

Agenda Item	14.
Report No	CLH 28/18

HIGHLAND COUNCIL

Committee: Care, Learning and Housing Committee

Date: 22 August 2018

Report Title: Gaelic Medium Education

Report By: Director of Care and Learning

1. Purpose/Executive Summary

- 1.1 The purpose of this report is to provide Elected Members with an update regarding The Highland Council's Gaelic Education provision, including new draft guidance on meeting Additional Support Needs, as well as recent national developments.

2. Recommendations

- 2.1 Members are asked to scrutinise the report and endorse the attached guidance on Meeting Additional Support Needs in Gaelic Medium Education.

3. Background to Highland's Gaelic Education

3.1 The Highland Council supports Gaelic Education through:

- Gaelic Medium Education (GME/Gàidhlig)
- Gaelic in the Home, Early Learning and Childcare
- 1+2 Language Learning and Gaelic Learner Education
- Gaelic in the Community and Adult Education

3.2 Highland Council's Gaelic Language Plan sets out clear objectives for Gaelic Education, namely to:

- increase the percentage of pupils in GME from potential enrolment figures at key transition points;
- increase the percentage of pupils undertaking Gaelic through the Primary Language Learning programme based on the 1+2 Language Learning Approach, and subsequently through secondary Gaelic Learner Education across the Highland Council area;
- create a Gaelic Education transitions strategy for retaining children in 0-3 / childcare to nursery, nursery to primary, primary to secondary 1, and the Broad General Education years to The Senior Phase;
- develop a curriculum and workforce plan for the delivery of Gaelic Education at all levels (0–3, nursery, primary and secondary), including clear signposting for staff recruitment to www.teagasq.com and the Highland Council website;
- undertake a Highland-wide survey of existing Gaelic Education staff to identify career-long professional learning needs, particularly in relation to Gaelic language skills, and develop a programme of training and support.
- ensure that Gaelic Education is considered as part of the school estate capital development.

3.3 Gaelic Medium Education

3.3.1 In a national context, Bòrd na Gàidhlig statistics for 2017-18 showed The Highland Council supporting Government targets through having:

- 32% of children in Scotland's Gaelic Pre-school Voluntary Groups
- 34% of Scotland's Gaelic Medium Nursery Children;
- 28% of Scotland's Gaelic Medium Primary School pupils;
- 27% of Scotland's Gaelic Medium Secondary pupils studying Gàidhlig as fluent speakers;
- 66% of Scotland's Gaelic Medium Secondary pupils studying Gaelic as learners.

3.4 Gaelic Medium Nursery

3.4.1 At the start of Academic Year 2017/18, The Highland Council offered GME through 15 Early Years and Childcare settings providing for 246 pupils. Additionally, there were 3 Partner Centres providing for 41 pupils. Data for 2018/19 session will be collated following the September census.

Pupils in Highland Council Publicly Funded Nurseries/Partner Centres as at start of Academic Year		
	2016/17	2017/18
Highland Council Total	4,212	4,052
Gaelic Medium Pupils	264	287
% Gaelic Medium Pupils	6.27%	7.08%

School/Partner Centre	Total
Acharacle Primary	7
Broadford Primary	9
Bun-Sgoil Ghàidhlig Inbhir Nis	64
Bun-Sgoil Ghàidhlig Loch Abar	31
Bun-Sgoil Shlèite	18
Bun-Sgoil Stafainn	8
Craighill Primary, Tain	14
Dunvegan Primary	11
Kilmuir Primary	5
Mallaig Primary	4
Mount Pleasant Primary, Thurso	12
Newtonmore Primary	6
Plockton Primary	4
Portree Primary (Bun-Sgoil Ghàidhlig Phort Rìgh from April 2018)	37
Ullapool Primary	16
Croileagan Inbhir Pheofharain	28
Croileagan Inbhir Narann	11
Glen Urquhart Childcare Centre	2
Totals	287

3.5 Gaelic Medium Primary

- 3.5.1 There are three stand-alone Gaelic Medium Primary Schools – Bun-Sgoil Ghàidhlig Inbhir Nis, Bun-Sgoil Ghàidhlig Loch Abar and Bun-Sgoil Ghàidhlig Phort Rìgh, which opened in April 2018.
- 3.5.2 There are two Gaelic Medium Designated Schools, where the majority of the pupils are educated through the medium of Gaelic and have an English medium department – Bun-Sgoil Shlèite and Bun-Sgoil Stafainn (Sleat and Staffin Primary Schools).
- 3.5.3 There are a further 15 Primary Schools with a Gaelic medium department, which includes Glenurquhart Primary School, where Gaelic pupils returned in August 2018 following a period of time when this provision was ‘mothballed’.
- 3.5.4 At the start of Academic Year 2017/18, 923 Primary pupils were educated through the medium of Gaelic. This involved a small year by year increase.

Pupils in Highland Council Publicly Funded Primary Schools as at start of Academic Year		
	2016/17	2017/18
Highland Council Total	17,381	17,532
Gaelic Medium Pupils	896	923
% Gaelic Medium Pupils	5.16%	5.26%

3.6 Gaelic Medium Secondary

3.6.1 There are 12 Secondary schools teaching Gàidhlig to 341 fluent pupils (pupils who have completed Primary education through Gaelic Medium).

Nine of these schools also teach subjects through the medium of Gaelic to 259 pupils - including History, Geography, Mathematics, Science, Modern Studies, Home Economics, Personal and Social Education and Religious and Moral Education. Most of these subjects are taught to Broad General Education Level (Secondary 1-3) with some to Scottish Qualifications Authority (SQA) Level 4 and above.

This involves an increase of 13 pupils since session 20015/16, albeit a decrease of 2 pupils from 2016/17 when total numbers also fell. Whilst very small numbers, in general there is an upward trend.

Pupils in Highland Council Publicly Funded Secondary Schools as at start of Academic Year		
	2016/17	2017/18
Fluent Gaelic	343	341
% Fluent Gaelic (Highland Council Total)	2.57% (13,337)	2.58% (13,228)
Gaelic Medium Subjects	265	259
% Gaelic Medium Subjects	1.99%	1.96%
Gaelic Learners	1,829	2,012
% Gaelic Learners	13.71%	15.21%

Secondary School	(note that subjects are not available to all year groups)
Ardnamurchan High	Geography, History, RME
Dingwall Academy	Geography, History, Modern Studies
Farr High	RME
Inverness Royal Academy	Geography, History, Modern Studies, Science, PSE, RME
Mallaig High	Health & Wellbeing
Portree High	Geography, History, Modern Studies, Maths, Science, Home Economics, PSE
Tain Royal Academy	Home Economics

4. **1+2 Language Learning and Gaelic Learner Education**

4.1 The 1+2 Language Learning initiative is a statutory entitlement for Scottish learners. This entitlement can be met through any language, with many Highland settings

selecting Gaelic.

- 4.2 For the purposes of the 1+2 Language Learning Approach, the language of classroom instruction is referred to as Language 1 or L1. Children and young people have an additional language from primary 1 (Language 2 or L2). A further language (or languages) is/are introduced from primary 5 (Language 3 or L3).
- 4.3 For primary settings transitioning to the 1+2 Language Learning Approach, Highland Council has adopted the Primary Language Learning delivery model (PLL). PLL Gaelic supersedes Gaelic Language in the Primary School (GLPS).
- 4.4 GLPS data is no longer being collected by The Scottish Government. National Data, currently being collated by Bòrd na Gàidhlig is as yet not available. From our own survey, the initial information that we have is that 23 Primary Schools have chosen Gaelic as their L2 subject – for P1-P7. The initial indication is that this targets 675 pupils, ranging from daily to fortnightly input. Due to staff changes, some schools have been unable to deliver as much as they had planned. However, once additional training is in place, delivery will increase.
- 4.5 62 Primary Schools have chosen Gaelic as their L3 subject – for P5-P7. The target number of pupils in this group is 2551, with delivery ranging from weekly sessions (in the majority) to a series of Blasad Gàidhlig Fèisgoil workshops – see section 7. While a number of teachers within these schools have still to receive training in order for them to deliver Gaelic, it is envisaged that all schools will be delivering by the target date of 2020-21.
- 4.6 Opportunities should also be available for pupils to access additional 1+2 languages across secondary provision. From Secondary 1, the requirement exists for L2 to be available, through to the end of Secondary 3.
- 4.7 In secondary settings, 1+2 Gaelic continues to be referred to as Gaelic Learner Education (GLE).
- 4.8 In the Senior Phase of secondary school, if Gaelic is the L2 choice, there is an entitlement for GLE to be available as a National Qualification through the SQA, as currently delivered across thirteen Highland secondary schools.
- 4.9 Currently, 15 Secondary schools are delivering Gaelic Learner Education to 2012 pupils, to those who were educated in Primary education through English.

5. Gaelic Medium Education (GME) and 1+2 Languages

- 5.1 In terms of the 1+2 model, due to Gaelic being the language of classroom instruction, it is considered as the L1 option within GME settings. Due to GME's 'Total Immersion Approach', pupils are not required to undertake a language in addition to Gaelic until primary 4, when English (L2) is introduced and L3 is then delivered from primary 5.

6. Professional Development Opportunities

- 6.1 Annually and in addition to development activities across Associated School Groups, Highland Council hosts Gaelic Education In-Service training, delivering Career Long Professional Learning (CLPL) for professionals in Early Years, Primary and Secondary settings (with partner centre staff and neighbouring authorities also engaging). Training opportunities and experiences are associated with learning and

teaching across Gaelic medium education (GME) and Gaelic Learner Education (GLE).

<https://highlandcouncil1.sharepoint.com/sites/Gaelic/Schools/GaelicInServicePlan210218.docx>

- 6.2 In the 2017/18 school session, two training days were held for Highland Primary Probationer Teachers, as an introduction to 1+2. Day 1 was mixed for both French and Gaelic, and was spent considering the pedagogy. Day 2 was spent focusing on Gaelic learning, for those that opted for Gaelic.
 - 6.2.1 This event will continue next session, where it is anticipated that both days will be spent with a focus on Gaelic, for those probationers who opt for it.
- 6.3 Two 18 day courses were carried out in 2017/18 - at Sabhal Mòr Ostaig and at the UHI learning centre in Ullapool. The numbers of teachers attending the course on Skye dropped over the course of the year, due to the lack of supply cover.
- 6.4 Teachers that attended training in 2017/18 will be invited to attend a refresher day, in October/November 2018.
- 6.5 Looking ahead and to support growth, training will be offered in the 2018/19 session to the 66 primary schools that have chosen Gaelic as L3. Courses will focus on language learning content, with differentiated learning activities appropriate to the upper stages. The estimated number of pupils in L3 Gaelic schools is 2575.
- 6.6 In 2018/19, there will be a single 18 day course, open to both L2 and L3 schools. This will provide an opportunity for all L3 schools to attend, to support pupil language learning within P5 to P7.
- 6.7 For L3 schools unable to attend the 18 day course, Highland Council will run 4 x 4day L3 courses in Golspie, Inverness, Fort William and Skye. These courses will focus on providing teachers with the confidence to deliver Gaelic at the L3 stage.
- 6.8 To help combat any lack of confidence in speaking Gaelic, and in addition to the online resources available through Go! Gaelic, a core language portal has been developed within the Quizlets programme. This online and interactive programme can assist teachers and pupils with pronunciation of core vocabulary, through repetitive audio language learning tasks, offering a fun, engaging way to learn vocabulary, through a games section, which can be played on desktops, tablets or smartboards.
 - 6.8.1 Comprehensive topic planning sheets for Early, First and Second levels have been developed by the authority, and are now available online within the GLOW portal, and can also be accessed via the recently developed Highland Languages Blog - <https://highlandlanguages.wordpress.com/>
- 6.9 Planners consist of detailed learning activities, linked to the current Education Scotland benchmarks, with appropriate teaching and learning resources available online, to help with delivery of Gaelic as an additional language.
 - 6.9.1 Monitoring and Tracking sheets are also available for teachers to use, to enable them to assess the class progress and forward plan for next steps.
 - 6.9.2 L3 planners will be available from September 2018. These will be similar to existing

L2 planners, containing learning activities more appropriate to the Upper stages.

7. Blasad Gàidhlig Fèisgoil

- 7.1 In 2017/18, to further support the 1+2 Language Learning initiative, Blasad Gàidhlig Fèisgoil sessions were delivered. High quality active learning experiences, in aspects of Gaelic language, culture and music were provided for English medium, where Gaelic has been selected as L2. Twenty nine GL2 schools received six 45-minute Fèisgoil sessions on completion (additionally in Lochaber for the Mòd, through the similar 'Mòd Academy' programme).
- 7.2 Blasad Gàidhlig for Fèisgoil delivery was further expanded in 2018. Phase two included English medium settings where Gaelic was identified as L3. Extended provision included all pupils in Primary 5, through to and including Primary 7 in GL3 schools. On completion, Fèisgoil will have been delivered in 100% of GL3 schools, through a series of three 45 minute workshops for each setting across seventy GL3 schools.

8. Gaelic in the Community and Adult Education

- 8.1 Community Learning and Development Officers provide support to the development of Gaelic Medium Education within the community, in partnership with parents, schools and other stakeholders.
- 8.2 These staff organise a wide range of activities in communities across Highland, including Homework Clubs, Parent workshops, Gaelic P.7 transitional activities, Gaelic awareness and Gaelic Medium Education promotional events, Easter and summer programmes for Gaelic Medium pupils, family learning events, after school clubs to support language learning out with the classroom, coaching events and inter-generational activities.
- 8.3 Annual funding from Bòrd na Gàidhlig has enabled the 'Birth to three' partnership with the Care and Learning Alliance to continue. This partnership provides support and direct input from a Gaelic Toddler Development Worker to Gaelic 0 - 3 groups in Inverness, Nairn, Drumnadrochit, Newtonmore, Mallaig, Acharacle, Ullapool, Gairloch, Kinlochbervie, Bonar Bridge, Dingwall, Tain, Thurso and Bettyhill. The project is in the process of re-establishing a second group in Inverness. Linking with parents at an early stage, the project supports and contributes to the transition into Gaelic medium Education.
- 8.4 Gaelic classes for parents of Gaelic Medium pupils are organised where a tutor is available in order to increase the confidence of the parents in supporting their child's education. These classes are presently running in Inverness, Fort William, Tain, Thurso, Portree and Dingwall.
- 8.4.1 Community based Adult Education Gaelic language Classes take place throughout the Highland Council area with concessions of 50% for Highland Council staff and Gaelic Medium parents. This year the following classes have taken place;
- Inverness 3 Beginners classes - 45
 - Inverness 6 other levels – 39
 - Fort William Beginners – 17
 - Drumnadrochit -7
 - Nairn – 8

- Dingwall (3 levels) –18
- Tain (3 levels) – 15
- Thurso – 5
- Plockton Beginners class - 8

8.5 Gaelic Medium Education promotional events have taken place this year in Newtonmore, Glenurquhart, Bettyhill, Thurso, Plockton, Portree, Gairloch and Tain.

8.6 A short video has been produced which will help promote Gaelic Medium Education and the benefits of bilingualism. This video called 'Fàs Foghlaim', will be offered on a range of social media platforms as well as being available on memory devices. Parental workshops will be organised in targeted areas using this new resource.

<https://www.facebook.com/fasfoghlaim/videos/vb.1794368653970402/1794666973940570/?type=2&theater>

8.7 Siuthad, the Gaelic Careers Day is organised annually in both Inverness and Skye. It involves second year secondary pupils (both fluent and learners) from across the Council area. The aim is to encourage the secondary uptake of Gaelic as a subject by highlighting the diverse range of career options across arts/media/heritage/education and other areas which are open to those with Gaelic. Another annual event for both Gaelic learners and fluents, 'Seachdain nan Deugairean', takes place in Skye.

8.8 The Highland Council in partnership with High Life Highland organised Gaelic Sports Leadership courses in Gaelic for fluent Gaelic Medium Secondary pupils. The residential course gave the young people a total coaching immersion experience in Gaelic and supported an ethos of peer learning and they completed the SCQS Level 4 in Sports leadership Award Course in Gaelic.

8.9 Swimming lessons through the medium of Gaelic have recently begun in Lochaber Leisure Centre.

8.10 All of these experiences give young people the opportunity to use Gaelic out with the classroom setting.

9. Gaelic Translation Service

9.1 In-house translation is provided to support all aspects of Gaelic Education within the streams of Gaelic Medium Education (GME/Gàidhlig); Gaelic in the Home, Early Learning and Childcare; Gaelic Learner Education (GLE/Gaelic) and the 1+2 Language Learning Approach; and Gaelic in the Community and Adult Education.

9.2 Educational resources are translated for Early Years, Primary and Secondary sectors. In addition to classroom and teaching resources, recent projects include materials for the Gaelic Education In-Service training in February 2018, production of 12 Gaelic Speech and Language posters for distribution across various education settings, Oral Language Toolkit materials, and Bullying Prevention posters and literature for schools.

9.3 Wider support materials, such as school handbooks, school improvement plan templates, newsletters and dinner menus are provided. Support is also provided for Gaelic education development materials, such as surveys and audits, reporting templates, Additional Support Needs in GME materials, numeracy support packages, and official correspondence.

- 9.4 Assistance is provided for Community Learning and Development staff relating to Gaelic classes and events, as well as translations for Care and Learning Alliance newsletters. Posters and terminology checklists were recently supplied to Lochaber Leisure Centre to facilitate swimming lessons through the medium of Gaelic.
- 9.5 Gaelic external and internal signage is provided for all Council-owned buildings including schools, offices, sports centres and libraries - thereby increasing the visible profile of Gaelic within the community. Recent projects of note include signage for Bun-Sgoil Ghàidhlig Phort Rìgh, the Caol Joint Campus, Lochaber High School, the Black Isle Education Centre, Lochaber Leisure Centre, Fortrose Library and Melvich Youth Club.
- 10. Meeting Additional Support Needs in Gaelic Medium Education: Identification, Assessment and Support Strategies**
- 10.1 Universal Health and Education Services support the development of all children across the Highland Council area, which includes identifying and responding to children's additional needs. All aspects of the service delivery model and the Staged Interventions are detailed in the Highland Practice Model, delivering additional support needs for learning.
- 10.2 As part of the programme of improvement within GME and in response to professional views highlighted through The Gaelic Education Audit (2017), the Highland Council identified ASN within GM Education as an area for development.
- 10.3 In response, the *Gaelic Medium Educational Additional Support Needs Working Group* was established. The group consisted of GME staff from Early Years, Primary, Secondary, ASN, Senior Management, assisted by the Educational Psychology Service, Speech and Language Therapy, and ongoing consultation from linguistic experts.
- 10.4 Appendix One illustrates the work of this group, and provides information and support regarding best practice to meet Additional Support Needs (ASN) across the Highland Council's Gaelic Medium Education (GME) provision.
- 10.5 It is intended that this guidance is issued to all schools delivering Gaelic Medium Education.
- 11. Gaelic Language Plan: National developments**
- 11.1 The Deputy First Minister held a summit on the Gaelic Language Plan on 9 August. This was attended by senior members and officers from across the country, from a range of local authorities and other public organisations - including the Chair of the Gaelic Strategy Group, Councillor Mackinnon, and the Director of Care & Learning.
- 11.2 There was broad consensus at the summit regarding key themes in the Plan, including:
- Teacher training and recruitment (focussing on confidence regarding the language)
 - Progression in Secondary, and especially in the senior phase
 - eLearning
 - Opportunities in Early Learning & Childcare
 - Community development and adult learning

- 'Developing the Young Workforce' and links into employment
- Economic development, and Gaelic as a trigger for growth
- Sustainability and depopulation
- Culture and heritage, including next year's Celtic Media Festival

11.3 The overwhelming theme was that these various issues are connected, and that we need a more joined up approach. Gaelic is an asset, and there is plenty of demand for growth, which we are not able to fully respond to. While there are some different challenges in the central belt to the Highlands & Islands, there was a recognised need to work on these various agendas together.

11.4 Mr Swinney called for a new collaborative partnership to take these issues forward, and five workstreams were agreed (with lead agency identified in brackets):

- Recruitment and training of teachers and educators (GTCS)
- Digital learning and the senior phase (eSgoil)
- Economy and labour market (SDS)
- Community engagement (HIE)
- Encouraging more participation and more confidence (MG Alba)

11.5 He said he would convene an annual stocktake every August, and that he would be expecting to hear about progress in a year's time.

11.6 Councillor Mackinnon will provide a verbal update at Committee regarding the summit.

12. Implications

12.1 Resource

As per the dedicated budget allocated to deliver the Gaelic Language Plan 3, supported as appropriate by mainstream budgets.

12.2 Legal

As set out in the Education Scotland (Act) 2016 Part 2.

12.3 Community (Equality, Poverty and Rural)

These issues are taken account of in Gaelic Language Plan 3.

12.4 Climate Change / Carbon Clever

Decisions about local provision seek to take account of travel arrangements for pupils. This is also part of the current statutory consultation process, already considered by members regarding some ASGs.

12.5 Risk

The Council requires to ensure implementation of the Gaelic Language Plan 3.

12.6 Gaelic –

Gaelic Education is a core function in relation to Gaelic development and the future of the language. Indeed, Gaelic Education is a key theme in Gaelic Language Plan 3.

Designation: Director of Care and Learning

Date: 13 August 2018

Author: Norma Young, Area Care and Learning Manager (West)



**A' Coinneachadh Fheumalachdan Taice a Bharrachd
ann am Foghlam tron Ghàidhlig:
Aithneachadh, Measadh agus Ro-innleachdan Taice**

**Meeting Additional Support Needs
in Gaelic Medium Education:
Identification, Assessment and Support Strategies**

Updated July 2018

A' Coinneachadh Fheumalachdan Taice a Bharrachd ann am Foghlam tron Ghàidhlig: Aithneachadh, Measadh agus Ro-innleachdan Taice

Meeting Additional Support Needs in Gaelic Medium Education: Identification, Assessment and Support Strategies

Introduction

Every learner is entitled to support to enable them to gain as much as possible from the opportunities which Curriculum for Excellence can provide, wherever they learn. Support should be appropriate, proportionate and timely. Early and staged intervention provides a framework for additional support where difficulties are experienced in learning or development.

This document provides information, support and best practice regarding the mechanisms in place to meet Additional Support Needs (ASN) across The Highland Council's Gaelic Medium Education (GME) provision. Guidance should be used in conjunction with the following Highland Council policy documents: [Highland Practice Model Guidance](#); [The Highland Practice Model – delivering Additional Support for Learning](#); [Guidelines on Bilingual Working](#) and [Gaelic Education: The Highland Council Approach](#). The contents of this policy will be amended and updated as required, in response to changes in legislation and taking feedback from pupils, parents/carers, school staff and multi-agency professionals into consideration. Therefore, for the most recent version, reference should be made to the Support for Learners, Policies and Guidance section on The Highland Council website, found [here](https://www.highland.gov.uk/downloads/download/34/policies_and_guidance-support_for_learners): https://www.highland.gov.uk/downloads/download/34/policies_and_guidance-support_for_learners

Guiding Principles

The policy sets out expectations regarding ASN provision in GME. This approach, based on [Getting it right for every child](#) is founded on 10 core components, which are applicable to all of Highland's school settings:

- 1. A focus on improving outcomes for children, young people and their families based on a shared understanding of well-being.***
- 2. A common approach to gaining consent and to sharing information where appropriate.***
- 3. An integral role for children, young people and families in assessment, planning and intervention.***
- 4. A co-ordinated and unified approach to identifying concerns, assessing needs and agreeing actions and outcomes, based on the Well-being Indicators.***
- 5. Streamlined planning, assessment and decision-making processes that lead to the right help at the right time.***
- 6. Consistent high standards of co-operation, joint working and communication when more than one agency needs to be involved, locally and across Scotland.***
- 7. A Lead Professional to co-ordinate and monitor such planned support for a child.***
- 8. Maximise the skilled workforce within universal services to address needs and risks at the earliest possible time.***
- 9. A confident and competent workforce across all services for children, young people and their families.***
- 10. The capacity to securely share demographic, assessment and planning information within and across service and agency boundaries, using electronic systems when possible.***

[Highland Practice Model Guidance](#) is underpinned by common values and principles which apply across all aspects of working with children and young people. Developed from knowledge, research and experience, they reflect the rights of children expressed in the [United Nations Convention on the Rights of the Child](#) (1989) and build on the [Scottish Children's Charter](#) (2004).

They are reflected in legislation, standards, procedures and professional activity.

CONTENTS

1. Highland Council Gaelic Education: A Brief Summary.....	3
2. The Highland Practice Model.....	3
3. The Highland Practice Model and GME	5
4. Unique Contexts and Pupil Needs.....	6
5. Additional Resource Allocation	6
6. Teaching Approaches and Learning Expectations	7
7. Early Intervention Approaches and Considerations	8
8. Additional Support Needs Assessment	9
9. Considerations for Parents/Carers	13
10. National Research Evidence.....	14
11. Additional Support Needs Tools	15
12. Additional Support Resources.....	16
13. Online Reference Tool	17
14. Appendix i - Triantan Mo Shaoghail/My World Triangle.....	22

15. Contact Us23

1 HIGHLAND COUNCIL GAELIC EDUCATION: A BRIEF SUMMARY

The Highland Council commits to giving equal respect for Gaelic and English on the basis that both languages are essential components of Highland life. We recognise the educational, artistic, cultural, social and economic importance of Gaelic in underpinning our place in the modern world and its value to our future, in addition to the significant and positive contribution it has had on our past.

Highland Council's requirement to identify, assess and provide for a child or young person's ASN applies equally to pupils in Gaelic Education, just as it does to all children and young people in Scotland. [The Statutory Guidance on Gaelic Education](#) (Bòrd na Gàidhlig, 2017), [Additional Support Needs: A Collective Resource for GME](#) (Stòrlann, 2017) and [Audit on Additional Support Needs In Gaelic-Medium Education & Staff Training Needs Analysis](#) (Bòrd na Gàidhlig, 2017) address the specific challenge of ASN in GME, recommending that steps should be taken to improve provision for children and young people who require additional support in their learning. Highland Council and its partners are committed to supporting developments in this area, actively engaging in local and national projects on an ongoing basis.

For a full and comprehensive overview of how the Highland Council supports the delivery of Gaelic education, including information regarding Legislation, Inclusion and Entitlements, please refer to the policy documents [Gaelic Education: The Highland Council Approach](#) (insert hyperlink after publication) and [The Highland Council Gaelic Language Plan](#).

2 THE HIGHLAND PRACTICE MODEL

Universal health and education services support the development of all children across The Highland Council area, which includes identifying and responding to children's additional needs. All aspects of the service delivery model (Fig.1) and associated Staged Interventions are detailed in [The Highland Practice Model – delivering Additional Support for Learning](#), which can be found on the Support for Learners, Policies and Guidance section on The Highland Council website, found [here](#):

https://www.highland.gov.uk/downloads/download/34/policies_and_guidance-support_for_learners

The Highland practice model builds on knowledge, theory and good practice. It provides a framework for practitioners in all services to gather, structure and analyse information in a consistent way. The framework helps to identify and understand the strengths and pressures for the child and their carers, the child or young person's needs and any risks. The Highland Practice Model facilitates consideration of what support is required to improve outcomes for children. It promotes the participation of children, young people and families as central to assessing, planning and taking action. The components of the practice model have been designed to ensure that assessment information about children and young people is recorded in a consistent way by all professionals. This should help to provide a shared understanding of a child or young person's needs and clarify how best to address concerns. The model and the tools which support it can be

used by workers in adult and children’s services and in single or multi service/agency contexts. The main components in the Highland Practice Model are:

- The integrated service delivery structure
- The Well-being Indicators
- The Five Questions
- The My World Triangle (Appendix i – Gaelic version)
- The Resilience Matrix
- The Child’s Plan

These components should be used proportionately to identify and meet the child or young person’s needs. For further information and documentation regarding this model, please refer to [The Highland Practice Model](#) (Highland Council, 2015)

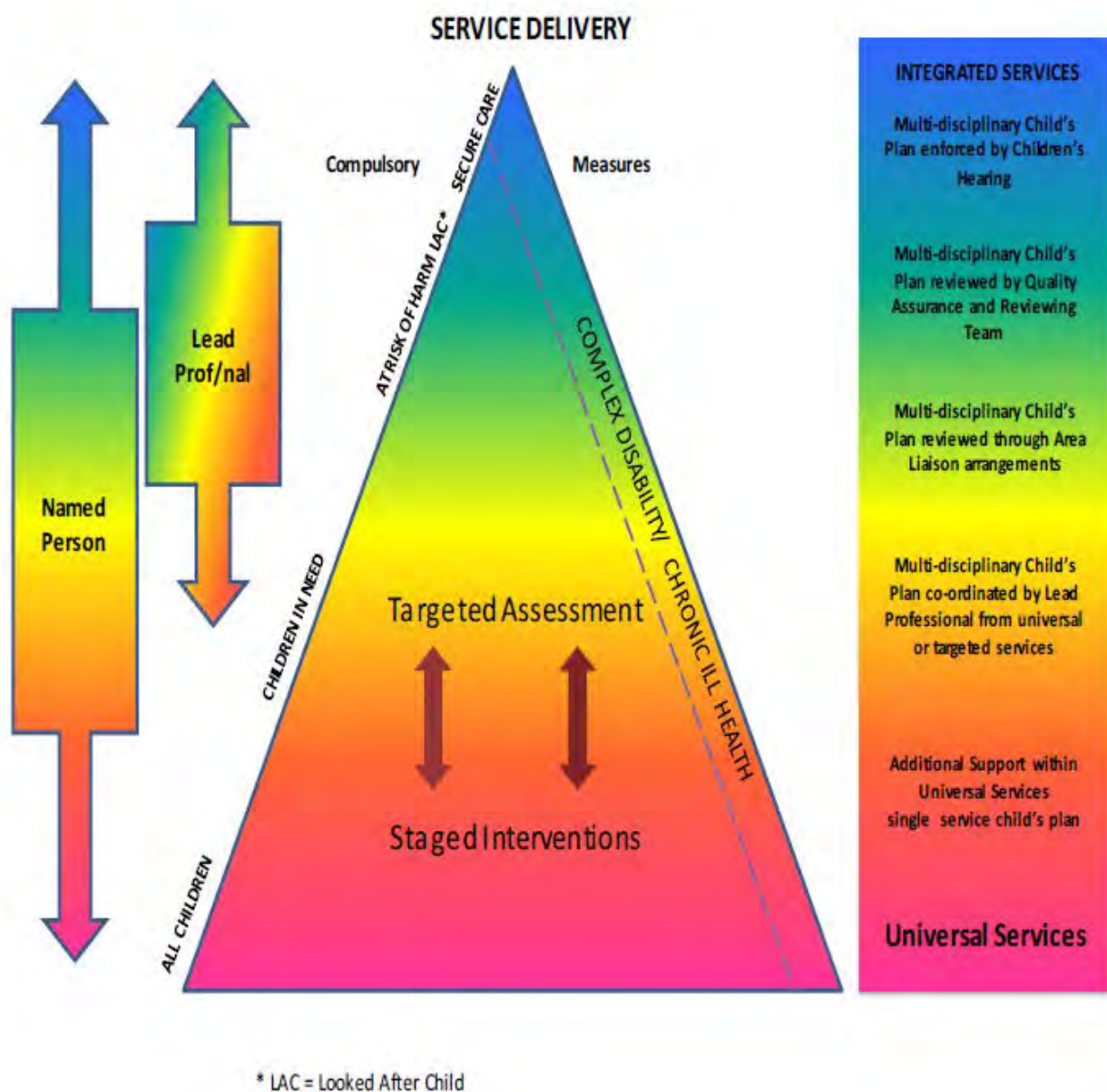


Fig.1

3 THE HIGHLAND PRACTICE MODEL AND GME

As part of an agenda for improvement within GME and in response to professional views highlighted through The Gaelic Education Audit, The Highland Council (2017), the Local Authority identified ASN as an area for development, both locally and nationally. Separately this concern has been well documented through academic reports and has also been communicated by Parents and Partners. In response, the '*Gaelic Medium Education Additional Support Needs Working Group*' was established in 2017. This group consists of staff representing GME at early years, primary, secondary, ASN and senior management levels, in addition to staff with an interest/responsibility for Gaelic from The Highland Council Psychological Service, Speech and Language Therapy Service and Education Scotland. The group is in ongoing consultation with national ASN and Linguistics experts. The GME ASN Working Group identified the following recommendations and considerations for Highland professionals, which were subsequently approved by Bernadette Cairns, Head of Additional Support Services; Norma Young, Authority Lead for Gaelic Education; and Jim Steven, Head of Education:

- **Highland Practice Model Guidance must be adhered to in full;**
- A professionals' 'working example' of a completed Child's Plan should be available for staff, annotated with specific guidance for GME and other multilingual learners;
- The Highland Council ASN Matrix will identify the level of need in schools, without being specific about home/curricular languages;
- The Overview of (3 Year Old children) Early Pre-school Skills and Overview of Pre-school (4 Year Old children) Skills documents are used to provide a simple but holistic way of monitoring child development across key domains and for clarifying concerns that arise. They can provide insight into a child's language development, rather than into their learning of a particular language.
- Early intervention approaches should be encouraged and developed for children from birth to starting school, early intervention strategies from specialists can be accessed via bumps2bairns.com;
- Schools should be supported in providing core information for visiting specialists regarding GME and multilingualism;
- Schools should be supported in providing core information for parents regarding GME and multilingualism and the benefits and challenges of continuing with GME at transition points;
- Current national research must be made widely available and support ongoing improvements and developments for Gaelic Medium Education and ASN.

As an ongoing priority, Highland Council professionals continue to work collaboratively, both locally and nationally, to address resource development requirements and more effectively meet the needs of GME ASN pupils. In particular, this may involve the development of:

- Additional tools for school based assessment and individual support;
- A suite of diagnostic tools to support the identification of ASN;
- Classroom and individual adult support resources, to enhance support strategies.

4 UNIQUE CONTEXTS AND PUPIL NEEDS

GME is provided in communities that have different levels of fluency. In some areas of the Highlands Gaelic is frequently heard in the community, many families are fluent and some children have Gaelic as their first language, whilst in other areas many children hear little Gaelic outwith school. For all children who require additional support in their understanding of the language, the context in which they are learning and the interventions made available to help them are very important.

Children in GME are often taught in composite or multi-composite classes (see [Gaelic Education: The Highland Council Approach, Section 7 for definitions and guidance \(insert hyperlink after publication\)](#)) alongside pupils at different year groups/stages in their education. This offers some advantages to language learners but also requires a high level of differentiation in teaching, in both content and methodology. All children need work that is appropriately differentiated according to individual needs and matched with suitable resources, whether they have ASN or not.

When pupils have ASN in a Gaelic medium provision, the school, pupil, parents/carers and support services work together closely to support the child's learning. This partnership working follows the Staged Interventions approach (Fig.1) taken to address any additional need. However, this can be complicated by issues associated with learning an additional language e.g. distinguishing the early identification of specific learning difficulties like dyslexia against traits associated with learning an additional language.

5 ADDITIONAL RESOURCE ALLOCATION

The Highland Council provides additional support through a resource allocation model that provides both Teacher and Pupil Support Assistant (PSA) input based on identified need. PSAs may work with all pupils across a school and often focus particularly on pupils with a high level of need, as directed by the Head Teacher. Another approach would involve PSAs supervising a group, who have been instructed initially by the teacher, so that teacher can then work more closely with pupils who have more additional support needs. Occasionally, GME classes can receive access to a PSA that has been allocated to support multi-composite classes, in situations where class numbers are very high.

It is important to note that pressures exist regarding both Gaelic PSA and Gaelic ASN Teacher allocations. This is due to recruitment challenges, which can affect the identification of suitably qualified staff members that have the linguistic competence to effectively support pupils through the medium of Gaelic. The Highland Council is engaged in local and national workforce planning, recruitment and retention projects to address these areas of concern across all areas of Gaelic Education.

6 TEACHING APPROACHES AND LEARNING EXPECTATIONS

To summarise, it is recommended that 'Total Immersion' is delivered from GM 1 to at least the end of GM 2 and possibly the end of GM3; this decision is informed by teachers' monitoring and tracking of progress and achievement. Therefore, 'Immersion' is delivered from GM 3 or GM 4 – GM 7, when English gradually introduced; in addition a further additional language (or languages) is delivered from GM 5 as part of the [1+2 Language Learning Approach](#) (see [Gaelic Education: The Highland Council Approach for further detail](#)(insert hyperlink after publication))

GME Immersion continues until the end of primary school. It is important to be clear that as the majority of children will be learning through a language in which they are not initially fluent, it is fair to predict that learning progress could initially be slower. Consequently, a significant focus on listening and talking throughout [Curriculum for Excellence \(CfE\)](#) Early Level is particularly important within GME. This focus, delivered through Immersion approaches, where spoken communication is supported with visuals, expression, tone and gestures, is also reflected in the [Literacy and Gàidhlig Benchmarks](#), Education Scotland (2017). This approach allows pupils to catch up and often overtake peers studying mainly through their 'home language', Language 1 or (L1). Research into bilingual education for learners who are members of the majority language and culture group of the larger national community, for example Genesee in Mehisto indicates that learners who are learning subjects through another language (L2) can, in well implemented programmes:

- attain the same levels of academic achievement and the same levels of proficiency in their L1 as similar students being educated entirely in their L1
- develop the same appreciation and understanding of their L1 culture as students on L1 programmes and can develop greater understanding of the L2 culture
- attain very advanced levels of functional proficiency in the L2.

Genesee in Mehisto, retrieved from: [Bilingual learners and bilingual education \(2015\)](#)

It is expected that by GM 7, most learners will have achieved ***the stage of broadly equal competence in Gaelic and English*** as documented by O'Hanlon, McLeod and Paterson (2010), [Education Scotland](#) (2015), [Stòrlann](#) (2015) and [Bòrd na Gàidhlig](#) (2017):

GME aims to address the needs of both fluent Gaelic speakers and pupils who do not have full fluency. The 'Total Immersion' in the first three years and continued 'Immersion' thereafter mean that each pupil who goes through this education system will gain the necessary and appropriate language skills – both in Gaelic and English. Pupils will also receive an excellent education in all other areas of Curriculum for Excellence. Indeed, research shows that when GME pupils reach P7, on average their English language skills tend to be better than those of their mono-lingual counterparts.

[Statutory Guidance on Gaelic Education](#), Bòrd na Gàidhlig (2017)

7 EARLY INTERVENTION APPROACHES & CONSIDERATIONS

Early Learning and Childcare Settings

Early learning and childcare provision plays a pivotal role in developing language for children preparing to enter GME. Children are encouraged to play, sing, listen and talk entirely in Gaelic. Some children learn quickly in this 'Total Immersion' environment, (see **Gaelic Education: The Highland Council Approach**, Section 6 for information (insert hyperlink after publication)) whilst others take more time to become comfortable in the language. Early years practitioners play a vital role, providing a good language model and a rich learning environment. They also support the assessment of children's early development and provide support to meet needs, which may involve other professionals.

Developmental Overviews:

Staff in all Early Learning and Childcare settings complete a Developmental Overview for all children. The overview identifies a range of skills that 3 or 4 year olds are expected to have achieved. The language aspects of this overview relate to general oral language development and comprehension and so is appropriate to use in both EME and GME. Assessment of language development should however, reflect abilities in the child's primary language – be this Gaelic or another. Involving parents, may in some cases be the best way to access key information. These tools can identify ASN at an early stage and can support conversations with parents about possible concerns.

[Developmental Overview of Pre-school Skills \(3 Year Old children\)](#)

[Developmental Overview of Pre-school Skills \(4 Year Old children\)](#)

Recording curriculum progress in the language of the classroom also provides useful information for Primary 1 teachers to consider during transition processes, in addition to further supporting needs identification.

Addressing Concerns and Challenge in Early Learning and Childcare:

Within an Early Learning and Childcare setting, information about concerns, challenges and strategies are recorded on a [Pre-school Form 1](#). Separate [Guidance for using the Pre-school Form 1](#) is available for practitioners and highlights that; ***in Gaelic Medium Education, Gaelic language development should be the focus of strategies used to support next steps in children's learning.*** Ideally, all support would be through the medium of Gaelic and specialist services would also be able to deliver support, therapies and direct interventions through the medium of Gaelic, but this is unlikely to be the case. Where appropriate, specialist services will mentor and provide consultation to GME staff, who can in turn provide the direct intervention and support required. However, where the specialist is required to provide the interventions themselves, it is acceptable that this be provided with English instruction.

Multi-agency professionals working directly with GME pupils must have access to information that supports and informs their understanding of the unique components of the context. It is recommended that visiting professionals develop an understanding of GME immersion approaches and in line with the Highland Practice Model this should be supplemented by strong partnership working with educational practitioners, parents/carers and pupils; providing holistic support for all children and young people. This collaborative approach is particularly important before, during and after key transitions. With the right approach, time, commitment and support, becoming multilingual is widely accessible through the medium of Gaelic.

8 ADDITIONAL SUPPORT NEEDS ASSESSMENT

Funding, resource development, workforce planning and infrastructure and development projects are all crucial in delivering educational 'Excellence and Equity', as highlighted by [The Scottish Government](#) (2017). In Highland, particular concerns have been voiced by professionals and parents/carers regarding the limited resources available to meet ASN demands in GME. Highland Council recognises ongoing development work is essential to respond to increasing demands for identification, assessment and support strategies and is actively engaged in local and national projects that seek to challenge and address these pressures. Additionally, by encouraging and supporting the development and sharing of best practise, individual pupil needs can be met with increasing efficacy.

Principles of Assessment

Informal assessments such as observations, interviews and checklists, including dynamic assessment of learning potential, are recommended strategies alongside suitable standardised tools. Cautions about cultural sensitivity apply to any assessment approaches. An individualised approach to assessment, taking account of each learner's unique social context, would therefore be advised.

Assessment Approaches Should Be Carried Out:

- Holistically;
- In a collaborative manner;
- Within an ecological framework and taking account of home and school contexts;
- Over time;
- Through triangulating information from a range of sources;
- Through all languages used by the learner;
- By actively seeking and incorporating pupil views in the process.

GME Considerations:

- English Medium Education diagnostic assessment tools should be used with caution in GME due to assessment standardisation being based on monolingual, English speaking learners, taught within a distinctly different education model;
- Supporting the development of a child's first language(s) enhances all additional language learning;
- The motivation for learning a language is the need to communicate. This holds implications for planning and structuring within the classroom environment;
- It is crucial for young GME learners to be supported in the development of functional oral language to support play and social communication;
- Having high expectations is important;
- Equality and diversity is crucial e.g. respecting the home language/environment;
- Do not assume that low attainment is due to being multilingual.

The progress and attainment of GME pupils, including those who are advanced learners, should be closely monitored so they are doing as well as they can. Cognitive challenge should remain appropriately high and not be reduced, even if the Gaelic language demand is reduced to meet an individual's stage of linguistic ability. A pupil's conceptual

thinking may be in advance of their ability to speak Gaelic. So, while the rate of language acquisition for some multilingual children may be initially slower/delayed in the early stages, an accelerated rate of learning curve often follows. However, other factors must also be considered to maximise learner potential.

Language Impairment in Bilingual Children

The identification of language impairment in a monolingual child is already a complicated, controversial and emotive process; so the addition of the complicating factors of a bilingual or multilingual child makes the process even more challenging (Deponio et al., 2000). Bilingual children often exhibit delays in language acquisition so it is important to highlight that “***bilingualism does not cause communication disorders***” (Royal College of Speech and Language Therapists, retrieved from: Stow & Pert, 2014) and, of equal importance, that being bilingual/multilingual does not preclude a person from having a language impairment (Deponio et al., 2000; Rhys & Thomas, 2012). The prevalence of language impairments (and possibly other developmental difficulties) is estimated to be the same in bilingual children and monolingual children (Deponio et al., 2000; Mueller Gathercole, Thomas & Hughes, 2008; Rhys & Thomas, 2012). According to research, a bilingual child with a language impairment would display a persistent impairment in both languages, not just one (Donaldson, 2014) (accepting the differences in orthography) (Thomas & Lloyd, 2008), and may not display the decoding (phonological awareness) difficulties (Deponio et al., 2000) that are so often an indication of dyslexia in monolingual, English speaking children (The British Psychological Society, 1999).

Dr. Fiona Lyon is a chartered teacher, independent specialist in ASN and a member of the [Addressing Dyslexia Toolkit](#) Working Group (Scotland). Her research interests lie in the area of phonological awareness, dyslexia, persistent difficulties with numeracy and the development of resources and strategies to support students with dyslexia. In discussions with Highland Council, addressing the issue of support for multilingual pupils, Dr. Lyon highlighted the following:

When a multilingual pupil fails to make sufficient progress, it is important to identify the cause as early as possible. It should not be assumed that the problem stems from the fact that the pupil is accessing the curriculum through an additional language. Assessment of multilingual learners requires that additional factors should be taken into account. Some potential indicators could be the result of linguistic/cultural factors, e.g. omission of words. The selection and analysis of assessment tools is particularly important – the contexts and vocabulary of formal tests may be inappropriate and may be biased against learners from groups other than those on whom the test is normed.

Pupils in GME can overcome barriers to literacy in similar ways to all other pupils. ICT can facilitate access to the curriculum for multilingual pupils. Equipment and programmes can support oral, written or visual content to enrich the curriculum.

The parents of multilingual children who have difficulties should be encouraged to participate in Parent Forums, where possible.

Dr. Fiona Lyon (2017)

Multilingualism and Neurodevelopmental Disorders

Neurodevelopmental disorders are characterised by physical, mental and/or sensory functional difficulties that emerge in childhood or adolescence due to differences in the development of the brain and/or other parts of the nervous system (Hughes & Chitsabesan, 2015). According to the DSM-V (APA, 2013; APA, 2015) neurodevelopmental disorders include: intellectual/learning disability; specific learning disorders; communication disorders; attention deficit hyperactivity disorder (ADHD); autistic spectrum disorders (ASD; sometimes referred to as autism spectrum conditions or ASC); foetal alcohol spectrum disorders, developmental coordination disorder (DCD) and Tourette's syndrome among others. It is suggested that 5-12% of all children in the United Kingdom are affected by one or more neurodevelopmental disorders (Law, retrieved from: Öztürk et. al., 2018).

Multilingualism can be both a challenge and opportunity for those living with neurodevelopmental disorders (Öztürk, Gibson, Howard, & Katsos, 2018). Despite the understandable concerns that growing up with multiple languages would cause problems for those with neurodevelopmental disorders, there is no evidence of any negative impact (Öztürk et. al., 2018). According to a recent (2016) systematic review of 50 studies investigating multilingualism and neurodevelopmental disorders (38 regarding communication disorders, ten on ASD and two on intellectual disabilities) by Uljarevic and colleagues (cited by Öztürk et. al., 2018), it is possible for children with neurodevelopmental disorders to develop multilingualism with appropriate support in each language. Their language skills may develop at a slower pace and perhaps not to the same level as typically developing peers, however the pace and level would be comparable to monolingual peers with a neurodevelopmental disorder, given similar language learning opportunities (Öztürk et. al., 2018).

A holistic approach to assessment and intervention is recommended that is culturally sensitive, considers the whole child and all their languages (O'Toole & Hickey, 2012; Öztürk et. al., 2018; RCSLT, 2007). Families should be empowered to use their home languages and children with neurodevelopmental disorders should not have their experiences of languages restricted where such an approach could deny full participation in family and community life (Öztürk et. al., 2018).

Dynamic Assessment

Archie MacLulich supported an extensive audit of ASN support in GME for Bòrd na Gàidhlig, published in [**Audit on Additional Support Needs In Gaelic-Medium Education & Staff Training Needs Analysis**](#) (2017). He concluded that the most suitable type of assessment for GME children, in lieu of appropriate standardised tools, were dynamic assessment approaches. Dynamic assessment is underpinned by Vygotsky's concept of the 'Zone of Proximal Development' (retrieved from: Peña, Iglesias & Lidz, 2001). In more traditional forms of assessment it is the ability of the child working independently that is measured, whereas with dynamic assessment it is the child's ability to learn and make progress after the intervention of a coach or teacher (mediation) that is measured (Peña et al. 2001; Lauchlan, 2012). Dynamic assessment is a more unbiased measure, so children who may not perform well on a standardised test perform optimally by ensuring that they understand the task's demands and can give a better indicator of ability and knowledge as answers in either language could be recorded (O'Toole & Hickey, 2012). The bilingual child's response to the mediation could differentiate

between those with language impairment and those demonstrating a lag in one or both languages due to insufficient exposure (O'Toole & Hickey, 2012).

Primary GME

Children entering GM 1 may or may not have some level of spoken Gaelic, however all are expected to learn entirely through the medium of Gaelic. The early months of GM 1 have a strong focus on extending the spoken language of the class and using this to understand the expectations, process' and routines of the school. Some children may take longer to understand and follow spoken instructions, participate in discussion or make their needs known. The underlying causes of why they are taking longer to communicate effectively could be developmental, environmental or due to a specific difficulty (or a combination). As learning progresses and written language is introduced, any difficulties or delay in communication may become more apparent and more of a barrier to learning. Taking a developmental approach to teaching and learning helps foster each individual's language development.

As children continue through 'Total Immersion' in GM 2 and GM 3 they are expected to progress to a functional level of spoken Gaelic. In GM 3 or GM 4 children move into the 'Immersion' phase, when English is introduced as a discrete area of the curriculum, however Gaelic remains the predominant language of the classroom across the curriculum. During the Immersion phase, most children will start using English reading books and making progress with their English writing. At any time in a child's education, when additional needs are identified or suspected, the process for assessment and supporting learning or physical development outlined in Highland Council's ASN policies, should be followed. Relevant guidance documentation can be found on the Support for Learners, Policies and Guidance section on The Highland Council website, found [here](#).

Challenges

Children with ASN and learning through the medium of Gaelic have an additional challenge if they also find difficulties in understanding and using the spoken language. It is important to support their understanding through responsive teaching approaches, so that they can access their education efficiently and maintain a positive self-image. Barriers to providing timely support may be due to a lack of sufficient language support within and outwith school, insufficient assessments that are able to differentiate between language acquisition and any underlying difficulties and finally an acknowledgement of insufficient ASN resources and training for teachers and pupil support assistants in what to use and how to use it. The Highland Council is engaged in numerous local and national projects to address these areas for development.

Some children will encounter greater challenge in learning than others. When this is the case, children and young people benefit from learning experiences and communicated language being presented at an appropriate level. The interventions suggested below provide some starting points and reminders, which support differentiation of the language and learning environment.

Intervention

Class teachers and other practitioners attempt to meet the needs of all children. To address the needs of a child at ASN level 3 or 4 (on the Highland Council ASN Matrix) requires an understanding of who they are, where they are in their learning and development and the next steps required in order to become more independent and capable. Educational establishments often seek advice and engage in effective

partnership work with [Specialist support services](#) e.g. the Speech and language therapy service or Psychological Service in order to best meet the needs of individual learners.

9 CONSIDERATIONS FOR PARENTS/CARERS

Children have an entitlement to GME enrolment, when it is locally accessible. Families of children with ASN, considering GME, can be supported to make an informed decision prior to enrolment and following input from all relevant stakeholders. ASN interventions are best supported by a robust understanding of the curriculum model, learning context and available resources. Parents/carers can visit a school at any time in a child's education to discuss individual support requirements, as part of the agreed Staged Interventions with the [Highland Practice Model](#). This approach provides opportunities to plan appropriate, proportionate and timely [Additional Support for Learning](#) that meets individual pupil needs, based on the principles of [Getting it right for every child](#).

English Medium Education and GME both effectively deliver [Curriculum for Excellence\(CfE\)](#), however each education system has distinctly different pedagogical approaches. Therefore, families selecting GME must consider the long term commitment required to secure and embed the acquisition of Gaelic language and literacy. For this reason, a continuation of GM curriculum choices following secondary transition is also strongly recommended and encouraged. Conversely, the idea that pupils can easily transfer from one medium of primary education into the other is firmly discouraged.

Pupils identified as having barriers to their learning may require additional support in order to help them learn more effectively. In the case of GME, when the classroom language is different from the 'home language', this in itself is not a justification for pupils to require Additional Support for Learning. When a child is identified as having an additional support need, this will usually be present across different languages (see Section 7). GME support interventions relating to [language](#) development should be delivered through Gaelic. For parents/carers of children, where the home language is not Gaelic, families are encouraged to promote and support the learning of Gaelic; however it will be most effective to use the strongest language in the home to support literacy development. Although each language is distinctly unique, bilingual learners have underlying cognitive/academic or literacy related proficiencies that are transferrable from one language to another. This allows learners to draw upon literacy-related concepts and skills in one language to support the other (Cummins, 2013).

A misconception exists that GME pupils can be introduced to English learning materials to support Gaelic classroom work and counter ASN difficulties. In reality, this approach can increase cognitive challenge and requires 'simultaneous translation skills', a complex, higher order thinking process that could overstretch existing linguistic capacity. As a result, English learning materials should be avoided in GME as they may make learning through Gaelic more difficult, particularly when individuals have identified needs. Similarly, consistent use of English for support purposes does not comply with the 'Total Immersion' and 'Immersion' phases associated with GME delivery. Therefore, additional support interventions should take place in Gaelic, whenever possible.

Throughout GME and the [Broad General Education](#), [Bòrd na Gàidhlig](#), [The Scottish Government](#), [Education Scotland](#) and Highland Council are in agreement that ***Gaelic should remain the predominant language of the classroom***; as detailed in [Statutory Guidance on Gaelic Education](#) (2017). However, at times there are exceptions:

The language of delivery of additional support will depend on the needs of the child, the availability of resources and the availability of suitably qualified staff.

[Statutory Guidance on Gaelic Education](#), Bòrd na Gàidhlig (2017)

10 NATIONAL RESEARCH EVIDENCE

The following information comprises national documentation, for reference purposes, relevant to Gaelic Education, Literacy in Gàidhlig and Additional Support Needs in GME; available on Education Scotland's [National Improvement Hub](#):

[Advice on Gaelic Education](#) (Education Scotland, 2015) Section 14, GME: Learners with additional needs

This national advice document outlines the need for all those involved in supporting children and young people to have an understanding of the approaches to teaching in GME. Policies for supporting learners in GME which take account of legislation are a statutory requirement for all local authorities. Removing learners from GME is not a solution to meeting learning needs.

[Improving Practice in Gaelic Education \(Education Scotland, 2010\)](#)

A short practitioner-focussed briefing to support practitioners to meet the learning needs of those who require support for their learning within GME.

[Quality and improvement in Scottish Education](#) (Education Scotland, 2012-2016)

This report of HM Inspectors' findings highlights many strengths, including the commitment of staff, the continual improvement of learning experiences for pupils, and the creation of an education system which is highly inclusive. There is particular reference to GME.

[Supporting children with effective strategies in GME](#) (Education Scotland, 2017)

Resources and materials available from [Bòrd na Gàidhlig](#):

[Statutory Guidance for Gaelic Education](#) (Bòrd na Gàidhlig, 2017)

This guidance has been divided into two parts. Part 1 deals with the provisions for Gaelic as cited in the [Education \(Scotland\) Act](#) (2016) and the duties on education authorities to promote and support Gaelic. Part 2 provides further Guidance relating to the provision of Gaelic education in schools.

Resources and materials available from [Stòrlann Nàiseanta na Gàidhlig](#):

[Additional Support Needs: A collective resource for GME](#) (Stòrlann, 2017)

This online resource has been derived from the recommendations from an audit on additional support needs commissioned by Bòrd na Gàidhlig:

[Audit on Additional Support Needs In Gaelic-Medium Education & Staff Training Needs Analysis](#) (Bòrd na Gàidhlig)

[Materials and videos from a conference on ASN in GME](#) (Edinburgh University, June 2014)

[Speech Therapy and Gaelic \(STaG\): Activities for English speaking Speech & Language Therapists, supporting Gaelic medium schools](#), Stòrlann (2018)

This resource, developed in partnership with Speech & Language Therapist Services in the Outer Hebrides operates as an App download or via a browser, so is therefore suitable for Android, Apple, Windows and Chromebook technology (mobile phone downloads are restricted as devices are too small). The app is for 1:1 intervention support on initial/medial/final sounds and associated vocabulary. Intuitive activities are designed to be used under the supervision/instruction of English speaking Speech & Language Therapists, supporting Gaelic medium schools. Associated support materials are also available.

Other useful websites:

[Dyslexia Scotland](#)

[Inclusive practice in language learning](#)

[Languages without limits](#)

11 ADDITIONAL SUPPORT NEEDS TOOLS

The following list provides a summary of ASN tools, resources and websites, which may be useful across GME by teachers and/or Specialist support services:

- Assessment of reading skills in GME: Exploring teachers' perceptions and present practice by Fiona Lyon & Sarah MacQuarrie, chapter 3 in [Additional Support Needs: A Collective Resource for GME](#)
- [Addressing Dyslexia Toolkit](#)
- Multilingual assessment tools / checklists, e.g. BOLD
- Curriculum Based Assessment and teacher judgement
- [Dè th' ann an diosleacsia](#) (Fiona Lyon on behalf of Dyslexia Scotland)
- [Gaelic Phonological Screening Test](#) (GL Assessment, Fiona Lyon (2012)) – Use in P1, P2 and P3
- [Gaelic Reading Project](#)
- [Highland Literacy Blog](#) - [Emerging literacy](#) section contains a Gaelic phonological awareness screen: [Measadh Neo-fhoirmeil air Mothachadh mu Foneòlas airson aois-sgoile](#) – The screening tool can be used by teachers to identify children's strengths and gaps in phonological awareness. This is only completed when children have the language comprehension to access the assessment. Teachers use professional judgement to determine when to introduce and how to pace phonics instruction, as part of children's wider oral language development.
- [Persistent Literacy Difficulties Practice Paper, Highland Council Psychological Service](#) (2016)

- [SLT Assessment and Intervention: Best practice for children and young people in multilingual settings](#) (The Royal College of Speech and Language Therapists)
- [Speech and Language Therapy: Clinical Guidelines for Working with Multilingual Children](#) (The Highland Council)
- [Special Needs Assessment Profile](#) (Hodder Education, Weedon and Reid (2008))

12 ADDITIONAL SUPPORT RESOURCES

- [E-stòras](#)
- [Facal agus Fuaim](#)
- [Factaraidh nam Fuaimean](#), Lasadh (and other sections of this site)
- [Fuaimean Còmhlà](#), P.A. Caimbeul et. al.
- [Fuaimean Feumail](#), Mairead Monk et. al.
- [Gaelic for Parents](#)
- [Penfriend XL Gaelic](#) – Predictive writing/typing tool, Stòrlann and Penfriend
- Pioramaidean - Writing support pyramid set, Highland Council
- [Leagh, Sgrìobh, Cunntais](#) - Gaelic Read, Write, Count
- [Scottish Computer Voice - Ceitidh \(Gaelic language\)](#) – text to Gaelic speech
- Seo Niseag (and other titles) - Individual support through Clicker 6 reading support package, Highland Council
- [Stòrlann Nàiseanta na Gàidhlig](#)

13 ONLINE REFERENCE TOOL

[Additional Support Needs: A collective resource for GME](https://www.storlann.co.uk/feumalachdan-taic/), Stòrlann Nàiseanta na Gàidhlig (2017): <https://www.storlann.co.uk/feumalachdan-taic/>

[Addressing Dyslexia Toolkit Working Group \(Scotland\)](http://www.dyslexiascotland.org.uk/addressing-dyslexia-toolkit), Dyslexia Scotland (current website): <http://www.dyslexiascotland.org.uk/addressing-dyslexia-toolkit>

[Advice on Gaelic Education](https://education.gov.scot/improvement/documents/gael3-advice-on-gaelic-education-eng.pdf), Education Scotland (2015): <https://education.gov.scot/improvement/documents/gael3-advice-on-gaelic-education-eng.pdf>

American Psychiatric Association (APA). (2013). ***Diagnostic and statistical manual of mental disorders (DSM-5®)***. American Psychiatric Pub.

American Psychiatric Association. (2015). ***Neurodevelopmental Disorders: DSM-5® Selections***. American Psychiatric Pub.

[ASN-SLT Conference 2014 Videos](http://www.storlann.co.uk/feumalachdan-taic/), Edinburgh University (June 2014): <http://www.storlann.co.uk/feumalachdan-taic/>

[Audit on Additional Support Needs In Gaelic-Medium Education & Staff Training Needs Analysis](https://www.storlann.co.uk/feumalachdan-taic/), Bòrd na Gàidhlig (2017): <https://www.storlann.co.uk/feumalachdan-taic/>

[Bòrd na Gàidhlig](http://www.gaidhlig.scot/bord/) (current website): <http://www.gaidhlig.scot/bord/>

[Broad General Education](https://education.gov.scot/scottish-education-system/Broad%20general%20education), Education Scotland (current website): <https://education.gov.scot/scottish-education-system/Broad%20general%20education>

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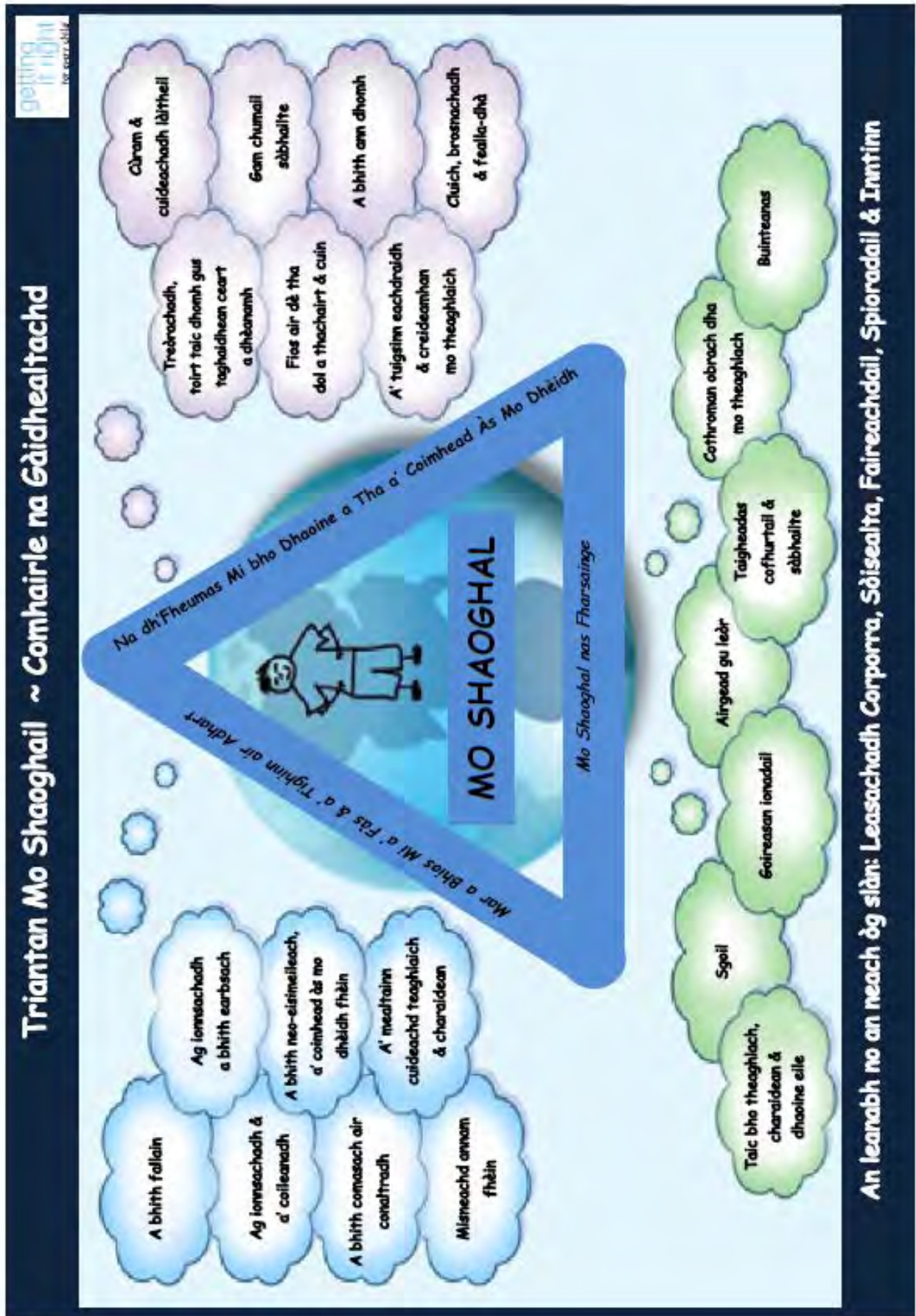
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14 APPENDIX I - TRIANTAN MO SHAOGHAIL/MY WORLD TRIANGLE



15 CONTACT US



For additional details regarding the content contained within *Meeting Additional Support Needs in Gaelic Medium Education: Identification, Assessment and Support Strategies* contact your local Gaelic medium setting in the first instance. For further information regarding any aspect of Gaelic Education delivery across the Highland Council area, please [Contact Us](#) at The Highland Council Gaelic Team:

Gaelic Team

Telephone: 01463 702402

Email: gaelic@highland.gov.uk

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