

<p>Pàrlamaid na h-Alba - Comataidh Foghlaim, Chloinne is Dhaoine Òga: Na beachdan agaibh air Feumalachdan Taic a Bharrachd airson Ionnsachadh ann an Alba</p> <p>Freagairt bho Bhòrd na Gàidhlig</p> <p>29 Dùbhlachd 2023</p>	<p>Scottish Parliament - Education Children and Young People: Your Views on ASL in Scotland</p> <p>Response by Bòrd na Gàidhlig</p> <p>29 December 2023</p>
<p>Ceistean sa ghairm bheachdan seo</p> <p>A' cur an gnìomh an ro-bheachd gum bi clann ann am foghlam prìomh-shruthach</p> <p>Neartaich an ro-bheachd airson 'foghlam prìomh-shruthach' na còraichean aig sgoilearan a bhith air an gabhail a-steach còmhla ri an co-aoisean, leis na ceithir prìomh fheartan in-ghabhail air an comharrachadh mar a leanas: an làthair, a' gabhail pàirt, a' coileanadh, agus a' faighinn taic.</p> <p>Dè an ìre is gu bheil sibh a' faireachdainn gu bheil an ro-bheachd gum bi clann ann am foghlam prìomh-shruthach a' toirt seachad foghlam in-ghabhalach do na sgoilearan a tha feumach air taic a bharrachd?</p> <p>Co-theacsa Coitcheann</p> <p>Ann an Alba tha Curraicealaman nan Tràth-bhliadhnaichean, na Bun-sgoile agus na h-Àrd-sgoile air an lìbhrigeadh an dàrna cuid tro mheadhan na Beurla no tro mheadhan na Gàidhlig. Tha Foghlam tro Mheadhan na Gàidhlig (FtG) na roinn stèidhichte agus a tha a' fàs taobh a-staigh Foghlam na h-Alba a tha ri fhaighinn ann an 17 Ùghdarrasan Ionadail aig an àm seo.</p> <p>Tha FtG a' leantainn a' Churraicealaim airson Sàr-mhathais agus tha e stèidhichte air prionnsapalan bogaidh, a' toirt cothrom do chloinn buannachd fhaighinn bhon iomadh cothrom a tha an lùib dà-chànanais. Tha am facal dà-chànanas air a chleachdadh tron fhreagairt cho-chomhairle seo gus sealltainn gu bheil daoine òga a' fàs dà-chànanach ann an Gàidhlig is Beurla ach, bu chòir a thoirt fa-near gu bheil cànanan dachaigh eile aig mòran dhaoine òga ann am FtG agus mar sin gu bheil co-theacs ioma-chànanach ann.</p> <p>Canar "làn-bhogadh" ris an ìre thràth de dh'ionnsachadh ann am FtG, far is e a' Ghàidhlig an aon chànan a tha ga</p>	<p>Questions in this call for views</p> <p>Implementation of the presumption of mainstreaming</p> <p>The presumption in favour of 'mainstream education' strengthened the rights of pupils to be included alongside their peers, with the four key features of inclusion identified as: present, participating, achieving, and supported.</p> <p>To what degree do you feel the presumption of mainstreaming successfully delivers on inclusive education for those pupils requiring additional support?</p> <p>General Context</p> <p>In Scotland Early Years, Primary and Secondary Education is delivered in two languages, either through the medium of English or through the medium of Gaelic. Gaelic Medium Education (GME) is an established and growing sector within Scottish Education currently available in 17 Local Authorities.</p> <p>GME follows Curriculum for Excellence and is based on the principles of immersion, enabling children to benefit from the many advantages of bilingualism. The term bilingualism is used throughout this consultation response to reflect that young people become bilingual in Gaelic and English however, it should be highlighted that many young people accessing GME will have other home languages thus creating a multilingual context.</p> <p>The early stage of learning in GME is called "total immersion", where Gaelic is the only language is</p>

chleachdadh. Tha seo air a leantainn le “ìre bogaidh” suas chun na h-ìre as sine. Tha aithisg an HMI: Foghlam Gàidhlig: A’ togail air na nithean soirbheachail, a’ dèiligeadh ris na bacaidhean (2011) a’ mìneachadh bhuilean airson Foghlam Gàidhlig 3-18 mar a leanas

tha clann agus daoine òga a cheart cho misneachail ann a bhith a’ cleachdadh na Gàidhlig agus na Beurla; agus iad comasach air Gàidhlig agus Beurla a chleachdadh ann an làn fharsaingeachd de shuidheachaidhean taobh a-staigh agus taobh a-muigh na sgoile agus suidheachaidhean tràth-ionnsachaidh is cùram-chloinne.

Tha an ro-bheachd gum bi clann ann am foghlam prìomh-shruthach agus gum bithear a’ sireadh in-ghabhail a’ buntainn an dà chuid ri roinnean foghlam na Gàidhlig agus na Beurla. Ach tha grunn fhactaran sònraichte a tha a’ toirt buaidh air roinn FtG a thaobh Taic a Bharrachd airson Ionnsachadh (feumalachdan taic a bharrachd - FTB) a tha air am mìneachadh gu h-ìosal.

Cùisean sònraichte a thaobh Feumalachdan Taic a Bharrachd ann an roinn FtG.

- Tha a’ mhòr-chuid de chloinn ann am FtG ann an teaghlaichean far nach eil Gàidhlig aca mar a’ chiad chànan san dachaigh agus mar sin tha Gàidhlig aca mar dhàrna cànan, a tha iad air ionnsachadh tro bhogadh sa Ghàidhlig às dèidh dhaibh a dhol a-steach gu FtG aig ìre Tràth-bhliadhnaichean no na Bun-sgoile. Do chuid den chloinn, is e a’ Ghàidhlig an treas cànan a th’ aca, mar eisimpleir, clann le pàrantan/luchd-cùraim a bhios a’ bruidhinn diofar chànanan san dachaigh. Mar eisimpleir, bidh cuid de chloinn a’ tighinn a-steach dhan bhun-sgoil mar fhileantaich le Gàidhlig mar a’ chiad chànan aca san dachaigh, a’ cluinntinn a’ chànan agus ga chleachdadh mar phàirt den togail agus den bheatha teaghlaich aca agus ann an sgìrean eile cha bhì tòrr den chloinn a’ cluinntinn ach beagan Gàidhlig taobh a-muigh na sgoile agus tha iad feumach air suidheachaidhean ionnsachaidh a bhith air an cruthachadh gus piseach a thoirt air an cuid fileantachd a chionn ’s nach eil conaltradh aca gu làitheil le luchd-labhairt na Gàidhlig ach a-mhàin luchd-teagaisg, luchd-taic sgoile no an co-aisean.

- Tha na co-theacsan airson a’ chànan air feadh na dùthcha a’ toirt buaidh air roinn FtG. Ann an cuid de sgìrean den dùthaich tha a’ Ghàidhlig ga bruidhinn le gu leòr dhaoine sa choimhearsnachd, ann an sgìrean eile tha co-theacs cultarach beothail aig a’ chànan le tòrr chothroman do chloinn is teaghlaichean ceangal a dhèanamh rithe agus ann an cuid de sgìrean eile is dòcha nach eil mòran cheanglaichean ann seach an solair FtG fhèin. Tha na co-theacsan eadar-dhealaichte a’

used. This is followed by an “immersion phase” up to and including the senior phase. The HMI report Gaelic Education: Building on the successes, addressing the barriers (2011) defined outcomes for Gaelic Medium Education 3-18 as

children and young people are equally confident in the use of Gaelic and English; and are able to use both Gaelic and English in a full range of situations within and outwith school and Early learning & childcare settings.

The presumption of mainstreaming and the pursuit of inclusion apply to both the Gaelic and English education sectors. There are however a range of specific factors impacting on the GME sector in relation to Additional Support for Learning (ASL) which are outlined below.

Specific Issues relating to ASL in the GME Sector.

- Most children in GME come from families where Gaelic is not the first home language and they therefore have Gaelic as a second language, which they have acquired through immersion in Gaelic from their entry into GME Early Years or Primary sectors. In some cases, Gaelic may be a third language for example children with parents/carers speaking different languages at home. Some children enter primary for example, as fluent speakers with Gaelic as their first language spoken at home, hearing and using the language as part of their upbringing and family life whilst in other areas many children hear little Gaelic outwith school settings and can rely on the creation of learning scenarios in order to improve their fluency with the only daily contact they have with Gaelic speakers is with their teachers, school support staff or peers.

- The different contexts for the language across the country impact too on the GME sector. In some areas of the country Gaelic is spoken by many people in the community, in other areas the language is set in a vibrant cultural context with lots of opportunities for children and families to connect with it whilst in some other areas there may be limited existing connections save for the GME



cruthachadh dùbhlán sònraichte a thaobh a bhith a' comharrachadh feumalachdan taic a bharrachd agus an uair sin a bhith a' dealbhadh phlanaichean taic iomchaidh airson clann aig a bheil feum air taic ionnsachaidh a bharrachd. A thaobh FTB, tha e ro-chudromach a bhith mothachail air a' cho-theacsa anns a bheil clann is òigridh ag ionnsachadh.

- Faodaidh e a bhith iom-fhillte ann am FtG a bhith a' comharrachadh a bheil feum aig pàiste air taic a bharrachd airson ionnsachadh no a bheil feum aca air barrachd eòlas air a' Ghàidhlig gus am fàs iad fileanta agus misneachail. Faodaidh comas ann am Beurla agus Gàidhlig a bhith eadar-dhealaichte a rèir eòlasan nas fharsainghe agus ìre leasachaidh an duine-chloinne. Mar thoradh air an sin, dh'fhaodadh dragh a thaobh fileantachd sa Ghàidhlig a bhith dìreach na ìre shònraichte ann an turas a' phàiste gu dà-chànanas misneachail.

- Chomharraich Additional Support Needs: A Collective Resource* gun robh feumalachd taic a bharrachd aig mu 15% de chloinn ann am FtG. Chomharraich an sgrìobhainn chudromach seo a chaidh a sgrìobhadh às dèidh Sgrùdadh air Feuman Taice a Bharrachd ann am Foghlam tron Ghàidhlig (2013), is a bha air a choimiseanadh le Bòrd na Gàidhlig, na cùisean sònraichte a leanas co-cheangailte ri Feumalachdan Taic a Bharrachd ann an FtG:

- a) Tha feum air raon tòrr nas fharsainghe de dh'innealan measaidh ann an Gàidhlig.
- b) Feumar cur ri raon nan goireasan speisealta agus stuthan curraicealaim san fharsaingeachd anns a' Ghàidhlig.
- c) Feumar leasachadh leantainneach a dhèanamh air cothrom air trèanadh agus leasachadh proifeiseanta leantainneach do thidsearan, saidhg-eòlaichean foghlaim, teiripichean cainnt is cànan, luchd-taic sgoilearan agus luchd-obrach foghlaim eile. Tha e air a thoirt fa-near cuideachd gu bheil fìor ghainnead nàiseanta ann de shaidhg-eòlaichean foghlaim agus luchd-taic proifeiseanta eile aig a bheil Gàidhlig.
- d) Chan eil raon de dheuchainnean coitcheann gus fianais measaidh cuimsichte a thoirt seachad rim faighinn chun na h-aon ìre sa Ghàidhlig 's a tha iad ann am Beurla. Bu chòir toirt fa-near gur e stuthan air an cruthachadh tron Ghàidhlig am prìomh fheum agus nach bi e cho buannachdail a bhith ag eadar-theangachadh stuthan leis gu bheil structaran cànan is gràmair eadar-dhealaichte aig a' Ghàidhlig agus a' Bheurla.
- e) Leis nach eil Gàidhlig aig mòran de na pàrantan aig clann is daoine òga ann am FtG, tha iom-fhillteachd a bharrachd ann a bhith a' cruthachadh com-pàirteachas dachaigh/sgoile èifeachdach gus taic a thoirt do chloinn le FTB.

provision itself. These different contexts can create a particular challenge in terms of identifying any additional support needs and thereafter devising appropriate support plans for children who require additional support for learning. In relation to ASL it is crucial to be aware of the context in which children and young people are learning.

- Identifying whether a child requires additional support for learning or whether they require more exposure to the Gaelic language so that they can develop fluent, confident usage can be complex in GME. Competence in English and Gaelic may be different depending on the child's wider experiences and developmental stage. Consequently, what may appear to be a concern relating to Gaelic fluency can often simply be a particular stage in the child's journey towards confident bilingualism.

- The Additional Support Needs Collective Resource* identified around 15% of children in GME provision with an additional support need. This important document produced as following the Audit of Additional Support Needs in GME (2013), commissioned by Bòrd na Gàidhlig, identified the following particular issues relating to ASN in the GME sector:

- a) There is a need for a much wider range of assessment tools in Gaelic.
- b) The range of Gaelic-language specialist resources and curriculum materials in general in the Gaelic language requires to be expanded.
- c) The availability of training and continuous professional development for teachers, educational psychologists, speech and language therapists, pupil support staff and all other educational staffing requires to be continually improved. It is noted also that there is a very acute national shortage of Gaelic-speaking educational psychologists and other professional support staffing.
- d) A range of standardised tests to provide focused assessment evidence are not as readily available in Gaelic as they are in English. It should be noted that simply translating materials will not be beneficial as Gaelic and English have different linguistic and grammatical structures and therefore appropriately constructed Gaelic-language material continues to be the core need.
- e) As many parents of children and young people in GME do not speak Gaelic, there are



f) Air feadh na dùthcha is urrainn measadh eadar tidsearan agus meòrachadh co-obrachail a bhith nas iom-fhillte airson sgiobaidhean luchd-obrach FtG. Ann an cuid de dh'ùghdarrasan ionadail, tha sgiobaidhean FtG beag ann (a' gabhail a-steach tòrr shuidhichidhean le aon no dà thidsear). Gu tric bidh feum air obair cho-obrachail thar diofar sgoiltean no Ùghdarrasan Ionadail. Chomharraich an Sgrùdadh gur e lìonrachadh agus còmhraidh am measg luchd-teagaisg le an co-leithid an leasachadh san t-siostam a bu mhotha a bhathar ag iarraidh. Mar a chaidh a ràdh gu h-àrd, feumar ìre tòrr nas àirde de phlanadh taobh a-staigh solar FtG. Tha na h-aon seòrsa cheistean co-cheangailte ri FTB ann an Roinnean foghlam tro Mheadhan na Gaeilge agus tro Mheadhan na Cuimris agus chaidh a chomharrachadh ann an ASN Collective Resource agus san Sgrùdadh air FTB gu bheil ionnsachadh bhon aon seòrsa foghlaim ann an Èirinn agus sa Chuimrigh na raon cudromach airson barrachd leasachaidh (mar eisimpleir ann am Foghlam tro Mheadhan na Cuimris chaidh measaidhean litreachaidh a mholadh seach measaidhean leughaidh air sgàth structaran sa Chuimris – feartan a dh'fhaodar a ràdh a tha coltach ri feadhainn ann an Gàidhlig na h-Alba). Bu chòir thoirt fa-near cuideachd gu bheil an Chomhairle Náisiúnta Curaclaim agus Measúnachta (Comhairle Nàiseanta airson Curraicealam agus Measadh na h-Èireann) air leasachaidhean a mholadh ann an deuchainnean coitcheann sa Ghaeilge, a bhith a' stèidheachadh sgiobaidhean taic ionnsachaidh leudaichte agus stuthan àireamhachd agus stuthan curraicealaim eile nas fharsainghe sa Ghaeilge. Aig an àm seo, chan eil mòran fianais gu bheil ceanglaichean aig ìre na sgoile air tachairt eadar sgoiltean tro mheadhan na Gaeilge agus tro meadhan na Cuimris agus roinn FtG, mar a chaidh a mholadh ann an Additional Support Needs: A Collective Resource.

g) Tha cruthachadh sgiobaidhean taic ionnsachaidh (tidsearan agus luchd-taic sgoilearan) fhathast na fheum cudromach taobh a-staigh roinn FtG. Co-cheangailte ri seo, tha feum air leasachadh proifeiseanta leantainneach ann am foghlam dà-chànanach agus bogaidh airson a h-uile cleachdaiche.

Geàrr-chunntas de na beachdan againn

Tha na cùisean a leanas fhathast nam factaran cudromach ann a bhith a' dèanamh cinnteach gu bheil solar FtG a' coileanadh feumalachdan gach neach-ionnsachaidh, a' gabhail a-steach an fheadhainn le feumalachdan taic a bharrachd:

- Feumar obair leantainneach a dhèanamh air stuthan measaidh is taice sa Ghàidhlig.
- Tha feum air luchd-taic sònraichte leithid saidhg-eòlaichean Foghlaim a tha air trèanadh fhaighinn ann an

additional complexities in developing an effective home/school partnership to support children with ASN.

f) Across the country moderation between teachers and collaborative reflection can be more complex for GME staff teams. In some Local Authorities there are small GME teams (including many single or two teacher settings). Collaborative work is often required take place across sets of schools or Local Authorities. The Audit identified networking and peer discussion amongst teachers as the most desired improvement in the system. As stated, this requires a much greater degree of planning within GME provision. There are similar issues relating to ASN within the Irish Medium and Welsh Medium Sectors and continuing to learn from similar provision in Ireland and Wales has been identified as an important area for further development in both the ASN Collective Resource and the Audit of ASN (for example in Welsh Medium Education spelling assessments have been advocated rather than reading assessments because of structures in the Welsh language – features which are arguably similar in Scottish Gaelic). It is noteworthy also that the Irish National Council for Curriculum and Assessment has recommended improvements in standardised testing in Irish, the establishment of extended learning support teams and wider numeracy and other curricular materials in the Irish language. At present there has been little evidence of the development of school level links between Irish Medium and Welsh Medium schools and the GME sector, as advocated in the ASN Collective Resource.

g) The development of support for learning teams (teachers and pupil support assistants) continues to be an important need within the GME sector. Aligned to this is the need for continuous professional development in bilingual and immersion education for all practitioners.

Summary Position

The following issues remain important factors in ensuring GME provision meets the needs of all learners including those with additional support needs:

- Assessment materials in Gaelic and support resources require continuous development.
- Specialist support staffing such as Educational Psychologists who are trained in issues



cùisean co-cheangailte ri foghlam dà-chànanach agus bogaidh, agus aig a bheil Gàidhlig cuideachd.

- Tha feum cuideachd air àireamhan nas motha de luchd-obrach Taic Ionnsachaidh, a' gabhail a-steach tidsearan agus luchd-taic sgoilearan sònraichte (agus gu sònraichte, luchd-obrach le Gàidhlig).
- Tha feum air rannsachadh leantainneach air FTB taobh a-staigh FtG agus barrachd mothachaidh air na chaidh ionnsachadh ann am Foghlam tro Mheadhan na Cuimris agus tro Mheadhan na Gaeilge.
- Cruthaichidh barrachd co-obrachaidh eadar tidsearan agus luchd-taic agus thairis air Ùghdarrasan Ionadail cothroman a bharrachd airson cnuasachadh agus measadh le luchd-teagaisg.
- Co-obrachadh agus cleachdadh co-roinnte eadar Ùghdarrasan Ionadail.

Dè a' bhuaidh a th' aig an ro-bheachd gum bi clann ann am foghlam prìomh-shruthach air foghlam sgoilearan nach eil feumach air taic a bharrachd, ma tha buaidh air a bhith ann idir?

Uile gu lèir, tha na feartan air an deach gearr-chunntas a thoirt san earrainn roimhe seo a' toirt buaidh dhìreach air foghlam gach pàiste. Nuair a tha dleasan farsaing aig tidsearan agus luchd-taic co-cheangailte ri bhith a' toirt taic do dhaoine òga le FTB, faodaidh seo buaidh a thoirt air a' chomas aca ùine agus aire a thoirt dhan chloinn air fad. Dh'fhaodte, mar eisimpleir, gum bi buaidh air cruthachadh ghoireasan a bharrachd no air comas luchd-teagaisg a bhith a' dèanamh cinnteach gu bheil feumalachdan na cloinne is nan daoine òga air fad air an coileanadh. Tha feum air barrachd cuideim air measadh agus modaratadh fheumalachdan taobh a-staigh roinn FtG leis gu bheil clann agus daoine òga an sàs ann an ionnsachadh ann an dà chànan. Bu chòir a thoirt fa-near ge-tà gu bheil rannsachadh eadar-nàiseanta a' comharrachadh buannachdan an dà-chànanais gu soilleir agus gu bheil clann agus daoine òga a tha dà-chànanach gu misneachail a' sealltainn raon de sgìlean agus comasan a bharrachd.

A thaobh clann le feumalachdan taic a bharrachd, nur n-eòlas:

An urrainn dhuibh innse dhuinn mar a chaidh na feumalachdan taic a bharrachd sin aithneachadh agus a chomharrachadh an toiseach? An robh dàil sam bith sa phròiseas às dèidh feumalachdan taic a bharrachd a bhith air an comharrachadh agus às dèidh aithne fhoirmeil, a bhios ann mus faighear cothrom air taic a bharrachd? Mas e is gun robh, dè an dàil a bh' ann?

relating to bilingual and immersion education, who are also Gaelic speakers, are needed.

- Expanded numbers of Support for Learning staff including specialist teachers and pupil support workers are also needed (and in particular, Gaelic-speaking staff).
- Ongoing research into ASN within the GME is required and a greater awareness of experience in Welsh Medium and Irish Medium Education.
- Greater collaboration between teachers and support staff between GME establishments and across Local Authorities will develop further opportunities for teacher reflection and moderation.
- Cooperation and shared practice between Local Authorities.

What impact, if any, does the presumption of mainstreaming have on the education of pupils who do not require additional support?

Overall, the factors summarised in the previous section impact directly on experiences for every child. When teachers and support staff have extensive responsibilities relating to supporting young people with ASL this can impact upon their ability to devote time and attention to all children. There may be, for example, an impact on additional resource creation or on the ability of teachers to ensure that all children and young people are having their needs met fully. Assessment and moderation of all needs requires additional attention within the GME sector given that children and young people are engaged in learning in two languages. It should be noted however that international research points clearly to the advantage of bilingualism and indicates that children and young people who are confident bilinguals exhibit a range of additional skills and competencies.

For children with additional support needs, in your experience:

Can you provide details of how these additional support needs were recognised and identified initially? Was there any delay in the process which followed the identification of additional support needs and formal recognition which leads to the accessing of the additional support? If so, what was the delay?



Tha fòcas freagairt Bòrd na Gàidhlig air ceistean ro-innleachdail nas fharsainghe co-cheangailte ri FTB agus roinn FtG. Tha eòlas farsaing air na cùisean bunaiteach co-cheangailte ri FTB agus roinn FtG aig Bòrd na Gàidhlig a fhuaras thar iomadh bliadhna de bhith ag obair còmhla ri prìomh chom-pàirtichean san t-siostam foghlaim.

Airson sgrùdaidhean-cùise sònraichte agus freagairtean aig daoine fa leth a thaobh gnàth-eòlasan ann am FtG, thathar a' moladh nan tùsan a leanas.

- Comann nam Pàrant Nàiseanta (buidheann nàiseanta nam pàrantan FtG)
- CLAS (Comann Luchd-teagaisg Àrd-sgoiltean) An Comann do luchd-teagaisg Gàidhlig ann an Àrd-sgoiltean www.clasalba.org/ab/
- Sgoiltean le solar FtG ann an 17 Ùghdarrasan Ionadail – faic an ceangal airson barrachd fiosrachaidh www.parant.org.uk/gme-provision

Far a bheil an duine-chloinne a' faighinn foghlam ann an suidheachaidhean speisealta, an urrainn dhuibh eisimpleirean a thoirt seachad air far a bheilear a' coileanadh nam feumalachdan aca, agus eisimpleirean far nach eilear gan coileanadh?

Faic a' chiad fhreagairt anns an earrainn seo

Dè an taic speisealach a tha an duine chloinne a' faighinn agus dè an taic a tha thu a' faighinn gus cothrom fhaighinn air an taic seo? A bheil beàrn sam bith anns an taic speisealta a tha air a toirt seachad an dàrna cuid seach nach eil an taic òrdaichte ri faighinn no nach eilear a' toirt seachad taic a bharrachd nach eil air òrdachadh gu foirmeil.

Faic a' chiad fhreagairt anns an earrainn seo

Uile gu lèir, a bheil sibh den bheachd gum bheil an ro-bheachd gum bi clann ann am foghlam prìomh-shruthach air a bhith na cheum math no dona do ùr duine-chloinne no san fharsaingeachd, agus san fharsaingeachd, a bheil sibh den bheachd gun robh an ro-bheachd gum bu chòir clann a bhith ann am foghlam prìomh-shruthach math no dona do chloinn eile ann an sgoiltean na h-Alba?

Faic a' chiad fhreagairt anns an earrainn seo

A' bhuidheann aig COVID-19 air taic a bharrachd airson ionnsachadh

The focus of the response from Bòrd na Gàidhlig is on wider strategic issues relating to ASL and the GME sector. The extensive knowledge of the fundamental issues relating to ASL and the GME sector within Bòrd na Gàidhlig has been acquired over many years of working with key contributors to the education system.

For specific case studies and individual responses to experiences within GME the following sources are recommended:

- Comann nam Pàrant Nàiseanta (national GME parents association)
- CLAS (Comann Luchd-teagaisg Àrd-sgoiltean) Association of Secondary Teachers of Gaelic www.clasalba.org/ab/
- Schools with GME provision in 17 Local Authorities – see link for more info www.parant.org.uk/gme-provision

Where the child is being educated in specialist settings can you give examples of where their needs are being met, and examples of where they are not being met?

See initial response in this section

What specialist support does the child receive and what support do you get in accessing this support? Are there any gaps in the specialist support provided either because the prescribed support is not available or extra support not formally prescribed is not being provided.

See initial response in this section

On balance, do you view the presumption of mainstreaming as having been a positive or negative development for your child or in general, and on balance, do you view the presumption of mainstreaming as having been a positive or negative development for other children in Scottish schools?

See initial response in this section

Impact of COVID-19 on additional support for learning



Dè na dòighean anns an tug an galar lèir-sgaoilte buaidh air feumalachdan sgoilearan le feumalachdan taic a bharrachd agus air a bhith a' coileanadh nam feumalachdan sin, an dà chuid deagh bhuidhean agus droch bhuidhean?

Thug grunn nithean buaidh air siostam FtG rè a' ghalair lèir-sgaoilte a' gabhail a-steach na leanas:

- Airson cuibhreann mòr de chloinn anns an ìre làn-bhogaidh (Tràth-bhliadhnaichean gu Clas 3) 's e tidsearan, luchd-obrach na sgoile agus an co-aoisean anns an t-suidheachadh FtG a bhios iad a' frithealadh an conaltradh làitheil as cudromaiche aca sa chànan. Mar sin, thug buaireadh air na gnàth-eòlasan sin buaidh mhòr air an t-slighe aca gu dà-chànanas.
- Tha tòrr den chloinn is òigridh ann am FtG a' tighinn bho dhachaighean far nach eilear a' bruidhinn na Gàidhlig a-staigh. Bheir seo buaidh an dà chuid air an uiread de Ghàidhlig a chluinneas is a chleachdas an neach òg ach bheir e buaidh cuideachd air comas nam pàrantan gus taic a thoirt dhan cuid chloinne le stuthan Gàidhlig.
- Chaidh aithris gun robh eadar-dhealachadh anns an taic a thugadh do theaghlaiichean FtG – bho sgoil gu sgoil agus eadar Ùghdarrasan Ionadail. Rinn Comann nam Pàrant suirbhidh nàiseanta air beachdan phàrantan, a sheall gun robh dragh air mòran phàrantan mu adhartas an cuid chloinne sa Ghàidhlig aig diofar ìrean den ghalair lèir-sgaoilte. Tha seo a' toirt buaidh an dà chuid air clann le Feumalachdan Taic a Bharrachd ann am FtG agus cuideachd air an òigridh uile san roinn. 'S e duilgheadas eile a dh'fhaodadh a bhith ann gum bi beàrnann ann am fileantachd sa Ghàidhlig thar iomadh bliadhna oir dh'fhaodadh gum bi dàil leantainneach ann an togail na Gàidhlig do chuid de chloinne. Tha seo air a chomharrachadh ann an cuid de shuidheachaidhean FtG a tha air prògraman ionnsachaidh sònraichte a dhealbhadh gus dèiligeadh ri cùisean a tha air èirigh.

Dè cho soirbheachail 's a tha ùghdarrasan ionadail agus sgoiltean ann a bhith ag atharrachadh gus na feumalachdan sin a choileanadh?

Is e an teachdaireachd a tha a' tighinn bho phàrantan agus clann is daoine òga gu bheil dìth cunbhalachd taobh a-staigh sgoiltean bho àm gu àm agus cuideachd eadar sgoiltean agus Ùghdarrasan Ionadail. Ann am planadh ro-innleachdail foghlaim co-cheangailte ri èiginn slàinte san àm ri teachd, tha e ro-chudromach gum bi tuigse shoilleir ann mu mar a tha Foghlam na h-Alba air a libhrigeadh gu dà-chànanach agus gum bi stiùireadh nàiseanta iomchaidh an gnìomh mar phàirt de

In what ways has the pandemic impacted on the needs of pupils with additional support needs and the meeting of those needs, both positively and negatively?

There were several factors impacting on the GME system during the pandemic including the following:

- For a large number of children in the total immersion phase (Early Years experience to Primary 3) their most important daily contact with the language is through teachers, school staff and peers in the GME establishment they attend. Consequently, disruption to these experiences has had significant impact on their journey to bilingualism.
- A large number of children and young people come from families without Gaelic in the home. This impacts both on the young person's daily experience of Gaelic but also on the ability of parents to support their children with Gaelic materials.
- There was a reported disparity in support provided for GME families – from school to school and between Local Authorities. Comann nam Pàrant conducted a national survey of parental views, which indicated that many parents were concerned at their child's progress in Gaelic during the different phases of the pandemic. This impacts on both children with ASL within GME but also on all young people in the sector. A further complication may be of gaps in Gaelic fluency over many years as there may be a persistent lag in the acquisition of Gaelic for some children. This has been identified as an issue in some GME settings who have planned particular programmes of learning to address issues that have arisen.

How successfully have local authorities and schools adjusted to meet these needs?

The message coming from parents and children and young people centres on a lack of consistency within schools on occasion and between schools and Local Authorities. It will be crucial that within educational strategic planning relating to future health emergencies there is a clear understanding around the dual language delivery of Scottish Education and appropriate national guidance in place as part of



phlanadh deisealachaidh airson galaran lèir-sgaoilte a tha a' gabhail a-steach roinnean FtG agus na Beurla.

A' cleachdadh fuasglaidhean mar a tha iad air am mìneachadh san Achd

Ciamar a tha pàrantan/luchd-cùraim agus daoine òga air an gabhail a-steach anns na co-dhùnaidhean a bheir buaidh air an taic ionnsachaidh a bharrachd a tha air a thoirt do dhaoine òga agus, am b' urrainn seo a bhith na b' fheàrr?

Tha pròiseasan agus modhan-obrach airson com-pàirteachadh phàrantan ann an roinn FtG ann an co-dhùnaidhean air an cur an sàs aig ìre sgoile agus ùghdarras Ionadail. Bu chòir toirt fa-near, leis gu bheil mòran phàrantan taobh a-staigh roinn FtG nach eil misneachail sa Ghàidhlig, gu bheil dleasan a bharrachd ann a bhith a' dèanamh cinnteach gu bheil tuigse aig pàrantan air leasachadh dà-chànanach agus air na co-theacsan airson FTB ann an suidheachadh FtG.

Mar a chaidh a chomharrachadh anns a' gheàrr-fhreagairt, tha Bòrd na Gàidhlig den bheachd gum bu chòir molaidhean sam bith airson barrachd rannsachaidh no molaidhean sònraichte sam bith co-cheangailte ri leasachadh com-pàirteachadh phàrantan a bhith a' toirt làn aire air nàdar dà-chànanach Foghlam na h-Alba.

A bheil sibh mothachail gu bheil fuasglaidhean reachdail ann a thaobh solarachadh taic a bharrachd airson ionnsachadh a tha air am mìneachadh ann an Achd 2004, gu sònraichte:

-Còir 'neach-taic' a bhith an làthair ann an còmhraidhean no 'neach-obrach tagraidh' a bhith a' toirt beachdan dhan ùghdarras ionadail. Chan fheum an t-ùghdarras ionadail pàigheadh airson seo. (e.14)

-Còir air seirbheisean tagraidh, an-asgaidh, dhaibhsan a bheir cùisean do Thribiunal Feumalachdan Taic a Bharrachd (e.14A)

-Eadar-mheadhanachadh neo-eisimeileach an-asgaidh (e.15)

-Breithneachadh neo-eisimeileach, an-asgaidh (riaghailtean fo e.16)

- Tribiunal airson cùisean sònraichte co-cheangailte ri Planaichean Taic Co-òrdanaichte, iarrtasan airson àiteachan sgoile agus cùisean leth-bhreith ciorraim fo Achd na Co-ionannachd 2010.

Tha Bòrd na Gàidhlig mothachail air na fuasglaidhean reachdail co-cheangailte ri taic airson FTB agus bidh e a' leigeil fios do phàrantan fa leth mun deidhinn ma dh'iarraas iad. Dh'fhaodadh rannsachadh gus fianais a chruinneachadh a bheil pàrantan làn mhothachail air na leigheasan reachdail a tha rim faotainn dhaibh a bhith mar thoradh den phròiseas làithreach seo agus mas e is gum bi, mholadh Bòrd na Gàidhlig gun tèid aire a thoirt

pandemic readiness planning which is inclusive of the GME and English sectors.

The use of remedies as set out in the Act

How are parents/carers and young people included in the decisions that affect the additional support for learning provided to young people and could this be better?

Processes and procedures for engaging parents in the GME sector in decision making are put in place at school and Local Authority level. It should be noted that as many parents within GME sector are not confident speakers of Gaelic, there are additional responsibilities in ensuring that parents have an understanding of bilingual development and the contexts for ASL within a GME setting.

As noted in the summary response, Bòrd na Gàidhlig is of the view that any recommendations for further research or any specific proposals relating to improving parental engagement consider fully the dual language nature of Scottish Education.

Are you aware that there are statutory remedies around the provision of additional support for learning as set out in the 2004 Act, specifically:

-Right to have a 'supporter' present in discussions or an 'advocacy worker' make representations to the local authority, the local authority does not have to pay for this. (s.14)

-Right to an advocacy service, free of charge, for those taking cases to the Additional Support Needs Tribunal (s.14A)

-Independent mediation, free of charge (s.15)

-Independent adjudication, free of charge (regulations under s.16)

-A Tribunal for certain issues involving Co-ordinated Support Plans, placing requests and disability discrimination cases under the Equality Act 2010.

Bòrd na Gàidhlig is aware of the statutory remedies around the provision of support for ASN and makes any individual parent aware of these factors should they enquire. Research to gather evidence that parents are fully aware of the statutory remedies available to them may be an outcome of this current process and if so Bòrd na Gàidhlig recommends that



<p>do na dh'fhiosraicheas an dà chuid pàrantan chloinne ann am FtG agus ann am foghlam tron Bheurla.</p>	<p>the experiences of both parents of children in GME and English education are taken into consideration.</p>
<p>Ma tha eòlas agaibh air gin de na pròiseasan sin, a bheil beachd sam bith agad mu na dh'fhiosraich sibh?</p>	<p>If you have experience of any of these processes, do you have any comments on your experiences?</p>
<p>Faic a' chiad fhreagairt anns an earrainn seo.</p>	<p>See initial response in this section.</p>
<p>A bheil beachd sam bith eile agaibh?</p>	<p>Any other comments?</p>
<p>Tha Bòrd na Gàidhlig a' moladh gu làidir gun toir a h-uile moladh bho Chomataidh Foghlaim, Chloinne is Dhaoine Òga ann am Pàrlamaid na h-Alba aire dhan phrionnsapal bhunaiteach gu bheil Foghlam na h-Alba air a lìbhrigeadh ann an dà chànan, aon chuid tro mheadhan na Gàidhlig no tro mheadhan na Beurla.</p>	<p>Bòrd na Gàidhlig strongly recommends that all proposals from the Education, Children and Young People Committee of the Scottish Parliament take into consideration the fundamental principle that Scottish Education is delivered in two languages, either through the medium of Gaelic or through the medium of English.</p>
<p>Tha an fhreagairt seo bho Bhòrd na Gàidhlig a' togail air na feumalachdan leantainneach a tha aig roinn FtG a tha a' sìor fhàs a thaobh ASL agus mun ro-bheachd gum bi clann ann am foghlam prìomh-shruthach. Ach, tha grunn leasachaidhean air deagh bhuidh a thoirt air roinn FtG thar nam beagan bhliadhnaichean a dh'fhalbh, a' gabhail a-steach:</p>	<p>The submission from Bòrd na Gàidhlig highlights the ongoing needs of the expanding GME sector in relation to ASL and the presumption of mainstreaming. However, a range of developments have positively impacted on the GME sector over the past number of years including the following:</p>
<p>Tha Foghlam Alba air raon farsaing de thaic a thoirt seachad leithid:</p>	<p>Education Scotland has produced a wide range of support such as:</p>
<ul style="list-style-type: none"> • Improving Practice in Gaelic Education – Effective Interventions to Raise Attainment • Tha Plana Leasachaidh an Fhrèam-obrach Leasachaidh Nàiseanta (2023) a' gabhail a-steach gealltanais a bhith a' toirt piseach air CPD tha ag amas air FtG • Thug am prògram <i>Misneachd</i> a chaidh a chruthachadh le e-Sgoil sna ciad ìrean de dh'ionnsachadh air-loidhne aig àm galar làir-sgaoilte Covid-19 taic seachad le sgilean Gàidhlig. Nuair a thill na sgoiltean gu ionnsachadh aghaidh-ri-aghaidh chaidh am prògram seo atharrachadh gus am biodh e a rèir feumalachdan luchd-ionnsachaidh ann an sgoiltean. • Chaidh Inneal Measaidh Amharc Cloinne airson FtG agus Slatan-tomhais ann an Litearrachd agus Gàidhlig ullachadh • Chaidh sreath de stuthan CPD ullachadh le Foghlam Alba airson roinn FtG co-cheangailte ri FTB a' gabhail a-steach stuthan POLAAR airson FtG (Inneal Measaidh Clas a h-Aon agus stuthan co-cheangailte). • Bidh Foghlam Alba a' dèanamh sgrùdaidhean cuspaireil nàiseanta agus tha Bòrd na Gàidhlig a' dèanamh fiughair ri fiosrachadh bhon aithisg co-cheangailte ri FtG sa phrògram làithreach (m.e. In-ghabhail agus Dealbhadh Curraicealaim a rinneadh o chionn ghoirid). 	<ul style="list-style-type: none"> • Improving Practice in Gaelic Education – Effective Interventions to Raise Attainment • The National Improvement Framework Improvement Plan (2023) includes a commitment to improve CPD aimed at GME • The <i>Misneachd</i> programme developed by e-Sgoil during initial stages of online learning during Covid-19 pandemic offered support with Gaelic language skills. As schools returned to in-person learning this programme was adapted to meet the needs of learners in a school setting • The Child Observation Assessment Tool for GME and Benchmarks in Literacy and Gàidhlig have been produced • A range of CPD materials have been produced by Education Scotland for the GME sector relating to ASN including the POLAAR for GME materials (Primary One Assessment tool and related materials) • Education Scotland conducts national thematic inspections and Bòrd na Gàidhlig looks forward to the report information relating to GME in the current programme (e.g. Inclusion and Curriculum Design which are recent undertakings)



Leasachaidhean eile:

- Tha grunn ghoireasan airson FtG san Addressing Dyslexia Toolkit a rinn Dyslexia Alba. Bùth-obrach "Dyslexia agus GME" mar phàirt de cho-labhairt Dyslexia ann am Foghlam 2023
- Chaidh Measaidhean Coitcheann Nàiseanta a dhèanamh airson Foghlam tron Ghàidhlig.
- Bidh Stòrlann (a' bhuidheann nàiseanta a nì goireasan airson FtG) a' cruthachadh ghoireasan mar phàirt de phrògram bliadhnaile agus tha iad air gaelic4parents a chruthachadh a bheir taic do phàrantan FtG.
- Tha leasachadh ghoireasan a' leantainn air adhart agus tha na goireasan a leanas a-nis rim faighinn: Goireas Ceitidh, inneal guth ann an Gàidhlig thescottishvoice, Clicker 6/7 - bathar-bog litearrachd, Penfriend, inneal ro-innse fhaclan. Ach tha dùbhlain fhathast ann a thaobh faotainneachd teicneòlas taiceil sa Ghàidhlig, co-cheangailte ri eadar-dhealachaidhean ann an teicneòlas a chleachdas Ùghdarrasan Ionadail air feadh na dùthcha mar eisimpleir iPads/innealan Apple ann an cuid de sgìrean, Chromebooks/Google ann an cuid eile. Chan eil guth Gàidhlig ri fhaighinn air iOS agus tha seo a' cur bacadh air leughadairean teacsa air iPadaichean.
- Tha stiùireadh ann airson Highly Able Learners ach dìth stiùiridh sònraichte airson FMG
www.education.gov.scot/resources/a-summary-of-resources-relating-to-highly-able-learners/

www.gla.ac.uk/research/az/ablepupils/resources/information/guidanceforschools/

Tha na co-theacsan nàiseanta airson FtG san fharsaingeachd a' sìor leasachadh agus a' sìor leudachadh agus chan eil teagamh sam bith ann nach eil seo a' toirt buaidh air FTB agus air taic èifeachdach dhan chloinn is daoine òga air fad ann am FtG. Tha [Comhairle mu Fhoghlam Gàidhlig](#) (Foghlam Alba) agus [Stiùireadh Reachdail-air-Foghlam Gàidhlig](#) (Bòrd na Gàidhlig) a' toirt seachad comhairle nàiseanta air solar FtG a' gabhail a-steach cùisean co-cheangailte ri FTB. Bheir mar a thathar a' toirt a-steach an UNCRC ann am planadh ro-innleachdail ann an iomadh raon deagh buaidh air FtG leis gu bheil grunn altan ann a tha a' toirt buaidh dhìreach air clann agus daoine òga ann am FtG, mar eisimpleir:

Alt 2 – Neo-lethbhreith

Alt 28 – Còir air Foghlam

Alt 29 – Amasan Foghlaim

Alt 30 – Clann à Mion-shluaighean agus Sluaighean Tùsanach

Alt 31 – Cur-seachadan, Cluich agus Cultar

Other Developments:

- Addressing Dyslexia Toolkit produced by Dyslexia Scotland includes a range of materials for the GME sector. "Dyslexia and GME" workshop featured at 2023 Dyslexia in Education conference.
- Scottish Standardised Testing (SSNT) has been produced for GME – Measaidhean Coitcheann Nàiseanta airson Foghlam tron Ghàidhlig (MCNG)
- Stòrlann (the national GME resource agency) continues to produce resources according to an annual programme and has developed gaelic4parents which supports GME parents.
- Resource development continues to expand with the following now available: Ceitidh Resource, a voice tool in Gaelic thescottishvoice, Clicker 6/7 - literacy software, Penfriend, a word prediction tool. However, challenges remain with the availability of assistive technology for Gaelic linked to variations in technology used by Local Authorities across the country for example iPads/Apple devices in some areas, Chromebooks/Google in others. No Gaelic voice available on iOS which limits use of text readers on iPads.
- There is guidance for Highly Able Learners, but a lack of specific guidance relating to GME
www.education.gov.scot/resources/a-summary-of-resources-relating-to-highly-able-learners/

www.gla.ac.uk/research/az/ablepupils/resources/information/guidanceforschools/

The national contexts for GME in general are continuing to develop and expand and this of course impacts on ASL and effective support for all children and young people in the GME sector. The [Advice on Gaelic Education](#) (Education Scotland) and [Statutory-guidance-on-gaelic-education](#) (Bòrd na Gàidhlig) provide national advice on GME provision including issues around ASL. The inclusion of the UNCRC into strategic planning in many areas will impact positively on GME as a range of articles directly impact on children and young people in the GME sector such as the following:

Article 2 – Non-discrimination

Article 28 – The Right to Education

Article 29 – The Goals of Education

Article 30 - Children from Minority and Indigenous Groups

Article 31 – Leisure, Play and Culture



Chaidh Bile nan Cànan Albannach fhoillseachadh san t-Samhain 2023 agus bidh Pàrlamaid na h-Alba a' beachdachadh air a dh'aithghearr. Tha comas aig molaidhean, leithid a bhith a' cruthachadh inbhean nàiseanta co-cheangailte ri Gàidhlig a bhith a' toirt piseach air solar FtG agus mar sin, air taic FTB.

Tha Alba an sàs ann an Ath-leasachadh Foghlaim aig an àm seo, a tha a' cruthachadh cothrom a bhith a' mèrachadh air adhartas agus gus dòighean nas èifeachdaiche a chruthachadh gus aghaidh a thoirt air na dùbhlain ùra a tha romhainn. Tha Bòrd na Gàidhlig air freagairt a chur a-steach dhan a h-uile co-chomhairle ann am pròiseas Ath-leasachadh an Fhoghlaim agus cumaidh iad orra a' dèanamh sin, leis an amas sealladh roinn FtG a chur an cèill.

Bhiodh Bòrd na Gàidhlig glè thoilichte barrachd fiosrachaidh a thoirt seachad air cuspair sam bith san aithris seo no gus fiosrachadh sam bith a bharrachd a thoirt do Chomataidh Foghlaim, Chloinne is Dhaoine Òga.

Anns a' chiad dol a-mach cuiribh fios gu Jennifer McHarrie - Stiùiriche an Fhoghlaim jennifer@gaidhlig.scot

Fiosrachadh a bharrachd:

[Bord-na-Gaidhlig-Audit-on-ASN-in-GME](#)

[Storlann-ASN-Handbook](#)

[Education Scotland supporting-children-with-effective-strategies-in-gaelic-medium-education/](#)

[Meeting ASN in GME Highland Council](#)

[phonological-awareness-assessment-gaelic](#)

Rannsachadh - Sarah MacQuarrie/Fiona M. Lyon mu mheasadh is taic do luchd-ionnsachaidh le duilgheadasan cànan ann am FtG (2019) "Gaelic medium education linked to appropriate language assessment: an outline of the field and potential future directions":

https://pure.manchester.ac.uk/ws/files/67647201/AAM_version_Educational_Research_MacQuarrie_Lyon.docx

An Dr Vicky Chondrogianni, Oilthigh Dhùn Èideann - rannsachadh air a bhith ag aithneachadh agus a' cumail taic ri clann ann am FtG le FTB agus duilgheadasan cànan taobh a-staigh FtG: <https://www.ed.ac.uk/profile/vicky-chondrogianni>

The Scottish Languages Bill was published in November 2023 and will soon be considered by the Scottish Parliament. Proposals such as the establishment of national standards relating to Gaelic have the potential to improve GME provision and consequently ASL support.

Scotland is currently engaged in a period of Education Reform which provides an opportunity to reflect on progress and develop more effective ways of meeting the new challenges ahead. Bòrd na Gàidhlig has responded to all consultations in the Education Reform process and will continue to do so, with a view to presenting the perspective of the GME sector.

Bòrd na Gàidhlig will be very happy to expand on any issues in this return or provide the Education, Children and Young People Committee with additional information.

In the first instance please contact: Jennifer McHarrie - Director of Education jennifer@gaidhlig.scot

Further info:

[Bord-na-Gaidhlig-Audit-on-ASN-in-GME](#)

[Storlann-ASN-Handbook](#)

[Education Scotland supporting-children-with-effective-strategies-in-gaelic-medium-education/](#)

[Meeting ASN in GME Highland Council](#)

[phonological-awareness-assessment-gaelic](#)

Study - Sarah MacQuarrie/Fiona M. Lyon on assessment and support for learners with language difficulties in GME (2019) "Gaelic medium education linked to appropriate language assessment: an outline of the field and potential future directions":

https://pure.manchester.ac.uk/ws/files/67647201/AAM_version_Educational_Research_MacQuarrie_Lyon.docx

Dr Vicky Chondrogianni, Edinburgh University - research on identifying and supporting children with ASL and with language difficulties within GME: <https://www.ed.ac.uk/profile/vicky-chondrogianni>



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