

## **Cardiff Welsh in Education Strategic Plan 2022-31**

### **Summary and analysis of issues raised during the consultation**

#### Outcome 1

1. Insufficient detail regarding the targets set out in Outcome 1 and how they will be achieved with main concerns

**Targets for Outcome 1 have been outlined in the trajectory that was available alongside the draft plan during the consultation and is appended to the final version with references to relevant data. Further detail regarding the actions will be provided in action plans to enable the delivery of the strategy in the latter part of 2022.**

2. Lack of detail regarding development of additional Welsh-medium childcare and timescales for development including increasing the Welsh-medium Flying Start offer.

**The CSA is currently underway to be submitted in June 2022 reviewing childcare sufficiency across Cardiff. The outcome of this will be incorporated into WESP action planning as appropriate to evidence and substantiate the planning for growth for the next 5 and 10 years.**

3. Lack of a marketing plan to promote additional places associated with the strategy. This would include development of a multi-lingual marketing plan to promote Welsh-medium education or to develop the role of Welsh-medium education ambassadors within those communities.

**Quantitative data can only tell us so much regarding what sort of promotion will support growth, particularly in some circumstances. As set out in the WESP Cardiff is keen to look to engage with families on a personal level to ensure they feel heard and to supplement the information currently available in order to mould our future promotion work and ensure it will have the most meaningful impact with an offer which families fully understand and want to engage with.**

**This would be expected to include production of appropriate promotional resources, a bespoke communication strategy, case studies, sharing experiences and the achievements of parents and pupils etc;**

4. Should ensure that the website and the Parent Information Booklet are balanced in their information e.g. why not review the order of the Welsh-medium schools on the school list? When listing schools in its booklet for parents, the County has for 20 years placed the Welsh-medium schools at the bottom. Placing the WM schools at the top is a small change but an effective method of drawing attention to the Welsh language provision.

**Schools are currently listed in alphabetical order, which has led to those named 'Ysgol' being further down the list. We will continue to work with data base owners and colleagues regarding information available in relevant databases to ensure that information is visible and accessible for parents in a manner in which Welsh-medium schools are prominent easier to find.**

5. Should provide language awareness training and the benefits of Welsh-medium education / bilingualism for the Council's front-line workers (School Admissions department, Family Information Service, programmes such as Flying Start);

**We will work with colleagues regarding this as part of the development of an information pack and ensuring that front line staff are fully cognisant of the promotion material and evidence that sits behind it. Staff within Cardiff Council undertake Welsh Language Awareness Training as part of their induction and continued professional development.**

6. Should make information available to estate agents and rental agencies in the area to be provide families who move in e.g. in the form of a welcome pack.

**Consistent with the response in point 3, we are committed working with colleagues in Bilingual Cardiff and our partners regarding information available to and shared with families moving to Cardiff and/or relocating within the authority.**

7. Suggestion that document should reflect current data on "measuring demand" in diverse communities, propose a scheme to extend in areas of limited capacity and ensure an extension proposal in new areas.

**As noted in response to point 1, current data is shown in the trajectory document that was available alongside the draft. This has been appended to the final version of the plan to make cross referencing clearer. Further information on demand for childcare and early education will be reflected in the CSA currently underway and will form part of research in areas/groups where there is lower take up to support stimulating demand. Actions plans specific to growth based on this data will be developed and ready to support implementation by September 2022.**

8. The plans should look at expanding provision in areas of deprivation as bilingual and Welsh-medium education offer valuable social mobility and added value for children and young people in areas of deprivation.

**The plan is to expand provision in areas where it is perceived as less accessible currently and where demand has traditionally been lower or take up of places available locally needs stimulating. An in depth understanding of what communities understand and want from education is critical before additional provision can be established as this will inform where sustainable provision can be located effectively.**

9. Information on reliable funding that has been prioritised and specifically earmarked to guarantee implementation of increased Welsh-medium childcare located on school sites is not included, nor specific settings identified to establish nursery provision in meeting the needs of families across the capital city during the lifetime of the Scheme.

**We will continue to work with colleagues in Early Years regarding supporting establishing further provision that takes into account the outcome of research with parents and through the CSA together with input from partners as to where there is scope to establish viable additional places in a sustainable way that grows provision effectively without compromising the existing offer. We shall seek to**

**identify further funding beyond capital grant to support the establishment of WM nursery provision on school sites.**

10. Need to place greater emphasis in the Plan on integration with the health sector. Form a proactive and robust partnership with the Health Board as a leading and key partner in reaching new parents; work with the Health Board to provide training for midwives and health visitors and find ways of sharing positive messages in a consistent and comprehensive manner; include details of WM Education in pregnancy packs for new mothers. This has been successful in areas in the South East where dedicated booklets have been included when "booking in" which is the mother's first official appointment with the midwife, at approximately 8-10 weeks;

**We already work with the health sector and other partners to provide information for parents. However, as part of the review of promotion to support stimulation of demand we will continue to work with partners regarding the best and most effective ways of reaching out to parents as outlined in the plan**

11. Should work closely with the Cymraeg i Blant (Welsh for Children) Scheme.

**Working with Cymraeg I Blant is recognised as a way of strengthening the plan and will be reflected in the action planning going forward**

12. Should identify opportunities to plan local campaigns in specific parts of the county to respond to the challenges/proposed developments there.

**Consistent with point 3, this is within the intention of the plan, further detail will be provided in action plans.**

13. We would also encourage the County to refer parents to the [www.welsh4parents.wales](http://www.welsh4parents.wales) website which is a useful source of information and support for parents and pupils;

**Consideration as to how this can best be achieved will be given at the detailed action planning stage.**

14. We suggest that consideration needs to be given to creating an 'App' (or taking advantage of an existing Council resource) to provide an easy and accessible platform for sharing information and messages, gathering opinions, etc.

**We will continue to work with partners regarding the best and most effective ways of reaching out to parents as outlined in the plan in a way that is effective and supported with appropriate resources to ensure the information is responsive and kept up to date.**

15. A detailed Action Plan needs to be drawn up, as part of the Welsh Education Forum's promotional sub-group work, and for that to form an indispensable element of the 10-year Plan.

**This will be undertaken once the plan is approved to enable implementation from the latter part of 2022**

## Outcome 2

16. Concerns regarding the statement to 'maintain capacity' rather than to extending or open new provision with the plans regarding expansion by 8FE (including the 4FE planned in the first 5 years) lacking clarity and insufficient information about timeframes and how any new provision will be sustainable.

**The key intention of the plan is to grow the number of fluent Welsh speakers and increasing the number Welsh-medium places is a key part of this. However, the trajectory birth rate projections highlight a contraction in the number of pupils who will be of age to start school during the period of this plan. We recognise that growth in the sector through new schools can put pressure on existing provision due to falling numbers and to expand too rapidly, thereby compromising viability of the existing provision would be counterproductive in achieving the goal of overall growth of Welsh. This means that consideration needs to be given to ensure that any additional places support growth as well as maintaining the take of existing provisions to ensure an actual increase of individuals benefitting from Welsh-medium provision as opposed to no increase but dispersed across a greater number of settings.**

17. Insufficient information is provided on the support that the County will provide as bilingual and English-medium schools consider transitioning along the language continuum in accordance with the non-statutory guidance on the proposed categorisation of schools according to Welsh language provision. Would the County be able to more robustly support bilingual and English-medium schools as they consider moving along the linguistic continuum as part of the transitioning process in accordance with the non-statutory guidance of categorising schools according to Welsh-medium provision in the medium and long term?

**Welsh Government released its guidance on school categorisation on 16<sup>th</sup> December 2021. This will be used by the Council and its partners to inform the school organisation planning necessary to respond to the issue raised. We will review the updated information and continue to work with partners to develop support for schools who may wish to transition along the language continuum. We seek to support schools in whatever manner is appropriate to ensure successful progression to incorporate more Welsh.**

18. Insufficient specific information regarding how planning to respond to existing surplus places in WM schools.

**As set out in both the WESP and the Bilingual Cardiff Strategy pilots are planned to intensively work with schools with lower uptake of Welsh together with seeking to gain an enhanced understanding of the issues for lower take up in some groups. This research is intended to work to better understand the push and pull factors that influence school preferences and the outcome used to develop bespoke targeted promotion designed to stimulate interest and allay concerns.**

19. Information on strategic planning that is sufficiently purposeful with the intention of providing consistent opportunities for pupils to receive WM education within their '15-minute neighbourhood' across the Capital should be included. We would expect a detailed mapping exercise of provision across the county, identifying current provision and identifying gaps. The next step would then be to map how these gaps will be addressed.

**The WESP will align with our other strategic documents for planning of school places across the city. The vast majority of areas in Cardiff can be accessed within 15 minutes using varying modes of transport. However, there is a desire to improve**

**the distribution of places and the home to school routes further to enhance visibility and access of options available for parents when considering school preferences.**

### Outcome 3

20. Further information on the transferral rates of pupils from the primary sector to secondary although it notes that this is not a 'significant problem'.

**Information regarding the transition rate is included in the trajectory document which shows that the percentage of children entering the sector transferring at key transition points and completing their statutory education in Welsh-medium is strong in Cardiff. However, it is recognized a small number do choose to transfer out and there is a continued need to provide the reassurance to the minority of families that their decision to place their child in Welsh-medium is one that they can trust right through from nursery through to post 16.**

21. The number of pupils moving out of Welsh-medium education has increased over the last three years, further information to better understand the situation in order to plan and take action to try to reduce the trend should be included.

**As noted in the WESP we will continue to monitor the numbers, but patterns have altered in recent years where there have been challenges for some families with the home learning required owing to the pandemic. Schools have responded to concerns and the need to support language acquisition catch up in house as well as ensuring appropriate referral to the Welsh immersion unit pilot intervention operating currently as a response to the challenges experienced. It remains to be seen whether this will reassure children and parents to prevent further loss. Further strategies will be considered and/or existing measures strengthened and expanded as appropriate following evaluation and we shall continue to work with colleagues across the sector including consortium partners to ensure that wherever possible families feel supported and confident that their child will thrive in Welsh-medium.**

22. Lack of detail regarding the use of one of the LDP secondary school sites to increase the number of Welsh-medium secondary places and a concern this implies the provision may not be Welsh-medium but could be bilingual/dual language. MM would like to see this go further.

**There is a firm intention to increase Welsh-medium secondary education places within this WESP both to accommodate the existing numbers that have already chosen Welsh-medium at the start of their primary schooling and to ensure that there is provision for the anticipated growth over coming years to ensure that there is a visible path of education from birth to adulthood which supports parents in making their decisions for their child(ren)s education from the outset. The sustainable growth of the sector is critical along with ensuring the appropriately skilled and experienced workforce is in place to deliver the high-quality standards we are used to in Cardiff as the number of places increase. Any use of the LDP sites proposed would be subject to statutory consultation under the School Organisation Code. The commitment to additional secondary provision is clear, the exact location(s) to achieve this expansion will be subject to further consideration consistent with this guidance.**

23. The expansion of primary (and secondary) immersion provision is mentioned, there is no plan or strategy for a proactive promotion of this provision among the primary age population or among existing parents to attract latecomers new to the city and within existing provision.

**We take pride in the strength of the immersion model and our staff delivering it in Cardiff for the benefit of both Cardiff pupils and a range of children and young people from neighbouring authorities. We continue to work to ensure that children of all abilities are supported to flourish in Welsh-medium regardless of when they start their schooling through Welsh. Schools have been instrumental in supporting pupils language acquisition and within secondary we look forward to the pilots of the catch-up immersion for language acquisition being trialled this year. Currently the Immersion Unit also supports pupils from neighbouring local authorities and is in the process of supporting them to develop their own provisions to support wider growth of Welsh-medium learners. Further actions specific to the strategic growth of the provision and effective promotion of the services will be set out in the action plans.**

24. Want to see more on communication to families about WM to combat impact of pandemic

**Consistent with the point above, we shall continue to work with schools to support families and communicate about opportunities on offer which may support with language acquisition in line with age, stage, curriculum topics. RhAG are also developing a site to provide further signpost parents to support.**

25. Should include specific information on how specialist practitioners at the LIU (Immersion Unit) could expand on the philosophy and techniques of language immersion with practitioners in bilingual and English-medium schools, would strengthen the aims of this Outcome.

**This work has already begun as part of the currently pilot with training developed due to be implemented by the Welsh language immersion unit staff in the Spring Term 2022 to teachers in Cardiff schools to support their knowledge and understanding of the Welsh Immersion model method and techniques. This has been developed utilising the grant funding secured from the Welsh Government which we expect to offer again in the future as part of the Cardiff training programme. Following evaluation, we would expect to further increase the reach of the specialist knowledge to benefit a wider audience within the Cardiff teaching and learning workforce.**

26. Suggestion for further detail regarding the work of the Youth Service in improving opportunities to use and improve Welsh language skills within the service.

**Further information regarding the expansion of the number and range Welsh-medium youth activities and service provision in Cardiff is set out in the plan and will be expanded on further in the detailed action plans sitting under Outcome 5.**

27. Progression routes on to sixth forms / Further Education colleges and thereafter, where relevant, to universities and the world of work need to be addressed, the plan therefore needs to take full account of the contribution of post 16 providers and apprenticeship opportunities to the success of the plan, with progression targets set out clearly.

**With the potential development of the Commission for Tertiary Education (CTER) over the next 10 years we look forward to the opportunities such a step change would facilitate in post-16 education in Cardiff, including through the medium of Welsh. Should a new regulator be put in place covering the vast majority of the post-16 landscape we would seek to work with them and partners to support as appropriate.**

28. Request for further detail re provision of post-compulsory education and targets associated with it

**Further specific detail regarding post compulsory education and assisted targets will be provided in the action plans.**

29. Providing more information on supporting practitioners in bilingual and English-medium schools so that they too can emulate the philosophy and techniques of language immersion increasingly effectively while teaching Welsh as an additional language would be a positive step and strengthen the Scheme.

**Can provide detail on the immersion funding in secondary for upskilling**

30. Data request re: transition/retention,  
a) the inclusion of milestones containing relevant information on how the County will monitor, evaluate and review the goals in the short and medium term, would provide useful information as they purposefully go about their long-term plans.  
b) To get a better picture of the county-wide situation, it would be good to have exact figures and percentages of each of the primary schools feeding into the secondary sector, identifying the transition systems and patterns of the school clusters.

**Information regarding take up and transfer into substantive Welsh-medium schools has been shared with Welsh Education Forum partners to inform consideration and development of the current pilots which are now at implementation stage. All data along with the evaluations of the pilots will be taken into consideration in the development of an action plan to support future development including milestones and how we will monitor, evaluate and review goals.**

31. A geographic analysis of the County's secondary provisions would be useful to see where the primary numbers currently feed. Identifying any gaps would then assist with further planning for the duration of this Plan.

**The primary and secondary catchments can be seen on the Council's website and are regularly considered when developing school organisation plans. Further consideration will be given to a more explicit way to link this information to make the planning more transparent for the wider public will be discussed as part of the action planning process.**

32. What is the current strategy to promote immersion opportunities for latecomers? Parents need to be informed that another option is available to them and for that to be shared widely. This is particularly true of families who want to register a younger child in a Welsh-medium school but with an older sibling attending an English-medium school.

**Please refer to the points and responses as above (Point 3, 17, 22 & 24) specific to the Welsh immersion unit and promotion more widely as part of the WESP drive to support access to Welsh for all pupils.**

33. In looking at ways of stimulating future growth it will be essential to look at how this provision is promoted, and naturally it will be necessary to look at ways of expanding and increasing the provision in due course.

**This is the intention of the Plan. Please see responses to point 3 and 17 above.**

34. The Plan talks of 'using at least one of the LDP sites to increase secondary places.' But it appears that nothing will be done until the end of the Plan period. Leaving this until the end of the Plan is a mistake.

**This will not be at the end of the plan but in the second 5 years. Language has been clarified to reflect this. Please see point 21 above.**

35. A system needs to be established to monitor the situation – other authorities have established a Focus Group to look at the situation of Pupil Numbers to realise Outcome 3 – does that offer a way forward for Cardiff?

**This information is shared with the Welsh Education Forum partners. Consideration as to whether there would be benefit to having a specific subgroup to look at this will be discussed as part of the development of the action planning on Outcome 3.**

#### Outcome 4

36. Range of concerns regarding the Post 16 courses being insufficient, unsuitable and unviable across the city in their current form and is field in desperate need of attention. The current lack of options has a negative impact on the numbers that choose to continue to take courses through Welsh post 16. Need to identify the shortcomings together with setting out how to address this educational gap through the medium of Welsh. It has been suggested here needs to be an intentional plan in this area including effective collaboration with Qualifications Wales to ensure the availability of qualifications particularly in vocational areas, which are offered to pupils from the age of 14 onwards along with consideration of the cross-school working element and further detail on who is to lead development along with who/how will monitor progress with regard to securing improvement.

**The new apprenticeship framework which has been announced as part of the Tertiary Education Bill will also have a role to play in ensuring that there are a multitude of training options in Welsh within post-compulsory education. We recognise that the provision of qualifications is going through a period of notable change within Wales and the wider UK. (New curriculum, phasing out of B-Tecs and introduction of T-Levels in England which will have a knock-on effect on the availability of courses from exam boards based in England and we await clarity on whether such offer will be taken on by WJEC or other providers within Wales.**

**We will continue to work with Consortium partners and schools to support firm negotiations with Qualifications Wales and the Welsh Government to ensure strong evidence of need and appropriate steer on the future of Welsh-m post 16 and wider vocational qualification. We will encourage schools to explore deeper partnerships and support development of further opportunities to broaden their offer for young people post-16 in conjunction with other local providers**

37. Suggestion that there should be research into language choice of pre-16 and post-16 students and looking in detail at possible career paths for these cohorts to meet needs and close the gap in language medium with Welsh-medium partnership programmes of study designed jointly between providers to extend Welsh language skills within the young workforce. MM highlighted Cam y Gam programme.

**Progress has been made in this area with the delivery of online careers fayres through Bilingual Cardiff specific to broadening awareness about careers where fluent Welsh speakers are in demand together with wider opportunities to use the language to benefit career progression.**

**We intend to work further with partners including Cardiff Commitment, Bilingual Cardiff, and education providers to strengthen the engagement and consideration of potential career paths along with how to increase the number of children engaging with greater frequency and from a broad age spectrum. We encourage and welcome providers collaborating to design programmes of study. With the new curriculum being rolled out in 2022 we will continue to work with colleagues in schools to identify any patterns or changes to pupils' subject choices.**

38. Cardiff should have an active joint local promotion between schools and other partnerships emphasising the need for fluent Welsh speakers trained in certain skill sectors with particular reference to careers and learning pathways (central apprenticeships) in care, childcare, nursery education, administration and support, learning support and customer service. The Council needs to lead on this work, as the area's leading employer, and take a proactive role in promoting opportunities to join the workforce across the whole range of LA services.

**Please see point 36 above. Bilingual Cardiff is working with its forum to promote jobs and work experience through the medium of Welsh already. Opportunities to develop skills and work in childcare are already offered in Welsh-medium secondary schools within Cardiff but we expect to put focussed action plans in place to expand the current offer to a wider age range and with increased frequency along with incorporating this information more clearly within Cardiff Commitment's ongoing activity.**

39. There are few targets and plans in this section to support and develop the Welsh language as a subject. Purposeful and proactive planning is needed to ensure that any pupil wishing to study the subject to A-level has the opportunity to do so.  
Information requested on improving Welsh A-level in English-medium schools.

**We will encourage schools to offer such courses to pupils wherever viable and encourage cooperation to ensure access across the city. As part of the action planning process consideration will be given to where schools are achieving**

**varying levels of take up to draw out the positive influencing factors as well as undertaking focussed research with young people to determine what they considered when choosing options and what they think could be critical to support a greater number choosing the subject going forward. This would include consideration of how digital learning could have a role going forward.**

40. There is a need to identify how pupils' interest in the subject is to be created and maintained. Full advantage should also be taken of the opportunities offered by the Coleg Cymraeg and other partners as part of a national scheme to promote the Welsh language as a subject (led by the Welsh Government).

**We welcome the involvement of our schools in national schemes such as is offered by Coleg Cymraeg. Some schools already have collaboration agreements to allow pupils wishing to access Welsh A-Level to do so on another site to create viable classes. Schools and partners (e.g., Consortium) already undertake research into pupil interest in the subject, however the role of focus research with young people will be considered as part of action planning.**

#### Outcome 5

41. Mapping, audit and evaluation of out of school Welsh learning opportunities amongst partners around the city should have happened before now.

**A directory already exists for Cardiff; however the pandemic has impacted many services and we are conscious that this may affect how/where we focus development going forward. As such mapping, audit and evaluating effectiveness of provision is deemed a critical task to underpin action planning and future development of services in this area.**

42. Should be referencing good work to promote use of Welsh amongst our school's young population to date within annual celebrations and extended extra-curricular opportunities: Tafwyl; SHEP Scheme; Youth Services; City of Cardiff and Welsh Government celebrations.

**The Youth Service have an informal bi-lingual offer where staff speak Welsh. The Urdd are funded via the Youth Innovation grant to provide open access youth provision and Menter Caerdydd also receive funding to promote Welsh culture.**

**Going forward action plans will be developed and are expected to include further face to face provisions along with utilising virtual platforms including Discord to offer open access Welsh language provision with a Welsh Officer to oversee the expansion of the Welsh offer.**

43. How the County will monitor, evaluate and review Cymraeg Campus and Siarter Iaith schemes and how this provision will further promote the Welsh language among learners, is required to support planning purposefully to meet the Welsh language needs of learners with a varying level of confidence and proficiency within their local communities in Cardiff.

**CSC is in the process of reviewing both its business planning objectives and is undertaking a self-evaluation review. As part of both activities an evaluation of the project is taking place. CSC already shares effective practice using a variety of sources including, twitter, CSC website and various communications.**

44. Desire to see a baseline and targets from the local Menter Iaith and the Urdd as Welsh language partners but also from other key agencies and services such as the County's youth service, Young Farmers Clubs to enrich the outcome.

**This would only be applicable to those services supported with council funds. We will continue to work in conjunction with Bilingual Cardiff and partners to ensure there is a coordinated action plan to support the realisation of the actions set out in Outcome 5.**

#### Outcome 6

45. The ambition of the targets relating to growing Welsh-medium ALN provision, particularly within the first 5 years is unrealistic and does not take account of the current state of provision. There is a lack of clarity regarding how current good practice can be grown, developed, or extended to the achieve the progress that is referred to. This would include a quantitative target/strategy for workforce development to meet he needs i.e., staff training, training time or secondment opportunities.

It would be good to identify any gaps in expertise in specific fields, and for the county to offer a language training programme for practitioners, releasing workers from their work for a significant period with the co-operation of the Centre for Learning Welsh which organises such courses. It would be beneficial to set out a timetable to conduct an audit of the existing provision as well as the skills of staff and teachers. It would be good to include further details on such an evaluation, setting out the main conclusions / recommendations, identified gaps and how they will underpin the planning of targets for this outcome.

**We are aware of the acute need for specialist trained staff relating to growing provision in Welsh-medium for pupils with ALN. There is a recognition that there will be a need to prioritise training and support of upskilling to ensure the required growth the fluent Welsh specialist teaching and learning workforce in the early years of the plan.**

**This work has already begun and we shall continue to work with schools, the Cardiff Inclusion Service as well as colleagues within the health board to support the required increase across all areas supporting pupils with ALN. Support will also be sought from partners within WAG, EWC, ITT and the Consortium regarding the workforce across education nationally and all ages and sectors. This will be set out in comprehensive action plans specific to workforce planning to secure effective implement the vision of ALN across Cardiff outlined in Outcome 6.**

46. There is no reference to Early Years in this section. It would be good to detail the level of provision and support available in terms of rising three learners in the nursery classes as well as children in non-maintained provisions.

**From the Self Assessment of Service Statement data, this is a count of 'Total no. of children (of all ages) attending childcare formally identified as having learning**

difficulties or disabilities'. Overall, 8.2% of children meeting the criteria were at Welsh medium provision, ranging for 4.3% of childminded children (with only 2.1% of all childminders being Welsh medium settings), to 14.2% of those attending sessional care, with 11.3% of settings being WM.

**Appropriate support aligned with need is provided in all maintained and non-maintained provision and decisions regarding this are taken by the Early Years Forum in conjunction with the schools and settings.**

47. Outcome 6 is not ambitious enough in aiming to secure equal linguistic opportunity in the County's Additional Learning Needs (ALN) provision. More detail on plans to up-skill specialist practitioners in settings that provide consistent support for learners with ALN needs is required. It is important that the Plan sets out how the County will aim to provide equality of Welsh language provision and a truly bilingual service for Cardiff pupils

**Detail has been included in the plan to reflect plans to upskill practitioners Please see responses to points 45 above.**

48. Purposeful plans to respond and implement, monitor and review the aims of this Outcome in the short and medium term are required as the plan does not provide sufficiently precise information on the strategic planning to expand ALN provision through the medium of Welsh during the lifetime of this WESP.

**As set out above, we will continue to work in conjunction with colleagues in the Inclusion service to develop appropriate action plans to implement the vision of ALN across Cardiff.**

49. It would be beneficial to set out detailed data and information to provide an overview of current provision, by specific fields, and the numbers currently using the service. As well as identifying more quantitative targets as a means of informing progress and ensuring that the vision of true equality is realised. Is there sufficient capacity in the sector to meet demand? If there is not adequate capacity, what is the timetable and what are the actions to respond to this situation?

**Please see points above. We will continue to work in conjunction with colleagues in the Inclusion service to develop an action plan (including milestones, responsible partners and detailed actions to implement the vision of ALN across Cardiff once approval has been given for the plan to take effect in the latter part of 2022.**

50. Comments raised through the online stakeholder survey raised the concern that there are challenges when pupils are learning in a language which is not their home language. There were comments suggesting Welsh-medium ALN would only be appropriate for children in Welsh speaking homes – more work to be do re: broadening options for all children.

**Whilst these concerns are noted, the suggestion that Welsh-medium is not appropriate for children with additional learning needs is not a view endorsed by the Welsh Government nor Cardiff Council and its partners. We prioritise inclusion and equity of opportunity in all aspects of our education offer. There is a strong desire to ensure that all are able to benefit from the opportunity to learn Welsh and to become confident in their use of the language with a recognised need to plan for this effectively so that all are able to fulfil their bilingual potential.**

## Outcome 7

51. Reference should be made to existing schemes to promote alternative routes to learning, along with a greater range of detail regarding future initiatives could have been included.

**It is recognised that there are a range of scheme and plans in place to promote alternative ways to learn. These include amongst others, training to undertake leadership roles, extending leadership opportunities within Welsh-medium schools along with secondment periods offered to teachers with Welsh-language skills to teach within the Welsh-medium sector. The workforce planning aspect of the WESP to ensure the successful implementation cannot be underestimated. The current plan has been strengthened to reflect the priorities in this area and will be further expanded upon in the action plans necessary to ensure achievement of outcome 7.**

52. It is noted that working with partners will be important to achieve the aims of this Outcome, for example by working with a Welsh in education Mid-South Consortium Officer. Including more detail on this collaboration and others is required.

Monitoring individual schools' individual development and WESP plans for example, is identified as a proposed activity details about who will do this and the relevant actions that will follow on from this monitoring activity in the medium- and long-term need clarifying.

**Bolstering the teaching workforce is a goal which must be supported/facilitated at a national level as well as local in order to realise the ambitions of the WESPs in each Authority. Central South Consortium offer a wide range of professional learning and networking opportunities across all English-medium schools that include Welsh Language Development for practitioners, Whole school leadership of Welsh, support, and networking opportunities for post sabbatical practitioners. This has been reflected within the WESP Outcome 7, Actions 1, 3, 5-9**

53. Public Responses – concern over the burden on teaching workload and the impact this has on retention/Recruitment. 'Perhaps one aspect of improving / reaching the target could be to try and attract some of this excellent talent back to Wales with competitive and luxuriate opportunities.'

**As outlined within the WESP we will continue to work with partners to ensure that recruitment and retention of Welsh speaking teachers in Cardiff remains strong.**

54. There is little analysis of the current workforce within the Welsh language sector to set a baseline. We suggest that there's an opportunity in this outcome to identify "who the teaching staff are". Local Authorities must consider the whole range of workforce that supports education – including the administrative staff within the schools, support officers within the local authority and the education consortium as well as the assistants. We know only too well the importance of securing the whole range of workforce to support a scheme of such importance as this Scheme.

**This view is supported and we will work with colleague regarding further data to support the development of the Workforce to achieve outcome 7, both internally and through the [School Workforce Annual Census](#) as this data becomes more embedded and robust.**

**Data provided by WG shows initial take up of the recently introduced alternative routes has had greater uptake through the medium of English.**

**Due to the low numbers planned under the contract for the first year of the Salaried PGCE in Secondary subjects a further split by English and Welsh medium has not been provided at this time. We will continue to work with partners to analyse the uptake of new teacher training opportunities to examine whether they are recruiting to the areas (subject and medium) of greatest need.**

55. Several comments raised through the online stakeholder survey raised the concern that the approach is divisive rather than inclusive

**These comments are noted, and we will continue to address the needs of citizens across the city in terms of School Organisation. As set out in the vision we want Cardiff to be a city where the Welsh language can thrive and where young people have the opportunity to fully embrace it.**

56. Several comments raised through the online stakeholder survey replaced a strong emphasis on choice being key

**These points are noted. Within Cardiff families do have the choice to express a preference for a language medium for their children's education and also to apply for faith provision.**