</p>	<p>basic level of Welsh to the 2-3-year-olds in their care before they move on to the immersion phase at school. We do not feel that any member of staff needs to worry about this. We would hope to see these settings encouraging a basic transference of the language before the children move on to nursery immersion education at school. The aim of the WESP is not to turn these settings into Welsh-medium ones but to encourage more use of the Welsh language where possible.</p>
<p>It is concerning that it will be more important for a teacher to speak in Welsh than it will be for them to be a good teacher. You may lose some teachers who don't speak Welsh fluently or have tried to learn Welsh but haven't found it easy to learn. Additionally it will be hard to attract some teachers to the area because they don't speak Welsh but may be an excellent teacher. It is stated that it is hard to recruit some subjects as it is so this will make it even harder.</p>	<p>See previously (as well as Outcome 1, 2 and 3, 4, 5 and 6). This is not the aim of the plan nor what is noted in Outcome 7.</p>
<p>Isn't that discrimination? Shouldn't it read 'to increase the language skills of all staff to be able to teach Welsh and not just hiring Welsh speakers. That is not fair to people who may have wonderful skills and assets to be teaching staff, but just need support to improve their skills.</p>	<p>See previously (as well as Outcome 1, 2 and 3, 4, 5 and 6). This is not the aim of the plan nor what is noted in Outcome 7.</p>
<p>You need to consider the cost and the length of time this will take and how practicable this is within the given time-scale.</p>	<p>The comment is noted.</p>
<p>We need the best teachers and support staff not just the best Welsh speaking ones.</p>	<p>See previously (as well as Outcome 1, 2 and 3, 4, 5 and 6). This is not the aim of the plan nor what is noted in Outcome 7.</p>
<p>Helping staff who have already built a good relationship with my child to increase their own Welsh.</p>	<p>This is part of the plan. Collaborating with partners is vital going forward.</p>
<p>Take into consideration that non Welsh parents won't be able to help their own kids with homework if they need help. Parent won't be able to understand Welsh in order to explain the problem. I'd be happy with teachers teaching Welsh as a subject in Welsh, but every other subject in English.</p>	<p>See previously (as well as Outcome 1, 2 and 3, 4, 5 and 6).</p>
<p>Does this mean that the best quality teachers in terms of pedagogy skills will not be recruited, rather that Welsh language skills will be the primary criterion? This is a worrying proposal.</p>	<p>See previously (as well as Outcome 1, 2 and 3, 4, 5 and 6). Collaborating with partners is vital going forward.</p>

<p>By insisting teachers have to speak Welsh you are reducing the pool of teachers you can recruit from. Excellent teachers already in Wales who do not have the required Welsh language skills will inevitably move away/leave teaching. There will be a significant lack of diversity seen with the teaching staff. As a parent, I would much prefer my child had an excellent enthusiastic teacher than one that was adequate but could speak Welsh well.</p>	<p>See previously (as well as Outcome 1, 2 and 3, 4, 5 and 6). This is not the aim of the plan nor what is noted in Outcome 7.</p>
<p>There are so many fantastic teachers out there who aren't Welsh speakers and you are cutting these off from educating our children.</p>	<p>See previously (as well as Outcome 1, 2 and 3, 4, 5 and 6). This is not the aim of the plan nor what is noted in Outcome 7.</p>
<p>Just "other considerations" not wanting any comment on existing proposals? Is this a consultation even if you questions don't ask for people's views on this section?</p>	<p>There have been enough opportunities in the response system to offer different opinions. This is evidenced by the number and variety of responses received.</p>
<p>There are lots of excellent non Welsh teachers keen to move here and work. Do you want brilliant quality non Welsh teachers OR are you going to allow poor quality Welsh fluent teachers to get good jobs simply because of the language rather than their teaching capabilities? Ceredigion council are doing this in other parts of the council as we speak!</p>	<p>See previously (as well as Outcome 1, 2 and 3, 4, 5 and 6). This is not the aim of the plan nor what is noted in Outcome 7.</p>
<p>You will lose quality teachers if your primary criteria is that they must speak/be able to teach in Welsh. Are you only going to employ fluent Welsh speakers as teachers? In which case that is discriminatory against those who can't speak Welsh. Ceredigion has always been about inclusivity and opportunities for all.</p>	<p>See previously (as well as Outcome 1, 2 and 3, 4, 5 and 6). This is not the aim of the plan nor what is noted in Outcome 7.</p>
<p>The involvement of parents in their child's education is critical but could be really hampered in English-only households. When I say English-only I refer to language. Many Welsh people do not speak Welsh, even less read it to the standard to support their child in Welsh education. The recruitment net shrinks.</p>	<p>See previously (as well as Outcome 1, 2 and 3, 4, 5 and 6).</p>
<p>It should be considered that it might not be the best teacher who gets the job as there already is a strong bias towards choosing the Welsh speaker over the English speaker. I have witnessed a situation like this and it really saddened me as I fail to see who benefit from these situations, it is definitely not in the best interest of the pupils. It should also be considered to what extent do the Welsh speaking teachers speak the Welsh language. Teachers who have been on secondment to learn Welsh and only use it as "a work language" are not the best candidates for teaching the Welsh language to the pupils. A known rule of thumb in bilingualism is to only let fluent speakers teach learners, the reason for this I do think is quite obvious. A full Welsh immersion in the Foundation Phase will inevitable create a long line of paradoxes when school leaders are hiring staff.</p>	<p>See previously (as well as Outcome 1, 2 and 3, 4, 5 and 6). This is not the aim of the plan nor what is noted in Outcome 7.</p>

<p>Again - do we assume this Q relates to the previous one? The fact that you think you can achieve these actions within the 4yr timescale proposed renders this questions pointless. How on earth do you think..... Unbelievable!</p>	<p>The comment is noted. However, the proposed plan is a ten-year programme.</p>
<p>Teachers and childcare staff have been under enormous pressure during the pandemic and for some the additional training that will be necessary must surely be a cause of concern. What will the impact be on their overall workload? Will this training be in addition to all their normal workload? Are their jobs secure if some take longer than others to improve their standard of Welsh? I am also very concerned about the impact on childminders, who cannot delegate other aspects of their workload while they undertake further training. Some may feel this is one thing too many and leave the profession. My child's fantastic childminder provides a wonderful 'English with bilingual' elements setting and I think it would be dreadful if this directive compromised the ability of some of those settings to stay in business.</p>	<p>See previously (as well as Outcome 1, 2 and 3, 4, 5 and 6).</p>
<p>Yes, provide Welsh ALN support to Welsh speaking children, but it is not “essential” (p. 26) to all ALN/SENCO provision. We need the best, most rigorous, evidence-based ALN support & most excellent, enthusiastic subject teachers, whether or not they speak Welsh. I’m all for teaching Welsh, but not using it to exclude great teachers.</p>	<p>See previously (as well as Outcome 1, 2 and 3, 4, 5 and 6). This is not the aim of the plan nor what is noted in Outcome 7.</p>

Pupil Voice on draft 2022 WESP

<p>Outcome 1 - More nursery children/ three-year-olds receive their education through the medium of Welsh</p>
<ul style="list-style-type: none"> • Agree with the actions in the document
<ul style="list-style-type: none"> • Agree – all schools should be Welsh medium schools so that everyone can speak the language. <p>Ideas:</p> <ul style="list-style-type: none"> ➤ Play sessions through Welsh ➤ Encourage more parents to read Welsh books with their children
<ul style="list-style-type: none"> ➤ n/a
<p>Nearly all agree strongly with this and all others agree.</p> <ul style="list-style-type: none"> ➤ If children learn English at nursery, it will be more difficult to learn Welsh afterwards. ➤ Pupils think that there could be a staff shortage (the person that runs the Cylch Meithrin also works at the school – they were aware of shortages!) ➤ Covid has affected the situation – some parents don't speak Welsh – all children at home during lockdown.
<p>School Council Opinions</p> <ul style="list-style-type: none"> ➤ Everyone should be proud to be Welsh because it's really cool to be Welsh ➤ It's a good idea but not to only use Welsh. Little children wouldn't settle in the school so well because they wouldn't understand what was being said ➤ It's really important that little children know they live in Wales and are proud of this, but they shouldn't feel uncomfortable especially if they find it hard to understand Welsh ➤ Most families at our school don't speak Welsh and they might choose to home-school which isn't as good as being in school ➤ Lots of children find it hard to learn English and they need to learn that first otherwise they will get confused and not talk in school
<ul style="list-style-type: none"> ➤ We think that this is a good idea as it will be easier to learn a new/unfamiliar language when at that young age.
<ul style="list-style-type: none"> ➤ We think it's a good idea because: <ul style="list-style-type: none"> ➤ pupils can get used to the school at a younger age and they won't get upset when they have to start school full time. ➤ younger children would get used to being in school with lots of children rather than being in nursery with only a small group of children. ➤ when I joined the nursery, I was scared and a lot of my good friends went to different schools. So, by having a nursery in school, children will be with their close friends from the beginning. ➤ it would be nice to have younger children in school ➤ younger children will learn quickly so when they grow up, they will be smarter. ➤ they will learn Welsh at a younger age making them prepared for full time education- Welsh provision in the Foundation Phase. ➤ they will meet new people and they won't be nervous when they join fulltime. ➤ pupils get to learn a bit more about the school and they will know where everything is. ➤ if they have siblings in the nursery, the parents will not have to drive back and forth. ➤ they will learn skills at a younger age. <p>Questions that we have raised:</p> <ul style="list-style-type: none"> ➤ Where will the class be? ➤ Will this affect our breaktimes?
<ul style="list-style-type: none"> ➤ More collaborative work between Cylchoedd / schools as regards to Welsh language provision ➤ Welsh language lessons for parents (Mudiad Meithrin or Dechrau'n Deg / Flying start)
<p>Outcome 2. More reception class children/ five-year-olds receive their education through the medium of Welsh</p>
<ul style="list-style-type: none"> ➤ Agree

Agree.

Ideas:

- Welsh medium schools coupling with schools so that pupil topupil learning can take place.
- Do all schools use Welsh when they can e.g welsh language signage ?
- n/a but think it's a good idea.
- Nearly all agree strongly with this with the rest agreeing.
- Natural step when starting school.
- Think it is a good idea being able to speak Welsh in Wales. It will give us more time to learn Welsh.
- If they have been taught in Welsh in nursery then they can learn in reception and Year 1 but they would be learning the work they would normally do in Nursery so they would be behind
- Any children who come to live here from around the world would not settle here and this would make our life less interesting.
- We couldn't have Syrian or Afghanistan refugees come here because they wouldn't know the language and they would lose out on lots of years of their education when they have already lost so much.
- It will make sure that they continue to learn new Welsh words and phrases and will hopefully build confidence in a new language that thy do not speak at home. It could have a positive impact at home too with parents showing more interest in the language.

We agree with this because:

- learning Welsh at a young age is a good idea because children would be so much better at Welsh when they move on to KS2/KS3.
- learn younger -learn faster.
- if you live in Wales, you should learn the language.
- we think it would be lovely for them to learn Welsh because then they can learn how to talk confidently in Welsh when they are older.
- if pupils learn more Welsh, it will help them when they are older.
- they will learn more Welsh.
- they will be able to speak Welsh at a younger age.
- they will be able to speak 2 languages.
- pupils will feel like they belong in Wales.
- you will be able to speak Welsh at a very young age and you'll be able to improve your Welsh skills over the years.
- when you arrive at Secondary School, you'll be able to speak and understand more Welsh.

Other suggestions or views:

- pupils should have the opportunity to learn English and Welsh so that they know/understand what they are learning.
- some pupils will struggle if they arrive at the school later on.
- parents might find it difficult to help/support at home.
- School to school working, to support the learning of Welsh.

Outcome 3 - More children continue to improve their Welsh language skills when transferring from one stage of their statutory education to another

- Agree

Agree.

Ideas:

- More Welsh language activities through the medium of Welsh in the community.
- Create more podcasts, television programmes and Welsh language films.
- Share Welsh history at every opportunity
- Sports clubs where leaders speak Welsh

- Persuade more people to create welsh language content on You tube.

Practical ideas

Pontio/transition – present Year 7 pupils / 6th form officers to help with this

Staff – All teaching staff should be bilingual so they can offer Welsh language/bilingual provision. Staff have started going to Welsh language courses this year. More of this needs to happen.

4 Welsh medium classes this year with only 1 English medium – presents problems/challenges

Nearly all pupils agree with this.

We feel that progression and continuation of Welsh language education is highly important in the secondary school.

If the children enjoy Welsh, they should carry on. We don't want them to be forced.

- In secondary school it would be extra important to be taught in English because the work is harder and more complicated.
- We would need to know the correct words in English in case we went to a university like Oxford or Cambridge
- Our parents don't speak Welsh so they can't help us with homework so we would miss out
- Some of the pupils would be from homes where they speak Welsh so they would have a big advantage
- Maintain interest in the language. More after school clubs can be held in Welsh to support the language.

We think this is a good idea because:

- everyone has the right to learn and develop their Welsh skills at any age.
- it will help pupils in the future.
- we need more Welsh schools.
- we will be able to speak and understand more Welsh.
- pupils will be able to speak, read and write in English and Welsh.
- it will prepare us for Secondary School.
- we come from Wales and we need to speak Welsh.

Some concerns:

- Welsh is hard to learn and we won't learn as quickly because we don't understand some things.
- English is the only language that is needed for many jobs.

- Provide more interesting workshops so children are encouraged to use the language.
- Children of XXXX have enjoyed a Welsh language workshop in conjunction with Aberystwyth University and the Hay Festival.

Outcome 4 - More learners study for assessed qualifications in Welsh (as a subject) and subjects through the medium of Welsh

agree

agree

Ideas:

Teach more Welsh history to children as we do in Ysgol XXXX

More Welsh language activities for secondary school children within the community.

More apps, tv and films in the Welsh language.

More children to create welsh language content on you tube.

High proportion of year 10 GCSE students studying Physical Education through the medium of Welsh this year.

MUST immerse latecomers and pupils from Ysgol gynradd XXXX

No opinion
You would have to be fluent. You would have to go through school speaking Welsh.
<ul style="list-style-type: none"> • XXXX children wouldn't be as good as the other children whose parents speak Welsh so we wouldn't get good jobs, they would • we would like to have enough Welsh to get a job round here and to be confident using it but not have to be taught in Welsh all the time • having the choice is what's important but we have that already – we can choose XXXX or XXXX and our families can choose our primary school
Great idea as it will keep the language alive. It's important that both languages; Welsh and English, are available as an option but it's important that there are enough resources to support the Welsh language in various topics.
No strong opinion
No opinion
Outcome 5 - More opportunities for learners to use Welsh in different contexts in school
agree
agree
<p>Practical ideas: Re start CIB club.</p> <p>Urdd ambassadors – no contact this year. Need to do this again.</p> <p>YFC ambassadors also important. This needs to be re visited.</p> <p>Shwmae Su'mae day – pupils to take the lead.</p> <p>Officers of the Welsh language committee to include press officer / marketing officer.</p> <p>More Welsh visitors and more Welsh board games would be good to have.</p> <ul style="list-style-type: none"> • we really like how Welsh has become fun in our school recently; we like competitions and learning new words but we're learning in a way that we can and it's not too fast and we are enjoying it <p>By doing this it will make the language more informal. It's important that Welsh is not seen as something that is learnt in the classroom and can be heard between staff around the school. It would be great if more extra-curricular activities were available in Welsh.</p> <p>Teach parents about the importance of being able to speak Welsh Share with parents the different experiences that we have in school (listed above)</p>
Outcome 6 - An increase in the provision of Welsh-medium education for pupils with additional learning needs (ALN) (in accordance with the duties imposed by the Additional Learning Needs and Education Tribunal (Wales) Act 2018
More games and Welsh language books
<p>A bilingual practitioner was appointed this year – massive step forward in the right direction. A high interest within non-Welsh speaking staff to learn the language – support staff and additional staff to be targeted – canteen workers and cleaners also.</p> <p>Teaching assistants would have to learn Welsh. Each child with ALN would have to be looked at and then decide if they can learn the language</p> <p>Make sure that pupils are able to communicate in their mother tongue effectively before introducing a second language. Ensure that the words/phrases taught are relevant and useful.</p>
Outcome 7 - Increase the number of teaching staff able to teach Welsh (as a subject) and teach through the medium of Welsh
Take pupils on trips e.g Bangor University etc. Open their eyes to possibilities
Could do a Welsh course online
This is very important as teachers need to feel confident speaking and teaching Welsh. If pupils ask a question about the language it's important that they can answer.
All our teachers are fluent in Welsh.

Further Comments: Supplementary

The comments below were received and the council's response to them is contained in similar responses within this report. The council has noted all comments.

Comment: Supplementary Questions 1 & 2	Comment: Supplementary Question 1	Comment: Supplementary Question 2
I believe the Plan is practical and attainable. It could be argued that more ambitious aims would mean a higher risk of failing and as a result, would undermine confidence within the community and amongst parents and stakeholders. I cannot see any aspect that would give rise to situation (b).	Parents have the choice and right to send their children to either a Welsh medium school or English. I respect we live in Wales but surely parents have the right to make their own choice!!	Only that it does appear that if you get a school like XXXX on board that you will have increased numbers of Welsh speaking in the community, due to the population size of Penparcau. this then becomes part of the culture when linked in with other activities that could be provided at the Hub. These would also need to be provided for free across the community. I know there's Cered, but they aren't active in the community of Penparcau from what I can see, or there's odd things like learn to play a banjo or something odd. It's schools such as XXXX that need to be focused on, not Ysgol Cymraeg who already do this sort of thing.
Agree with the plan and actions.	Providing materials on contemporary matters in Welsh would be good. There's a lot of old stuff that doesn't relate back to the world today - Children aren't interested in the Eisteddfod, Cymdeithas yr Iaith and Dafydd Iwan. Can we please get a more contemporary international set of learning materials that goes beyond the 60s.	I would like to know what will happen to childcare settings that are not fluent in Welsh? where is their support and what will happen to English speakers trying to learn Welsh?
Difficult to see how the plan could do more in this respect – perhaps many of the answers are to be found in the wider society, the mass media and the development of devolution in Wales.	English is an international language which benefits children more so than Welsh.	
I'm happy with the proposed plan and hope it is received, supported and adopted with human resources, funding and passion	You are favouring Welsh over English so there is no equal balance. Bilingual settings should be used not just Welsh and as a parent who's youngest child is yet to	I think I have made my feelings clear. These questions are also rather biased- not inviting an open discussion on the scheme, but working questions in such a way it is hard to articulate what is wrong with the scheme

	<p>start school it scares me to think I don not get a choice unless I move. University lecturers and doctors who come from all over the world will not want to come to teach in Wales as their child will need English also. This will affect their education. By doing what you plan you are favouring Welsh. Parents should get a choice for their child. Use more Welsh in settings but do not take the English away. Those who do not speak Welsh could have Welsh lessons as a class to help them but English is just as important for their education to.</p>	<p>when most questions are agree/disagree. Blanket statements essentially asking 'do you think it's good when children learn new languages?' are not the basis of proper debate.</p>
<p>As there is a specialist team of staff leading and involved in the implementation of the Welsh in Education Strategic Plan in Ceredigion, they have created a system that ensures that Welsh is no less favourable than English e.g. Cardi Iaitth scheme to reward Primary pupils who use Welsh socially – via collaboration with local shops/businesses. All work done by the Ceredigion Supporting Welsh in Education Team is effective and of a high standard. Excellent.</p> <p>See page 2 WESP: Ceredigion’s vision should be highly praised. The 3 strategic aims are excellent and comprehensive and provide strong guidance for the rest of the document, and Ceredigion should be praised for aiming to provide all pupils with Welsh medium immersive education until they are 7 years old, and the ambitious approach of aiming for 100% of Year 1 pupils in Ceredigion receiving Welsh medium education.</p> <p>All the best with this important work.</p>	<p>Ceredigion could modify the scheme to reflect the rest of Wales, offering an overwhelming majority of Welsh-speaking schools, but keeping that minority of English schools open so parents have a choice in their child's education.</p>	<p>I am all for my children learning Welsh in school but not as a first language. You have not considered the impact that this will have not only on the students but the families who do not speak Welsh. How will we support our children with homework when we are unable to understand? This will put strain on some families that are already under pressure with other factors. Have you considered the work pressures on the school and the staff if targets are not met. Children who may disengage from their learning as a result of being thrown in at the deep end being forced to be taught and learn a language that they are not familiar with. As I have said before I chose an English medium school with some Welsh language elements for my children to attend and will be thoroughly dissatisfied if our choice is taken away.</p>
<p>It is fair to say that learning or re-learning a language is easier when you have proper time and support,</p>	<p>I believe that Welsh should be counted as a subject like Maths and English and that a properly planned out curriculum should be put in place for each year and</p>	<p>We are a university town with a great hospital, unfortunately a welsh only path will divert people away such discrimination</p>

<p>whether as an adult or a pupil. Informal situations are a great boost to delivering and reinforcing a task.</p>	<p>then once the children are at secondary school, reaches the stage of choosing gcse subjects then it can be left to them to decide whether to continue. This shouldn't be forced but as an option.</p>	
<p>The plan is relevant, comprehensive and very welcome.</p>	<p>By keeping Bilingual the view, do not get rid of the absolutely necessary language of English, but to teach it alongside the welsh</p>	<p>Thirty-five mentions of "Welsh-Medium" schooling in the Strategic Plan. Only [one] mention of "English-Medium" schooling, and then only in the context of what presently exists in Aberystwyth. Does the Local Authority intend to retain English-Medium schooling in Ceredigion? Taking particular note of the fact that Aberystwyth is home to an international university, whose students and faculty (and their families), will almost exclusively be able to interact with their community through the medium of English. If the Local Authority does [not] intend to English-Medium schooling, will it pursue a path that only rolls in exclusive Welsh Medium schooling two years behind the age of children currently entering nursery right now? Taking particular note of the destructive effect it would have on the life outcomes of a child in Ceredigion's educational care if they come from an English language household and are suddenly expected to receive their education in Welsh.</p>
<p>Strategic planning and monitoring of the plan.</p> <p>The information shared in this feedback highlights the opportunity for closer strategic collaboration between Learn Welsh and the local education authority on a number of key aims.</p> <p>As a regional provider, Learn Welsh Ceredigion, Powys and Carmarthenshire (Aberystwyth University) would welcome the opportunity to serve on the forum responsible for planning and monitoring the</p>	<p>Thirty-five mentions of "Welsh-Medium" schooling in the Strategic Plan. Only [one] mention of "English-Medium" schooling, and then only in the context of what presently exists in Aberystwyth. Re: "so that there are further positive effects on pupils' opportunities to use Welsh and on treating Welsh no less favourably than English". Will you ensure that English-Medium schooling is retained in Ceredigion (in Aberystwyth) in order that you are treating English no less favourably than Welsh?</p>	<p>This questionnaire is biased towards Welsh medium education, and is obviously written by staff who want to take away choice.</p>

<p>implementation of the Welsh in Education Strategic Plan.</p> <p>This would enable us to plan proactively, for example, when planning Welsh at Home courses to support plans to extend the Welsh Medium provision during the early years.</p>		
<p>Extra-curricular opportunities are so important!</p>	<p>It would be nice if you could say that people would not be penalised for using their language of choice and that we could all make an effort to communicate in mixed classes where no-one is better than anyone else. It is about good communication not language.</p>	<p>The aim should be bilingualism in all schools. Learning through the Welsh Medium should be made more appealing to parents, through support and encouragement, rather than through lack of choice. Currently there is a choice for parents as to which school is best for their child. This will remove a parent's choice if they don't want their child to attend a Welsh-medium school. Attracting some professionals to the area, such as doctors, can be difficult and I believe that this will make it harder if they have family coming with them. Yes there will be 'catch up' classes at one school in each end of the county but not at every school so there'll be no choice of schools for some people. This is likely to be the deciding factor in some professionals choosing not to come to the area and could leave Ceredigion with a skills shortage. XXXX school is fantastically diverse and multicultural. My sons have friends of many different nationalities, cultures, ethnicities and religions. I am aware that they have a fair number of students who arrive not speaking English or Welsh. I am concerned that making it a Welsh Medium school rather than bilingual would increase pressures on staff supporting children arriving with neither Welsh nor English and could make the transition for children much harder.</p>
<p>It is a very important step that Welsh is developed as noted in this plan. It ensures equality for all members of society here in Ceredigion. Historically, Welsh has</p>	<p>What I would really like to see is settings being bilingual, but perhaps more Welsh than English. I fully understand that living in Wales, speaking Welsh is</p>	<p>Almost all teachers who are able to teach through the medium of Welsh will be Welsh/have been educated in Wales. We need to ensure this does not lead to a reduction in the diversity of teachers who teach in our</p>

<p>been treated less favourably than English, but this plan goes one step further towards rectifying that situation.</p>	<p>important. But I feel excluding and making people feel unwelcome is wrong. I feel perhaps a higher percentage of staff should be Welsh speaking but not necessarily all.</p>	<p>schools. In Ceredigion, many teachers are stagnant - often teaching in the same school for most of their careers. It is beneficial to move about and have ideas from outside of Wales too.</p>
<p>It would be great to have even more engaging Welsh clubs for KS2 and FPh delivered by the Urdd at convenient locations e.g., South/Mid/North Aberystwyth? Something more engaging than Rainbows/Scouts/Guides that are traditionally English. Many FPh children also attend English swimming lessons now as there is no school swimming. Also, horse riding/hip-hop/gymnastics and football. Small schools challenges. One teacher and headteacher and assistant not available to hold clubs.</p>	<p>Pupils should continue to be taught Welsh as a second language if that is the parents choice. For some this is educationally more sound due to the lack of Welsh in the home, especially those with ALN. Welsh language education is available to those who request it and transport is provided.</p>	<p>Bilingualism means that both languages need to be valued, and given a fair and equal amount of priority. The children need to be engaged through their interests. Keep the choice on languages for examinations. The amount of stress potentially for a lot of children to be forced to express themselves almost exclusively in a second language will cause mental health issues.</p>
<p>Enough funding to deliver what's in the plan. More History lessons on our history as a nation. Encourage native Welsh speakers to use Welsh first every time.</p>	<p>The proposals are treating the English language less favourably than the Welsh language. It should be treated equally. Bilingualism should be the aim, not welsh-medium.</p>	<p>Parents should be able to have the option to send their children to a bilingual setting, this is becoming an increasingly rare option</p>
<p>Need to ensure that schools are part of their communities, with investment in resources to accomplish this. There could, for example, be 'fun learning Welsh' clubs where non-Welsh speaking elderly people meet children who are Welsh-speaking/learning Welsh, and Welsh-speaking elderly people meet children who are learning Welsh. The advantage of something like this is that relationships and understanding develop whilst having fun. It would also boost the confidence of children who are learning Welsh to be teachers for a little while instead of learners. It would be fun.</p>	<p>Maintain bilingualism. Ask children what would make them want to learn and engage in Welsh. Focus on world culture through the Welsh medium, and not just teaching about Welsh culture. Use the children's interests to engage them. Keep the English, and do not force children to take examinations in Welsh if they don't want to. If they aren't confident in Welsh, their results may not be a true reflection of their ability. How is that fair to the child? I am a proud fluent Welsh speaker, and learnt bilingually through Primary school, and mainly English in Secondary school. It wasn't forced on me, and so I learnt to love it organically.</p>	<p>As stated, taking away choice is always an issue. Parents should be in a position to decide which language education would fit their situation. The planning document also needs a thorough make over to be in keeping with studies and research on bilingualism and code switching. As it stands, the plans are bound to make things worse, not better. They are also a far way from achieving what they set out to do by implementing far reaching measures with either-or choices for families that won't work.</p>

<p>As well as focusing on Welsh learners, it would be good to encourage Welsh speakers to feel confident and enjoy using Welsh – in all its variety – in every possible context, including when chatting to learners. You note a very high level of training for AoLE LLC teachers and it would be good to see collaboration between the County and University in this respect.</p>	<p>It should be changed so that Welsh and English are both as favourable as each other, rather than trying to make English less favourable than Welsh. Being bilingual is a gift and this should be encouraged.</p>	<p>See my first answer. This is an absolute and blatant discrimination against English-speaking Welsh children. where there has been choice there is now coercion.</p>
<p>It is crucial to set more challenging targets from KS2 and for the secondary and further education sector if this 10-year vision is to be realized.</p>	<p>There should be room for compromise. At least one school in urban areas will need to allow for both English and Welsh education for 3-7 year olds. Certain subjects could be taught in Welsh only. Half days could be in Welsh, the other half in English.</p>	<p>Equality and Diversity, Cherish it!</p>
<p>If we are aiming towards a million Welsh speakers and doubling the use of Welsh on a daily basis by 2050 – we need to go for it! We need targets to normalise and expand Welsh medium education to reach the long-term goal. The advantages of Welsh-medium education need to be explained in all areas of work and the reasons behind planning for Welsh medium education explained to all.</p>	<p>Ensure that there are no adverse effects on people's opportunities to have their education in the English language and thereby treating the English language no less favourably than the Welsh language.</p>	<p>There are a wide selection of Welsh speaking schools in Ceredigion, and an extremely limited number of Welsh medium. By removing the only English options you are taking away people's right to learn education in their first language. You are taking away people's choice, when it is already limited. This proposal has made myself and my family think seriously about whether Ceredigion is a place we can live long term, if our kids will be unable to learn there first language until they are 8 years old.</p>
<p>Need to consider supply staff – some Welsh schools in Ceredigion have been using supply staff who are not fluent Welsh speakers. Also need to consider the language of the staff – staff in Welsh schools should not be speaking English in the staff room etc.</p>	<p>Increase hours of teaching Welsh as a subject. Teach more Welsh history so kids identify as Welsh, increase patriotism.</p>	<p>I moved to Aberystwyth from England 15 years ago and have since become a mother of one, who is currently 4 years old. I am an enthusiastic and proud Welsh learner. I have chosen a bilingual primary school for my son where I am delighted he is learning Welsh as part of his curriculum. Welsh is not our first language at home, but we converse as much as we can with the Welsh language skills we have, to develop our learning, but are some way from being fluent. I have real concerns regarding the Ceredigion County Council (CCC) Welsh in Education Strategic Plan. The Welsh Government Target is to achieve a million Welsh</p>

		<p>Speakers by 2050 and to foster bilingualism in our community, which I fully endorse. However, the strategy by CCC in fact goes far beyond this, in fact contravening the Welsh Government target of bilingualism, by moving towards Welsh monolingualism in the long-term. A strategy that proposes 'full Welsh language immersion' up to the age of 7 years old, is not concomitant with bilingualism. My concerns, some based on my personal circumstances, are that the strategy will unfairly and negatively affect the education of individuals, the wider body of local children, and their long-term prospects.</p> <p>1) As a non-native speaker, albeit Welsh learner, I chose a bilingual school because I fully support learning the Welsh language, but I wish to support my son with homework, both now and in future as his Welsh ability advances. If Welsh provision was increased across all key subjects I would be upset if I could not keep up my Welsh language skills to support him. My capacity to learn at a greater rate than currently, as a single mother who works full-time (plus over-time) with no family locally to help with childcare, is impossible.</p> <p>2) Should prolonged student absences from school occur in future (such as recent pandemic lockdowns, or if long-term health conditions require periods in hospital for an individual child), as a non-fluent Welsh speaker, I would not be able to support home schooling sent primarily in the medium of Welsh. This would lead to a double disadvantage for the child in falling behind due to extended absence AND due to not having Welsh support on-hand to maximise what learning can be achieved at that time. This situation is unfair on the learner regardless of their academic ability. The recent pandemic has highlighted this specific issue and it is not good enough to assume that lockdowns will never be implemented in future. Neither is it good enough to</p>
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		<p>assume that long-term health-related absences will not affect many children; every child deserves a fair opportunity to learn.</p> <p>3)The move towards greater Welsh, or even monolingualism in all primary schools removes choice from parents which is undemocratic. Currently there is a choice of full Welsh medium or bilingual primary and secondary schools, and I can see no fair rationale for removing that choice, unless non-fluent Welsh speakers or learners are not welcome to reside in Ceredigion. If I were to move to an EU country I would specifically choose to send my child to an International School taught through the medium of English; my choice of job and location would be dependent on having this choice. I would expect this choice to be fully available in Wales as in any EU country. 4) Any lack of choice for accessing education in the preferred language in Ceredigion would encourage some parents to consider leaving to live and work elsewhere. Indeed, it may raise serious questions for those considering moving into the county with young children or plans for a family. As a university town, many residents move into our community to bring specific skills and expertise from all over the world, benefitting our community and demonstrating how Ceredigion embraces diversity and equality, which is celebrated and fostered. The education strategy would reduce and damage continuation of our dynamic, inclusive and friendly community. My response that was too long for section 20 continues here:</p> <p>Furthermore, we have a shortage of medical staff at Bronglais which the local community cannot supply. Discouraging those without Welsh language ability will lead to a severe and detrimental skills drain with profound impacts on the wider community.</p>
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<p>The sooner the better we have a consultation so that we can move forward.</p>	<p>There are a wide selection of Welsh speaking schools in Ceredigion, and an extremely limited number of Welsh medium. By removing the only English options you are taking away people's right to learn education in their first language. You are taking away people's choice, when it is already limited. This proposal has made myself and my family think seriously about whether Ceredigion is a place we can live long term, if our kids will be unable to learn there first language until they are 8 years old.</p>	<p>Staff recruitment relevant to employers such as the University is a consideration to which we have referred earlier in our response. WE believe the additional investment in a Language Centre for the Aberystwyth area is a welcome and necessary step. Our experience as an employer tells us that the language policy of schools is not a matter of concern for prospective job applicants. There is however a clear interest in the quality of schools and educational outcomes</p>
<p>a) the plan sets out clearly what needs to be done – and the sooner the better.</p> <p>b) it is hoped there will be leadership on the positive use of Welsh, as a result of commencing the process soon</p> <p>>The plan is clear and we would like to express full praise to the Authority for spearheading the process</p>	<p>Better support is needed for non-Welsh adult learners so they can support and foster their children through the current Welsh language provision and increase Welsh speakers through fostering in adults and their families, instead of forcing it on children. For adults to learn employers for whom Welsh language is valued need to give designated, protected time for learning. This is the biggest barrier to adult learning, in that busy</p>	<p>Aberystwyth is a multicultural town. These changes do not take this diversity into account. There are over 25 nationalities at my child's school. For many of these pupils English is a second language and their parents may have only basic English skills. These children will struggle if teaching is through Welsh only. Aberystwyth has a real and significant problem in recruiting Doctors, dentists, pharmacists, health visitors , midwives etc. Many professionals will be put off from</p>

<p>> We welcome the fact that this is a 10-year plan, but it would be good to have a long-term FUNDING plan (at least 3-5 years) to facilitate forward planning.</p>	<p>parents with full time jobs struggle to learn through evening classes. This issue is magnified for single parents with little familial based or formal (and expensive) childcare.</p> <p>b) Please abandon it, parents currently have choice and that choice is being taken away. This may well lead to resentment of non-fluent Welsh speakers regarding the Welsh language and the strategy will have the opposite effect to it's primary aim. The proposals aim to treat English less favourably than the Welsh language which is wrong.</p>	<p>moving here if their child could not attend a school that offers teaching through the English medium. I myself am a GP. I have lived here for 11 years. We would not have moved here if schools were only through the Welsh medium. We would also have seriously considered moving away from the area if the changes were going to affect our children. I firmly believe that any changes to education should be made because it is in the best interests of the children to do so. I do not believe that is the case with these proposed changes. We need to be advocating for the children for whom these changes will be damaging. I believe that unless a child is bright, without any difficulties with reading/writing/communicating, they will struggle. Children will also need an engaged parent that will put in a lot of effort to ensure they can read and write= not every child has a parent that is able/willing to do this. I cannot see the justification of taking away the options and opportunities of parents and children.</p>
<p>No specific comment but congratulate you on such a strong vision.</p>	<p>It is worth noting the opportunity to develop ideas for collaborating with Aberystwyth University on research, innovation and knowledge exchange as these may add value and add further positive effects.</p>	<p>This strategy greatly concerns me. I have a child who has speech difficulties already in English and we struggle to get the support he needs. If he then goes to school and is forced to learn in a language his parents know nothing of it will put him even further behind. This is so so wrong and it really worries me. Please do not put this in place. Yes allow children to learn Welsh and I fully support this but if we have chosen a school that is English first we did this for a reason. Children can choose what language they want to do when older, don't force it on them so young.</p>
<p>Need to ensure an immersion provision for latecomers, and this could be given more attention. There are positive developments in the plan, but more attention is</p>	<p>Provision to be in place for pupils parents that do not speak/read/write Welsh, package of support to be readily available- free Welsh lessons,dedicated website</p>	<p>Ceredigion council will ignore what I say because my views do not fit with the Welsh government vision for Welsh nationalism. The Welsh governments views are</p>

<p>needed to ensure follow-up and to strengthen the pupils' language skills from the primary stage (where most of the provision is in Welsh) to years 12 and 13 (where most of the provision is in English). Without this follow-up, it is very difficult to create a bilingual workforce. The Plan mentions research done by Dr Lowri Cunnington Wynn (A study of emigration and the aspirations of young people from Welsh areas) but it should be noted that the findings of this project are more extensive than the Plan suggests. Ysgol Henry Richard is one of the project's case studies but the results could be applied more generally. Specifically, the experiences of communities where some children receive a Welsh education whilst others receive an English education leads to the formation of language groups, with groups who do not have a firm grip on the Welsh language being less likely to feel that they belong within their communities, that can be a factor that leads to young people emigrating. The use of Welsh at home and the level of the parents' involvement in the local community are factors that encourage the use of Welsh, and regard should be given to wider factors also when promoting Welsh education.</p>	<p>for parents supporting them with homework, Welsh pronunciations etc.</p>	<p>skewed and discriminatory against talented English people who want to live and contribute to the Welsh economy without being pressurised into speaking Welsh.</p>
<p>Conveying the school's language policy to parents, from the very beginning, is very important. Parents need to understand that the ability to communicate in Welsh is a skill that cannot be disregarded.</p>	<p>This is not possible. Unless you have learned 2 languages from birth you will always favour one language over another. I don't understand why that is a problem. Surely it is better for children to be confident happy learners that are able to thrive in their education and make the most of the opportunities they find.</p>	<p>Despite that, I will address the issue with the seriousness that it truly deserves. The aspiration/vision/policy position is deeply flawed on many levels. I will simply pose these as questions in the hope that at least some of those reading the responses will actually attempt to do so: - Why go above the Welsh Government target for increasing the number of Welsh speakers? Why remove all English provision education for 3–7 year olds?</p>

		<p>- Have any of the pedagogic cons (as opposed to supposed pros) of these aspirations (visions) been considered? What about the impact on English language skills of early learners? Given that English is a world language (for better or worse), especially in business and education, how is the promotion of Welsh going to impact the prospects of these young people who decide to follow a life outside of Wales? How will conscientious parents that don't speak Welsh be able to support their young children's school education particularly – but not only – if there are future instances of the need for substantial periods of home schooling (e.g. in the event of future pandemics)?</p> <p>- What will be the impact on the ability of major educators or employers in the region (e.g Aberystwyth University, Bronglais Hospital) to attract and retain staff and students from outside Wales, especially those with young children or that intend to have children? In particular, what will be the impact on non-Welsh domiciled staff/ students with young children that may only be in Aberystwyth on short-fixed term contracts and for whom future life and careers are perhaps most likely to take place outside Wales? How will immersive Welsh education benefit those young people and their families, particularly those that may already have been receiving some early years education in English (not just those from the wider UK, but also in some cases, those coming from outside the UK)?</p> <p>- What is the legality of your aspiration (vision)? Given that Wales is a bilingual country, do you not have a legal duty to continue to provide some early years English language education? Surely one has the right to choose to be educated in either Welsh or English? Within Ceredigion, this choice is available at present, both at primary school and secondary school level, so why change this?</p>
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		<p>am employed in town, and that I am a part-time Welsh learner that supports bi- and multi-lingualism if done sensibly.</p>
<p>Need to ensure more challenging targets from KS2 and for the secondary and higher education sector. Supporting parents with the language is a vital part of supporting pupils. Programmes for parents on school sites, with childcare available, increase their confidence in the language, and the language of their child's education.</p>	<p>Unfortunately unless you want to stay and work in Wales there is no use for the Welsh language. Give our children the best education possible and stop worrying about what language it is in! If people want Welsh they will send them to a Welsh school. If they don't they won't. 73% already choose to, allow the others to choose what language they want!</p>	<p>I note that the consultation concerns the statutory requirement for Ceredigion to draw up a Welsh in Education Strategic Plan. The consultation's questions inevitably focus on details of this plan, In so doing, they deny the opportunity to address key factors that should inform the Council's proposals. I would go so far as to suggest that the Council has already adopted a policy from which there can be no dissent.</p> <p>First, the terms 'bilingual' and 'bilingualism' frequently appear in the document. Wales, indeed, is a bilingual nation. A county such as Ceredigion is bilingual in the sense that a sizable proportion of the population speak both Welsh and English. Wales as a whole, however, is bilingual in the sense that two official languages exist side by side. Welsh speakers and Welsh-speaking families must have their rights protected and their needs met. English speakers and English-speaking families have similar rights and needs, These too need to be taken into account and respected. In my view, the plan fails in this regard.</p> <p>Second, Aberystwyth is unique in Ceredigion. It is home to the National Library, the University (which incorporates the former Welsh Plant Breeding Station) and Bronglais (the only general hospital in mid-Wales). The National Library is a distinctly Welsh national institution. The University, by its very nature, draws many English-speakers and people of other nationalities to Aberystwyth, as does the hospital. Whether we like it or not, Aberystwyth is very much a bilingual town. It is for such reasons that distinctive arrangements for language provision exist in Aberystwyth. To weaken or to do away with them, as the consultation seems to propose, could make it more</p>

		<p>difficult to attract talented and well-qualified individuals to the town's institutions. This has implications for the future of the area. We are often reminded that economic and social planning must have regard to the needs of the Welsh language. The converse is also true: planning for Welsh-medium education and the Welsh language must have regard to the economic and social needs of a given community. Again, the authority's plan fails in this regard. Third, the plan refers frequently to the exercise of choice in the context of education. In fact, the thrust of the proposals is, in the long term, to make Welsh-medium education the default position. There is no choice prior to the age of seven. Nor is it clear what choice, if any, will be available to many children after the age of seven. For example, there is an aspiration to achieve a 'percentage increase in the number of pupils transferring from existing Welsh-medium primary schools to Welsh-medium secondary education (in the Aberystwyth area)'. But there is clearly a demand for largely English-medium primary and secondary education in the Aberystwyth area, such as, for example, that currently met by XXXX School. This kind of provision must remain, both out of respect for the principle of choice and for the benefit of the future of the town and the surrounding area. A brief observation: question 22 asks for the age group of the respondent. I trust that the omission of the category 'over 65' does not imply exclusion from the consultation. As one who has lived for two-thirds of his life in the Aberystwyth area, who has been reasonably active in promoting community activities and whose children benefitted from a good education in Ceredigion, I hope that I am allowed to make my contribution.</p>
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<p>The plan is analytical, thorough and comprehensive. It is important that young people’s voices are heard on a regular basis in all aspects of the work, as fully involved stakeholders in the planning process. Since the beginning of the calendar year, Welsh Government have invested in four Collaborative Research Networks on four aspects in the field of education, with the aim of increasing the research capacity in these areas within Welsh universities.</p> <ol style="list-style-type: none"> 1. Bilingual Education and the Welsh Language (Chair: Elin Haf Gruffydd Jones) 2. Leadership and Professional Learning (Chair: Jeremy Griffiths) 3. Curriculum and Pedagogy (Chair: Gary Beauchamp) 4. Equality and Inclusion (Chair: Carmel Conn) <p>Each Network has a core membership of 8-12 researchers from all Welsh universities. During the next months, a series of events (e.g., seminars, workshops) will be held on themes in the above areas.</p>	<p>This question does not make sense. The reason this question does not make sense is because Ceredigion council IS favouring Welsh over English in the new curriculum rather than teaching it side by side as it should be.</p>	<p>Children will not become fluent Welsh speakers without support in their homes and communities. Offer affordable, high quality Welsh instruction for adults that includes childcare (not Clwb Cwtsh, where parents learn very basic Welsh phrases and songs while simultaneously attending to their own child's needs), so that parents can begin to learn conversational Welsh before their child enters school. This not only helps children learn Welsh in school with support at home, but it helps parents who may have come to Ceredigion for their partner's employment to gain valuable language skills that will help them to achieve employment that will contribute to their family and community as well.</p>
<p>Opportunities and experiences must be provided at all times for pupils to use their chosen language, and all opportunities seized to market the Welsh language in a positive way, emphasizing the advantages of having Welsh language skills. Welsh is needed in the field of employment and by providing opportunities to learn Welsh, they are able to apply for these jobs. It’s a shame to hear “I didn't try for the job as my Welsh</p>	<p>Rather than removing choice from parents, transition English-medium schools to 50/50 bilingual schools, where schoolwork can be sent home in English, children with ALN can receive appropriate instruction in the language their families choose, and pupils can have experiential, cultural, and other relevant education through the medium of Welsh as well.</p>	<p>As noted above I currently see little evidence to indicate that there needs to be an increased in Welsh medium provision in primary education in Ceredigion. The vast majority of provision available to children and families is Welsh medium therefore I believe there is no need to increase Welsh medium provision.</p> <p>I believe that the proposed changes limit choice for children and families and as a consequence potentially</p>

<p>wasn't good enough/couldn't speak Welsh". Our place is to ensure that opportunities to learn Welsh from an early age are provided or are available. I have come across two attitudes – a father speaking to his little girl (about 5 years old), telling her as they walk past "Tomorrow you'll have to speak Welsh with Daddy all day". Very heartening! On the contrary, during a Parent Teacher evening a parent made the following accusation "You're bombarding him with Welsh" throwing the word 'bombarding' into my face three times. Care and caution are needed when introducing Welsh. A strong core of staff is needed within a school, who are passionate about developing the Welsh language.</p>		<p>make Ceredigion a less attractive county for families who are non-Welsh speakers to move to for work. At a time that there are significant problems with filling keyworker work roles in the county I believe that any measure that may put off families from moving to the area has potential to be detrimental to the provision of key services in Ceredigion. Likewise I have reservations in respect of the benefits to children of secondary bilingual education especially in promoting that GCSE's and A Levels are taught through the medium of Welsh. If students leave their secondary education with Welsh medium A Levels I fear they may be at a significant disadvantage should they wish to pursue some key subjects at Higher Education whether this is elsewhere in Wales or in the UK generally. This especially applies to STEM (Science, Technology, Engineering and Maths) subjects.</p> <p>Ceredigion is enriched and benefits from both inward and outward migration. We should want young people to be able to leave Ceredigion and study anywhere in the UK or the rest of the world and then be able to return to Ceredigion in the future when they are at the point of starting their own families.</p>
<p>Increasing the number of Welsh speakers, especially those with the confidence and ability to discuss a range of matters using a relevant vocabulary, is crucial to increasing/avoiding a decrease in opportunities to use Welsh. Therefore, the above issues need to be addressed to ensure more rights for Welsh speakers.</p>	<p>Encourage Welsh rather than force it upon every 3-7 year old.</p>	<p>I am concerned that through promoting Welsh medium A Levels students will be impeded in the academic progress and the options available to them will be limited shutting down the enriching experience of studying life outside Ceredigion to them.</p>
<p>There are positive developments in the plan, but more attention is needed to ensure progression and to strengthen the pupils' language skills from the primary stage (where most of the provision is in Welsh) to years 12 and 13 (where most of the provision is in English).</p>	<p>I think that having some Welsh-medium schools and some predominantly English-medium schools with significant use of Welsh is already a good system and</p>	<p>Welsh should not be forced upon anyone. The local government always goes on about equal rights and equal opportunities- there is nothing equal about forcing a child to speak a language he does not speak at home. Furthermore, there are a large number of Welsh</p>

<p>Without this follow-up, it is very difficult to create a bilingual workforce. It is noted that 70% of higher education students who study through the medium of Welsh are female, and this is deemed to be a pattern that develops at school. There is a need therefore to target boys, encouraging them to study through the medium of Welsh. There needs to be an immersion provision for latecomers, and more attention could be given to this. Because Aberystwyth attracts people from all parts of the world to study and work here (e.g., at the university, hospital and other establishments) such a provision is especially important in this area.</p>	<p>does not treat Welsh less favourably but does give families a choice.</p>	<p>only nurseries and primary schools in Ceredigion (the vast majority) so there is plenty of opportunity for those who would like their children to study in Welsh. It is discriminatory to prevent children from attending nursery or school in English.</p>
<p>I would like to see more of a tendency towards Welsh history, to promote confidence and a sense of identity within the plan.</p>	<p>Parental involvement in education is utterly essential - this could be utterly removed by forcing the bulk of education into a language the parents do not sufficiently understand. The plan is silent on the quality of teaching and learning in English. If Welsh dominates the teaching environment, the global pool of teachers is massively reduced and quality will suffer unless that is taken into account in the plan - e.g. bilingualism in teacher training in domestic courses and accepting English as the preferred language in certain subjects. Should no school teach entirely in either language?</p>	<p>It was not clear from the document whether the authors have considered what will happen if another situation like the current pandemic leads to a significant period of home education, in which parents who are not fluent Welsh speakers are likely to struggle to teach their children through the medium of Welsh. There was some discussion of bilingual support for children with additional needs, but there did not seem to have been consideration of the risks of additional needs not being identified as quickly if children from English-speaking households are learning exclusively through the medium of Welsh. I previously worked in a school where a child with severe dyslexia was not diagnosed until the age of seven because he had been at a Welsh-medium school for the foundation phase and his difficulties were put down to him being from an English-speaking family. I am also concerned that people from outside Wales will be put off moving to the area if they are unable to choose English-medium education for their children. My daughter attends XXXX and many of her classmates have families from outside the UK and have English as a second language. I am worried about the negative effects of making such</p>

		children operate in their third language and I am worried that this move could risk decreasing the diversity of this area by putting people off moving here.
Needs to be made law.	<p>In Ceredigion, there is a strong foundation of statutory and voluntary support services for children and young people, which can be utilised to bolster and enhance Welsh language provision within both education and community settings. There are excellent examples of pockets in the county where school have access and utilise wider services as part of the curriculum. More can be done to promote a holistic and strategic approach focussing on health, wellbeing and attainment with promoting Welsh language provision for all pupils regardless of where they are on the Welsh language continuum.</p> <p>According to the Framework on embedding a whole-school approach to emotional and mental well-being (Education Wales, 2021) “Youth work and youth support services need to be seen as ‘part of the team’. School senior leadership teams should consider how to work effectively with their local youth work teams, both through the local authority and through the voluntary sector, to reduce duplication of services and to increase the diversity of support on offer to learners. This includes youth work embedded within the school and based in the wider community. There are many examples of recent reports citing the benefits to young people’s well-being from schools and youth workers operating in partnership. These include through curriculum implementation, by improving engagement, attendance, and behaviour, by developing emotional resilience, and through the delivery of mental health support and RSE”.</p>	<p>If this is truly about bilingualism, why does it only address a single language?</p> <p>For work outside Wales, the English language must not suffer by prioritising the use of the Welsh language. The target of increasing spoken Welsh (great!) seems to be morphing into Welsh being the preferred language of communication in all media within Wales. There is a real risk of burning global opportunities for our children to meet a domestic ideal.</p>

<p>Everyone needs to understand that Wales has its own language and culture, all pupils should leave school able to hold a conversation in Welsh. Also having a Welsh medium education doesn't mean that they don't have English lessons as well.</p>	<p>There is no direct mention regarding the length of sabbatical Welsh courses to be offered. As a school, we feel that teachers and Teaching assistants should be offered a one-year Welsh sabbatical so that the children in Saint Padarn's are not placed at a disadvantage in their learning compared to other pupils in the County. Time and space are needed to make any language course a success along with plenty of opportunities informally to use the language.</p>	<p>Is the role / influence of parents sufficiently recognised? Whilst I appreciate it is an Welsh Education Strategic Plan should specific actions to encourage parents to learn / speak / use Welsh more be included</p>
<p>The National Library supports the principles of Ceredigion County Council's Welsh in Education Strategic Plan 2022/32. Although it is the Council that leads on the educational provision in the county, we believe that the responsibility for ensuring that we succeed is on all our shoulders. The library has worked with the county's schools on a regular basis, and communicates regularly with staff, headteachers and county advisers. The library has outlined in this document how it is able to offer support to attain various targets. This is a summary of the support mentioned in the document, along with some other points. Awareness sessions that include using the library's collections to present the history of the language, important milestones, language statistics, campaigning for rights, the role of Welsh education and broadcasting, the status of the language, and social contexts of the language today for:</p> <ul style="list-style-type: none"> • service providers and nursery childminders who speak Welsh or want to improve their Welsh • primary and secondary headteachers of the schools of Ceredigion • Key Stage 2 and 3 pupils of the schools of Ceredigion 	<p>Rather than forcing the use of Welsh language by withdrawing EM teaching for 5-7 year olds, the scheme would do better to encourage and elaborate current good practice in English medium primaries like XXXX. Such schools currently provide a good deal of exposure to Welsh language and culture, and children whose parents are not Welsh speaking even end up competing at the local and national Eisteddfods (and are hugely proud to do so). Withdrawing EM education will have severe negative consequences for the children of these schools (and more widely; see below), and is contrary to the ideal of free choice. I would prefer to see the current good practice of those schools encouraged and supported so that they become bilingual institutions rather than effectively Welsh only. Treating Welsh language no less favourably than English does not have to mean treating it more favourably than English. If the aim is for children to effectively communicate in both languages, they should be treated equally. Permitting education in Welsh but not English does not achieve that.</p>	<p>The teacher training programmes at Aberystwyth University would have to adapt to meet the needs of teacher trainers who wish to remain in Wales to teach and students who aim to go and teach out of Wales. We feel that an exchange system for one year allowing teachers or teaching assistants to attend a Welsh-medium school or support an English-medium school would be very beneficial to schools.</p>

<ul style="list-style-type: none"> students studying for the Welsh Bac. qualification in the schools and further education colleges of Ceredigion. 		
<p>Everyone should support this plan. It offers very positive opportunities for our children, young people and communities. Thank you.</p>	<p>a) A programme ought to be developed on how to teach Welsh as a second language in English medium schools in Wales. A programme of this nature based on international studies on how second languages are taught most effectively and which considers the dominant linguistic background of the pupils would without doubt create confident Welsh speakers by the end of compulsory education. In Wales there are many fantastic linguistic learning opportunities embedded in culture, history and identities these gives exceptional opportunities for creating learning experience of and in the Welsh language. These would be very educational, engaging and unique compared to how most second languages are taught to pupils all over the world. In my opinion it is however important to recognise that a learning framework for delivery (and to some extent a framework for assessment) is crucial for the success level.</p> <p>b) It has to be considered that the Welsh language in English medium schools is defined as being treated “less favourable” (strange choice of word, it is not a competition) because it is not the native language of many of the pupils and their families. This does however not mean that the pupils themselves (or their families) are feeling less Welsh or feeling less attached to Wales as their home nation or that they would not benefit from learning the Welsh language. It has to be acknowledged that in English medium schools Welsh is the second language (whether it is liked or not), not due to ill will, less love for Wales, but down to the simple fact of realities; they speak better English than Welsh by the time they enter the education system. This is because their parents have chosen that and I</p>	<p>I have grave concerns about these proposals which centre around the removal of English language provision for children aged 5 – 7. This needlessly exceeds the Welsh Government target, and does so by removing the ability of all parents to choose what is educationally best for their children, and the ability of non-Welsh speaking parents to participate in and support the education of their children (something that is recognised as important and schools struggle to achieve). We currently have an education system in which parents and children can choose WM, EM, or bilingual provision at all stages, and where EM provision involves significant exposure to Welsh language and culture. Removing minority EM provision is a huge step backwards that discriminates against and alienates a particular group of parents and children. This is also completely insensitive to the cultural and economic situation of this region. In Aberystwyth we are proudly multicultural and economically reliant on institutions like the NHS and University which draw people in from all corners of the World. I fear that a Welsh medium only education system will prevent these people from coming and will have dire consequences. I believe that recruitment to the NHS is a particular problem, and local healthcare already under pressure, and this particular impact should be very carefully assessed. The plans frequently mention the need for teachers to teach academic subjects through Welsh medium, and this is supported by sabbatical courses to enable language skills. To be able to teach in a language one must be absolutely fluent, and I do not believe that it is a realistic aim for staff to develop sufficient language skills in the short durations</p>

	<p>firmly believe in parents should be free to make that choice as long as both Welsh and English are recognised first languages of Wales.</p>	<p>specified. Most adult learners might never develop these skills at all. Since the projected changes happen so quickly, has the council planned for redundancies of good teachers currently teaching in EM? In addition, although the document states that there is a supply of qualified Welsh speaking STEM teachers, this is not borne out by the experience of local schools which have had considerable difficulty actually recruiting. It should also be said that specifying a Welsh language requirement for teachers will likely have a severe negative impact on diversity.</p> <p>I wish to be clear that I am fully supportive of Welsh language and culture, and to note that my local EM schools do an extraordinary job of integrating the children of non-Welsh-speaking parents into that language and culture. Parents and children are proud to participate in that, and I believe that further supporting and developing that would be the best route to a united and bilingual community. I believe that the planned changes sacrifice educational and economic priorities to force an increase in the number of Welsh speakers, and the negative consequences will ultimately far outweigh the positives.</p>
	<p>Offer training to staff and pay them for the time they invest in it so that a goal of bilingual (equal Welsh and English) early years education can be achieved.</p>	<p>It is important to look at what you have got and not only focus on what you haven't got. Aberystwyth is a very cosmopolitan place and this is clearly reflected in some of the schools. This means these schools, because of their international make up, are educating the children daily in informal lessons of diversity, tolerance and outlook (all of which are incredibly important life skills) The interactions in these schools are framing their minds to understand there is not one way of doing things and being, but multiple ways of doing and being. This is a very unique thing to have in a small community like Aberystwyth. Worldwide you will find a few schools that are close to the same make up,</p>

		<p>but the community aspect is lacking (and all the informal education and social cohesion that comes with it), often these schools are made for a privileged international minority. The schools in Aberystwyth would not give the same life lessons for the pupils without the international community, but just as important the schools with their international community would not give the same life lessons without the local community in which they are embedded. These interdependencies, that are of mutual benefit for all of the citizens in Aberystwyth, should be considered very carefully when big changes to education provision are being made. By only focusing on what is not there (fluency in Welsh) there is a real risk of overlooking and “strangling” what is there such as diversity, community, tolerance and pupils/parents participating and living in whatever language they feel correlates with their identities and their life choices. I understand and sympathise with there is a strong agenda from the Welsh Government in promoting the Welsh language and I agree there is a lot of room for improving the Welsh skills of the pupils in English medium schools. However, I think it is vitally important that it is done in a thought through manner, where the diverse make up of our community is preserved and acknowledged for the many values it holds. I do disagree strongly with the “disjoined” approach suggested in Ceredigion Council’s plan. I do not see the presence of the flexibility suggested in Welsh Government’s Cymraeg 2050: “...the education system needs to be sufficiently flexible to reflect the linguistic characteristics of different areas of Wales”& “Effective language planning requires an understanding of the different circumstances that exist in different parts of Wales to plan interventions accordingly” (Welsh Government, Cymraeg 2050). I am deeply</p>
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		<p>concerned by the fact that this proposal is not well enough founded on the everyday life's and realities of the citizens of our community and the impact it will have on the children's ability to access education. Removing choice (and voice) of children and parents in the way Ceredigion Council are proposing is not reflective of a democratic nation in 2021 "What a Government strategy can't do is to force individuals to use the language" (Welsh Government, Cymraeg 2050) This is not the way to create one million Welsh speakers by 2050, but it is potentially a way the Welsh language could unintentionally create division and detachment. On a sentimental finishing note: I'm not a UK citizen and have since moving here actively participated and contributed to the community. I invest myself and my time in this because this is my home. It's not the home that raised and shaped me, but the place that welcomed me and made me feel there was a place for everyone Welsh Welsh speakers, Welsh English speakers and people from all around the world. We trust this home to raise and shape our children in the best way possible, teach them we all hold a value irrespective of language and nationality. If there had been no opportunity to raise and shape my children through English, which is the language we speak and understand, it would no longer be our home.</p>
	<p>Such a leading question with, again, no opportunity to disagree. This consultation is clearly designed to be a self fulfilling prophesy. It has been worded and designed to only provide a 'thumbs' up to the proposed actions. The only consultation (and I use the word loosely), is how big that thumbs up is.</p>	<p>The current system we have here is great, and you propose replacing it with a worse one. Early years education is not an optional extra, it's not something that you should use to further a political agenda. I think this plan would have a detrimental effect on those children who, for whatever reason, would benefit more from a primarily English-medium education. One of things I love most Aberystwyth is, for a town its size, how cosmopolitan it is. You hear far more languages spoken at the XXXX school gate than I did when I was at</p>

		<p>school. I really think that by limiting English-medium education in this way would make Aberystwyth a much less attractive destination for people from overseas. This will have a very negative impact on the university, on the health service, and on the county as a whole. The other thing I love most about Aberystwyth is how well everybody rubs along together. We are so far largely untouched by the "culture wars" that seem to be rending the rest of the western world. I worry that the policy you propose will upset this delicate balance, and lead us into an of rancour and recrimination. Your current system is perfect. The one you want to introduce is detrimental, discriminatory, and divisive.</p>
	<p>a) recruit excellent Welsh language teachers & develop specific primary curriculum within English language school; b) I don't understand this. You are proposing taking away a choice to offer education in our dual official language. You are targeting Aberystwyth, a uniquely diverse community. You are creating resentment. Legality?</p>	<p>Support families; support communities; make Welsh language learning fun, not forced. Bring fluent Welsh speakers into childcare settings to offer appropriate language models for both children and staff.</p>
	<p>Is Welsh treated less favourably than English at present? I don't think so. It is a clear advantage to speak Welsh in Ceredigion now and whoever wants has plenty of opportunities to use Welsh. 83% of pupils in the county are taught in the medium of Welsh and the 17% who presently are not most often have good reasons for that and will learn some communicative Welsh nevertheless.</p>	<p>Why is this box the only opportunity to provide other comments? In short: The proposed actions will be the death of English medium schools and result in the loss of dozens of highly qualified and experienced teachers, a reduction in the supply of teachers (as will net be possible to place them in local schools), the loss of real bilingualism, disregard for parental choice, places our children at a huge disadvantage of the wish to apply to and or study at the top UK universities and, the establishment of a precocial culture in Ceredigion. Shame on you. Name: Apologies, but as a teacher, coach and school governor do you really think I can do this? However, no doubt as a result you will delete my responses to the above questions. Why wouldn't you. Simply because an</p>

		individual wished to remain anonymous does not mean their views are not valid.
	It is vital employability skill which all employers are looking for.	
	The Welsh language is already treated equally favourably.	<p>I would like to state that many of the above questions are highly leading, assuming from the outset that the respondent is in general agreement that exclusively Welsh-medium education is what is needed in Ceredigion. In question 1, for example, I may well agree that the suggested provision will improve access to Welsh-medium education, but that does not necessarily mean that I am broadly in favour of what is proposed. 'I have no strong opinion' does not quite work either, because in fact I do have a strong opinion. My partner and I are not from Wales. We are delighted to be living here and we both fully embrace the opportunity for our child to learn the Welsh language. It's been wonderful to see her come home singing Welsh songs and using Welsh phrases. We are both learning the Welsh language via different courses and look forward to speaking some Welsh as a family. However, we consciously did not choose a Welsh-medium school because we feel that our levels of Welsh are not strong enough to be able to support our child's education at home. We were choosing the school during lockdown when we watched families with older children undertake home-schooling, and we knew how much we would have struggled had our child been learning entirely through Welsh. I would also like to point out that there is an obvious flaw in the logic here that identifies Aberystwyth as a part of Ceredigion with lower Welsh-medium provision. One of the major employers in the area is the university, which attracts staff and students from around the world. Many families will not be Welsh speaking, therefore, and indeed many may only be in Aberystwyth for a short</p>

		<p>number of years, or may arrive with a child who is older than nursery age who will need to enter school partway through their education. How will a child in that situation be supported? Finally, I am very concerned that childminders will be overlooked here. They do not necessarily have someone else they can delegate tasks to while they undertake this additional training and some may feel they cannot continue in the profession. Childcare provision is already at a premium in the area. While it would be wonderful to encourage more Welsh-medium childminders to set up businesses, this should not come at the expense of current childminders. I would like to reiterate that we strongly believe in the importance of Welsh-medium education and in the value (and indeed pleasure) of learning the Welsh language. However, we believe that the current set-up of a mixture of Welsh-medium and English with bilingual elements schools is the right one for our family and also the Aberystwyth area.</p>
	<p>Do not force Welsh-medium-only education upon everyone. Preserve the choice of the medium of instruction that will enable all children to achieve their best learning while in educational settings. Acquiring secure knowledge of language(s) that is/are familiar to the pupils and their families provides better grounds to</p>	<p>Under the guise of improving bilingualism, CCC is proposing removing choice in education. I support Welsh inclusion in the curriculum, but we are English speakers & our children have the right to be educated with respect to their language (UNCRC Art. 29). Many qualified people will not move/stay here w/o a choice for their kids.</p> <p>Name: I'd like to, but I feel unable to do so. I am foreign with British spouse and we send our Welsh-born child to an English medium primary school in Aberystwyth to best support and expose our child to a diverse environment. We support teaching of Welsh language & culture within excellent English medium education.</p>
	<p>Future bilingualism than the shock-therapy envisaged in the proposed dangerous experiment.</p>	<p>I'm afraid I will be moving out of the county, if my youngest is not allowed to be educated in the medium of English. I would love him to learn Welsh, but not at the cost of remaining functionally illiterate in English, as</p>

		<p>we do not speak English at home. This is a source of enormous pain to me, as I love Aberystwyth and consider it my home, as do my whole family. (Home of choice is often loved more than home of birth.) But I want my child to have the same life and career options as any other UK child, and cannot lock him into functional illiteracy in English, should he only be learning in the medium of Welsh at school. I find this plan so unjust to families like ours, and short-sighted about its impact on the whole community, as outlined in my previous answers.</p>
	<p>I think there should be choice for people moving to the area. The suggested sessions in Ysgol Gymraeg Aberystwyth would not be suitable for many. Kids moving to the area will miss out on integrating into school by having to attend extra lessons. If people in Aberystwyth wanted their children taught in Welsh they already have that choice. Many currently choose not to. You are ignoring the reasons for that current choice by this blanket policy.</p>	<p>There is no attempt to assess the economic cost of this policy of immersive Welsh education, either immediately or long term (it is described as a 'continuum') but it is obvious that it will constitute a considerable strain on an already stretched budget. I am seriously worried about the misuse of the words 'bilingualism' and 'choice'. There is no choice at all before the age of seven and very little after that when the pupils progress through the different Key stages, as the policy is applied as a continuum. Also, it seems to imply that pupils are going to be encouraged (instructed? maybe even monitored?) to use Welsh in contexts other than education, a very dangerous precedent.</p> <p>As for bilingualism, I have already said that I can't see how an education imparted solely through the medium of Welsh will increase the pupils' ability to make an informed choice of language for their further education. The whole policy seems an abandonment of the policy of bilingualism, in the same way that all schools are now termed 'ysgol' and only the Welsh word Senedd will do when referring to the Welsh Government.</p> <p>Name: I assume the lack of age group 65 to 70 is an oversight and not an example of ageism or a deliberate</p>

		<p>attempt to restrict the consultation. I am a retired teacher of just about 70 but I very much hope that my views will still be taken into consideration.</p>
	<p>There are too many circumstances where the use of the language is impaired by others not being able to contribute. This plan would help in overcoming this long term. It is well thought out and comprehensive. Perhaps including references to national research supporting the overall benefits of bilingualism that underpin the actions would strengthen the strategy.</p>	<p>This is a terribly designed consultation document. The questions are poorly phrased and they are formulated in misleading ways. It is blindingly obvious you have done this intentionally because you are bent on only achieving your preferred result, which is already contained in the proposed plan. The same was apparent in the meeting between council officers and the St Padarn's Playgroup committee members. This "consultation" is not, like the proposed plan, about the best interests of Ceredigion's children. Rather, it is about ramming through a dogmatic fantasy of ideologically-driven zealots. To have to say all of this gives me no pleasure at all. I thought I have been living in a more decent county for the past 15 years. Never once does the document explain why the target has to be 100%. The plan is particularly vicious to children with Additional Learning Needs. Indeed, it is telling that in response to Outcome 6 this consultation only asks to "note opinions". It is also vicious to children from families where neither English nor Welsh is spoken. I have no doubt the plan will have massively negative consequences for the local hospital and other health care providers as well as the university in terms of staff recruitment and retention. They are already facing significant up-hill battles in these areas, and the prospect that anyone moving into Ceredigion will have to send their children to a Welsh-medium-only educational setting will not help. Quite on the contrary. The hospital and the university are the twin engines of economic well-being and prosperity in Aberystwyth and much of the county. The council would do well to put in place policies that will allow them to thrive, not policies that will impact them negatively. The St</p>

		<p>Padarn's Playgroup committee sent its own reply on behalf of the nursery, but I should reiterate here that the proposed actions will not only be detrimental to most of the children we serve, but they will likely lead to the closure of the playgroup itself. For me personally, this will mean saving countless hours of volunteer work, so I will be better off. I am less sure about the community as a whole, the well-being of which is one of the reasons why I volunteer my time to the playgroup. Furthermore, I am sure the plan will have negative effects on those employed in the playgroup. The closure of the playgroup will also seriously harm many of the under-privileged children that attend it. My profession allows me to be highly mobile, to take my family and leave Aberystwyth. I would prefer not to do so, because I like Aberystwyth and Ceredigion very much. However, it would be remiss of me not to stress, that those who do not have such option, will suffer as a result of the actions in the proposed plan.</p> <p>The box provided to respond to Outcome 1, Question 2 above is clearly incorrectly coded and it appears the whole answer will not go through. I therefore copy my answer here: "These actions will not provide any solid foundation on the pupils' journey to bilingualism, because they effectively do away with bilingualism. If put into practice, they will merely create Welsh-language monolingual educational settings. To suggest that these actions will somehow provide foundations for bilingualism is thus completely misleading. I have already pointed out above that the document makes the unjustified assumption that all children in Ceredigion somehow attain proficiency in English by default. Many do not. Those whose mother-tongue and/or household language is neither English nor Welsh, will therefore encounter two additional burdens</p>
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		<p>as a result of these actions. First, they will have to go through their early educational years in a language completely unfamiliar to them and to their families (Welsh). Second, they will then have to catch up on a language that they have not had a chance to naturally attain (English). It is clear that this will have negative effects on their educational attainment."</p>
	<p>I fear that the opposite would happen. I believe this plan is suggesting positive discrimination in the extreme. Already all educational roles in Ceredigion require Welsh as essential and the same for Civil Service jobs. Aberystwyth in particular is blessed with a very diverse population and attracts families from a wide range of backgrounds due to the hospital and university. I think this plan will have huge implications for the wider community. People will seriously consider the validity of bringing their families into the area and into an education system where their non-Welsh speaking children will be at a disadvantage. Even more so for more transient families. For a family choosing between a three-year sabbatical in Aberystwyth or Leicester they will chose the one which cause the least disruption in their child's education. I would be very sad to see Aberystwyth become a more insular town.</p>	<p>Mention is made of Urdd and other activities but in reality they are very few and far between in the north of Ceredigion. Wellbeing of pupils should be priority not being forced into a language that they don't speak at home. I don't think the decision makers are talking to relevant parents. Not everyone wants Welsh medium education.</p>
	<p>a)Teach Welsh as a language more intensively and in a more structured way than is undertaken at present in English medium schools, not through full immersion in Welsh language education from age of 3-7. Developing a primary language at school, before developing other languages is the known international norm based on well-founded academic research and pedagogic practice. A more intense and structured programme of Welsh language teaching is more likely to result in an increase in the number of proficient speakers of the Welsh language so that there are positive effects on pupils' opportunities to use Welsh and on treating</p>	<p>I think it is wonderful to hear Welsh spoken so much in Ceredigion, it really is a living language in this area. However, I cannot agree with mono-language provision in education. We are so lucky to have a genuine choice in educational provision between excellent Welsh-medium and English-medium schools.. Educational funds should be spent in a way that is more beneficial to all children and not targeted in this very narrow aspect of learning. I feel this will discourage multi-culturalism in the area. Already the staff at schools are unrepresentative of the children they teach and this will only push things</p>

	<p>Welsh no less favourably than English but being sensitive to the fact that their home language may be English or other languages.</p> <p>b) It must be realised that all people have a dominant language, that school education cannot change a child's dominant language from home, so a child from a non-Welsh speaking family, despite going through the proposed Welsh immersion education from ages 3-7, will undoubtedly treat Welsh 'less favourably' than English. However, it's not a competition! It's a natural linguistic characteristic and trying to challenge this fact at the expense of other educational needs is not good policy and potentially very damaging for children's development.</p>	<p>further. I also feel that this could push families to move out of the area. Children whose home language is not Welsh would be inadequately supported at home.</p>
	<p>The best thing for both a) and b) is to invest greater time and effort into encouraging bilingualism in the County. If both languages were treated equally, no-one could object and both English speaking and Welsh speaking children could reach their potential without fear of discrimination. I think that if you asked young teenagers if they thought that the Welsh language was treated less favourably than English at the moment, many would say they thought the reverse. They might also say that the English speakers feel discriminated against when it comes to jobs and job opportunities and that Ceredigion does not welcome them. So great care needs to be taken in realising the dream of a bilingual society so that you don't alienate the very people you need to make your dream come true.</p>	<p>The main impacts of the policy are going to hit Aberystwyth, given that most primary schools in Ceredigion are already Welsh medium. Aberystwyth, Ceredigion's main population centre and representing 30% of the county's population, is a multi-cultural environment, with people from all over the UK and the world due to the presence of the 2 main employers, Aberystwyth University and Bronglais Hospital. We are so lucky to have such diversity in a small town. It's what makes Aberystwyth unique, and a quality recognised by most who live here. Pupils benefit from the diversity and is has generally been embraced and celebrated. This diversity is reflected in the linguistic diversity of the town where Welsh, English and other international languages co-exist. The current educational arrangements, to choose Welsh or English medium education from the age of 3, work very well. The proposed policy does not account for these local cultural and linguistic characteristics. Removing choice over which language your child is educated in is going to be very damaging for community cohesion because of this. It also directly counters the Welsh</p>

		<p>Government's Cymraeg 2050 policy document which states "...the education system needs to be sufficiently flexible to reflect the linguistic characteristics of different areas of Wales"..... "Effective language planning requires an understanding of the different circumstances that exist in different parts of Wales to plan interventions accordingly". Also, this document clearly states "What a Government strategy can't do is to force individuals to use the language" (Welsh Government, Cymraeg 2050). The proposal clearly does force pupils to use the Welsh language by removing choice and does not reflect the linguistic characteristics of the area. On these grounds alone, I cannot see how this policy can be taken forward as it directly breaches Welsh Government policy.</p> <p>We should indeed support Welsh Government's goals to increase the number of Welsh speakers in Wales, but this is not the way to do it. A more intense and structured programme of Welsh language teaching is more likely to result in an increase in the number of proficient speakers of the Welsh language so that there are positive effects on pupils' opportunities to use Welsh and on treating Welsh no less favourably than English, but being sensitive to the fact that their home language may be English or other international languages.</p>
	<p>Do we need changes? We have wonderful schools and teachers that produce outstanding results.</p>	<p>Appropriate bilingual out of school provision for those with learning disabilities, both verbal and non-verbal.</p>
	<p>Disappointing to not see "no less favourably" as apposed to equally.</p>	<p>"Ensure a career path and support for those teachers/deputy headteachers/senior teachers who wish to become headteachers within the authority and who are leaders in the Welsh medium sector through e.g. NPQH qualification" so leaders in the Welsh medium sector will have a career path to headteacher "ensured"? You can hopefully see how that is a worrying statement.</p>

Cyngor Sir CEREDIGION County Council

REPORT TO: Cabinet

DATE: 22 February 2022

LOCATION: Remotely via video conference

TITLE: Feedback from the Learning Communities Overview and Scrutiny Committee on the Welsh in Education Strategic Plan 2022-32

PURPOSE OF REPORT: To provide feedback from the Learning Communities Overview and Scrutiny Committee held on 17th February 2022

BACKGROUND:

The Learning Communities Overview and Scrutiny Committee Members considered the Welsh in Education Strategic Plan 2022-32. An eight week consultation was held on the content of the Plan from 20.9.21 to 12.11.21. A range of responses to that consultation were received which have been collated, along with the Local Authority's comments, in the document 'WESP - response to the consultation'.

The Welsh in Education Strategic Plan was submitted to the Welsh Government on 31.1.22 and any comments they may make will be presented as amendments to the original Plan. There is no set date for the Welsh Government to submit its response to Local Authorities.

Following consideration of the consultation responses the committee AGREED to recommend the following to the Cabinet:

- i) To agree to adopt the content of the Welsh in Education Strategic Plan for 2022-2032 and to implement it from 1 September 2022 and for the following decade
- ii) That any comments made by the Welsh Government are included as amendments to the Plan and submitted to the Learning Communities Overview and Scrutiny Committee and Cabinet for information
- iii) That an annual Action Plan is prepared and monitored through the Language Forum and the Bilingual Futures committee.
- iv) That an annual report on progress against the Welsh Education Strategic Plan is submitted to the Language Forum, Bilingual Futures committee, Learning Communities Overview and Scrutiny Committee and Cabinet

Councillor Wyn Thomas
Chairman of the Learning Communities Overview and Scrutiny Committee