Audit on Additional Support Needs in Gaelic-Medium Education & Staff Training Needs Analysis

by Archie MacLullich on behalf of Bòrd na Gàidhlig
CLÀR-INNSE

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1. **BACKGROUND**

The issue of the management of Additional Support Needs (ASN) in Gaelic-medium education has featured in a range of working party reports and related documents, with a particular focus on the lack of assessment materials to guide decision making and case planning (1,2). The need to provide language specific information technology tools, differentiated resources to support the curriculum, and other materials for pupils with such needs, has also been acknowledged.
The HMIe Gaelic Language Plan (3) makes specific reference to the need to increase “the availability of accurate research information”, which would inform developments in this sector. The conclusions in the documents above should also be linked to a number of recent reports which have examined various aspects of teacher education, training and Continuing Professional Development in Scotland (4,5).

Following consultation with a range of bodies and stakeholders, Bòrd na Gàidhlig, with funding from Scottish Government, initiated an applied research project to investigate the nature and extent of Additional Support Needs (ASN) in Gaelic-medium education and, also, to provide an overview of the skills and training needs of the core workforce involved in this provision.

The main audit tool used in the project was in the form of an online questionnaire, which was made available to all schools in Scotland providing Gaelic-medium education at the primary school stage. Interviews were also conducted with a representative cross section of staff in schools, questionnaires were distributed within education departments and to linked units, such as educational psychology and speech and language therapy services.
The first section in the audit, covering school and pupil details, was designed to draw together more detailed information about the nature, extent and distribution of ASN in the Gaelic-medium Sector and the categorisation draws on the standard Scottish Government data groupings of pupils. The information provided by individual schools was collated to provide an overview across age groups and ASN categories. In the section covering assessment and resources, the focus was on gathering together information about the range of assessment methods, tools and approaches used within school. It is recognised that some of these may not be standardised, but informal tests which have made a contribution to assessment are included in the report, since they have potential for further development as assessment tools in Gaelic.

In addition, observations were elicited by questionnaire, from educational psychology teams, specialist education staff, dealing with the management of ASN, and selected speech and language therapy teams providing a service to schools with Gaelic-medium units.

NÀDAR IS MEUD NAM FEUMAN TAICE A BHARRACHD (FTB)

Chaidh a’ chiad earrainn den sgrùdadh, a’ gabhail a-steach fiosrachadh mu sgoiltean is sgoilearan, a dhealbh gus fiosrachadh nas mionaidiche a thrusadh mu nàdair, is meud FTB agus mar a tha iad air an sgoileadh an an ionadan foghlam tron Ghàidhlig, agus tha an seòrsachadh a rinneadh a’ togal air na cinn-dàta choitcheann aig Riaghaltas na h-Alba airson sgoilearan. Chaidh am fiosrachadh a thug gach sgoil fa leth seachadh a thional còmhla gus sealladh farsaing a thoirt air raointean-aoise agus na seòrsachan FTB a th’ ann. San earrainn air measaidhean agus goireasan, bhathar gu h-àraidh ag iarraidh fiosrachadh a thrusadh mu na diofar mhodhan, meadhanan is dòighean measaidh a bhathar a’ cleachadh anns gach sgoil. Tha an ithisg seo a’ gabhail a-steach deuchainnean neo-fhiormeil a tha cuideachadh le measaidhean, oir ged a thathar a’ tuigsinn gur docha nach bi iad seo a’ cumail ri modhan coitcheann, dh’fhaoadadh gun gabhadh an leasachadh gu bhith nan meadhanan-measaidh airson foghlam Gàidhlig.

Ceisteachan bho sgiobaidhean eòlas-inntinn ann am foghlam, luchd-obrach foghlaim spèisealta a bhios a’ déileigeadh ri mar theid FTB a làimhseachadh, agus le grunn sgiobaidhean leasachadh cainnt is cânain a bheir seirbheis do sgoiltean le roinne Gàidhlig.

NATURE AND EXTENT OF ADDITIONAL SUPPORT NEEDS (ASN)

The second section of the online survey focused on a Workforce and Training Needs Consultation and was completed by teachers, classroom assistants, and staff in related roles, in the schools. The collated observations and information from this part of the audit are considered, with recommendations for future staff training and development.
These questionnaires also focused on the more recent dimensions of teacher training which have to do with collaborative and staged approaches to assessment, in the context of enhanced integrated children’s services.

This latter section took account of the recent documents on teacher training and CPD, with particular reference to the following elements contained within the Donaldson report (4) on this topic:

- the provision of continuing professional development immediately beyond the induction year and the need to provide training for the provision of integrated children’s services;
- the case for comprehensive Professional Review and Development policies to cover all sectors of provision including, in this instance, the management of additional support needs in Gaelic-medium education.
The audit was commissioned by Bord na Gaidhlig, with funding support from Scottish Government, to ascertain the nature and extent of Additional Support Needs in Gaelic-medium education and to conduct a Staff Training Needs Analysis to guide the meeting of such needs in this context. The conclusions and recommendations in the report were derived from the results of an online questionnaire completed by 110 staff in 33 schools, separate questionnaires to education authorities, educational psychology teams and speech and language therapy services, together with 45 interviews with personnel in these services.
Analysis of the Additional Support Needs (15%) in the sample of 1,673 pupils in Gaelic-medium education produced a distribution profile similar to that presented by Scottish Government on a national basis. It was noted that the planning of future services would be enhanced by the provision of more detailed statistical information of involvement in the assessment of pupils in Gaelic-medium education by educational psychology and speech and language therapy teams.

Recommendations focus on action required to produce a range of assessment tools, differentiated and IT resources in Gaelic language, to address marked inequities in such provision. The audit also highlighted the need to provide training on models of inclusive and collaborative assessment, in conjunction with educational psychology and speech and language therapy services. The development of language assessment approaches for bilingual children in early years provision is viewed as a priority area for collaborative action to enhance early intervention.

**ACKNOWLEDGEMENT**

The generous support given by staff within schools and local authority officers and, also, by members of other professions in contributing to this audit is very much appreciated.

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**Thug am mion-sgrùdadh air Feuman Taice a Bharrachd (15%) san t-sampall de 1,673 sgoilearan ann am Foghlam tron Ghàidhlig dealbh dhuinn, a thaobh mar a bha iad a’ nochdadh am measg chloinne, a bha coltach ris na thaisbean Riaghaltas na h-Alba air an t-suidheachadh gu nàiseanta. Thugadh fa-near gum biodh e na chuideachadh le bhith planadh airson seirbheisean san àm ri teachd, nan toireadh sgioibaidhean eòlas-inntinn is leasachadh caint is cânain fiosrachadh nas mionaidiche seachad a thaobh mar a tha iad an às ann a bhith measadh sgoilearan ann am Foghlam tron Ghàidhlig.**

Tha na molaidhean a’ cur cuideam air a bhith cruthachadh grunn mheadhanan-measaidd, goireasan FT agus goireasan airson diofar chomasan ann an Gàidhlig, gus nach bi na h-uireasbhaidheadhean a th’ ann cho mi-chothromach. Mhol an sgrùdadh cuideachd gu bheil feum air trèanadh ann am modhan-measaidd a tha in-ghabhhalach is co-obrachail, a thèid a chur air dòigh cùmhla ri seirbheisean eòlas-inntinn ann am foghlan is leasachadh caint is cânain. Thathar a’ cur príomhachas air a bhith cruthachadh dhoighean gus cànan a mheasadh am measg chloinne dà-chàhanach aig ire nan tràth-bhliadhnaichean tro cho-obrachadh eadar bhuidhnean gus am faigh iad taic nas fheàrr aig an ìre sin.

**BUIDHEACHAS**

Taing mhòr don luchd-obrach sna sgoiltean is an luchd-stiùiridh aca, agus do luchd-obrach ann an dreuchdan eile a bha cho fialaidh le an cuid taice, tha mi fada nan comain.
2. RO-RÀDH

2.1 STRUCTAR NA H-AITHISGE

Ann a bhith cur toraidhean a’ phróiseict an cèill, tha an aithisg seo sa chiad dol a-mach a’ beachdachadh air nàdar is meud nam feuman taice a bharrachd ann am bun-sgoillean le foghlam tron Ghàidhlig ann an Alba. Thathar a’ trusadh nan diofar sheòrsaichean fiosrachaidh - tro agallamhan is ceisteachain - mu na feuman sin agus thathar a’ cur nan toraidhean mu choinneamh rannsachaidhean a chaidh thaghadh bhon litreachas. Tha an ath chaibideil a’ tarrqaing air stuthan a fhuaaras bho cheisteachain air-loidhne agus tús an fiosrachaidh eile gus dealbh a thoirt seachad de na priomh fheartan a th’ aig an luchd-obrach a tha an-dràsta an sàs ann am foghlam tron Ghàidhlig, agus cuideachd fon chuspair seo tha beachdan iomchaidh air an togail bhon litreachas a th’ ann an-dràsta air trèanadh is leasachadh sgilean luchd-obrach. Tha na caibideilean às dèidh sin a foilseachadh sreath de cho-dhùnaidhean bhon phróiseact, agus molaidhean airson nithean eile bu chóir tachairt. Tha iad sin stèidhichte air breithneachadh a rinneadh air na feuman a bh’ ann, sgrùdadh air na sgilean is an t-eòlas a bh’ aig luchd-obrach agus na goireasan a tha rim faotainn an-dràsta airson measaidhean is taic le ionnsachadh. Ann a bhith dealbh nam molaidhean, chaidh ealla a ghabhail ri mar a th’ aig gach ughdàrras ionadail ri déilibgeadh ri buidseatan teann agus mar sin tha barrachd cuideim ga chur air a bhith co-roinn goireasan is a’ cleachdadh TFC is trèanadh air-loidhne.

2. INTRODUCTION

2.1 STRUCTURE OF REPORT

This report presents the findings of the project by first considering the nature and extent of additional support needs within primary schools providing Gaelic-medium education in Scotland. The various sources of information – interviews and questionnaires - on these needs are collated and the findings set against selected research in the literature. The next chapter draws on the online survey material and the other sources of information to set out the main characteristics of the current workforce involved in the provision of Gaelic-medium education, and relevant observations from the current literature on the training and development of staff is included under this specific theme. The remaining chapters present a series of conclusions from the project with recommendations for further action. These are based on the reconciliations of the findings on the range of needs, the review of the skills and experience of staff and the current availability of resources for assessment and support for learning. In framing the recommendations, account has been taken of the current restrictions in budgets which all local authorities face, and there is, therefore, emphasis on the sharing of resources and use of ICT and online training.
There are a number of core issues involved in the provision of Gaelic-medium education which run through this report and it is necessary to locate the general topic of how to meet the needs of children with additional support needs in its broader policy context, with a particular focus on inclusion and assessment. It is important to note that the orientation adopted throughout the report is to present the provision of Gaelic-medium as constituting a distinct system rather than focus on Gaelic as a school subject in the language group. This report takes account of the applied research model, using a combination of information sources including policy document analysis, online questionnaires drawn from various levels within the educational and related systems, interviews and literature reviews. The parameters adopted for the reviews within chapters are selective and linked, in most cases, to the exploration of practical outcomes, rather than maintaining a focus on theoretical elements. Policy documents are listed to highlight expectations concerning the relationships between the various agencies who work together to support children with these needs. At various points in the report, reference is made to the wide range of classification systems which concern the nature and extent of Additional Support Needs (ASN) or Special Educational Needs (SEN) - as the term used in a number of other countries. In examining these systems, distinction can be drawn between assessments which can be conducted using English language, and generally based on adult observation of the child, and those other tools which should be conducted in Gaelic.
In taking an overview of such classification systems, three main clusters emerge across these:

- Language and speech disorders;
- Various learning difficulties;
- Social, emotional and behavioural challenges.

A range of assessment materials and techniques within the school, and, in some circumstances, those specialist tools utilised by external support agencies will be demanded in dealing with the detail of the individual cases from these clusters. Further, in designing the programmes and plans to tackle these challenges, account will have to be taken of the language specific requirements of the case, combined with thorough knowledge of the growth and development of the child with these additional support needs.
2.2 POLICY CONTEXT

In considering the elements summarised briefly above concerning the nature of additional support needs in the current population, it is necessary to draw on significant policy influences and, in some cases, imperatives which determine the form and content of the various responses to meeting these needs. Riddell et al (2006) conducted a literature review of pupils with additional support needs and examined the difficulties involved in comparing international policies and practices. In relation to the assessment of children with such needs, in the review, it is stated “In Scotland, there has been adherence to the principle of including all pupils in the national system” (of assessment and certification). This raises issues about the relationships between formative and summative assessment of children with these needs and the comparative outcomes which are required for accountability reporting. In this respect, it is useful to consider the development of inclusive approaches to school management and trace out some of the applications for pupils with additional support needs in a bilingual context.
In the past decade across Europe, there has been a focus on the general topic of the inclusion of pupils in mainstream educational settings and the range of assessment tools which can underpin the process by defining the nature of these needs. Assessment within the work of the European Agency for Development in Special Needs Education, for instance, is usually defined along the lines of the following example:

“Assessment should be understood as referring to determinations and judgements about individuals (or sometimes small groups) based on some form of evidence; evaluation refers to the examination of non-person centred factors, such as organisation, curricula and teaching methods; measurement refers to assessment or evaluation that is linked to some form of numerical quantifier.” (Keeves/UNESCO 1994).

In relation to the more general consideration of languages across Europe, the recent comprehensive British Council document (British Council – Cambridge University Press 2012) and its research summary, locates Gaelic within its Scottish educational system. Additional support needs, as a topic, is well researched in the other specialist European documents which are referenced in this summary account, but there is limited coverage of additional support needs in a bilingual context. The Language Rich Europe (LRE) project brings together over 1,200 policy makers and practitioners from 24 countries on the general topic of multilingualism.
Fèill na Sgoile
There would have been some advantages in bringing the issue of policy measures regarding Special Educational Needs (SEN) (or ASN in a Scottish context) into these broader policy reviews of language use in education across the continent, given that 10-20% of pupils will have some form of learning difficulty in their school experience.

It is estimated that, across Europe, 54% of the population could be considered to be bilingual and a recent motion on endangered European languages to the European Parliament was framed as follows:

“...takes the view that the European Union should support a language policy that enables children to acquire two mother languages from the earliest age; points out that such a programme would, as all linguists maintain, help children learn additional languages later on, and that it would offer speakers of traditional languages practical support in revitalising intergenerational language transmission in areas in which it is dwindling;”

Kendall et al (2008) identified the need “for a stronger evidence base, noting the shortage of longitudinal, robust research on narrowing the gap for vulnerable groups that expressly linked outcomes with practice and effectiveness”. A recurring theme within this report is that there is an emerging conviction that all pupils can benefit from involvement in the bilingual education and accumulated research across the life span is beginning to be taken into account in guiding policy options in inclusive education and other models of service delivery in other professional contexts (E.g review Marian, V. & Shook A. 2012).
The European Agency for Development in Special Education has, as its ultimate goal, the improvement of policy and practice for children with these needs. All European countries have signed the United Nations Convention of Rights of People (2006) and Article 24 guides policy development and calls on State Parties to ‘ensure an inclusive educational system at all levels’. Further, the UNESCO Salamanca Statement and Framework for Action in Special Needs Education (1994) states:

“Regular schools with an inclusive orientation are the most effective means of combating discriminating attitudes, creating welcoming communities, building an inclusive society and delivering education for all”.

The management of Additional Support Needs in Gaelic-medium education within the Scottish context, on this basis, cannot be viewed as a distinct and separate system but, rather, as an educational context which is connected with others to these major developments in the provision of education for children with “special needs”.

In the documents examining the basis of these cultural changes in education, emphasis is placed on the need to provide quality training as an essential pre requisite for inclusion. (European Agency 2003).

The provision of inclusive assessment approaches to meeting the needs of all pupils also requires consideration of the skills required in the workforce to bring about the cultural shift needed. Various European reports focus on a number of the key issues concerning the provision of resources and staff training to meet the above policy and practice requirements which underpin inclusive education.
The European Agency Project (Watkins 2007) covering assessment in inclusive settings was established to:

- develop a knowledge base of information on assessment policies and practice;
- examine innovative examples of effective assessment policy and practice with a view to generating guidelines for assessment in these settings.

Chaidh Pròiseact na Buidhne Eòrpaich (Watkins 2007), a bha a’ coimhead air measaidhean ann an suidheachaidhean in-ghabhalach, a stèidheadh gus:

- stèidh eòlais a chruthachadh le fiosrachadh air poileasaidhean is modhan-measaidh;
- eisimpleirean innleachdach a sgrùdadh far an robh poileasaidhean is modhan-measaidh buadhach an sàs feuch an gabadh stiùireadh a dhealtach airson a bhith measadh clann san leithid a shuidheachaidhean.
Assessment was defined for the purposes of the project as:

“The ways teachers and other people involved in a pupil’s education systematically collect and use information about that pupil’s level of achievement and/or development in different areas of his or her educational experience (academic, behaviour and social).”

Using this broad definition, the project team identified three distinct assessment processes across a range of countries: assessment for the monitoring of standards, assessment for the initial identification of the needs of individual pupils and assessment to inform teaching and learning.

The critical policy implication which emerged from the research and review was the concept of inclusive assessment which has particular relevance to the core concerns of this report. Inclusive assessment is characterised by the following features:

- it is designed to promote the learning of all pupils;
- all assessment policies and procedures should support the successful inclusion of all pupils;
- particular care should be exercised regarding the needs of pupils with additional support needs in the mainstream setting.
The report also specifies a number of conditions which should accompany and underpin the establishment of an inclusive approach to assessment and classroom management. These conditions include the provision of initial, in service and specialist teacher training as pre requisites to developing an inclusive culture, together with the availability of a variety of assessment tools and resources to support learning. Further features of this cultural change was the movement away from the psycho-medical paradigm of assessment to a more education orientated or interactive model and the increasing significance of the development of an individualised educational programme (or plan) for the pupil.
Examination of the literature also reveals that in some countries, class teachers, or support for learning teaching specialists, are assuming a more significant role in conducting assessments of pupils. Bickel and Hattrup (1995) argued that there was a need for practitioners to work together to address the problems of professional separation and, in this report, reference is made to policy initiatives which support the principles underpinning collaborative working in assessment and, also, in formulating plans and programmes which will support children with needs. In examining the documents above, one can discern the emergence of concepts, such as inclusive assessment, formulating individualised plans and programmes, movement away from a psycho-medical view of assessment and enhanced involvement of teachers in assessment for learning.

Further, in the Advice note produced by HMIe (2012 - 2013), continuing emphasis is placed on the expectation that children and young people are actively involved in their learning and assessment and fully engaged in reviewing their learning and personal goals. Increased expectations, in the same note, focus on the curriculum being designed to meet the needs of all learners including those with additional support needs"
The concept of Additional Support Needs was introduced under the Education (Additional Support for Learning) Act in Scotland (2004) and extended the previous definition of Special Educational Needs (SEN), which was a term shared with many other European countries, as noted above. The basic widening of the definition relates to any situation where a child or young person would be unable to benefit from school education without additional support.

The Act was amended in 2009 with a number of additions, including the provision of certain statistical information by the Scottish Government, and an annual report on this issue. The Code of Practice, which was revised following these amendments, provided guidance on how Additional Support for Learning was aligned to the Curriculum for Excellence and the principles which underpinned the “Getting it Right for Every Child” (GIRFEC) policy and practice.

The briefing provided to the Education Committee (SPICe: 2012) cited the annual report from the Scottish Government to the effect that 15% of pupils have ASN, with the “single most common type being social, emotional and behavioural difficulties”. The variation of incidence between the different systems of classifying the categories of ASN in various countries is covered in the next chapter. The Scottish Government long term plan (2012) of support for the implementation of the Additional Support for Learning Act includes emphasis on the provision of training and, also, continuing review of the systems used to classify the various categories of ASN. The extent to which these current incidence categories vary across local authorities is also subject to ongoing review.
The Gaelic-medium education system has expanded over the past decades and this development was accompanied by accumulated robust evidence from a variety of sources of the benefits of bilingualism, building on the work of Cummins and other pioneers in this field. (Lauchlan et al 2012; Baker 2006; Cummins, J. 1984; Rhys & Thomas 2012). In the next two chapters, reference will be made to research and evaluation activity in Ireland and Wales, covering the experience of providing Irish and Welsh medium education – within these documents, there is a strong emphasis on the need to provide training for all levels of staff and to provide a range of resources for assessment, high quality ICT support and differentiated reading and comprehension material. In the Scottish Government response to the Doran Review (2012) recommendations, the following statement is considered relevant to the aims of the current project: “There is a need for a sustained approach to career long professional training that enables practitioners to enhance the core skills developed as part of their initial training” (Response to Recommendation 2). This review focused on meeting the needs of children and young people with complex additional support needs and the recommendations, and the Scottish government’s response to these, reflect the value base and frame of reference of the Additional Support for Learning Act in its application to inclusive education, and its intention to embrace the needs of all pupils in such a context.

In this respect, in the summary of the above Act in the Code of Practice (para 7 p29), it is emphasised that “effective assessment, planning, action and review consistent with the values and principles of Curriculum for Excellence, GIRFEC, Early Years Framework, and the provisions of the Act”, carries with it obligations concerning the provision of a comprehensive and holistic approach to assessment of need.
Such assessment should also take full account of the culture and language of the children and involve them fully in the assessment process at all times.

The investigation of ASN in Gaelic-medium education, as the subject of this report, has to be set in the context of these relatively recent changes, covering broad frame inclusive assessment and inclusion across Europe, the introduction of Additional Support for Learning policies, GIRFEC and the Curriculum for Excellence, as distinctive Scottish approaches to the growth, development and education of pupils. The developmental process associated with the introduction of the latter curriculum is described by Donaldson (2011) as follows:

“Curriculum for Excellence is much more than a reform of curriculum and assessment. It is predicated on a model of sustained change which sees schools and teachers as co-creators of the curriculum”.

The curriculum for excellence brings into relief variations on the following forms of assessment:

- Assessment is for learning (SEED 2002) featuring formative assessment in the previous curriculum approaches.
- Assessment for learning where the purposes are formative.
- Assessment of learning with emphasis on summative purposes.
These are to be set against the following statement:

“Assessment for Learning is part of everyday practice by students, teachers and peers that seeks, reflects upon and responds to information from dialogue, demonstration and observation in ways that enhance ongoing learning”. (Third International Conference on Assessment for Learning 2009 Dunedin).
In the Gaelic Curriculum for Excellence working group (2011), assessment in GME is mentioned in the context of excellence in building on the principle of “Assessment is for Learning”. The same group, in considering Additional Support Needs states:

“There is a need for practice development to enable greater teacher understanding of the issues as they affect GME schools, and complementary practice development of the specialist knowledge of Speech and Language Therapists, Psychologists and associated staff. Parents of children with special needs also require reassurance that GME will not hamper their child’s progress”.

This statement summarises the central issues which have emerged in this project and are described in the chapters which follow.
3. ADDITIONAL SUPPORT NEEDS IN GAELIC-MEDIUM EDUCATION: THE CHALLENGE OF ACCURATE ASSESSMENT

3.1 AUDIT FINDINGS

3.1.1 The first section accumulated 65 responses with the following categories of respondents:

- 33 schools from 13 local authorities with 1 from a dedicated Gaelic School.
- 22 head teachers completed this section, together with 5 ASN specialists, 26 class teachers in Gaelic-medium education and 11 from other staff categories.

3. FEUMAN TAICE A BHARRACHD ANN AM FOGHLAM TRON GHÀIDHLEIG: AN DÚBHHLAN ANN A BHITH DÈANAMH MEASADH CÉART

3.1 TORAIÐHEAN AN SGRÚDAIDH

3.1.1 Sa chèad earrainn bhuras 65 freagairtean bho na seòrsaichean luchd-freagairt a leanas:

- 33 sgoiltean ann an 13 sgìrean ùghdarrasan ionadail le 1 bho Sgoil Ghàidhlig.
- 22 ceannardan-sgoile a lion an earrainn seo, cômhla ri 5 eòlaichean FTB, 26 tidsearan ann am Foghlam Gàidhlig agus 11 luchd-obrach de sheòrsaichan eile.
The distribution of Additional Support Needs across the sample detailed above was as follows:

Total pupils in sample 1673: Additional Support Needs 259 (15% ASN)

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<thead>
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<td>18%</td>
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<td>Other</td>
<td>17%</td>
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<tr>
<td>Visual Impairment</td>
<td>10%</td>
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<tr>
<td>Autistic Spectrum Disorder</td>
<td>8%</td>
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<tr>
<td>Hearing Impairment</td>
<td>3%</td>
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In a number of cases, a combination of behaviour problems and learning difficulties were noted. In the section dealing with the cases recorded under the “other” category, a number of observations were made, together with a listings of specific conditions. Some cases were listed under this section because a final assessment had not been conducted or was anticipated. Specific conditions listed included: Type 1 diabetes, juvenile arthritis, dystonia, cerebral palsy (3), Noonans syndrome, elective mute, Down syndrome and a range of physical challenges. Further categories included dyscalculia, dyspraxia, attachment disorder and provision for very able pupils.

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In a number of cases, a combination of behaviour problems and learning difficulties were noted. In the section dealing with the cases recorded under the “other” category, a number of observations were made, together with a listings of specific conditions. Some cases were listed under this section because a final assessment had not been conducted or was anticipated. Specific conditions listed included: Type 1 diabetes, juvenile arthritis, dystonia, cerebral palsy (3), Noonans syndrome, elective mute, Down syndrome and a range of physical challenges. Further categories included dyscalculia, dyspraxia, attachment disorder and provision for very able pupils.
3.12
San t-sampall gu h-àrd, bha Plana no Prògram Foghlaim Fa Leth no innleachd cheudna aig 48 sgoilearan agus cha robh ann ach 4 sgoilearan aig an robh Plana Taice Co-òrdanaichte. Bha am pàtran a leanas ann bhon t-sampall seo airson clann mun deach fios a chur gu buidhnean taice:

Fios gu seirbhisean Eòlas-inntinn ann am Foghlam: 54
Fios gu seirbhisean Leasachadh Cainnt is Cànain: 66

Cha robh eadar-dhealachadh staitistigil cudromach ann eadar an àireamh chloinne mun deach fios a chur chun an dà bhuidhinn, ach thugadh fa-near do mar a bha còrr is 50% den chloinn mun deach fios a chur gu na seirbhisean Leasachadh Cainnt is Cànain ann am Priomh 1 is 2 - chan urrainnear, leis mar a chaidh an dàta a thrusadh is a sgrùдadh, obrachadh a-mach cia mheud den chloinn seo mun deach fios a chur cuideachd aig re-sgoile. B’ ann am Priomh 1 is Priomh 7 a bha na h-àireamhan bu mhotha a thaobh a bhith cur fios gu seirbhisean Eòlas-inntinn ann am Foghlam.

San earrainn le beachdan san sgrùдadh seo a tha buntainn ris an dàta gu h-àrd, chaidh a chomharrachadh le 5 luchd-freagairt gun robh cion luchd-proifeiseanta is tidsearan airson Taic le Ionnsachadh ann a bha fileanta ann an Gàidhlig agus a b’ urrainn sgòilearan a mheasadh tron chànan.

3.12
In the above sample, 48 pupils had an Individualised Educational Plan or Programme or related measure and only 4 pupils had an established Coordinated Support Plan. The pattern of referral to agencies was as follows for this sample:

Referral to Educational Psychology services: 54
Referral to Speech and Language Therapy services: 66

There was no statistical significance between the referral data to the respective agencies, but it was noted that over 50% of referrals to Speech and Language Therapy services were made over the course of Primary 1 and Primary 2 – from the data gathering and analysis, it cannot be determined how many of these cases in the latter category were carried over from preschool referrals. The peak referrals to Educational Psychology services were at the Primary 1 and Primary 7 stages.

In the comments section of the audit dealing with the above data, it was noted by 5 respondents that there was a lack of external professionals and Support for Learning teachers who were fluent in Gaelic and able to assess pupils in the language.
3.13 Assessment Tools

The next section of the online audit examined the extent to which the Special Needs Assessment Profile (SNAP) (Gaelic Version) and the GL Assessment Phonological Screening Test (2012) had been used in the school, and respondents were asked to rate their respective contributions to the assessment process. The latter test was devised specifically for assessments in Gaelic and the SNAP package had additional probes added in Gaelic.

Special Needs Assessment Profile (SNAP) is a computer-aided diagnostic assessment tool which “maps each child’s own mix of problems onto an overall matrix of learning, social and personal problems”. From this, clusters and patterns of weaknesses and strengths help to identify the core features of the child’s difficulties – visual, dyspraxia, phonological, attentional, or any other of the 15 key deficits targeted. (Reid G: http://www.gavinreid.co.uk/). The SNAP package has a comprehensive user kit, incorporating a resource bank of diagnostic probes and the computer generated profile is linked to specific guidance and support notes for teachers and parents. In 2006, Storlann reached an arrangement with the publishers to add a series of Gaelic language probes to the basic format for use in Gaelic-medium units.

3.13 Meadhanan Measaidh

Bha an ath earrainn den sgrùdadh air-loidhne a’ coimhead air an uiread ‘s a chaidh An Deuchainn Mheasaidh airson Feuman Sònraichte (SNAP) (Dreach Gàidhlig) agus An Deuchainn Fuaimneachd Gàidhlig aig GL Assessment (2012) a chleachdadh ann an sgoltean, agus dh’iarradh air luchd-freagairt comharrachadh cho math agus a bha iad ann an bhith cuideachadh le measaidhean. Chaidh an dàrna fear a dhealbh a dh’sona-ghnothach airson measaidhean ann an Gàidhlig agus sa phasgan SNAP, chaidh deuchainnean a bharrachd a chur ris ann an Gàidhlig.

‘S e a th’anns an Deuchainn Mheasaidh airson Feuman Sònraichte (SNAP) goireas-measaidh le taic coimpiutaireachd a “ni mapa de na diofar dhuilheadasan aig gach pàise agus a thà mar chlår iomlan de na dhuilheadasan ionnsachaidh, sòisealta is pearsanta aca”. A’ togail air an sin, tha crunneachaidhean is pàtranan de neartan is laigean a’ cuideachadh gus na priomh dhuilheadasan aig a’ phàiste a chomharrachadh – leithid: fradharc, dyspraxia, dhuilheadasan fuaimneachaidh, aire, no gin de na 15 easbhaidhean eile a tha ainmichte. (Reid G:http://www.gavinreid.co.uk/). Thig pasgan iomlan le SNAP airson an neach-cleachdadh, le stòras ghioireasan le deuchainnean-measaidh agus deallb-measaidh a chruthach eacheas coimpiutair a thà ceangailte ri stùiridhean àraidh is nòtaichean taice do thidsearan is pàranta. Ann an 2006, bha aonta eadar Stòrlann is na foillischearan sreath de dhuilheadasan-measaidh Gàidhlig a chur ris an dreach bhunaiteach airson an cleachdadh ann am foghlan tron Ghàidhlig.
The SNAP (Storlann) assessment tool was used by only 7% of the sample and was viewed as most suitable at the Primary 2 and Primary 4 stages. This tool, in its present form, was rated as “fairly useful” by respondents ranging from 11% (Primary 1 use) to 18% (Primary 4) and “not very useful” by 11% (Primary 1) and by 12.5% (Primary 4) - as indicated, this was a small sample of users. In the accompanying comments section for this assessment tool, the following observations were noted:

- “Unable to use Gaelic SNAP as Support for Learning teacher does not speak Gaelic – English version of SNAP used when pupils have competence in both languages.”
- A number of respondents (10) were unaware of the availability of the Gaelic probes for SNAP.
- Other respondents found the English version gave an acceptable assessment for their purposes.

GL Assessment Gaelic Phonological Screening Test (2012) was designed to assess young children’s phonics skills with normative data (Lyon 2011). The test covers rhyme recognition and production, blending phonemes and syllables, letter recognition and other sub tests. The test had been used by 42% of the sample with 76% rating the test as most suitable at the Primary 3 stage, although it had been used by over 50% of respondents for Primary 1 as a baseline test.
3.14 Question – Online questionnaire (17 Responses): Respondents were asked about the additional assessment tools/tests/checklists they had used in a Gaelic-medium context within their school. They were asked to comment on the competencies tested, the stages at which the tests were used and to rate the effectiveness of the tools.

This section produced a comprehensive list of tools which had been adapted or created within the respective authorities to aid assessment and monitor progress. For example, one respondent noted in a direct quote:

“I have made up Gaelic assessment resources including the following: a literacy assessment report (P4 - P7) which includes various sections to assess spelling, writing and reading. Reading accuracy tests and comprehension questions (P1 –P7), Spelling tests using our own Gaelic Common words (P4-P7), Gaelic phonic reading and writing test (P1-P2)”.

Similar approaches are echoed in the following narrative:

“Individual pupil assessment based on phonic list in the Facal & Fuaim pack. Word recognition assessment from the ‘Storyworlds’ workbooks. Assessments based on Lorgan Litreachaidh carried out regularly. We also have a Gàidhlig language plan which we use to assess talking and knowledge of the language. Teejay end of topic and Heinemann assessment books for numeracy. Scottish Survey of Literacy & Numeracy. We have looked at NAR, but find locating Gàidhlig and selecting the relevant assessments very time consuming”.

San earrainn seo fhuaras liosta iomlan de mheadhanan a chaidh a leasachadh no a chruthachadh sna diofar ughdarasan guis cuideachadh le measaidhean is gus adhartas a sgrìdadh. Mar eisimpleir, thuirt aon neach-freagairt:

“Chruthaich mi goireasan-measaidh Gàidhlig, agus nam measg tha: aithisg measaidh airson litearrachd (P4-P7) sa bheil diofar earrainnean airson litreachadh, sgrìobhadh is leughadh a mheasadh. Deuchainnean airson leughadh gu ceart is ceistean a thaobh tuigse (P1-P7), Deuchainnean litreachaidh leis na Faclan Cumanta againn fhìn (P4-P7), deuchainn fhuaimneachaidh Gàidhlig airson leughadh is sgrìobhadh (P1-P2).”

Chithear an aon seòrsa dòigh-obrach san earrainn seo:

“A’ measadh gach sgoilear fa leth a rèir na liosta fhuaimean sa phhasgan Facal & Fuaim. Measadh air mar a dh’aithnisidh faclan bho na leabhraichean-obrach ‘Storyworlds’. Measaidhean air an dèanamh gu cunbhalach stèidhichte air Lorgan Litreachaidh. Tha plana cànain Gàidhlig againn cuideachd a chleachdhas sinn guis measadh a dhèanamh air eòlas air a’ chànan agus comasan labhairt. Airson aìreamhachd, cleachdaidh sinn leabhraichean Teejay (aig deireadh a’ chuspair) agus leabhraichean measaidh Heinemann. Suirbhidh Albannach air Litearrachd is Àireamhchaidh. Chaimhead sinn air NAR, ach thug e tòrr uíne Gàidhlig a lorg agus na measaidhean freagarrach a roghnachadh.”
A number of other respondents mention some of the single assessment tools above with the “Common Words - Faclan Cumanta Gàidhlig” noted in a number of cases, using the high frequency word approach in reading and spelling. There are clear difficulties in screening for dyslexia, with a number of respondents using English language tools such as the Harcourt Dyslexia Screener or resources on the dyslexia website, but recognising that they are not standardised for Gaelic language and its orthography. Phonic Codecracker receives positive comment and other approaches include use of WRAPS, Toe by Toe, various phonological screening tools, using “nonsense words” techniques, Aston Index, and versions of “Stareway to Spelling”.

Thug grunn den luchd-fhreagairt eile iomradh air feadhainn de na goireasan measaidh singilte gu h-àrd agus bha iomradh air “Faclan Cumanta Gàidhlig” ann an grunn fhreagairtean, agus iad a’ cleachdadh a’ mhodh-obrach far a bheil faclan a’ nochdadh gu tric ann an leughadh is litreachadh. Tha duiligheadasan follaiseach ann a thaobh a bhith ag aithneachadh dyslexia, agus grunn luchd-freagairt a’ cleachdadh goireasan Beurla leithid an ‘Harcourt Dyslexia Screener’ no goireasan bhon làrach-lìn airson dyslexia, ach tha iad a’ tuigsinn nach eil iad air an dealbh airson Gàidhlig agus gnàthan litreachaidh a’ chàin. Tha moladh air ‘Phonic Codecracker’, agus am measg nan dòighean-obrach eile a bh’ ann bha WRAPS, ‘Toe by Toe’, diofar goireasain le deuchainn fhuaimeachaidh, a’ cleachdadh a’ mhodh-obrach “faclan gòrach”, an Clàr-amais Aston, agus tionndaidhean de ‘Stareway to Spelling’.
3.15 Question online survey (9 responses): Respondents asked which tools/test/checklists had been translated from English into Gaelic for internal use in the GME setting.

Limited responses were registered to this question and Codecracker was presented as a good example of an appropriate resource, together with some general comments identifying gaps in provision. In the first category, the acknowledgement of the value of the first hundred words approach was noted and this view is repeated in other sections of the audit. Respondents also mentioned the Midlothian Maths Assessment Handwriting Book (1/2/3), WRAPS and the possibility that “Big Writing” and “Education City” would become available in Gàidlig.
3.16  Question online survey (14 Responses): Respondents asked to select tools/tests/checklists in English which could be adapted for use in the GME setting.

This section produced a list of specific commercial resources which could be adapted as language specific tools: Toe by Toe, PAT Spelling (Phonological Awareness Training), CEM standardised tests, Nelson Thorne Language grammar and NFER Nelson resources for Primary 3, 4 and 5. The remainder of the responses focused on various forms of dyslexia screening tools and the demand for more spelling and reading materials.
3.17 The next section of the online questionnaire asked respondent to rate the effect of the following factors on the provision of ASN in GME: (Respondents 31)

<table>
<thead>
<tr>
<th>Factor</th>
<th>GIM</th>
<th>GÌ</th>
<th>GìB</th>
<th>CEI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Difficulty in identifying the nature of Additional Support Needs</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Staff resources</td>
<td>21%</td>
<td>52</td>
<td>21</td>
<td>7</td>
</tr>
<tr>
<td>Financial resources</td>
<td>48%</td>
<td>37</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td>Availability of assessment tools</td>
<td>32%</td>
<td>48</td>
<td>12</td>
<td>8</td>
</tr>
<tr>
<td>Lack of training in the use of assessment tools</td>
<td>50%</td>
<td>47</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Access to specialist support from related agencies</td>
<td>45%</td>
<td>28</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>Level of classroom assistant provision</td>
<td>40%</td>
<td>40</td>
<td>0</td>
<td>20</td>
</tr>
<tr>
<td>Level of parental involvement</td>
<td>4%</td>
<td>46</td>
<td>29</td>
<td>21</td>
</tr>
</tbody>
</table>

**GIM**: Gu îre mhòr  
**GÌ**: Gu îre  
**GìB**: Gu îre bhìgh  
**CEI**: Chan eil idir

---

3.17 Bha an ath earrainn sa cheisteachan air-loidhne ag iarraidh air luchd-freagairt measadh a dhèanamh air buaidh nan nithean a leanas air solarachadh airson FTB ann am Ftg: (31 Luchd-freagairt)

<table>
<thead>
<tr>
<th>Factor</th>
<th>GIM</th>
<th>GÌ</th>
<th>GìB</th>
<th>CEI</th>
</tr>
</thead>
<tbody>
<tr>
<td>Duilgheadas ann a bhith comharrachadh nàdar Feuman Taice a Bharrachd</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Goireasan luchd-obrach</td>
<td>21%</td>
<td>52</td>
<td>21</td>
<td>7</td>
</tr>
<tr>
<td>Goireasan ionmhasail</td>
<td>48%</td>
<td>37</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td>Cothrom air meadhana-measaidh</td>
<td>32%</td>
<td>48</td>
<td>12</td>
<td>8</td>
</tr>
<tr>
<td>Cion trèanaidh airson meadhana-measaidh a chleachadh</td>
<td>50%</td>
<td>47</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Cothrom air taic spèisealta bho bhuidhnean iomchaidh</td>
<td>45%</td>
<td>28</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>(me, Eòlas-inntinn am Foghlam/Leasachadh Cainnt is Càinain)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ìre taic bho luchd-cuideachaidh sa chlas</td>
<td>40%</td>
<td>40</td>
<td>0</td>
<td>20</td>
</tr>
<tr>
<td>An ìre gu bheil pàrantan an sàs</td>
<td>4%</td>
<td>46</td>
<td>29</td>
<td>21</td>
</tr>
</tbody>
</table>

**GIM**: Gu îre mhòr  
**GÌ**: Gu îre  
**GìB**: Gu îre bhìgh  
**CEI**: Chan eil idir

---

**LE**: To a large extent  
**SE**: To some extent  
**SLE**: To a slight extent  
**NAL**: Not at all
3.18 The following section asked respondents to evaluate the following sources of information in teaching pupils with ASN in GME (Responses 29) and the table is reproduced below:

<table>
<thead>
<tr>
<th>Source of Information</th>
<th>GF (%)</th>
<th>F</th>
<th>CUF</th>
<th>CFI</th>
<th>N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Storlann Resources online</td>
<td>8%</td>
<td>44</td>
<td>24</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>Storlann courses / workshops</td>
<td>8</td>
<td>24</td>
<td>16</td>
<td>0</td>
<td>52</td>
</tr>
<tr>
<td>Specialist websites</td>
<td>36</td>
<td>48</td>
<td>4</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>Case studies / case conf. in school</td>
<td>17</td>
<td>33</td>
<td>8</td>
<td>0</td>
<td>42</td>
</tr>
<tr>
<td>Textbooks</td>
<td>4</td>
<td>33</td>
<td>29</td>
<td>0</td>
<td>33</td>
</tr>
<tr>
<td>Coluadar is còmhraidh ri luchd-obrach eile</td>
<td>66</td>
<td>28</td>
<td>4</td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>

**GF**: Glè fheumail  
**F**: Feumail  
**CUF**: Cha robh uabhasach feumail  
**CFI**: Cha robh feumail idir

**N**: Neo-fhreagarrach

There is strong representation of the value of peer discussion and networking, as a forum for information sharing and professional support, and this observation is echoed in the interviews conducted with a range of staff in section 3.2 below.
3.19 The final section elicited responses regarding the nature of information services provided by the schools. Respondents were asked to highlight where these services might differ for parents of children in GME provision and those in non GME provision.

This section produced a very rich and varied description of measures taken by schools to communicate with parents regarding GME and other general issues. For example:

“**Gaelic Phonics workshops** for parents at infant stages; School has **Open Days** - parents are invited into school and encouraged to be actively involved during open days/open week.

Primary has a **“Fios ‘s Failte” (welcoming evening)** during September, where parents meet their child’s teacher informally and are given information as to class routines/homework etc, as well as the twice yearly parent’s meetings”.

“**Routine welcome meetings, workshops on different themes, ie critical skills, early literacy, CfE, etc... led by Gaelic teachers. Range of information leaflets on ASN from council – in English”.

“All parents were involved in drawing up a new homework policy.”
“Parents for both mediums are given yearly workshop opportunities. In Gaelic-medium, we have sound blogs and CDs for phonics and reading materials. They are directed to useful websites...... This year we are running weekly Gaelic parental workshops”.

The above examples illustrate the wide range of options being developed in some schools as a form of strategic engagement with parents, together with specific action on an issue, such as homework policy, by using parental involvement. Other schools have introduced parent homework groups, “phonetic books” for parents, workshops focused on literacy and numeracy, and early reading development. In addition to these group activities, a number of respondents referred to written information in hard copy made available to parents, together with details on the school website on a number of the topics highlighted above.
3.2 AGALLAMHAN LE LUCHD-OBRACH NAN SGOLTEAN

3.21
Chaidh agallamhan a chumail le luchd-obrach nan sgoltean agus na dreuchdan a leanas aca:

<table>
<thead>
<tr>
<th>Role</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ceannard/Iar-Ceannard le uallach airson FtG</td>
<td>12</td>
</tr>
<tr>
<td>Luchd-obrach Sònraichte airson Taic le Ionnsachadh (6 le uallaichean teagaisg)</td>
<td>11</td>
</tr>
<tr>
<td>Tidsearan</td>
<td>3</td>
</tr>
<tr>
<td>Luchd-cuideachaidh sa Chlas</td>
<td>2</td>
</tr>
</tbody>
</table>

San earrainn seo den aithisg, cha bhi ach iomradh air na beachdan, a chaidh a thogail bho na h-agallamhan, a tha a’ buntainn direach ri cuspair farsaing a’ chaibideil seo, agus sin a’ toirt sùil gu h-àraidh air nàdar nam feuman taice a bharrachd agus measadh air na feuman sin ann an co-theacsa FtG. Tha am fòrmat leth-structarach airson an agallaimh air a thoirt seachad sna h-Eàrr-ràdhain.

Chleachdadh na ciad agallamhan (5) gus cuideachadh le bhith dealbh a’ cheisteachain air-loidhne, gus am bite ag amas gu h-àraidh air na priomh chuísean a thog na daoine a rinn na ciad agallamhan sin. Chaidh plana coitcheann a chur an sàs airson nan agallamhan, le roghainn ann tuilleadh fiosrachaidh a thoirt seachad air cuspairean àraidh - mar a’ leasachadh ghioireasan - ma bha ùidh shònraichte aig an neach-fhreagairt gu proifeiseanta ann an cuspair.

3.2 INTERVIEWS WITH SCHOOL STAFF

3.21
Interviews were conducted with school based staff with the following roles:

- Head Teacher / Depute Head with responsibility for GME 12
- Support for Learning Specialists (6 with class teaching duties) 11
- Class teachers 3
- Classroom assistants 2

In this section of the report, the observations drawn from the analysis of the interview sessions with the above staff will be restricted to the general theme of this chapter, focused on the nature of additional support needs and the assessment of these needs in the GME context. The semi–structured format for the interview is copied in the Appendix.

The initial interviews (5) were used to guide the development of the online survey instrument, in order to maintain a focus on the main concerns registered by this initial group of respondents. A standardised interview schedule was adopted with the option of snowballing along a certain topic line – such as resource development - if the respondent had a particular professional interest in this topic.
3.22
As a general observation, the interviewer was impressed by the professional approach of respondents and their commitment to developing practice in this distinctive sector of Scottish education. It is clear that the development of Gaelic-medium education is grounded in the basic assumption that the involvement of pupils in this educational experience extends well beyond the acquisition of a specific language. Best practice encourages pupils to become involved and immersed in the culture, history and tradition associated with the language as a total experience, rather than be engaged in what can be a rather detached process of assimilation of facts about discrete elements.

In this respect, it is important to widen consideration of the development of Gaelic-medium beyond its place in Scottish education and to connect with developments in other countries in which related bilingual education is being experienced by young people – particularly those units using language immersion approaches.
3.23

The interviews enabled a focus on the specific characteristics of the location of schools in urban or rural settings and their links with support services, such as speech and language therapy and educational psychology services, engaging with pupils in Gaelic and English classes. In relation to the small rural school context, a number of respondents valued the contact with such locally based support service providers who were familiar with the school and with its location in the community and, in a number of instances, the service provider had well established links with feeder preschool units. This latter factor was presented as enhancing the transitional experience of children with ASN and communication difficulties. In certain urban settings, this “named person” link with the school was not always present, due to different models of case allocation.

This issue is also considered in the next section dealing with the questionnaire content from educational psychology and speech and language therapy services.

<table>
<thead>
<tr>
<th>ENCOURAGES PUPILS TO BECOME INVOLVED</th>
<th>A’ MOLADH GUM BI SGOILEARAN A’ DOL AN SÀS</th>
</tr>
</thead>
</table>

Bithear a’ coimhead air a’ chùis seo cuideachd san ath earrainn mu na freagairtean a fuaras bho sheirbhisean eòlas-inntinn ann am foghlam is sheirbhisean cainnt is cânain.
3.24

The interviews also provided useful observations on the following themes, which resonate through the various sources of information elicited in this project:

- the language background of the parents was viewed as very important in consolidating children’s learning and enhancing their experience of language use and, as outlined in 3.19 above, some schools have developed a number of measures to encourage parental involvement;

- in sections 3.14 - 3.15 above, respondents were asked to comment on assessment tools which they would like to see used in a Gaelic language format or adapted for use, through standardisation and related processes, for GME use. The interview sessions yielded a similar listing, with more detailed description of the type of assessment measure needed;

- in the interviews, a very strong case was made for quality differentiated reading materials for children with literacy difficulties and/or dyslexia. There is a clear gap in such provision, which requires to be addressed, if the intentions of the Additional Support for Learning legislation are to be met;

- there are a number of resources such as baseline tests in Gaelic, which could have more general use if the required permission is cleared regarding copyright or related requirements;
Audit on Additional Support Needs in Gaelic-Medium Education & Staff Training Needs Analysis

- all schools would derive benefit from a listing of resources, such as CDs on children’s songs and other audio material, some of which has been in use in local areas for some time but not distributed;
- development work is continuing on the assessment elements associated with the Curriculum for Excellence in Gaelic, and useful connections could be made between such work and other activity, focused on assessment tools for children with ASN;

- gheibheadh a h-uile sgoil buannachd nam biodh liosta de ghoireasann ann mar CDan le òrain chloinne is clàraidhean eile, chaidh cuid dhiubh sin a chleachdadh ann an sgìrean ionadail, ach cha deach an sgoileadh air feadh nan sgìobhantean;
- thathar a’ cumail a’ leasachadh nan eileamaidean measaidh a tha mar phàirt den Churraicealam airson Sàr-mhathais ann an Gàidhlig, agus dh’fhaodar ceanglaichean feumail a dheànamh eadar an obair sin agus iomairtean eile, le cuideam ga chur air meadhanaidh airson clann le FTB;
it was confirmed that a wide range of informal assessment techniques are in use within classrooms and these are used to inform summative and formative assessment. There is a compelling case to bring examples of these together to attempt to select the most effective, through item analysis and the matching of these to age and stage. Such checklists have been adapted and modified according to the specific requirements of the school;

- teachers spoke about the accumulated wealth of educational support materials in English for children with ASN such as games, online programmes and related tools, and requested that urgent attention be focused on the production of similar material in Gaelic;

- a standardised reading test in Gaelic was viewed as a priority for development, together with a robust assessment tool for dyslexia, combined with support materials for the latter;

- a number of respondents in the interviews made strong representation for additional support staff in the role of language assistants to be involved with oral language group work focused on Primary 1&2 in particular. This feature of provision was given emphasis in situations in which most parents with children in GME had no, or little, knowledge of Gaelic, or children were from social contexts with limited Gaelic language exposure;

- issues relating to training and CPD, extracted from the analysis of interviews, are considered under a similar heading in the next chapter - this was a significant topic across all teaching staff interviews.
3.3 CONSULTATION WITH EDUCATIONAL PSYCHOLOGY TEAMS

The consultation with teams and/or individual psychologists providing professional services to schools with Gaelic-medium units consisted of telephone contact with selected team members (8) and the completion of questionnaires by team members designed to obtain an overview of the service provided to the GME unit and the categories of ASN, which were the focus of involvement.
3.31
Chaidh rèiteachadh a dhèanamh eadar am fiosrachadh mionaideach a fhuaras bhon sgrùdadh a rinneadh air sgoilearan mun deach fios a chur gu seirbheisean taice agus an dàta a fhuaras bhon cheisteachan air-loidhne a chaidh a chur gu na sgoiltean (3.1 gu h-àrd). Tha am pàtrán a thaobh mar a chaidh fios a chur gu sgiobaidhean Eòlas-inntinn ann am Foghlam a’ co-fhreagairt air na h-uireadan a réir òrdugh a fhuaras bhon mhion-sgrùdadh a rinneadh fo 3.1, gu h-àrd, ach a-mhàin na sgoilearan le Euslaint bhon Speactram Òtasach (ASD), far an robh a’ cur fios nas trice gu na sgiobaidhean seo na nochd san fhianais gu h-àrd.

3.32
Sheall na beachdan air na modhan-measaidh a chleachdas na h-eòlaichean-inntinn gus dèiligeadh ri sgoilearan gun robh eadar-dhealachaidhean ann a réir a’ cho-theacsa agus nàdar na cúise ris an robh iad a’ dèiligeadh, agus ann an an aon suidheachadh, fhuair iad sampall le bhith coimhead air páiste san sgoil-àraich, agus iad a’ co-obraichdhe le luchd-proifeiseanta iomchaidh a bha an làthair.

Lean am pròiseas gu coinneamhan eadar an t-eòlaiche-inntinn is na pàrantan agus an uair sin coinneamh phlanaidh le gach duine aig an robh com-pàirt sa chuíis. Sa mhòr-chuid de dh’eisimpleirean, fhuaras tuilleadh is tuilleadh fiosrachaidh mu chumas an a’ phàiste tro bhith conaltradh ris an fheadhainn aig a bheil com-pàirt sa chuíis agus le bhith co-roinn bheachdan aig an ire phlanaidh.

3.31
The detailed information provided under the audit of referrals was reconciled to the data extracted from the online survey to schools (3.1 above). The pattern of referral to Educational Psychology teams corresponded to the rank order produced by the analysis in 3.1, above, with the exception of ASD cases, which were more frequent case category in referrals to these teams.

3.32
The comments on the assessment procedures used by psychologists in processing referrals varied according to context and nature of referral and, in one case, the sample consisted of observation in nursery, in collaboration with the relevant professionals on site.

The process continued into meetings between the psychologist with parents and then progressed to a planning meeting with all parties involved. In most of the case examples, information about the child’s functioning was built up by consultation with those involved and the sharing of views at the planning stage.
3.33
All the referrals described in the questionnaires contained some reference to a staged approach to case management, used by the team Assessment and monitoring, involving the class teacher and Support for Learning teacher preceded referral and engagement with the psychological service. One respondent stated: “Information gathered from the relevant class teachers and discussed with them. Classroom observation took place in all cases. Use of Gaelic baseline assessment information was considered”. In the absence of the battery of available tests in English, a clear information gathering process is illustrated in this case and aided by the use of the baseline test in Gaelic.

3.34
A number of references were made in relation to the processes involved in reaching a decision about pupils who were eventually diagnosed as meeting the criteria for ASD. A case synopsis would be along the following lines:
- initial consultation with class teacher and Support for Learning teacher, with classroom observation and completion of Cognitive Abilities Profile;
- report shared with parents, school and Speech and Language Therapist and, following further meeting, referral to Locality Assessment for Autism (multi agency assessment involving educational psychologist, community paediatrician, speech and language therapist and educational psychologist).
3.35 Tha uireasbhaidh fhollaiseach ann, a thaobh gainnead de mheadhanan-measaidh Gàidhlig airson chlasaichean, agus e gu tric ri fhaicinn aig na h-ìrean tràth sa phróiseas gus goilearan a chuideachadh, sam bi an tìdsear agus/no an tìdsear airson Taic le Ionzachadh an sàs. Tha seo na adhbhar drarga dha-riribh a thaobh mheasaidhean air goilearan aig a bheil duilghheadasan le cânan is literrachd, agus aig a bheil ’s dòcha duilghheadasan ionnsachaidh àraid.

3.36 Ann an grunn eisimpleirean sna ceisteachain, chaidh na dòighlean-obrach a chleachdadh a mhineachadh mar mheadhan-measaidh co-obrachail agus a bha a’ freagairt air a’ mhion-shuidheachadh. Bha iomradh ann an grunn fhreagairtean air na prionnspalan a gheibhnean san griorbhanain mheasaidh ASPEP (2005). Air sgàth seo, bu chóir meadhannan-measaidh Gàidhlig a dh’fhaoadadh a bhith air an dealbh ri ùine a bhith co-obrachail, mothachail air mion-shuidheachaidhean agus gun a bhith fàgail uallach air a’ phàiste. Bu chóir na goireasan sin cuideachd a bhith ag amas air builean agus a bhith cleachdadh dhòighlean-obrach a tha stèidhichte air fianais gus measadh dà-chànanach a dhèanamh.
3.4 CONSULTATION WITH SPEECH AND LANGUAGE THERAPY TEAMS

Questionnaires were distributed to Speech and Language therapy teams covering schools with Gaelic-medium education and the following observations are based on these and 10 interviews - 6 of these were follow up contacts regarding referral patterns.

The following summary observations are extracted from these sources:

- In some cases, difficulties were experienced in completing the questionnaires because the case management systems in use did not record referrals from specific Gaelic-medium classes or units within certain schools – i.e data was not recorded as being derived from Gaelic language specific settings;
- A number of speech and language therapists are involved as members of specialist teams, covering such issues as referral for children who may have needs relating to Autistic Spectrum Disorders or related conditions, such as Semantic Pragmatic Disorder and their contribution to assessment is on this basis. There are several examples of good working practices in this respect, with plans and programmes for children being formulated from the collaborative approach and also being reviewed on an interagency basis.
- Particular attention was also drawn to effective working in the preschool sector, with various models of the “preschool community assessment teams” in operation. Analysis suggests a high proportion of referrals to the Speech and Language Therapy teams are made at the preschool stage, either into such a team resource or as individual cases. Within certain urban settings in particular, referrals are made through the general medical practice route and may not be logged as relating to the child’s school location. In certain areas, there are well developed home and nursery visiting services, with screening tools embedded into collaborative assessment processes. These checklists/assessment forms are field tested and refined, and nursery staff work with speech and language professionals and other health professionals on a common basis of understanding of their use. For example, more detailed case analysis in one major catchment area produced the following pattern of cases: speech sound difficulties/phonology 18; fluency (ie stammering) 3; Autistic Spectrum Disorder 2; language delay 3; eating and drinking 1 case. In interviews, it was noted that the first category – speech sound difficulties and phonology – was picked up at an early stage in nursery or related settings, and others, such as the ASD group would be subject to referral to the local specialist inter-agency arrangement. It is noted from the data derived from the online audit that the language and speech cluster is usually given in the first three or four categories of Additional Support Needs and replicated in other studies of Special Educational Needs in other countries.
3.5 CONSULTATION WITH SENIOR MANAGERS/PRINCIPAL OFFICERS COVERING ASN PROVISION

3.51 The respondents were asked to identify priorities for the development of assessment materials for GME in their sector of responsibility. In the first instance, it is noted that established English language checklists and questionnaires, covering social, emotional and behavioural needs or social communication needs, are completed through observation, and these clusters of behaviour would not be a priority for resource development.

As noted in the example above in 3.34, a staged approach, with good accumulated observations, consultation with parents, and a multi-agency assessment, can enable a judgement to be made that a pupil meets the criteria for ASD.

3.52 In relation to more language specific situations, one respondent wrote that there was a need for “assessment materials which identify literacy/specific learning difficulties in Gàidhlig, without waiting until they start English and then carry on struggling in both languages, or drop Gàidhlig and concentrate on learning to read and write in English”.

3.53 In one case the local authority respondent focused on the review of the Gaelic Language Plan as the mechanism used to identify “areas for significant improvement” and most responses referred to a year on year approach to development. In one case, additional staffing was made available to allow the Principal Teacher to “manage and organise support for learners in GME”.

3.5 A’ SìREADH BHEACHDAN BHO ÀRD-MHANAILSEARAN/ PRÌOMH OIFIGEARAN A THAOBH SOLARACHADH AIRSON FTB

3.51 Chaidh iarraidh air luchd-freagairt na priomhachasan a chomharrachadh airson a bhith cruthachadh stuthan-measaidh airson FtG san roinn ris a bheil iad an urra. Sa chiaid dol a-mach, chaidh a thoirt fa-near gu urrainnear na liostaichean-dearbhaidh is ceisteachadh Bheurla a th’ ann - a tha a’ cömhdach feuman sòisealta, feuman a thaobh fhaireachdainnean is giùlan no feuman conaltraidh sòisealta - a fionadh a-steach tro bhith gabhail beachd air pàiste, mar sin cha bhite a’ cur priomhachas air na raointean seo co-cheangailte ri giùlan ann a bhith cruthachadh ghioireasan.

Mar a chaidh a ràdh san eispìleir gu h-àrd aig 3.34, le dòigh-obraich dèidh cheum nan frein is mhath bh' bhith cumail sùil thar ùine, conaltradh le pàrantan agus measaidhean bho ghrunn bhuidhnean, ‘s urrainnear breith a thoirt feuch a bheil sgoilear a’ coileanadh nan sìth-chum!
3.6 LITERATURE REVIEW AND DISCUSSION

3.61 Range of ASN In school population
As indicated in Chapter 2, in 2004, the concept of Additional Support Needs was established under the Education (Additional Support for Learning) Act. This change widened the definition of Special Educational Needs which Scotland had shared, as a general term, with many other countries in Europe, with each country defining the concept according to its own system and approach. At the centre of the legislative change in Scotland was the consideration of “any situation where a child or young person would be unable to benefit from school education without the provision of additional support”.

3.6 SGRÚDADH AIR LITREACHAS IS BREITHEACHADH

3.61 Farsaingeachd FTB am measg sgoilearan
Mar a chaidh a ràdh ann an Caibideil 2, ann an 2004, chaidh am bun-bheachd air cùl Feuman Taice a Bharrachd a stèidheachadh fo Achd (Taic a Bharrachd le Iomansachadh) an Fhoghlaim. Leis an achn sin bha mineachadh nas fharsainge ann an Alba air Feuman Foghlaim Sònraichte, abairt a bhathar a’ cleachadh ann an Alba is iomadh dùthaich eile san Roinn Eòrpa, agus gach dùthaich a’ mineachadh na h-abairt a rèir an t-siostaim is dòigh-smaoineachaidh aca fhèin. Aig cridhe an atharrachaidh san reachdas ann an Alba bha an fhéalsanachd, “suidheachadh sam bith far nach b’ urrainn do phàiste no duine òg buannaich fhaotainn bho fhoghlam sgoile gun taic a bharrachd”.

3.62 Anitysiolais na SGRÚDADH
Sgrùdadh air Feuman Taice a Bharrachd ann am Foghlam Tron ghàidhlig & mion-Sgrùdadh air na Feuman Trèanaidh aig luchd-oBrach
Audit on Additional Support needs in Gaelic-Medium education & Staff training needs Analysis
In the Growing Up in Scotland research study (Bradshaw et al 2012), it was concluded that 8% of children at the Primary1 stage had Additional Support Needs and the study also indicated that prevalence figures peaked at age 9, with boys having a significantly higher prevalence figure of 10%, compared with girls at 4%. When the type of additional support need was examined in the above study, it was noted that speech and language (46%) and social and/or behavioural (23%) problems were the two most significant categories with learning difficulties categorised as constituting 17% of the range of needs. These figures contrast with the Scottish national statistics (Feb 2013) presented to Parliament in which the following rank order of ASN categories was given:

- Social, Emotional and Behavioural Difficulty;
- Other Moderate Learning Difficulty;
- Learning Disability;
- English as an Additional Language;
- Dyslexia;
- Other;
- Language or Speech Disorder;
- Other Specific Learning Difficulty;
- Autistic Spectrum Disorder.

It is noted in the report below that there is variation across local authorities on these categories. The report notes:

“It is important to note that the figures provided below relate to information recorded on the school’s management information system and may not reflect the ‘non quantifiable’ support provided to pupils in schools and support staff, or support provided which is not recorded within the management information system.”
3.62 Categories of Additional Support Needs
A related study (Pobal 2010), examining the special educational needs (ASN) of bilingual (Irish – English) school children, concluded that 20% of the target school population will have learning difficulties at some stage in their school career, but a smaller cohort will have special educational needs as defined by the Code of Practice in operation for these schools. In the primary schools in the south of Ireland (Gaelscoileanna) the three most commonly identified SEN (special educational needs) were dyslexia (29.9%), borderline mild general learning difficulty (16.5%), and mild general learning difficulty (16%). In the north of Ireland, in the equivalent schools, the three most commonly identified SEN were moderate learning disability (35%), mild learning disability (19%) and social and emotional behavioural difficulties (15%).
3.63 Consideration of Equity and Quality

In the literature review in the introduction, the concepts of inclusive education and inclusive assessment provided a focus for consideration of the specific needs of pupils involved in bilingual education who have ASN. The extent to which these needs are met raises issues regarding the quality of their educational experience and whether the system is equipped to provide the most appropriate resources.

UNESCO (2009) presented the view that inclusive education is a question of equity and involves consideration of the quality of education on the basis of three propositions:

- inclusion and quality are reciprocal;
- access and quality are linked and mutually reinforcing;
- quality and equity are central to ensuring inclusive education.

In the next section, four specific categories – autistic spectrum disorder, dyslexia, social emotional and behavioural problems and learning difficulties – are examined with a focus on the issue of the equity of provision.
3.64 Euslaint bhon Speactram Òtasach

Chan eil cus rannsachaidh ann air mar a thèid do sgoilearan le euslaint bhon spectram òtasach ann am foghlam dà-chànachanach, ach cho-duhùin Valicent, McDermott et al (2012) nach robh dà-chànanas a’ toirt droch bhuaidh air leasachadh gwlân canàn am measg chloinne le euslaint bhon spectram òtasach. Tha Bird (2011) ag iarraidh tuilleadh rannsachaidh aird a’ chuspair seo, agus na h-oibair, tha i a’ cumail a-mach gu bheil coid a phàrantar a’ gabhail comhairle bho lucht-phróiseiseanta agus iad a’ moladh nach bu chóir uiread de chànann a bhith ga thoirt dhaibh no gum bu chòir aon chànan a stad uile-gu-lèir. Ann a bhith cur an aghaidh air an leithd a chomhairle, bhon rannsachadh aice, cho-duhùin i gu bheil e comasach do chloinn ro-sgoile le Euslaint bhon Spectram Òtasach a bhith dà-chànachanach.

Aig Symposium Gheneva air Autism (2006), chaidh an co-dhùnadh a chur an cèill gum biodh dàrna canàn na buannachd do sgoilearan òtasach le àrd-chomasan is don feadheadhinn le Siòdrom Asperger. Cuideachd, thuirt Dopke (2006) gum faodadh “an leithd a chloinn dà chànan a thuiginn agus a bhruidhinn sa choimhearsnachd aca a féin agus na ma sin gum fàighheadh iad buannachd bho dà-chànanas mar mheadhann gus com-pàirt a ghabhail ann an gnothaichean sòisealta agus cultarach.

San ath chaibideil, thathar a’ cur cuideam air mar tha feum air trèanadh airson a bhith làimhseachadh autism tro cho-obraichadh eadar raointean - a’ gabhail a-steach luchd-dreuchd foghlaím, obair shòisealta, agus luchd-dreuchd slàinte. Ann a bhith coimhead air toraidhean an sgrùdadh sa chaibideil seo, thathar a’ toirt sùil shònraichte air measaidhdoon co-obraichail is coluadar eadar na buidhean/ raointean. Cuideachd, san ath chaibideil, thathar a’ sgrùdadh gu dé an ire a tha luchd-obrach ann am foghlam tron Ghàidhlig air trèanadh fhàighinn gus FTB a làimhseachadh. Tha adhartas mòr air a bhith ann san deichead mu dheireadh a thaobh a bhith solairachad trèanadh den t-seòrsa sin, agus bha luchd-fregairt bhon sgrùdadh agus na h-agallamhan gu h-àraidh tolichte leis an taic a fhuaras bho sgiobaidhean eòlas-inntinn ann am foghlam le bhith ruithisean Ionadail.

3.64 Autistic Spectrum Disorder

The study of the experience in bilingual education of pupils diagnosed as being on the autistic spectrum is limited, but it can be noted that Valicent, McDermott et al (2012) concluded that bilingualism did not negatively affect language development in young children with autism spectrum disorder. Bird (2011) calls for more research on this topic and, from her work, she suggests that some parents act on the basis of the advice they have received from professionals to the effect that language input be reduced or that one language should be dropped. In challenging the basis of such advice, from her research, she concluded that preschool children with Autistic Spectrum Disorder had the capacity to be bilingual.

The Geneva Symposium on Autism (2006) presented the conclusion that the acquisition of a second language would benefit high functioning autistic pupils and those with Asperger’s Syndrome. Dopke (2006B) also stated that “such children may understand and speak two languages of the local community at their own level” and therefore gain from the benefits of bilingualism as a vehicle to social and cultural involved.

In the next section, the need to provide training about the management of autism on a multi-disciplinary basis – involving education, social work and health professionals – is emphasised. In the review of audit findings in this chapter, there is a welcome focus on collaborative assessment and also inter agency consultation. Further, the extent to which staff in Gaelic-medium education have received training in the management of ASD is also reviewed within the next chapter. There has been a marked improvement in the provision of such training over the past decade and the contribution of educational psychology teams in the provision of locally based sessions was particularly welcomed in the responses from the audit and interviews.
3.65 Dyslexia

“Dyslexia exists in all cultures and across the range of abilities and socio-economic backgrounds. It is a hereditary, lifelong, neurodevelopmental condition. Unidentified, dyslexia is likely to result in low self-esteem, high stress, atypical behaviour, and low achievement.” Education Scotland

It can be noted from the above that dyslexia occurs across a wide range of intellectual abilities and is more accurately represented as a continuum rather than a static category. To the above characteristics can be added a number of other difficulties which may also be present, such as problems with concentration, personal organisation, motor co-ordination and other aspects of language and mathematical processing, such as sequencing.

The Rose Review (2009) also notes “a good indicator of severity and persistence of dyslexic difficulties can be gained by examining how the individual responds or has responded to well founded intervention”.

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3.65 Dyslexia

“Gheibhear dyslexia anns a h-uile cultar agus am measg dhaoine le diofar chomasan agus bho dhiofar shuidheachaidhean sòisealta is eaconamach. ‘S e euslaint fad-beatha a th’ ann co-cheangailte ri leasachadh na h-eanchaimn agus a bhios a’ ruith ann an teaghlaichean. Mura tèid aithneachadh gu bheil e ort, tha e buailteach nach bi thu a’ cur cus luach annad fhèin, gum bi thu fo vallach, gum bi thu gad ghìulan fhèin ann an dòighean neo-àbhaisteach, agus nach soirbhich leat chun na h-ire bu chòir dhut.” Foghlam na h-Alba

Chithear bhon fhiosrachadh gu h-àrd gum bi dyslexia aig daoine le diofar chomasan inntinn, agus gu bheil e nas cearta a ràdh gur e spectram farsaing a th’ ann’s chan e aon rud a tha ceàrr. A thuilleadh air na trioblaidean a chaidh ainmeachadh gu h-àrd, tha grunn dhuilgheadasan eile a dh’fhaoadadh a bhith ann, leithid duilgheadasan le bhith cumail aire cuίsean, eagrachadh pearsanta, co-òrdanachadh corporra agus taobhan eile de bhith cleachdadh cànan is matamataig, mar a’ déanamh sreathan.

San Ath-sgrùdadh aig Rose (2009), tha e cuideachd ag ràdh, “tha cho math ’s a nì neach às dèidh dhaibh cuideachd ceart is freagarrach fhàighinn na chomharra math air cho doana agus cho leantainneach agus a bhios na duilgheadasan aca le dyslexia”.

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GHEIBHEAR DYSLEXIA ANNS A H-UILE CULTAR

Chithear bhon fhiosrachadh gu h-àrd gum bi dyslexia aig daoine le diofar chomasan inntinn, agus gu bheil e nas cearta a ràdh gur e spectram farsaing a th’ ann’s chan e aon rud a tha ceàrr. A thuilleadh air na trioblaidean a chaidh ainmeachadh gu h-àrd, tha grunn dhuilgheadasan eile a dh’fhaoadadh a bhith ann, leithid duilgheadasan le bhith cumail aire cuίsean, eagrachadh pearsanta, co-òrdanachadh corporra agus taobhan eile de bhith cleachdadh cànan is matamataig, mar a’ déanamh sreathan.

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This statement is particularly relevant when the needs of bilingual children are considered and some of the approaches used in Dynamic Assessment are applied to provide a systematic analysis of the challenges faced by the child. The use of test modification can also assist the assessment process in relation to the needs of a particular pupil – for example asking the pupil to discuss errors (Saenz T & Huer M.B. 2003).

Further, the use of such tests as the Gaelic Phonological Screening Test serves to identify bilingual learners who may be at risk of dyslexia if they exhibit poor phonological skills across a number of measures (Lyon, F. 2011).
Ann an rannsachadh roimhe (2003), às dèidh sgrùdadh air ceisteachain (18 Freagairtean bho Chlasaichean Gàidhlig; 17 Freagairtean bho Chlasaichean Beurla), fhuaras na toraidhean a leanas a thaobh a bhith measadh dhuigheadasan le leughadh ann an clasaichean Gàidhlig is Beurla:

- An uiread sgoilearan Gàidhlig le duilgheadasan le leughadh: Prìomh 1 (10.1%), P2 (20.2%) agus P3 (18.8%);
- An uiread sgoilearan Beurla le duilgheadasan le leughadh: P1 (10.4%), P2 (13.8%) agus P3 (12.1%).

Cho-dhùin i gun robh barrachd sgoilearan ann an sgoiltean Gàidhlig le duilgheadasan le leughadh ann am Prìomh 3 (2012 Lyon Personal Communication).

Tha grunn pròiseactan rannsachaidh air sealltainn an uiread agus a dh’fhàdadh gnàthan litreachaidh cânain buaidh a thoirt air mar thig sgilean tuigse a thaobh leughaidh is sgrìobhaidh am feabhas. (Share, 2008) (Seymour 2005a)

In previous research (Lyon 2003), following analysis of questionnaires (18 Gaelic Class responses;17 English class responses), the assessment of reading difficulties in Gaelic and English classes produced the following results:

- Incidence of reading difficulties in Gaelic-medium pupils: Primary 1 (10.1%), P2 (20.2%) and P3 (18.8%);
- Incidence of reading difficulties in Mainstream pupils: P1 (10.4%), P2 (13.8%) and P3 (12.1%).

She concluded that there was a higher incidence of reading difficulties in Gaelic-medium schools at the Primary 3 stage (2012 Lyon Personal Communication).

A number of research projects have drawn attention to the extent to which the nature of a particular orthography of a language can influence the development of the cognitive skills involved in reading and literacy. (Share, 2008) (Seymour 2005a)
Gathercole, Thomas and Hughes (2008) proposed an applied model for the assessment of bilingual children to the effect that standardised tests should take account of the extent of the child’s exposure to the language. On this basis, a comprehensive assessment would provide two scores:

- A general score of the child’s performance relative to all children;
- A separate score which would place the child’s performance relative to bilingual children whose exposure to the language was similar.

It was noted that a great deal of the research concerned with the mapping of the stage approaches to reading development and “dual route” models of reading development have been based on an English language model. Thomas and Lloyd (2008), in their research on children learning Welsh, suggest that spelling tests rather than reading tests would generate better indications that a child may be at risk of experiencing difficulties in language. They suggest that careful choice of test items in a Welsh language screening test, which would have “vowel graphemes with multiple pronunciation possibilities”, with measures of task timing and multiple errors, could be a basis for assessment of children who are learning a transparent language such as Gaelic or Welsh.
Tha Cline T & Frederickson N (1999) a’ cumail a-mach gu bheil cunnart ann nach toirear an aire do dhuiligheadasan ionnsachaidh co-cheangailtie ri dyslexia ann an suidheachadh dà-chànanach. Dh’haodadh gum bi tidsearan a’ smaoineachadh gu bheil duiligheadasan aig a’ phàiste leis a’ chànan, agus nam fàsadh iad nas eòlaiche air briathrachas a’ chànan, gum fàsadh an leughadh aca nas fhèarr. Bhon rannsachadh aca, tha iad a’ co-dhùnadh, “am measg na feadhna a tha a’ faighinn teagasg spèiseolta, chan eil an uiread agus a bhite an dùil de sgìolearan bho choimhearsnachdan mion-chànan”, agus tha iad a’ sealltainn dè cho buailteach ’s a tha e leis na modhan traidiseanta gus dyslexia aithnearthadh nach tèid an uiread dyslexia ’s a bu chóir aithnearthadh am measg chloinne dà-chànanach. Tha iad a’ moladh dhòighean-measaidh nach eil an crochadh air slatan-tomhais neo-ghabhalach no, air eadar-dhealachaidhean a thaobh na choileanas clann ann an Deuchainn IQ.

Cline T & Frederickson N (1999) argue that there is a risk that learning difficulties associated with dyslexia may be overlooked in the bilingual context. Teachers may assume that the child has language problems and, if the target language and vocabulary could be enhanced, the child’s reading will improve. From their research, they conclude that “pupils from linguistic minority communities are under-represented in specialist teaching provision” and they demonstrate the extent to which traditional approaches to identifying dyslexia are likely to under-identify bilingual children with dyslexia. They recommend assessment techniques which do not rely on exclusionary criteria or the use of IQ-Achievement discrepancy approaches.
In 2000, the Dfee published a report which examined the literature covering the assessment of learning difficulties in literacy among children learning English as an Additional Language (EAL). The report noted that there was an extensive literature covering the assessment of Special Educational Needs and reading difficulties including dyslexia, but only rare references to the specific challenges faced by children learning EAL. In a similar sense, the literature on EAL makes limited reference to the assessment of Special Education Needs. In the review, attention is drawn to the following:

- children learning EAL were under-represented among the statutory categories covering Special Educational Needs (eg Statements in English policies at that time);
- the literature review noted that these children in a sample, drawn from two cities, were four times less likely to receive specialist help than their contemporaries;
- there is a strong case for a “multi-faceted strategy for assessment and consultation which draws on multiple sources of evidence”.

Ann an 2000, dh’fhoillsich an Dfee aithisg a bha a’ coimhead air an litreachas a bha déiligeadh rì a bhith measadadh duilgheadasan ionnsachaidh a thaobh litéarrachd am measg chloinne a bha ag ionnsachadh Beurla mar Chànan a Bharrachd (BCB). Thuirt an aithisg gun robh törr litreachais ann air a bhith measad Feuman Foghlaim Sònraichte is duilgheadasan leughaidh, ’s a’ gabhail a-steach dyslexia, ach cha robh mòran luaidh air na dúbhblàin fa leith a tha ro phàiste a tha ag ionnsachadh BCB. Air an dòigh cheudna, chan eil an litreachas mu BCB a’ toirt mòran ionraideach air measaidhean airson Feuman Foghlaim Sònraichte. San ath-sgrùdadh sin, thugadh fa-near do na leanas:

- cha robh an uiread de chloinn a tha ag ionnsachadh BCB ’s a bhite an dùil sna seòrsachan reachdail a gheibhear fo Fheuman Foghlaim Sònraichte (me, Aithrisean ann am poileasaidhean an Sasainn aig an àm sin);
- san sgrùdadh litreachais, chunnacas ann an sampall de chloinn bho dà bhaile, gu robh e ceithir tursan cho eu-choltach gum fàigheadh a’ chlann sin taic spèisealta agus a bha e gum fàigheadh an comhaoisean;
- tha argamaid làdir ann airson “ro-innleachd ioma-thaobhach airson measaidhean agus coluadar a bhios a’ togail air grunn thòsan fianaise”.

- san sgrùdadh air Feuman Taice a Bharrachd ann am Foghlam Tron Ghàidhlig & Mion-Sgrùdadh air na Feuman Trèanaidh aig luchd-oBrach
Audit on Additional Support needs in Gaelic-Medium education & Staff Training needs analysis
3.66 Children with Social, Emotional and Behavioural Difficulties

In a number of the documents detailing the various groups of ASN and SEN, the cluster of difficulties subsumed under “social, emotional and behavioural” are frequently placed near the top of the table depicting incidence (e.g. SPICe 2012). A number of the respondents to the questionnaire drew attention to the range of assessment tools which can be used to address these difficulties and plan effective strategies on an individual basis. Further, most of these tools are based on adult/staff observation and are not language dependent, i.e. they are processed in English.

In the summary leaflet covering aspects of the “Behaviour in Scottish Schools Research 2012”, it is stated “There were reports of concerns about the perceived increase in the incidence of children and young people with severe mental health issues, Attention Deficit Hyperactivity Disorder (ADHD) and autistic spectrum disorders and the challenges these raise in terms of behaviour”. It was also noted that schools were using a range of useful techniques, such as restorative and solution orientated approaches, and whole school strategies, for positive behaviour.
3.67 Children with Learning Difficulties
Feltmate & Kay – Raining Bird (2008) identified the nature of bilingualism in children with Down Syndrome as an under-studied topic and concluded from this specific research that the children they studied were developing functional language skills in English and French. They conclude “Given the growing body of positive evidence of bilingualism in children with Down Syndrome, it seems appropriate for professionals to work with families to support bilingualism in children with Down Syndrome”.

In further studies, Kay-Raining Bird et al ((2009) (2011)) found that bilingual children with Down Syndrome scored at least as well as their monolingual counterparts on all English tests used in the study.

The authors on the first study do issue some caveats to families and the professionals involved with them to the effect that, due to the variability of ability in the broad Down Syndrome population, each case should be judged on its merits in relation to the context, possible support available and the goals of the parents.

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RANGE OF ASSESSMENT TOOLS
3.68 Speech and Language Therapy Services and Referral Rates

The referral rates to Speech and Language Therapy services, as recorded by the teaching staff in Gaelic-medium units, would appear to be low when set against the levels of expectation reflected in the research literature for referral patterns for any specific group. Law (1998) reported that 6-8% of children aged 0-11 would present with some degree of speech, language or communication difficulty at some point in this age range. Research conducted by Mannen et al (2006) into referral patterns in three cities (2 Scottish; 1 English) concluded that referrals on behalf of bilingual children were lower in the Scottish cities, in particular when set against the expectations for the school age populations of these cities. In relation to speech and language therapy, the Northern Ireland Speech and Language Therapy Task Force (2008) stated that “the majority of speech, language and communication difficulties manifest in the early years. Early identification is, therefore, key to ensure that children’s educational and social development will not be compromised in later years” (NISLTTF: 31).
3.69 Specialist Unit – Resource Development for Bilingual Education

In this last section, an extended note is presented in relation to the specialist unit in Belfast, covering resource development. It can be noted that a number of the issues raised in this report correspond to many features of the resource development agenda in Belfast and the unit has gained valuable experience in meeting the challenges involved.

It is recommended in the last chapter that contact be established with a range of such units in considering similar development in Scotland, through Storlann and related bodies.

The Irish Medium Resource Unit at St Mary’s University College, Belfast, was established in 1998 with a specific remit to research existing material and develop resources which could be used to teach the Northern Ireland Curriculum through the medium of the Irish language. In the inspection report covering the work of the unit in 2006, attention is drawn to the need to strengthen the role of teachers in the field trials of new material and to give their views on the suitability of drafts of newly developed resources. The inspection report also states:

“The teachers, therefore, spend an inordinate amount of time creating and, in many cases, duplicating basic materials: this practice places pressure on teachers, but particularly newly qualified teachers, often working on their own in small recently established schools”.

The inspection report suggests that a central bank of such resources be created in order to use the basic materials for further development.
It is noted that there was also strong demand for graded reading material from the schools involved in Irish Medium teaching together and a research project examined the range of reading materials available to schools and concluded that many of the texts were not suitable for children learning to read and, also, there was an urgent need to develop a new early reading scheme. A further survey of teachers, conducted by the National Council for Curriculum and Assessment in Dublin produced the following list of priorities for additional resources in Irish medium:

- Standardised tests in Irish
- Learning Support in Irish
- Learning support materials in mathematics through Irish
- Appropriate books across all curricular areas in Irish

These areas for resource development are mirrored in the findings of the current project with the same emphasis on the need to produce resources for children with additional support needs and, also, to subject any new materials to robust field trials involving experienced teachers covering the appropriateness of the language for age and stage. It was noted in the follow-up inspection report that only a small number of teachers had contributed to the plan of having a centralised pool/bank of assessment and support materials – there must be a strong reciprocal relationship between the commissioning body and the field trial context to enable tests to be thoroughly refined and located within current practice and language use in the classrooms.
4. WORKFORCE AND TRAINING NEEDS ANALYSIS IN GAELIC-MEDIUM EDUCATION: IMPLEMENTING INCLUSIVE POLICIES

4.1 ONLINE AUDIT

4.11 The audit for this section of the research was conducted using the Survey Monkey online instrument. The findings are reported below, using the sequence of questions in the online audit which elicited responses from the education staff in 48 schools, with each local authority involved in the provision of Gaelic-medium education responding to the questionnaire. The categories of schools were as follows:

- Dedicated Gaelic School: 26 responses
- School with Gaelic-medium Provision: 83 responses
- Gaelic School with English Medium: 4 responses

The various staff roles of the 110 respondents were as follows:

- Class teacher: 49
- Principal teacher: 12
- Depute Head with teaching responsibilities: 8
- Head Teacher Teaching: 31
- Classroom Assistant: 10
- Total: 110
The breakdown of classes taught was as follows:

<table>
<thead>
<tr>
<th>Composite classes</th>
<th>79</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1</td>
<td>1</td>
</tr>
<tr>
<td>P2</td>
<td>1</td>
</tr>
<tr>
<td>P3</td>
<td>5</td>
</tr>
<tr>
<td>P4</td>
<td>0</td>
</tr>
<tr>
<td>P5</td>
<td>0</td>
</tr>
<tr>
<td>P6</td>
<td>0</td>
</tr>
<tr>
<td>P7</td>
<td>0</td>
</tr>
</tbody>
</table>

When the respondent’s pattern of employment and experience in teaching was examined the following summary results were recorded:

<table>
<thead>
<tr>
<th></th>
<th>0-5</th>
<th>6-10</th>
<th>11-15</th>
<th>16-30+</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teagasc san fharsaingeachd</td>
<td>9</td>
<td>14</td>
<td>14</td>
<td>37</td>
<td>74</td>
</tr>
<tr>
<td>Foghlam tron Ghàidhlig</td>
<td>24</td>
<td>26</td>
<td>13</td>
<td>14</td>
<td>77</td>
</tr>
</tbody>
</table>

There was a good response from schools, with a reasonably balanced spread of staff, although the role of classroom assistants, as important members of the staff team, is under-represented. Further comment on this aspect is presented below under the specific section for these posts.

It is noted that around one third of the teaching staff in Gaelic-medium have been teaching in this specific sector in experience band 0-5 years, and 65% within the band 0-10 years. The majority of respondents (92%) teach composite classes, with relatively wide pupil age range in some cases in smaller schools.
4.12 The next section of the audit focused on the nature and extent of training received by respondents and the following details indicate the percentage of respondents who received training on these specific topics in the past three years:

<table>
<thead>
<tr>
<th>Topic</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASN policies and procedures</td>
<td>68%</td>
</tr>
<tr>
<td>Assessment in Gaelic-medium education</td>
<td>40%</td>
</tr>
<tr>
<td>Assessment pupil progress in literacy</td>
<td>76%</td>
</tr>
<tr>
<td>Assessment pupil progress in numeracy</td>
<td>75%</td>
</tr>
<tr>
<td>IT for Additional Support Needs</td>
<td>35%</td>
</tr>
<tr>
<td>Management of ASN in classroom</td>
<td>50%</td>
</tr>
<tr>
<td>Autistic Spectrum Disorders</td>
<td>58%</td>
</tr>
<tr>
<td>Dyslexia</td>
<td>53%</td>
</tr>
</tbody>
</table>

Most of the above training was delivered within school in service contexts for ASN policies and procedures (57%), together with topics such as the assessment of pupils progress in literacy (60%) and numeracy (53%). Training on Autistic Spectrum Disorders (47%) and Dyslexia (43%) were also recorded under school staff development initiatives. It was noted that fewer staff in the sample had received training on the use of Information Technology (31%), on meeting ASN needs in the classroom and the Management of ASN in the classroom (37%).

It is noted that 63% of respondents had received training on Information Technology more than three years ago and that under 50% of the sample had received training on Autistic Spectrum Disorders and Dyslexia for a similar period. Under 8% of respondents had received training with other Gaelic-medium teachers from a range of other local authorities.
Bha na figearan co-cheangailte ri seo a thaobh trèanadh a fhuaras taobh a-staigh úgadharras ionadail an luchd-fhreagairt, a’ dol bho 4% airson cuspairean co-cheangailte ri Euslaintean bhon Speactram Òtasach is Dyslexia gu 17% airson A’ Measadh Adhartas Sgoilearan ann an àireamhachd.

Chaith iarraidh air luchd-freagairt measadh a dhèanamh air cho feumail agus a bha an trèanadh a fhuar iad air na cuspairean a leanas, agus seo geàrr-iomradh air na toraidhean (%):  

<table>
<thead>
<tr>
<th>Topic</th>
<th>GF</th>
<th>F</th>
<th>CRU</th>
<th>CRI</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poileasaidhean is modhan-obrach FTB</td>
<td>30</td>
<td>42</td>
<td>5</td>
<td>0</td>
<td>24</td>
</tr>
<tr>
<td>Measadh am FtG</td>
<td>9</td>
<td>31</td>
<td>9</td>
<td>0</td>
<td>51</td>
</tr>
<tr>
<td>Measadh air adhartas sgoilearan ann an litearrachd</td>
<td>22</td>
<td>53</td>
<td>2</td>
<td>2</td>
<td>22</td>
</tr>
<tr>
<td>Measadh air adhartas sgoilearan ann a’ àireamhachd</td>
<td>26</td>
<td>48</td>
<td>4</td>
<td>2</td>
<td>21</td>
</tr>
<tr>
<td>Teicneòlas Fiosraichd gus fritheadadh air FTB</td>
<td>12</td>
<td>31</td>
<td>2</td>
<td>2</td>
<td>53</td>
</tr>
<tr>
<td>Rian air FTB sa clach</td>
<td>20</td>
<td>29</td>
<td>9</td>
<td>0</td>
<td>43</td>
</tr>
<tr>
<td>Euslaintean bhon Speactram Òtasach</td>
<td>38</td>
<td>23</td>
<td>3</td>
<td>0</td>
<td>35</td>
</tr>
<tr>
<td>Dyslexia</td>
<td>32</td>
<td>23</td>
<td>4</td>
<td>0</td>
<td>42</td>
</tr>
</tbody>
</table>

The related figures for training within the respondents own local authority ranged from 4% for the topics on Autistic Spectrum Disorders and Dyslexia to 17% for Assessment of Pupils Progress in numeracy.

Respondents were asked to rate the usefulness of the training received on the following topics and the summary results are as follows (%):

<table>
<thead>
<tr>
<th>Topic</th>
<th>VU</th>
<th>FU</th>
<th>NVU</th>
<th>NAU</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASN Policies and procedures</td>
<td>30</td>
<td>42</td>
<td>5</td>
<td>0</td>
<td>24</td>
</tr>
<tr>
<td>Assessment in GME</td>
<td>9</td>
<td>31</td>
<td>9</td>
<td>0</td>
<td>51</td>
</tr>
<tr>
<td>Assessment of pupil progress in literacy</td>
<td>22</td>
<td>53</td>
<td>2</td>
<td>2</td>
<td>22</td>
</tr>
<tr>
<td>Assessment of pupil progress in numeracy</td>
<td>26</td>
<td>48</td>
<td>4</td>
<td>2</td>
<td>21</td>
</tr>
<tr>
<td>Information technology use in meeting ASN</td>
<td>12</td>
<td>31</td>
<td>2</td>
<td>2</td>
<td>53</td>
</tr>
<tr>
<td>Management of ASN needs in the classroom</td>
<td>20</td>
<td>29</td>
<td>9</td>
<td>0</td>
<td>43</td>
</tr>
<tr>
<td>Autistic Spectrum Disorder</td>
<td>38</td>
<td>23</td>
<td>3</td>
<td>0</td>
<td>35</td>
</tr>
<tr>
<td>Dyslexia</td>
<td>32</td>
<td>23</td>
<td>4</td>
<td>0</td>
<td>42</td>
</tr>
</tbody>
</table>

GF: Glè fheumail  
CUF: Cha robh uabhasach feumail  
N: Neo-fhreagarrach  
F: Feumail  
CFI: Cha robh feumail idir  
VU: Very useful  
NVU: Not very useful  
NAU: Not at all useful  
N/A: Not applicable  
FU: Fairly useful
A variety of training providers were mentioned in relation to the above section and these ranged from singleton providers on specialist topics, such as Autistic Spectrum Disorder, to in-house staff development sessions by the local authority.
A further analysis was conducted, extracting data and observations from the teaching staff of the smaller schools in the sample – in this case schools with 25 or less pupils in Gaelic-medium. This selection was made on the basis that teachers in these situations were more likely to have a wider spread of pupils in the composite class situation and also a similar spread of pupils with ASN across such classes. The following observations from the analysis of this subset appear relevant and worthy of further exploration in relation to management support.

- Staff in smaller schools were more likely to have teaching duties in composite classes with, in some cases, quite complex demands in terms of managing ASN;
- Larger schools were more likely to have an accumulated stock of resources;
- Some smaller schools were represented as receiving less support from specialist services, such as itinerant Support for Learning teacher, who might be based at a larger unit. This was essentially an issue of access for advice – the perception was that larger schools gained if the Support for Learning was based there.
The sections covering the content of training received by respondents were examined under the following headings:

4.13 Have you received any other training relating to Additional Support Needs provision in Gaelic-medium education? If so, please detail below: (27 responses)

None of the respondents had received training covering the management of ASN within Gaelic-medium classes and the following statements summarise the general content of responses:

“All the training has been related to English not Gaelic-medium. I have never attended training specifically for GME. I feel it is extremely important that we should have access/experience of training for Gaelic-medium teachers, especially regarding assessment and Additional Support Needs.”

“The assessment of pupils’ progress in literacy and numeracy is done in school through mainstream and not Gaelic specifically. The Phonological Awareness Test package was delivered (no training given on how to decipher results) and test results seem ambiguous.”

| Working Collaboratively with Colleagues |

| AG OBAIR ANN AN COM-PÀIRT RI CO-OBRAICHEAN |

Chaidh sgrùdadh a dhèanamh air an trèanadh a fhuair an luchd-freagairt fo na cinn a leanas:

4.13 An d’ fhuair sibh trèanadh eile a thaobh frithealadh air FTB ann am Foghlam tron Ghàidhlig? Ma fhuair, innsibh dhuinn gu h-iosal: (27 freagairtean)

Cha d’ fhuair aon neach-freagairt trèanadh gus FTB a làimhseachadh ann an clasaichean Gàidhlig, agus tha na beachdan a leanas a’ toirt sealladh farsaing air na chaidh a rádh sna freagairtean:

“All the training has been related to English not Gaelic-medium. I have never attended training specifically for GME. I feel it is extremely important that we should have access/experience of training for Gaelic-medium teachers, especially regarding assessment and Additional Support Needs.”

“Thathar a’ measadh adhartas nan sgoilearan a thaobh litearraichd is àireamhachd tron prìomh shìostam fhoghlaim agus chan ann a thaobh na Gàidhlig gu sònraichte. Fhuaras am pasgan leis an Deuchainn Fhuaimneachaidh (cha d’ fhuaras trèanadh gus na toraidhean a thuigsinn) agus chan eil toraidhean na deuchainne soileir.”

“The assessment of pupils’ progress in literacy and numeracy is done in school through mainstream and not Gaelic specifically. The Phonological Awareness Test package was delivered (no training given on how to decipher results) and test results seem ambiguous.”

4.13 An d’ fhuair sibh trèanadh eile a thaobh frithealadh air FTB ann am Foghlam tron Ghàidhlig? Ma fhuair, innsibh dhuinn gu h-iosal: (27 freagairtean)

Cha d’ fhuair aon neach-freagairt trèanadh gus FTB a làimhseachadh ann an clasaichean Gàidhlig, agus tha na beachdan a leanas a’ toirt sealladh farsaing air na chaidh a rádh sna freagairtean:

“Thathar a’ measadh adhartas nan sgoilearan a thaobh litearraichd is àireamhachd tron prìomh shìostam fhoghlaim agus chan ann a thaobh na Gàidhlig gu sònraichte. Fhuaras am pasgan leis an Deuchainn Fhuaimneachaidh (cha d’ fhuaras trèanadh gus na toraidhean a thuigsinn) agus chan eil toraidhean na deuchainne soileir.”
The benefits of Gaelic-medium education are increasingly recognised in an inclusive, modern, multicultural and multilingual Scotland.
4.14 Tell us what has worked well for you in the delivery of your role as a GME teacher in relation to Additional Support Needs: (58 responses)

The analysis of the responses produced was grouped under the following themes:

- **Gaelic speaking staff support within class**. This staffing issue was viewed as very important, with particular reference to the support being there for the early years of primary school, to enhance oral language acquisition. One respondent noted “Having a classroom assistant as, without her, delivering IEP and Action Plan targets would be almost impossible” and “Small structured groups dealing with different ways of saying things and looking at meanings of words is helpful when a child is new to GM education” This included the contribution of classroom assistants, auxiliaries or PSA staff;

- **Discussion and liaison with other teachers**. This theme was highly rated concerning opportunities to have discussion with colleagues and Support for Learning specialists, regarding strategies for individual pupils, feeling part of a team, and sharing resources. For example “Working collaboratively with colleagues and receiving support and advice from teachers who have experience of dealing with pupils with ASN”;

- **Listing of useful resources**. Visual timetables, flashcards of common words to promote recognition, Phonic Code Cracker, Magnetic Phonics, Factaraidh nam Fuaimean, An Sgaoth pack and local authority produced List of Common Words (P1-P7);
- **Teaching Methods.** Word building using magnetic letters, numeracy using a wide variety of games and interactive resources to consolidate learning and always to have visual prompts for literacy and numeracy on the walls, use of the Gaelic version of Quest to check understanding;

- "Over-learning/reinforcement - necessary when pupils have difficulties" Precision teaching training was valued. It was also noted – as confirmed by other sources – that many teachers make their own checklists and resources for use within their classrooms.
4.15 Section on classroom assistants

The analysis of the online survey indicated that 3 of the 10 classroom assistants who responded were in fulltime posts: 3 had been in post in GME within the experience block of 0—5 years and 4 others for 6-10 years.

In relation to language status, 5 were native Gaelic speakers, 4 were fluent learners and 1 recorded in the category non–fluent learner. The respondents recorded a list of tasks which are copied and summarised below:

“Supporting children with reading, speaking and classroom tasks”;

“In my role as PSA, I support the pupils in their learning by working with individuals and groups, many of whom have additional support needs. I provide support with practical activities, using materials and strategies discussed with the class teacher. I provide support for the teachers with preparation of the classroom and resources and also administrative and supervisory activities as required”.

“A cuideachadh clann le leughadh, cainnt is obair clás”;

“Nam obair mar PSA, bheir mi taic do sgòilearan le bhith ag ionnsachadh agus mi ag obair le daoine fa leth is boidhnean, is feuman taice a bharrachd a' grunn math dhiubh. Cuidichidh mi le obair phragtaigeach, a’ cleachadh stuthan is inleachdhan mum bi mi a’ bruaidhinn ris an tìdsear. Bheir mi taic do thidsearan le bhith a’ cur an t-seòmair-teagaig air dòigh agus ag ullachadh ghioireasan, agus le obair rianachd is stùiridh nuair a bhios feum air.”;
“Keeping pupils on task and helping with their sounds. Helping with reading and maths, reading groups, learning support needs*;”

“Help children with Reading, Writing, Maths and any other activities they are involved in. I also supervise Playtime, so provide help with any events that occur in playground. I escort children on any outings outside of school e.g attending Gaelic events in Art Centre, Mod etc”; 

“Working with individuals needing additional support in reading, writing or maths, using strategies supplied by the teacher; taking reading groups, or working with maths groups; assisting in class with written work, occasionally with art. Providing backup to teachers, ie photocopying, labelling, laminating etc.”;

“Learning support for identified speech and language needs children”. 

These statements describe the range of tasks this group of staff undertake within the school community and, clearly, small group work on language with the younger children frequently forms part of these duties. In the next section (4.2), interviews with a further 2 classroom assistants provided more details of this latter set of tasks and also features in the interviews with the teachers and in a number of the online responses from teachers.

In the section of the online survey which concerned the nature of training received by classroom assistants, there were no recorded details of any training received.
4.2 INTERVIEW AND QUESTIONNAIRE FINDINGS

Interviews - School:

In addition to the Audit described above, telephone and face to face interviews were conducted with:

- Head Teacher /Depute Head with responsibility for GME
- Support for Learning Specialists (6 with class teaching duties)
- Class teachers
- Classroom assistants

<table>
<thead>
<tr>
<th>Role</th>
<th>Count</th>
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<tr>
<td>Head Teacher /Depute Head with responsibility for GME</td>
<td>12</td>
</tr>
<tr>
<td>Support for Learning Specialists (6 with class teaching duties)</td>
<td>11</td>
</tr>
<tr>
<td>Class teachers</td>
<td>3</td>
</tr>
<tr>
<td>Classroom assistants</td>
<td>2</td>
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4.20 Teacher interviews

The observations made under this section overlapped between the two sections of the audit and the following represent the main themes, focused on this section:

- a number of respondents were involved in the assessment – moderation tasks associated with the new curriculum and this enabled them to maintain a focus on the assessment tasks but felt that, at this point, these activities did not take account of the specific challenges faced by children with ASN;
- a number of respondents requested more training on assessment approaches since, due to budgeting restrictions, support for learning staff were being reduced and class teachers were involved in more assessment;
- in a number of cases, the contribution of educational psychologists to school based training was valued and presented as a good model of collaborative working;
- the strongest set of recommendations made by teaching staff in relation to training focused on a locally based networking series of meetings, at which resources could be discussed. If such a network could be established, it would present options for in service training from educational psychologists and speech and language therapists, to define collaborative approaches to assessment and care management.
4.21 Responses extracted from questionnaires from designated Gaelic Officers within Local Authorities regarding priorities for the management of ASN within Gaelic-medium Units;

This section provided useful information about the strategies being used to enhance the development of Gaelic-medium education within the local authority and at school level. A number of the observations made by officers are presented as direct quotations under the following categories produced by the analysis:

Training and Continuing Professional Development:

It was noted that authorities were experiencing restrictions in budgets, and this limited the extent to which training focused specifically on the workforce engaged in GME could be organised and, as summarised by one manager: “CPD priorities in ASN are in most respects the same as those in English Medium Education – support in identifying need, assessment of needs, and support in reducing barriers to learning.”

It was also noted that GME staff should have the opportunity to “liaise with GME staff in other establishments to share practice in supporting ASN” and also “make better use of current resources by sharing, developing and working together”. This latter priority resonates with strong representation from teaching staff to be able to meet with colleagues, to share perceptions regarding use of resources and teaching methods.
A further set of priorities for classroom assistants were as follows:

- classroom assistant training in Gaelic Language, in order to limit pupils’ exposure to English in what should be a Gaelic-only environment;
- understanding of Gaelic-medium immersion theory.

Bha seata eile de phriomhachasan do luchd-cuideachaidh sa chlas, mar a leanas:

- trèanadh do luchd-cuideachaidh sa chlas ann an Gàidhlig, gus nach bi sgoilearan a’ cluinninn an uiread Bheurla ann an àrainneachd a bu chóir a bhith gu tur Gàidhlig;
- tuigse air an teòraidh a tha air cùl bogadh sa Ghàidhlig.
In a number of cases, the respondents listed a set of actions which were designed to enhance involvement in Gaelic, and some of these are listed below and reproduced as direct quotations:

- “Continue the opportunities, for both adults and families, to use Gaelic in informal settings”;
- “Investigate potential use of Gaelic speakers as volunteers in GME”;
- “Continue the opportunities for Gaelic pupils of participating in wider educational, cultural and sporting activities, under the auspices of both the school and CLD”;
- “Review the provision made for Gaelic and Celtic Resources in our libraries and museums, enhance the materials where possible and enable on-line searches for resources”;
- “Investigate with other authorities means of providing specialist support (e.g. support from psychologists for assessment) for children support needs in GME”;
- “Continue with our links with other Gaelic authorities and Irish partners, E.g. public speaking competition”;
- “Staff in our schools will continue to access appropriate continuing professional development relating to GME both locally and nationally, including joint moderation activities with schools in other authorities”.

Ann an grunn fhreagairtean, thug luchd-freagairt seachad taghadh de ghnìomhan a bha air an dealbh gus am biodh cothrom nas fheàrr aig sgoilearan air a’ Ghàidhlig, chithear feadhainn dhiu bh sin gu h-ìosal sna freagairtean a fuaras:

- “A’ cumail a’ tabhann chotthrom, an dà chuid do dh’inbhich agus teaghlachaichean, gus Gàidhlig a chleachdadh ann an suidheachaidhean neo-fhoirmeil”;
- “Coimheadaibh feuch an gabh feum a dhèanamh de luchd-labhairt na Gàidhlig mar obraichean saor-thoileach ann am FtG”;
- “A’ cumail a’ tabhann chotthrom do sgoilearan Gàidhlig a dhol an sàs ann na tachartasan nas fharsainge a thaobh fhoghlaim, cultar agus spòrs, tron sgoil agus Ionnachadh is Leasachadh Coimhneachadh (CLD)”;
- “Dèanaibh ath-sgrùdadh air na Goireasan Gàidhlig is Ceilteach a th’ anns na leabharlannan is taighdean-tasgaidh againn agus dèanaibh leasachadh air na stuthan nuair as urrainnear agus cuiribh air dòigh gus gabh rannsachadh air-lodh a dhèanamh airson goireasan”;
- “Coimheadaibh, còmhla ri ùgødarrasan eile, feuch dè na meadhanaidh a ghabhais cleachdadh gus taic spèisealta (me, taic bho eòlaichean-inntinn le measaidhean) a thoir a dhollain le feuman taice ann am FtG);
- “Cumaibh suas ar ceanglaichean le ùgødarrasan Gàidhlig eile agus ar luchd-compàirt Èireannach, me, an fharpais airson labhairt gu poblach”;
- “Bidh cothrom fhathast aig luchd-obrach nar sgoiltean air leasachadh profeiseanta leantainneach ichomhaidh a bhunoas ri FtG gu h-ìonadail agus gu nàiseanta, a’ gabhail a-steach obair cho-mheasaidh còmhla ri sgoiltean ann an sgirean ùgødarrasan eile”;
- “Continue the opportunities, for both adults and families, to use Gaelic in informal settings”;
- “Investigate potential use of Gaelic speakers as volunteers in GME”.
- “Continue the opportunities for Gaelic pupils of participating in wider educational, cultural and sporting activities, under the auspices of both the school and CLD”.
- “Review the provision made for Gaelic and Celtic Resources in our libraries and museums, enhance the materials where possible and enable on-line searches for resources”.
- “Investigate with other authorities means of providing specialist support (e.g. support from psychologists for assessment) for children support needs in GME”.
- “Continue with our links with other Gaelic authorities and Irish partners, E.g. public speaking competition”.
- “Staff in our schools will continue to access appropriate continuing professional development relating to GME both locally and nationally, including joint moderation activities with schools in other authorities”.

In a number of cases, the respondents listed a set of actions which were designed to enhance involvement in Gaelic, and some of these are listed below and reproduced as direct quotations:
- “Where appropriate, provide ongoing support for staff involved in Gaelic education to enhance their language skills”;
- “CPD priorities in ASN are in most respects the same as those in English Medium Education – support in identifying need, assessment of needs and support in reducing barriers to learning. In addition, GME staff should have the opportunity to liaise with GME staff in other establishments to share practice in supporting ASN”;
- Supporting GME by giving additional staffing;
- Use of additional teaching flexibility to allow Principal Teacher to work with classroom assistant providing training in Gaelic resources, programmes of work and strategies to promote effective learning in GME;
- Gaelic speaking LS teachers and Support staff with Gaelic in all schools. Improved competency in Gaelic literacy skills and improved use of data from Standardised Assessments;
- Making better use of current resources by sharing, developing and working together;
- In relation to classroom assistants provide training in:
- Understanding the teaching of phonics, improving the quality of active learning and also the quality of spoken Gaelic (in some instances).
4.22 Responses extracted from questionnaires from designated Principal Teachers /Managers of services to pupils with Additional Support Needs within Gaelic-medium education.

“Need to identify Gàidhlig speaking teachers who would undertake the role of SFL in schools. The number of Gàidhlig speaking LS teachers has dropped whereas the number of pupils in GM has increased.

These teachers would need to be included in LS teacher induction programme, but this is short training looking at Staged Assessment & Intervention, planning formats, target setting for IEPs, supporting pupils, etc.”

4.23 Responses from questionnaire from Educational Psychology Teams on Inter-agency Training Priorities.

{These are reproduced without amendments, as elicited from the appropriate questionnaire section:}

“Focus on learning in two languages and also covering the social and academic use of languages”;

“Training on collaborative assessment of language development”

“Focus on defining the most significant information which teachers can bring – from their contact with pupils - to interagency assessment contexts examining language development.”
4.24 “List five topics for interagency CPD /Inservice sessions which would enhance the contributions of educational psychologists, speech and language therapists and speech and teaching staff in the assessment process”:

- Phonological/literary development in Gaelic Language;
- Challenges around language development when not necessarily first language at home/family non Gaelic speaking but attending Gaelic provision;
- Understanding specific literacy difficulties within the context of school/home and dual language development;
- In addition to accessing CPD available to all teaching staff, whether in Gaelic-medium or not, it would be very useful to explore the impact of language delay/difficulties for a youngster being taught in Gaelic-medium;
4.25 **Speech and Language Therapy**

The assessment approach adopted in relation to speech and sound difficulties was described in the following terms — “case history and formal assessment, such as STAP or metaphon assessment; informal observation and speech sample”. The assessment of fluency involved a similar sequence, with speech samples and syllable analysis.

In cases involving the assessment contribution to the diagnostic social communication team, the case history details were emphasised with use of DISCO or 3di and K DOS assessment.

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**4.25 Leasachadh Cainnt is Cànain**

Chaidh an dòigh-mheasadh a chaidh a chleachdadh airson duiligheadasan le cainnt is fuaim a mhíneachadh mar seo - “eachdraidh a’ phàiste is measadh foirmeil, mar STAP no measadh *metaphon*; a’ coimhead air a’ phàiste ann an dòigh neo-foirmeil agus sampallan labhairt”. Bha measaidhean air fileantas a’ leantainn na h-aon dòigh an ire mhath, le sampallan de labhairt agus mion-sgrùdadh air lidean.

A thaobh phàistean far an robh an sgioba sgrùdaidh airson conaltradh sòisealta an sàs sa mheasadh, bhathar a’ cur cuideam air eachdraidh mhìonaidich a’ phàiste le bhith cleachdadh measaidhean DISCO no 3di agus KDOS.
The contribution from one Speech and Language team to the section was as follows:

List five topics for CPD for teaching staff in Gaelic-medium education which would enhance their contribution to collaborative assessment:

1. “Knowledge of speech sounds – ie being different to letters so that even though Gaelic uses different orthographic forms, it is often still the same sound as used in English
2. The use of signing in Gaelic-medium education
3. Second language acquisition and language delay
4. How SLT works with bilingual children
5. Phonological awareness”

List five topics for inter agency CPD/inservice sessions which would enhance the contributions of educational psychologists, speech and language therapists and teaching staff in the assessment process:

1. “Age of acquisition of speech sounds, particularly Gaelic specific ones
2. Increase SLT knowledge of Gaelic grammar and sentence construction ie differences to English
3. Creating a communication environment.”

A thaobh na chuir aon sgioba Cainnt is Cànain ris an earrainn seo, bha sin mar a leanas:

Liosta de chòig cuspairean airson LPL do luchd-teagaisg ann am Foghlam tron Ghàidhlig, a leigeadh leotha cuideachadh barrachd le measaidhean co-obrachail:

1. “Eòlas air fuaimean labhairt - me, tha iad eadar-dhealaichte bho litrichean, mar sin ged a tha Gàidhlig a’ cleachdadh diofar riachdan litreachaidh, gu tric ’s e an aon fhuaim a bhios ann ’s a gheibhear am Beurla
2. A’ cleachdadh cànan nam bodhar ann am Foghlam Gàidhlig
3. A’ togail dàrna cànan is dàil ann an sgilean cânain
4. Mar a tha SLT ag obair le clann dà-chànanach
5. Mothachadh air fuaimneachadh

Liosta de chòig cuspairean airson seiseanan LPL/in-sheirbheis, far a bheil grunn bhuidhnean an sàs, a chuireadh ri mar a chuidicheas eòlaichean-inntinn ann am foghlan, leasaichean cainnt is luchd-teagaisg sa pròiseas mheasaidh:

1. “An aois aig a bheilear a’ togail fhuaimean labhairt, gu h-àraidh feadhainn Ghàidhlig
2. Bidh barrachd eòlais aig SLT air gràmar na Gàidhlig is mar a chruthaichear seanantsan sa chànan, me mar a tha e eadar-dhealaichte bhon Bheurla
3. A’ cruthachadh árainneachd chonaltraidh.”

The contribution from one Speech and Language team to the section was as follows:

List five topics for CPD for teaching staff in Gaelic-medium education which would enhance their contribution to collaborative assessment:

1. “Knowledge of speech sounds – ie being different to letters so that even though Gaelic uses different orthographic forms, it is often still the same sound as used in English
2. The use of signing in Gaelic-medium education
3. Second language acquisition and language delay
4. How SLT works with bilingual children
5. Phonological awareness”

List five topics for inter agency CPD/inservice sessions which would enhance the contributions of educational psychologists, speech and language therapists and teaching staff in the assessment process:

1. “Age of acquisition of speech sounds, particularly Gaelic specific ones
2. Increase SLT knowledge of Gaelic grammar and sentence construction ie differences to English
3. Creating a communication environment.”
4.3 DISCUSSION AND LITERATURE REVIEW

4.31 In this chapter, account is taken of responses extracted from questionnaires, interviews and the online audits, which present the general issues of training and CPD as a top priority issue in the development of Gaelic-medium education. Training is also viewed as a necessary element in the set of actions which have to be used to underpin a consistent and sensitive service response for children with ASN, in contexts which are genuinely inclusive. In the previous chapter, the range of these needs in Gaelic-medium education units - as recorded on the online audit – was reviewed and the summary statement of these can be reconciled to details of the workforce in the units which were highlighted in the second part of the audit.
In most of the schools reviewed, teachers were working in a composite class situation, often spanning two languages – in the post Primary 3 provision of English alongside the Gaelic immersion context – and also having to provide appropriate learning experiences for whatever range of ASN was presented within the various class groups. It was noted that over 30% of the teaching staff in Gaelic-medium units were placed in the band 0-5 years in respect of teaching experience. The development of assessment and moderation tasks associated with the Curriculum for Excellence also has to be factored into consideration of workforce CPD and training.

4.32
The general issue of CPD in the field of special education has also been subject to evaluation and research in other countries and a number of salient points of reference can be extracted from a study of a relevant service in Ireland, which has accumulated experience in this area. The Special Education Support Service (SESS) was established in Ireland in 2003 to focus on what was described as “the rather fragmented provision of CPD in the field of special education”. The service was evaluated in 2010 by Pricewaterhouse Cooper LLP (PWC).

As part of the research PWC extracted the following characteristics of effective CPD:

- Self-reflective and evidence based;
- Focused on student need and collaborative;
- Integrated into the culture of the school.

Mar phàirt den rannsachadh, chomharraich PWC gun robh na feartain a leanas mar phàirt de LPL buadhach:

- A’ beachdachadh air an obair agaibh is stèidhichte air fianais;
- Cuideam air feuman an oileanaich is co-obrachail;
- Aonaichte ann an cultar na sgoile.
The report makes frequent reference to the management of the processes which are designed to establish, maintain and develop an inclusive approach throughout the educational establishment – from management to the individual classroom. When principal teachers and teacher respondents were asked about the priority areas that they would like to see covered as additional training and development support in their work with students with special needs, they listed the following:

- More opportunities to work with experienced practitioners and experts in relation to special needs education (67% of respondents);
- More support in relation to behavioural problems (66%);
- More opportunities to meet with teachers outside my school to discuss good practice (64%);
- Better access to materials for teachers of students with special needs (62%);
- More opportunities to learn about curriculum differentiation (58%).

Tha an aithisg a’ toirt iomradh gu tric air mar a thèid stiùireadh a thoirt do na pròiseasan a tha airson dòighean-obrach a stèidheachadh, a chumail suas agus a leasachadh a bhrosnaicheas in-ghabhail air feadh an ionaid fhoghlaim - bho luchd-stiùiridh gu seòmraichean-teagaig fa leth. Nuair a chaidh iarraidh air priomh thidsearan is tìsdearan innse dè na nithean a motha a bu thoil leatha fhàicinn mar phàirt de thrèanadh is taic a bharrachd gus an eòlas is an sgilean a leasachadh airdson a bhith ag obair le sgoilearan le feuman sònraichte, thuirt iad na leanas:

- Barrachd chothroman gus obair còmhla ri luchd-dreuchd is eòbalachean a tha fiosrach air foghlam airson daoin le feuman sònraichte (67% den luchd-fhreagairt);
- Tuilleadh taice a thaobh duilgheadhasan le giùlan (66%);
- Barrachd chothroman gus coinneachadh ri tìsdearan bho sgoilean eile gus bruidhinn mu dheagh mhodhan-obrach (64%);
- Barrachd cothruim air stuthan do tìsdearan aig sgoilearan le feuman sònraichte (62%);
- Barrachd chothroman gus ionnsachadh mu mar a dh’haodadh an curraicealam a bhith eadar-dhealaichte do dhiofar sgoilearan (58%).
Tha na cuspairean seo coltach ris na roghainnean is co-theacsainchean trèanaidh a dh’ainmich tidsearan a bha an sàs sa phróiseact seo - b’ e coluadar is conaltradh le tidsearan eile aon de na molaidhean as motha.

B’ e an co-dhùnadh aig rannsachadh a rinn Kearns and Shevlin (2006), nuair a bha modalan ann am prògraman Ciad-fhoghlaim Luchd-teagaisg air foghlam spèisealta, “bheireadh sin tuigse do thidsearan ùra air cho cudromach agus a bha e gu robh clasaichean in-ghabhalach agus gum feumadh iad na dòigh- teagaisg aca atharrachadh gus frithealadh air grunn fhéuman eadar-dhealaichte”. Ri linn draghann ann an Alba mu dè an trèanadh agus dè an uiread de thrèanadh a fhuaireu tidsearan gus déileigeadh ri FTB, chaidh sreath de dh’iomairtean a chur air dòigh air sàillibh tagradh a rinneadh mun chuíis agus stèidhichte air suirbhidhean mionaideach a chaidh a dhèanamh.


4.33
These topics correspond to the training preferences and contexts articulated by teachers featured in this project – peer networking being a significant example.

Previous research by Kearns and Shevlin (2006) had found that the inclusion of modules focused on special education in ITE programmes “facilitated an understanding among newly qualified teachers of the importance of inclusion in the classroom and the requirement to adapt their pedagogical approach to a range of student needs. In Scotland, concern about the nature and extent of training for teachers on the management of ASN led to a series of initiatives based on advocacy and detailed survey research on this topic.

In 2011, the report “Bridging the Training Gap” was produced by Enable, one of Scotland’s voluntary agencies, following research on the detail of the training and professional development provided by all local authorities in Scotland on additional support needs. In addition, contact was made with all university departments providing Initial Teacher Training Education courses, to ascertain the extent to which topics which had to do with the understanding and management of such needs were covered within the course on the general topic of ASN.
Concerns were expressed in the above document and in subsequent papers on this topic along the following lines:

- The impact of budget cuts within local authorities with particular reference to reduction in CPD provision and staffing levels focused on meeting the needs of pupils with Additional Support Needs;
- Similar cuts in university departments which would previously have specialists with accumulated experience in training student teachers on the management of children with such needs;
- Enable called for mandatory training for teachers and learning support assistants in Initial Training Courses and CPD, on such topics as inclusion, equalities and the legislative underpinning of services. In addition, they advocated awareness covering learning disability and autistic spectrum disorder, together with positive behaviour support and communication strategies;
- In a recent publication, which summarised contact with all local authorities in Scotland on training on this topic, the following statement is relevant to the current project to the effect that “Ten local authorities identified Head Teachers as being responsible for ensuring that relevant materials, information and training was made available to all staff, including learning assistants”;
- in making the case for mandatory training on Additional Support for Learning, the authors cite the statement made by the Minister for Education and Lifelong Learning to the Education and Culture Committee (6 June 2012) as follows: “every teacher should have a knowledge of the issues when they leave teacher training college…if any teacher does not have that, we need to ensure that they get it”.

- gus taic a thoirt don phuing aca gum feumadh trèanadh a bhith ann a thaobh Taic a Bharrachd le Ionnsachadh, tha na h-ùghdaran a’ toirt luaidh air na thuirt am Ministear airson Foghlam is Ionnsachadh Fad-beatha ri Comataidh an Fhoghlaim is a’ Chultair (6 Ògmhios 2012): “bu chòir eòlas a bhith aig gach tidsear air na cuisean seo nuair a dh’fhàgas iad a’ cholaiste airson tréanadh thidsearan... mura h-eil sin aig tidsear sam bith, feumaidh sinn déanamh cinnteach gum faigh iad e”.
The studies cited above focus on both the range of such additional support needs and, also, the possible measures which have to be put in place to meet these needs in terms of teacher attitude, skills, and experience. One view of this re-orientation of task is presented as follows: “Teachers’ ability to work inclusively may see a shift in emphasis from the more didactic teacher-led methods to more student-centred discovery, constructivist, or problem-solving and co-operative learning” (Borko, Davinroy, Blien, and Cumbo, 2003).

A number of the elements cited in relation to inclusive education above sit within the emerging philosophy and professional boundaries of the Curriculum for Excellence and the culture change represented by the report on “Teaching Scotland’s Future”. In relation to the latter, the two central issues which are the focus of this project—Gaelic-medium education and Additional Support Needs—are addressed in the following terms:

“This process requires a stronger mechanism to identify and address priority areas of learning. These areas are likely to include Gaelic-medium education, supporting children with additional support needs, addressing new curricular areas priorities such as the commitment to languages”.

(Report to Cabinet Secretary 18 09 2012)
Anns an Aithisg aig Donaldson (2010), tha cuideam cuideachd ga chur air leasachadh TFC, agus an trèanadh a tha an cos sin, a tha na phriomhachas airson a bhith leasachadh ghoireasan co-cheangailte ri foghlam tron Ghàidhlig. Tha moladh ann cuideachd “gum bu chòir nas lugha thachartasan stèidhichte a bhith ann airson LPL agus nan dàite barrachd dhòighean-obraich aig ire ionadail is ag obrachadh mar sgioba”.

Tha toraidhean an sgrùdaidh seo a’ dèanamh ceangal direach ris na leasachaidhean mòra seo a thaobh poileasaidh agus bidh grunn mholaidhean sa chaibideil mu dheireadh a’ cur cuideam air mar a tha feum air modhan trom faod tìdsearan Gàidhlig coluadar a dhèanamh ri càch-a-chèile agus feum air caochladh ghoireasan trèanaidh air-loidhne is LPL, a’ gabhail a-steach stuthan bhon Oilthigh Fhosgailte agus feadhainn air am barantachadh.

In the Donaldson report (2010), there is further focus on the development of ICT, and associated training, which is a priority for resource development in Gaelic-medium education provision and, further, the recommendation that the “balance of CPD activities should continue to shift from set piece events to more local, team based approaches”.

The outcomes of the audit analysis connect directly with these major policy developments and a number of recommendations in the last chapter will focus on the need for networking arrangements for Gaelic-medium teachers and for a range of online training and CPD resources, including Open University and commissioned materials.
4.35
In relation to other research and evaluation focussed on bilingual education, it was noted that work on Irish Medium Education drew attention to the relative youth and inexperience of a high proportion of the teachers. This was also noted in this project and this issue links directly with the recommendation of the Donaldson review (recommendation 31), to the effect that early career teachers should continue to benefit from mentoring beyond induction.

Irish Medium research (2009:2010) also indicated that educational psychologists would welcome additional training in bilingualism, and training in all aspects of the management of special educational needs was identified as a priority for all staff within schools. Particular attention was drawn to the training needs of classroom assistants and emphasis placed on the extent to which their contribution would be enhanced if they were given duties such as involvement in lesson plans. The issue of possible recruitment of classroom assistants as future teachers can also be mentioned - it was noted that the respondent classroom assistants did not record any details about any training received which would support them in their work in a bilingual context. A recommendation within the Irish based research was framed along the following lines for this significant group in the workforce: "there should be development of accredited development programmes for bilingual ancillary staff to allow them to work alongside Speech and Language Therapists and Educational Psychologists". This particular issue was raised by a number of Speech and Language therapists in the current project.
The report covering the national evaluation of the contribution of classroom assistants (SCRE 2002) traces out the development of the initiative, under the Excellence Fund, to introduce classroom assistants to raise pupil attainment and to reduce the adult-child ratio within classrooms. The McCormac Report, based on the evidence, concluded that support staff in these roles had a positive impact on the learning of pupils and that the “presence of a second adult in the classroom has significant benefits”. The above report also recommends that all staff within a school who contribute to pupil learning should be involved in a Professional Review and Personal Development programme.
4.36

The training developments associated with the Curriculum for Excellence often focus on the model of curriculum and assessment coming together and this was a recurring theme within the interviews and audit. For example:

“Teachers being involved in developing their assessment approaches through participation in moderation activities is a highly effective form of professional development” (BtC 5: a framework for assessment p37).

Gaelic-medium teachers do not have access to a range of standardised Gaelic assessment tools, which they could use in their engagement with pupils with ASN in their first three years of school - after that point, caution has to be exercised in the use of English language assessment procedures (See Rhys &Thomas 2012; Gathercole &Thomas 2009). In relation to general assessment in English language, there is an accumulated range of well established measures and a substantial literature regarding their use together with training support in many cases. In this respect, the various approaches to assessment constitute an important consideration in the bilingual Gaelic-medium system. Newton (2007) identified at least 22 ways in which assessment can be used in the educational context and, within the literature, there is also a range of terms defining various forms of assessment which are linked to some degree to the learning experiences of pupils. Black and William (2009) presented the view that:

“Practice in the classroom is formative to the extent that evidence about student achievement is elicited, interpreted and used by teachers, learners or their peers, to make decisions about the next steps in instruction that are likely to be better, or better founded, than the decisions they would have taken in the absence of the evidence that was elicited”.

4.36

Bidh na leasachaidhean trèanaidh co-cheangailte ris a’ Churraicealam airson Sàr-mhathais gu tric a’ leantainn a’ mhodail far a bheil an curraicealam is measaidean a’ tighinn còmhla, agus thainig an cuspair seo an àird uair is uair sna h-agallamhan is san sgrùdadh. Mar eisimpleir:

“B’ e dòigh fior bhuaadhach a bh’ ann gus sgilean proifeiseanta a leasachadh nuair a bha cothrom aig tidsearan modhan-measaidh aca a leasachadh tro bhith dol an sòs ann an obair cho-mhneasaidh.” (BtC 5: frèam airson measaidhean td37).

Chan eil cothrom aig tidsearan Gàidhlig air grunn mheadhanan-measaidh coitcheann ann an Gàidhlig, a b’ urrainn daibh a chleachdadh le clann le FTB sa chlàir tri bliadhna aig a’ chloinn san sgoil - às dèidh sin feumar a bhith faìsealach ann a bhith cleachdadh modhan-measaidh Beurla (Faicibh Rhys & Thomas 2012; Gathercole & Thomas 2009). A thaobh measaidean san fharsaingeachd ann am Beurla, tha grunn mheadhanan a tha gu math stèidhichte agus litreachas nach beag a thaobh mar a chleachdar iad, le taic tro threànadh gu math tric. San t-seadh sin, tha na diofar dhoigh-measaidh cudromach nuair a thathar a’ beachdachadh air thoglam dà-chànanach tron Gàidhlig. Chombharraich Newton (2007) co-dhiù 22 dhòigh san gabh measadh a dhèanann ann an co-thearsa foighlam, agus san litreachas tha grunn theirmichean a tha mineachadh diofar modhan-measaidh, a tha ceangailte gu ire air chòireigin ri ionsachadh nan sgoilearan. Thug MacIlleDhuibh is William (2009) am beachd seachadh:

“Bithear a’ cleachdadh measadh airson ionnasachaidh sa chlas, a bhios’ tagail is a’ sgrùdadh fionais mu mar a tha an sgoilear a’ soirbhreachadhagus bidh tidsearan, luchd-ionsachaidh no an comhoisean ga chleachdadh gus co-dhùnaidhean a dhèanamh mun ath cheum a thaobh an fhoghlaim aca, agus bidh na co-dhùnaidhean nas fheàrr, agus stèidhichte air fios nas fheàrr, na co-dhùnaidhean a dhèanadh iad às aonais na fionais a fhuaras.”
4.37
Ann an Alba, nuair a thugadh a-steach “Measadh gus Ionnsachadh”, a bha a’
togail air obair MhicIleDhuibh is a cho-obraichean (MacIleDhuibh et al 2002;
MacIleDhuibh agus Williams 1998), bhathar ag iarraidh na modhan-obrach
airson measad is luachadh sa chlas atharrachadh, agus bhathar ag iarraidh gum
faigheadh sgoilearan fios nas fheàrr air ais bho thidsearan, a thaobh mar a bha dol
dhaibh. Leigeadh sin leotha meòrachadh barrachd air an t-seòrsa dhuilghheadasan
a bh’ aca, ma bha gìn aca. Tha Hayward (2012) ag ràdh gum bi “Measadh gus
Ionnsachadh” na “mheadhan gus cruth-atharrachadh sòisealta is cultarach a
thoir air sgoiltean is seòmraichean-teagaisg” agus tha seo a’ dèanamh ceangal
ris an eadar-dhealachadh a rinn i eadar Measadh air Ionnsachadh, le barrachd
cuideim air measaiddhean deireannach, agus Measadh gus Ionnsachadh, a tha
dol-air-aghaidh agus airson ionnsachaidh. Dh’aidich grunn de na tidsearan a rinn
agallamh gun robh iad a’ cleachadh mhеasaiddhean airson ionnsachaidh, ged a
thuird cùid nach robh cus earbsa aca sna modhan sin. Tha an Stòras Measaidh
Nàiseanta aig teis-meadan na h-obrach gus modhan-measad a chruthachadh
taobh a-staigh a’ Churraicealaim airson Sàr-mhathais, agus bidh goireasan rim
faotainn air-loidhne agus bidh iad nam bun-stèidh do mhodhan-obrach ann an
clasai cheuch a bh’ aca. Thathar an dùil gun teid tiidsearan an sàs ann
a bhith “a’ faighinn tuigse is eòlas nas doimhne ann a bhith dèanamh measdail”
(BtC, frèam airson measadaidhean td41).

In this respect, in considering the development of assessment expertise for
pupils with ASN, consideration must be given to the time investment required
to reach a level of confidence in assessment in the mainstream setting – one
study presented the view that “building teachers’ assessment literacy to a
point where they could confidently design and assess portfolio work ...took
two years of sustained and intensive activity” (Hayward 2012).
4.38

Bhiodh e ciallach coimhead air a bhith cur an seilbh trèanadh airson measaidhean airson ionnsachaidh is iom-ghniomhach, agus iad sin a’ co-fhreagairt air a chèile, fhad ’s a thathar a’ cur priomhachais air a bhith cruthachadh mheadhanan-measaidh coitcheann ann an Gàidhlig.

Mhol Cummins (1984) an dòigh-mheasaidh a bha a’ toirt dearbhadh is brosnachd don phàiste, a thaobh obair a rinn e air foghlam dà-chànanach, thuirt e:

“A thaobh mheasaidhean, tha coltas ann gum feum sinn smaoineadh a-rithist mu na sgeamaichean seòrsachaidh a nì sgrùdadh sam bithear daonnan a’ cur cuideam air uireasbhaidhean”

Tha co-dhùnaidhean ùra (me, Lauchlan & Carrigan 2013) ag iarraidh oirnn beasachadh air modhan-measaidh iom-ghniomhach ann an suidheadhachaidhean dà-chànanach, seach nach eil modhan coitcheann ann fhathast. A’ gabhail ealla ris na beachdan gu h-àrd, tha argamaid ro-shoilleir agus eiginneach ann gus goireasan measaidh is taice do sgòilearan a chruthachadh ann an Gàidhlig.

Tha an argamaid sin a’ faighinn taic bhon reachdas airson Taice a Bharrachd le Ionnsachadh agus a Chòd-obrach.

4.38

Investment in the provision of further training in formative and dynamic assessment, and recognition that they can be complementary, seems a logical avenue to explore, while priority is given to the development of standardised assessment tools in Gaelic language.

The act of assessment being an affirmative and positive experience for the child was the approach adopted by Cummins (1984); in relation to his work on bilingual education and he stated:

“With reference to assessment, there appears to be a need to rethink the focus on deficits that is inevitably entailed by diagnostic classification schemes”

Recent developments (e.g Lauchlan & Carrigan 2013) invite consideration of the application of dynamic assessment techniques within the bilingual setting in the current absence of standardised measures. From the considerations above, there is an urgent and unequivocal case for the development of assessment and pupil support resources in Gaelic language.

This case is underpinned by the substance and spirit of the Additional Support for Learning legislation and its Code of Practice.
5. CONCLUSIONS

5.1

The data from the analysis of the audit of the nature and extent of additional support needs in the sample of 1673 pupils in 33 schools providing Gaelic-medium education yielded basic information about the distribution of these needs across the schools sampled and also the age groups in which they were distributed. The Workforce audit also recorded the experience of the teachers involved and the form and content of training they had received in recent years on topics which had to do with equipping them in meeting these additional support needs. In relation to the observations made in the latter survey and, also, drawing from the interviews conducted, it can be concluded that the most pressing concerns of teaching staff focused on the lack of educational resources and training in four areas:

- standardised tests in Gaelic language to assess the bilingual child’s progress in order to ascertain whether a pupil had a specific learning difficulty;
- suitable support materials such as computer programmes in Gaelic language as part of an individualised plan for pupils who appeared to be experiencing difficulties in language and related areas;
- shortage of differentiated reading, comprehension and numerical resources to assist pupils who were experiencing challenge in working with mainstream curricular resources;
- training for teachers in assessment approaches, which could be used to perform the first stages of a process to define the specific nature of additional support needs in a child who was experiencing difficulty in coping with the demand of the main curriculum;

5. CO-DHÙNAIDHEAN

5.1

Tha an dàta, bhon sgrùdadh a rinneadh air nàdar is meud nam feuman taice a bharrachd am measg an t-sampaill de 1,673 sgoilearan bho 33 sgoiltean le foghlam tron Ghàidhlig, a’ toirt dhuin fiosrachadh bunaiteach mu caithe an robh na feuman sin sna sgoilean a chaithd a sgrùdadh agus dè an aois a bha a’ chlann leis na feuman. Cuideachd, san sgrùdadh air an luchd-obrach, chaithd an t-eòlas a bh’ aig tidsearan a chléiradh agus an seòrsa agus cruth an trèanaidh a fuair iad o chionn beagan bhliadhnaichaean ann an cùisean an aùileathanachd a chaidh iad ann a bhith frìthealadh air na feuman taice a bharrachd seò. A thaobh nam beanchdan a thàinig bhon sgrùdadh sin, agus a’ togail air na h-agallamhan a rinneadh, faodar co-dhùnadh a dhèanamh gur e an rud bu mhotha a bha cur dragh air tidsearan, cion ghoireasan foghlaim is trèanadh ann an ceithir raointean:

- deuchainnean coitchean ann an Gàidhlig gus adhartas pàiste dà-chànanach a mheasadh gus obrachadh a-mach a bheil dulgheadhas ioniachadh àraid aig an sgoilear

- stuthan taice freagarrach, mar prògraman coimpiutaireachd ann an Gàidhlig mar phàirt de phlana pearsanta do sgoilearan agus coltas ann gu bheil dulgheadhasan aca le cànan is nithean co-cheangailte ri cànan;

- cion stuthan leughaidh, tuigse is àireamhachd le dìofar ìrean gus sgoilearan a chuideachadh dha robh e doirbh obair le goireasan a’ phriomh chrurraicealaicn;

- trèanadh do thidsearan ann am modhan-measaidh a ghabhadh cleachdadh gus na ciad ìrean de phróiseas a choileanadh gus nàdar sònraichte nam feuman taice a bharrachd a bh’ aig pàiste aithneachadh, pàiste a bha ga fhàighinn doirbh am prìomh chrurraicealam a dhèanamh;
The accumulated data from the interviews with teaching staff in Gaelic-medium education presents a picture of a very committed workforce, strongly focused on the achievement and welfare of the pupils. There was also evidence of sophisticated communication and engagement with parents as partners in the establishment of a wider learning community. There are clear indicators, from the survey and interviews, that locally based experiences with peers are viewed as the most favoured form of training and professional development contexts. These observations appear to resonate with a number of recommendations in the Donaldson report and, also, invite consideration of such issues as succession planning and distributive leadership roles within schools. In this respect, experienced teachers with substantial accumulated experience in developing current provision in Gaelic-medium education should be encouraged to assume more prominent mentorship and coaching roles – as recommended in the Donaldson report as follows: “Early career teachers should continue to benefit from mentoring beyond induction. Additional support should be provided by senior managers, within school and local authorities, to ensure appropriate progression as part of the CPD and PRD process”. (Recommendation 31) (cf Recommendation 39).
5.3

The only standardised assessment tool in Gaelic for use within Gaelic-medium education is the GL Assessment Phonological Screening test and its primary focus is for use at late Primary 2 /Primary 3 stages. The process of producing a series of accurate assessment tools to match some of those available in English would be both exacting and time consuming but the development of such materials must be viewed as assuming urgent priority and consideration. From the audit and interviewing processes, it has emerged that a range of informal tools, such as checklists, are in use in some schools and these - if collated, reviewed, and standardised systematically - would appear to represent a good starting point for the measures for use within the Gaelic-medium sector in the future. Consideration could be given to developing a computerised dynamic assessment of Language proficiency for Gaelic.
It is noted that a number of the assessment tools, based on the observation of pupils, which are used to assist judgements about the social and emotional development of pupils, are completed in English by teachers and other professionals. Further, a number of such observational tools covering the diagnosis of autistic spectrum disorder and related conditions feed into inter-agency assessment processes.

The HMIE review (2010) on the Additional Support for Learning Act states:

“Staff across education, and in partner agencies, are now more aware that factors relating to social, emotional, cognitive, linguistic, disability or family and other circumstances, can cause barriers to learning. However, weaknesses in approaches to ensuring that staff know what potential barriers exist for some individuals, lead to weaknesses in meeting the needs of some children.”
5.4

The examination of workforce skills and experience through the audit process also connected with observations made by educational psychologists and speech and language therapy specialists regarding the need to place more emphasis on inter agency and collaborative training. It is concluded that such events would enhance the focus, timing and appropriateness of the referrals to agencies and improve the assessment of the needs of the child. The above HMIe review also refers to the need to track progress being made in supporting children with additional support needs – at school and authority level – and specific reference is made to the review process associated with staged intervention. In Scotland the Assessment is for Learning programme was designed to produce a robust and coherent assessment system with an emphasis on assessments for summative and formative purposes.(Hutchinson C & Hayward L. 2005)
5.5

Recent research on the benefits of bilingual education has been cited at various points in this report and these will feed into policy and practice focussed on inclusion and considerations of equity in educational provision. The inappropriate use of norm referenced tests with bilingual children at an early stage of their “Language 2” experience led to lower scores being elicited on certain dimensions of these tests. This contributed to the mistaken assumption that the process of learning two languages adversely affected cognitive development. This general topic has been covered in the previous literature sections and it is concluded that subsequent research indicated that such traditional tests of intelligence, and other measures, such as vocabulary tests, penalised pupils who had limited opportunities to learn whatever test content was being examined. There is a clear case for the development of a series of standardised tests in Gaelic and for drawing on the experience gained in Wales and Ireland. In relation to the former, the current reading tests are being re standardised and there is accumulated experience derived from the revision and reformatting of these tests over a number of years.
5.6

It is accepted that the development of standardised tests in Gaelic will take time and require to be grounded in robust field testing; revision of current checklists, can be initiated in the short term. Two further approaches to assessment of bilingual children are worthy of consideration while these measures are being actioned.

5.7

The general principle underpinning dynamic assessment is a test – intervention – retest model and it is designed to yield information about functional and dysfunctional metacognitive processes, such as more details of the pupil’s cognitive processes including impulse regulation, attention and strategies applied in tackling tasks. Dynamic assessment of the individual pupil can be more time consuming than most other methods approaches, although it can be conducted as a group procedure (Budoff1987b).

The Word Memory Test drawn from the Learning Potential Assessment Device can be applied to language learning for the particular child. Formative assessment is said to occur when teachers feedback information to the pupil so that the pupils learning techniques are improved and is underpinned by the principle that effective teaching and learning are interactive processes. It is important that children understand the processes as well as getting the right answer. Dynamic assessment focuses on determining the optimal potential educational intervention for that child and is congruent with the underpinning philosophy of the Curriculum for Excellence;
5.8

The term “scaffolding” is often used in the context of research into the transmission of language within the home – between parent and child – and is described by Bruner (1978) as follows: “the steps taken to reduce the degrees of freedom in carrying out some tasks so that the child can concentrate on the difficult skill”. This approach is developed by Gibbons (2002), with reference to language teaching and, in interviews, respondents contributed various observations on the topic of curriculum based assessment in the bilingual context and this specific area presents a range of options for development. The theoretical basis of this relevant issue was summarised by Cline and Frederickson (1996) and developed in further research. The set of papers produced by them from the Psychology Department of University College London (1990) mapped out a possible strategy for the curriculum related assessment of bilingual pupils. It is clear that teaching staff were using a range of assessment and monitoring techniques to compensate for the lack of standardised test and it is recommended that the general topic of assessment, and the scientific principles which underpin effective assessment, is given priority in locally based training and in developing online support for teachers.
5.9

These dynamic and curriculum based approaches to assessment, in combination with the examination of current informal screening tests devised by teachers, offer considerable potential for further development. In addition, in recent years in Scotland, there has been a much welcomed focus on the development of high quality early childhood education and sharper appreciation of the associated benefits for children in their subsequent school experience. The collaborative basis of such provision offers substantial opportunities for the development of screening tools and assessment schedules which would enhance early intervention with children with additional support needs. A current review, being conducted by Professor Siraj of the early learning and childcare workforce, will provide a focus on models of training for such staff – including staff in bilingual contexts - and encourage the establishment of enhanced collaborative assessment and intervention strategies for the future. These initiatives should be combined with partnerships utilising the applied research expertise of relevant university and college departments to provide robust underpinning and links with other research communities focused on bilingual education on an international basis.
6 MOLAIDHEAN (DREACHD)

6.1 GOIREAS

6.11 A’ cruthachadh ghoidheasan is solarachadh (Úr)
- Deuchainnean coitcheann airson leughadh is tuigse
- Taic airson diofar irean matamataig ann an Gàidhlig
- Taic airson diofar irean litearrachd is tuigse ann an Gàidhlig
- Measaidhean air-loidhne ann an Gàidhlig
- Cuideachadh tro TFC ann an Gàidhlig gus taic a thoirt le ionnsachadh
- Dealbh bun-inbhean coitcheann is deuchainnean an Gàidhlig a nì sgrùdadh thar ùine

6 RECOMMENDATIONS

6.1 RESOURCE

6.11 Development And Provision (New)
- Standardised tests of reading and comprehension
- Differentiated learning support for Mathematics in Gaelic
- Differentiated learning support for literacy and comprehension in Gaelic
- Online assessment in Gaelic
- Learning support for ICT intervention in Gaelic
- Design standard baseline and tracking tests in Gaelic
6.12 Resource development from current material in schools:
- Collating checklists and basic tests currently used within schools and using working group format to evaluate, revise and field test these
- Devise training format to recommend use of revised tools, distribute and provide CPD on these additional resources

6.13 Negotiate copyright and other right restrictions with publishers
- Explore curriculum based assessments on educational curriculum resources used in English language contexts and possible use in translation
- Review resources in Irish and Welsh language and assess suitability for translation
6.2 STAFF DEVELOPMENT AND TRAINING

6.2.1
- Provide training on assessment approaches on a local small group basis
- Encourage use of staged approach to assessment and provide stage one guidance and assessment tools for class teachers as resources in 1 above develop;
- Provide training on collaborative working with educational psychology, speech and language therapy teams and social work;
- Organise CPD on Dynamic Assessment;
- Ensure locally based mentoring schemes are developed with resources provided for mentors;
- Ensure that particular attention is paid to recently qualified staff in smaller schools who may have wide span composite class teaching responsibilities;
- Provide video records of seminar and workshop events on assessment and support for learning for wider circulation
6.2.2

- Coimheadaibh air modalan trèanaidh iomchaidh do Luchd-cuideachaidh sa chlas is luchd-obrach PSA (luchd-cuideachaidh do sgoilearan), agus cuiribh air dòigh seiseanain ionadail:
  - Bu chòir seiseanan a bhith ann a’ dèiligeadh ri reachdas is modhan-obrach co-cheangailte ri Taic a Bharrachd le Ionnsachadh, a’ stèidheadh thargaidh is a’ dealbh phrógraman, a’ cumail rian air gìulan agus cuspairean co-cheangailte;
  - A’ coimhead air teisteanas dreuchdail airson a leithid a thrèanadh;
  - Coimheadaibh air na dleastanasan bu chòir a bhith aig luchd-obrach mar Luchd-cuideachaidh le Cànan, thoiribh seachad trèanadh is déanaibh measadh air a’ chuideachadh a thathar a’ toirt do sgoilearan ann a bhith togail a’ chànain.

6.2.2

- Examine appropriate models of training for Classroom Assistants and PSA staff and provide locally based sessions:
  - Sessions to cover ASL legislation and practice, target setting and programme design, behaviour management and related topics;
  - Exploration of accreditation basis for such training;
  - Examine case for duties for such staff as Language Assistants, provide training and assess contribution to pupil progress in language acquisition.
6.2.3 · Examine basis of cascade training carried out by Head Teachers or Principal Teachers and provide training packs and resources on above developments for dissemination;

· Ensure that the interests of small rural schools are given emphasis in resource allocation and training;

6.3 Strategic Engagement on Bilingualism Development

6.3.1 Establish collaborative links with Welsh and Irish Medium units;

6.3.2 Arrange seminars with representative from these units with a particular focus on collaborative assessment and joint working with Speech and Language therapy and Educational Psychology teams;

6.3.3 Video records of such sessions to be made available on a national basis.
6.4 SPECIALIST STAFF PROVISION

6.4.1 Examine possible models of staff development which would provide a fluent Gaelic speaker Support for Learning staff member in each school;

- This provision could be put in place by training existing staff and ensuring there was focused support and supervision;

- These staff members could have specific duties in liaising with external professional teams for Gaelic language assessment.
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