



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

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1. CÙL-FHIOSRACHADH

Tha an cuspair, mar a bu chòir dèiligeadh ri Feuman Taice a Bharrachd (FTB) ann am Foghlam tron Ghàidhlig, air nochdadh ann an grunn aithisgean bho bhuidhnean-obrach agus ann an sgrìobhainnean co-cheangailte, le cuideam sònraichte ga chur air mar a tha cion stuthan measaidh ann gus stiùir a thoirt do cho-dhùnaidhean agus planadh airson diofar phàistean fa leth (1,2). Cuideachd, thugadh fa-near do mar a tha feum air goireasan teicneòlas fiosrachaidh a dh'aona-ghnothach airson na Gàidhlig, goireasan airson diofar ìrean gus taic a chumail ris a' churraicealam, agus stuthan eile do sgoilearan aig a bheil an leithid a dh'fheuman.

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.



Ann am Plana Gàidhlig HMle (3) tha iomradh sònraichte air mar a tha feum air tuilleadh *“fiosrachaidh bho rannsachadh mionaideach”*, a bheireadh stiùir do obair-leasachaidh san roinn seo. Bu chòir na co-dhùnidhean sna sgrìobhainnean gu h-àrd a bhith air an ceangal ri grunn aithisgean a thàinig a-mach o chionn ghoirid a tha air sùil a thoirt air diofar thaobhan de dh’fhoghlam, trèanadh is Leasachadh Proifeiseanta Leantainneach airson tidsearan ann an Alba (4,5).

Às dèidh dhaibh beachdan a shireadh bho dhiofar bhuidhnean is luchd-ùidhe, thòisich Bòrd na Gàidhlig, le taic-airgid bho Riaghaltas na h-Alba, pròiseact rannsachaidh phragtaigich gus sùil a thoirt air nàdar is meud nam Feuman Taice a Bharrachd (FTB) ann am foghlam tron Ghàidhlig, agus cuideachd gus sealladh farsaing a thoirt dhuinn air na sgilean agus na feuman trèanaidh aig a’ phrìomh luchd-obrach san seòrsa foghlaim seo.

B’ e a’ phrìomh mhodh-rannsachaidh a chleachdadh sa phròiseact seo, ceisteachan air-loidhne, a chaidh a chur gu gach sgoil ann an Alba le foghlam tron Ghàidhlig aig ìre na bun-sgoile. Chaidh agallamhan a chumail cuideachd le taghadh cothromach de luchd-obrach bho na sgoiltean; chaidh na ceisteachain a sgaoileadh am measg roinnean foghlaim agus do dh’aonadan co-cheangailte, leithid seirbheisean eòlas-inntinn is leasachadh cainnt is cànan.

The HMle 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 image shows the exterior of a modern school building. The building has a two-story structure with a white ground floor and a second floor with a reddish-brown facade. Large glass windows and doors are visible. In the foreground, there is a paved area with several wooden benches. A large, semi-transparent purple circle is overlaid on the image, centered on the building's name. The sky is blue with some clouds.

Sgoil Dhalabroig

Chaidh a' chiad earrainn den sgrùdadh, a' gabhail a-steach fiosrachadh mu sgoiltean is sgoilearan, a dhealbh gus fiosrachadh nas mionaidiche a thrusadh mu nàdar, is meud FTB agus mar a tha iad air an sgaoileadh ann an ionadan foghlam tron Ghàidhlig, agus tha an seòrsachadh a rinneadh a' togail air na cinn-dàta choitcheann aig Riaghaltas na h-Alba airson sgoilearan. Chaidh am fiosrachadh a thug gach sgoil fa leth seachad 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' cleachdadh anns gach sgoil. Tha an aithisg seo a' gabhail a-steach deuchainnean neo-fhoirmeil a tha cuideachadh le measaidhean, oir ged a thathar a' tuigsinn gur dòcha nach bi iad seo a' cumail ri modhan coitcheann, dh'fhaodadh gun gabhadh an leasachadh gu bhith nan meadhanan-measaidh airson foghlam Gàidhlig.

NÀDAR IS MEUD NAM FEUMAN TAICE A BHARRACHD (FTB)

Tha an dàrna earrainn den cheisteachan air-loidhne a' sireadh bheachdan air na Feuman a th' ann a thaobh Luchd-obrach is Trèanadh, agus chaidh a lìonadh le tidsearan, luchd-cuideachaidh sa chlas

agus luchd-obrach iomchaidh eile bho na sgoiltean. Tha breithneachadh ga dhèanamh air na beachdan is fiosrachadh a fhuaras tron sgrùdadh seo, agus tha molaidhean ann airson a bhith leasachadh sgilean luchd-obrach agus a bhith toirt trèanadh dhaibh san ùine ri thighinn.

Cuideachd, fhuaras beachdan tro cheisteachan bho sgiobaidhean eòlas-intinn ann am foghlam, luchd-obrach foghlaim spèisealta a bhios a' dèiligeadh ri mar thèid FTB a làimhseachadh, agus le grunn sgiobaidhean leasachadh cainnt is cànan a bheir seirbheis do sgoiltean le roinnean Gàidhlig.

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.

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.

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.

Bha na ceisteachain seo cuideachd a' faighneachd mu chuspairean nas ùire a tha air nochdadh an lùib trèanadh thidsearan, a thaobh mhodhan co-obrachail is ceum air cheum airson measaidhean, agus sin mar phàirt de sheirbheisean cloinne aonaichte is leasaichte.

Bha an earrainn mu dheireadh seo a' gabhail ealla ri sgrìobhainnean ùra air trèanadh thidsearan is LPL, le iomradh sònraichte air na h-eileamaidean a leanas bhon aithisg aig Donaldson (4) air a' chuspair seo:

- leasachadh proifeiseanta leantainneach sa bhad às dèidh na bliadhna tòiseachaidh agus am feum air trèanadh gus am bi seirbheisean cloinne aonaichte ann;
- feum air poileasaidhean Ath-sgrùdaidh is Leasachaidh Proifeiseanta airson gach roinn de raon an fhoghlaim, a' gabhail a-steach, a thaobh na h-aithisge seo, a' làimhseachadh fheuman taice a bharrachd ann am foghlam tron Ghàidhlig.

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.



GEÀRR-CHUNNTAS NA H-AITHISGE

Chaidh an sgrùdadh seo a bharantachadh le Bòrd na Gàidhlig, le taic-airgid bho Riaghaltas na h-Alba, gus sealladh a thoirt dhuinn air nàdar is meud nam Feuman Taice a Bharrachd (FTB) ann am foghlam tron Ghàidhlig, agus cuideachd gus Mion-sgrùdadh a dhèanamh air Feuman Trèanaidh Luchd-obrach gus an urrainnear frithealadh air na feuman sin. Fhuaras na co-dhùnidhean is molaidhean san aithisg bho thoraidhean nan ceisteachan air-loidhne a lion 110 luchd-obrach bho 33 sgoiltean, bho cheisteachain fa leth do dh'ùghdarrasan foghlaim, sgiobaidhean eòlas-inntinn ann am foghlam agus seirbheisean leasachadh cainnt is cànan, agus bho 45 agallamhan le luchd-obrach bho na seirbheisean sin.

EXECUTIVE SUMMARY

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.



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 sgiobaidhean eòlas-inntinn is leasachadh cainnt is cànan fiosrachadh nas mionaidiche seachad a thaobh mar a tha iad an sàs ann a bhith measadh sgoilearan ann am Foghlam tron Ghàidhlig.

Tha na molaidhean a' cur cuideam air a bhith cruthachadh grunn mheadhanan-measaidh, goireasan FT agus goireasan airson diofar chomasan ann an Gàidhlig, gus nach bi na h-uireasbhaidhean a th' ann cho mì-chothromach. Mhol an sgrùdadh cuideachd gu bheil feum air trèanadh ann am modhan-measaidh a tha in-ghabhalach is co-obrachail, a thèid a chur air dòigh còmhla ri seirbheisean eòlas-inntinn ann am foghlam is leasachadh cainnt is cànan. Thathar a' cur prìomhachas air a bhith cruthachadh dhòighean gus cànan a mheasadh am measg chloinne dà-chànanaich aig ìre 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.

DHÒIGHEAN GUS CÀNAN A MHEASADH

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.

LANGUAGE ASSESSMENT APPROACHES

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.

2. RO-RÀDH

2.1 STRUCTAR NA H-AITHISGE

Ann a bhith cur toraidhean a’ phròiseict 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-sgoiltean 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’ tarraing air stuthan a fhuaras bho cheisteachain air-loidhne agus tùsan fiosrachaidh eile gus dealbh a thoirt seachad de na prìomh 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’ foillseachadh sreath de cho-dhùnaidhean bhon phròiseact, agus molaidhean airson nithean eile bu chòir 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 ùghdarras ionadail ri dèiligeadh ri buidseatan teann agus mar sin tha barrachd cuideim ga chur air a bhith co-roinn ghoireasan 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 reconciliation 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.

Tha grunn prìomh chùisean co-cheangailte ri bhith toirt seachad foghlam tron Ghàidhlig a tha nochdadh air feadh na h-aithisge seo agus b' fheudar an cuspair farsaing, mar a thèid frithealadh air clann le feuman taice a bharrachd, a shealltainn ann an co-theacsa nas fharsainge a thaobh poileasaidh, le cuideam sònraichte ga chur air in-ghabhail agus measaidhean. Tha e cudromach cuimhneachadh gur e an fheallsanachd a chleachdadh san aithisge seo foghlam tron Ghàidhlig a shealltainn mar shiostam sònraichte an àite a bhith coimhead air Gàidhlig dìreach mar chuspair sgoile. Tha an aithisge seo a' gabhail ealla ris a' mhodal rannsachaidh phragtaigeach, agus i a' dèanamh feum de mheasgachadh de thùsan fiosrachaidh, leithid mion-sgrùdadh air sgrìobhainnean, ceisteachain air-loidhne air an tilleadh bho dhiofar ìrean foghlaim is shiostaman co-cheangailte, agallamhan agus sgrùdaidhean air litreachas. Tha na paraimeatairean a chleachdadh sna sgrùdaidhean sna diofar chaibideilean roghnaichte, agus ceangailte, mar as trice, ri bhith coimhead air builean pragtaigeach, an àite a bhith beachdachadh gu sònraichte air eileamaidean tèòiridheach. Tha iomradh

GOIREASAN AGUS TRÈANADH

air sgrìobhainnean poileasaidh gus sealltainn na thathar a' sùileachadh a thaobh an dàimh eadar na diofar bhuidhnean a tha ag obair còmhla gus taic a chumail ri clann leis na feuman seo. Ann an diofar àiteachan san aithisge, tha iomradh air na caochladh

shiostaman seòrsachaidh a th' ann a thaobh nàdar is meud nam Feuman Taice a Bharrachd (FTB) no nam Feuman Foghlaim Sònraichte (FFS) - teirm a chleachdas iad ann an grunn dhùthchannan eile. Ma nithear sgrùdadh air na siostaman sin, gabhaidh eadar-dhealachadh a dhèanamh eadar measaidhean a ghabhas a dhèanamh ann am Beurla, agus iad sin mar as trice stèidhichte air inbheach a bhith coimhead air pàiste, agus na modhan eile a bu chòir a bhith air an cur gu feum ann an Gàidhlig.

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

RESOURCES AND TRAINING

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.

Le sealladh farsaing air na siostaman seòrsachaidh sin, tha trì prìomh bhuidhnean a' nochdadh:

- Duilgheadasan le cànan is cainnt;
- Diofar dhuilgheadasan ionnsachaidh;
- Dùbhlain shòisealta agus a thaobh giùlain is faireachdainnean.

Bidh feum air taghadh de stuthan is dòighean-measaidh taobh a-staigh na sgoile, agus uaireannan, air na h-innleachdan sònraichte a chleachdas buidhnean-taice bhon taobh a-muigh gus dèiligeadh gu mionaideach ri gach neach fa leth a bhuineas do na buidhnean seo. Cuideachd, ann a bhith dealbh nam prògraman is planaichean gus dèiligeadh ris na dùbhlain seo, feumar ealla a ghabhail ri feuman sònraichte a thaobh cànan a th' aig gach neach, agus feumar eòlas mionaideach a bhith ann air mar a tha gach pàiste le feuman taice a bharrachd a' tighinn air adhart agus a' fàs.



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 CO-THEACSA A THAOBH PHOILEASIDHEAN

Ann a bhith beachdachadh air na h-eileamaidean air an deach geàrr-iomradh a dhèanamh gu h-àrd a thaobh nàdar nam feuman taice a bharrachd a th' aig a' chloinn a th' ann an-dràsta, feumar ealla a ghabhail ri poileasaidhean cudromach, agus uaireannan, riatanasan a tha a' cur mur coinneimh an t-ìomadh modh is dòigh a chleachdar gus frithealadh air na feuman sin. Rinn Riddell et al (2006) sgrùdadh litreachais a thaobh clann le feuman taice a bharrachd, agus choimhead iad air na duilgheadasan a bh' ann ann a bhith dèanamh coimeas eadar poileasaidhean is modhan-obrach gu h-eadar-nàiseanta. A thaobh a bhith measadh clann leis an leithid de dh'fheuman, san sgrùdadh thuirt iad, "Ann an Alba, thathar air a bhith cumail ris a' phrionnsapal a bhith gabhail a-steach a h-uile sgoilear ann an siostam nàiseanta" (airson measaidhean is teisteanasan). Tha seo a' togail cheistean mu na ceanglaichean eadar measaidhean airson ionnsachaidh is measaidhean deireannach airson clann leis na feuman seo agus na builean coimeasach a dh'fheumar airson aithisgean cunntachail. A thaobh sin, b' fhiach e smaoinichadh air dòighean in-ghabhalach nuair a thathar a' stiùireadh sgoile agus a' measadh chloinne, agus obrachadh a-mach mar a ghabhas na dòighean sin a chleachdadh airson sgoilearan le feuman taice a bharrachd agus aig a bheil dà chànan.

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 assessment and trace out some of the applications for pupils with additional support needs in a bilingual context.

Sna deich bliadhna a dh'fhalbh san Roinn Eòrpa, thathar air cuideam a chur air cuspair a tha coitcheann, 's e sin a bhith cumail sgoilearan ann an clasaichean àbhaisteach agus na diofar mhodhan-measaidh a dh'fhaodadh a bhith na bhunait dha sin agus na measaidhean sin a' mineachadh dè dìreach na feuman a th' ann. A thaobh obair na Buidhne Leasachaidh Eòrpaich airson Daoine le Feuman Foghlaim Sònraichte, mar eisimpleir, tha measadh air a mhìneachadh mar seo:

“Bu chòir measadh a thuigsinn mar cho-dhùnaidhean is beachdan air daoine fa leth (no uaireannan buidhnean beaga) stèidhichte air fianais air choireigin; tha luachadh a' ciallachadh sgrùdadh air cùisean nach eil ceangailte ris an duine, mar eagrachadh, curraicealaman agus modhan teagaisg; tha tomhas a' ciallachadh measadh no luachadh co-cheangailte ri tomhas àireamhach de sheòrsa air choireigin.” (Keeves/UNESCO 1994).

A thaobh chànanan san fharsaingeachd air feadh an h-Eòrpa, tha an sgrìobhainn fharsaing bho Chomhairle Bhreatainn (Comhairle Bhreatainn - Clò Oilthigh Cambridge 2012) a chaidh fhoillseachadh o chionn ghoirid agus an geàrr-chunntas aige air rannsachadh, a' cur Gàidhlig taobh a-staigh siostam foghlaim na h-Alba. Tha feuman taice a bharrachd, mar chuspair, air a dheagh rannsachadh ann an sgrìobhainnean speisealta Eòrpach eile air a bheil iomradh sa gheàrr-iomradh sin, ach chan eil mòran fiosrachaidh ann mu fheuman taice a bharrachd ann an co-theacsa dà-chànanach. Tha am pròiseact, Eòrpa Làn Chànanan (*Language Rich Europe*) a' toirt còmhla còrr is 1,200 luchd-poileasaidh is luchd-obrach bho 24 dùthchannan fo bhratach ioma-chànanais.

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.

Féil na Sgoile

SDENWORLDS



Bhiodh buannachdan air a bhith ann nam biodh na sgrùdaidhean farsaing seo a thaobh mar a chleachdar cànanan ann am foghlam san Roinn Eòrpa air coimhead air poileasaidhean airson Feuman Foghlaim Sònraichte (FFS) (no FTB ann an Alba), oir tha duilgheadas ionnsachaidh de sheòrsa air choreigin aig 10-20% de sgoilearan san fhoghlam aca.

Thathar a' tomhas gu bheil, air feadh na h-Eòrpa, 54% den t-sluagh aig a bheil dà chànan agus chaidh gluasad a chur air adhart o chionn ghoirid gu Pàrlamaid na h-Eòrpa a thaobh cànanan Eòrpach a bha ann an cunnart a thuirt:

"...thathar den bheachd gum bu chòir don Aonadh Eòrpach taic a chumail ri poileasaidh cànan a leigeas le clann dà chànan mhàthaireil a thogail cho tràth agus as urrainn; thathar ag ràdh gun cuidicheadh an leithid a phrògram, mar a tha a h-uile cànanaiche a' cumail a-mach, clann a bhith ag ionnsachadh cànanan eile nuair a tha iad nas sine, agus bheireadh e taic phragtaigeach do luchd-labhairt chànanan dùthchasach le bhith toirt spionnadh às ùr do dh'oidhirpean gus na cànanan sin a thoirt don ath ghinealach ann an sgìrean far a bheil iad a' crìonadh;"

Chomharraich Kendall et al (2008) mar a bha feum air "barrachd fianais, agus iad a' toirt an aire don ghaimead de rannsachadh làidir a bh' ann - a bha coimhead air cùisean thar ùine nas fhaide – airson daoine le feuman a thoirt nas fhaige air an àbhaist agus an rannsachadh sin a' dèanamh ceangal follaiseach eadar builean agus modhan-obrach is èifeachdas." 'S e aon chuspair a tha nochdadh a-rithist is a-rithist san aithisg, gu bheil beachd a' tighinn am bàrr gum faigh a h-uile sgoilear buannachd bho fhoghlam dà-chànanach agus thathar air tòiseachadh a' gabhail ealla ri rannsachadh cruinnichte fad beatha ann a bhith dealbh poileasaidhean airson foghlam in-ghabhalach agus airson modalan eile gus seirbheisean a libhrigeadh ann an co-theacsaichean proifeiseanta eile (me, sgrùdadh le Marian, V. & Shook, A. 2012).

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).

Tha e na àrd-amas don Bhuidhinn Leasachaidh Eòrpaich airson Daoine le Feuman Foghlaim Sònraichte, poileasaidhean is modhan-obrach airson na cloinne sin a chruthachadh. Tha a h-uile dùthaich Eòrpach air ainm a chur ri Cùmhnant Còraichean Dhaoine nan Dùthchannan Aonaichte (2006) agus tha Artaigil 24 a' toirt stiùireadh air dealbh poileasaidhean agus tha e ag iarraidh air Stàitean, *"dèanamh cinnteach gun obraich siostam foghlaim in-ghabhalach aig gach ìre"*. Cuideachd, tha Aithris is Frèam Shalamanca aig UNESCO airson Gnìomhan a thaobh Feuman Foghlaim Sònraichte (1994) ag ràdh:

"Tha sgoiltean àbhaisteach le feallsanachd in-ghabhalach fìor mhath air a bhith cur stad air leth-bhreith, a' cruthachadh choimhearsnachdan càirdeil, a' cruthachadh comann-sòisealta in-ghabhalach agus a' toirt oideachadh don a h-uile duine."

Ri linn sin, chan fhaodar coimhead air stiùireadh Feuman Taice a Bharrachd ann am Foghlam tron Ghàidhlig ann an Alba mar shiostam fa leth is eadar-dhealaichte, ach mar mhion-shuidheachadh oideachaidh a tha co-cheangailte, còmhla ri mion-shuidheachaidhean eile, ris na leasachaidhean mòra seo ann am foghlam do chloinn le *"feuman sònraichte"*.

Sna sgrìobhainnean a tha coimhead air bun nan atharraichean cultarach seo ann am foghlam, thathar a' cur cuideam air mar a tha feum air deagh thrèanadh mus fhaigh sinn in-ghabhaltas. (A' Bhuidheann Eòrpach 2003)

Ma thathar a' dol a chur mhodhan measaidh in-ghabhalach an sàs gus frithealadh air feuman a h-uile sgoilear, feumar cuideachd beachdachadh air na sgilean a tha dhìth air an luchd-obrach gus am modh-obrach ùr seo a thoirt gu buil. Tha diofar aithisgean Eòrpach a' coimhead air grunn chùisean cudromach a bhuineas ri bhith toirt seachad ghoireasan agus trèanadh do luchd-obrach gus am poileasaidh gu h-àrd agus na modhan-obrach a choileanadh a tha mar bhun-stèidh do dh'fhoghlam in-ghabhalach.

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.

Chaidh Pròiseact na Buidhne Eòrpaich (Watkins 2007), a bha a' coimhead air measaidhean ann an suidheachaidhean in-ghabhalach, a stèidheachadh 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 gabhadh stiùireadh a dhealbh airson a bhith measadh clann san leithid a shuidheachaidhean.

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 measadh a mhìneachadh an lùib a' phròiseict mar a leanas:

“An dòigh sam bi tidsearan, is daoine eile a tha an sàs ann am foghlam sgoilearan, a' cruinneachadh is a' cleachdadh fiosrachadh mu mar a tha na sgoilearan a' soirbheachadh agus/no mu mar a tha iad a' dèanamh adhartas ann an diofar thaobhan den oideachadh aca (acadaimigeach, giùlan no gu sòisealta).”

Le bhith cumail ris a' mhìneachadh fharsaing sin, chomharraich an sgioba rannsachaidh trì modhan-measaidh eadar-dhealaichte ann an diofar dhùthchannan: measaidhean gus inbhean/ìrean a sgrùdadh, measaidhean gus feuman sgoilearan a chomharrachadh sa chiad dol-a-mach, agus measaidhean gus teagasg is ionnsachadh a stiùireadh. B' e a' bhuil fhìor chudromach airson poileasaidh a thàinig às an rannsachadh is sgrùdaidhean, am beachd a bh' ann a thaobh mheasaidhean in-ghabhalach, nì a tha gu math buntainneach ri prìomh chuspairean na h-aithisge seo. Tha na feartan a leanas aig measadh in-ghabhalach:

- tha e air a dhealbh gus a h-uile sgoilear a bhrosnachadh gu bhith ag ionnsachadh;
- bu chòir gach poileasaidh measaidh is rian-obrach cuideachadh le bhith dèanamh cinnteach gum bi gach sgoilear air an gabhail a-steach;
- bu chòir aire shònraichte a thoirt do na tha dhìth air sgoilearan le feuman taice a bharrachd ann am foghlam coitcheann.

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.



Tha an aithisg cuideachd ag ainmeachadh diofar nithean a bu chòir a bhith ann mar bhun-stèidh is mar thaic do dh'oidhirpean gus measaidhean agus modhan stiùiridh airson clasaichean a stèidheachadh a tha in-ghabhalach. Am measg nan nithean sin tha: a' toirt seachad ciad-thrèanadh, trèanadh in-sheirbheis is trèanadh sònraichte do thidsearan mar bhunait airson àrainneachd in-ghabhalach a chruthachadh, agus cothrom air diofar mheadhanan is ghoireasan measaidh gus taic a chumail ri ionnsachadh na cloinne. Am measg nan nithean eile a thigeadh an cois nam modhan-obrach ùra seo bha: a' gluasad air falbh bho bhith dèanamh measadh stèidhichte air sealladh meidigeach is eòlas-inntinn gu bhith cur barrachd cuideim air foghlam no modal eadar-ghnìomhach agus a' cur barrachd cuideim air prògram (no plana) oideachaidh fa leth airson gach sgoilear.

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.

Sheall an sgrùdadh air an litreachas cuideachd gun robh àite nas cudromaiche aig tidsearan agus luchd-taice spèisealta airson ionnsachadh, ann an cuid a dhùthchannan, ann a bhith measadh sgoilearan. Chùm Bickel is Hatstrup (1995) a-mach gum feum diofar luchd-dreuchd obair còmhla gus cur às de na trioblaidean a bh' ann a thaobh luchd-dreuchd a bhith ag obair leotha fhèin, agus san aithisg seo tha iomradh air poileasaidhean a tha toirt taic do na prionnsapalan a tha air cùl co-obrachadh an lùib mheasaidhean, agus cuideachd an lùib a bhith dealbh phlanaichean is phrògraman a bheir taic do chloinn le feuman. Ma choimheadas sibh air na sgrìobhainnean gu h-àrd, aithnichidh sibh bun-bheachdan a tha tighinn am bàrr, mar mheasaidhean in-ghabhalach, a' cruthachadh phlanaichean is phrògraman fa leth do sgoilearan, gluasad air falbh bho shealladh meidigeach is eòlas-inntinn airson measaidhean, agus tidsearan a' gabhail barrachd com-pàirt ann am measadh gus ionnsachadh.

Cuideachd, ann an Stiùireadh a dh'fhoillsich HMle (2012-2013), thathar fhathast a' cur cuideam air mar a tha dùil ann gum bi clann is òigridh dha-rìribh an sàs san ionnsachadh agus sna measaidhean aca, agus gum bi làn-phàirt aca ann a

DIOFAR SHEÒRSAICHEAN FTB

bhith ag ath-sgrùdadh na ionnsaich iad agus a' suidheachadh nan ceann-uidhe pearsanta aca. San aon stiùireadh, am measg nan nithean ùra, thathar a' sùileachadh gum bi an curraicealam air a dhealbh gus, *“frithealadh air feuman a h-uile neach-ionnsachaidh, a' gabhail a-steach sgoilearan le feuman taice a bharrachd”*.

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 Hatstrup (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 HMle (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

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in reviewing their learning and setting 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”*.

Thàinig am beachd a th' air cùl Feuman Taice a Bharrachd a-steach fo Achd an Fhoghlaim (Taic a Bharrachd le Ionnsachadh) ann an Alba (2004) agus sin a' leudachadh air a' mhìneachadh a bh' ann roimhe airson Feuman Foghlaim Sònraichte (FOS), teirm a tha cumanta ann an tòrr dhùthchannan Eòrpach, mar a chaidh a ràdh gu h-àrd. Tha a' chiall nas fharsainge aig an abairt ùir a' buntainn ri suidheachadh sam bith far nach urrainn do phàiste no duine òg buannachd fhaotainn à foghlam sgoile gun taic a bharrachd.

Chaidh an Achd atharrachadh ann an 2009 le grunn chumhachan ùra air an cur rihte, leithid mar a bheir Riaghaltas na h-Alba fiosrachadh staitistigeach sònraichte seachad, agus aithisg bhliadhnail air a' chùis. Tha an Còd-obrach, a chaidh ath-dheasachadh às dèidh nan atharraichean sin, a' toirt stiùireadh seachad air mar bu chòir Taic a Bharrachd le Ionnsachadh a bhith ann an co-rèir ris a' Churraicealam airson Sàr-mhathais agus na prionnsapalan a tha mar bhun-stèidh don phoileasaidh is modh-obrach, "*Ga Fhaighinn Ceart do Gach Pàiste*" (GIRFEC).

Sa bhrath-mhìneachaidh a fhuair Comataidh an Fhoghlaim (SPICe: 2012) bha iomradh air an aithisg bhliadhnail bho Riaghaltas na h-Alba agus fios gun robh FTB aig 15% de sgoilearan na h-Alba, agus "an seòrsa as cumanta, 's e duilgheadasan sòisealta, le faireachdainnean is le giùlan". Thathar a' bruidhinn, san ath chaibideil, air an diofar a th' ann am figearan ri linn shiostaman eadar-dhealaichte ann an diofar dhùthchannan gus na seòrsachan FTB a chomharrachadh. Mar phàirt den phlana fad-ùine aig Riaghaltas na h-Alba (2012) gus cuideachadh le bhith toirt na h-Achd airson Taice a Bharrachd airson Ionnsachadh gu buil, thathar a' cur cuideam air trèanadh, agus ath-sgrùdadh cunbhalach air na siostaman a thathar a' cleachdadh gus diofar sheòrsaichean FTB a chomharrachadh. Tha ath-sgrùdadh cuideachd ga dhèanamh an-dràsta air na h-eadar-dhealachaidhean a th' ann eadar ùghdarrasan ionadail a thaobh nam figearan airson nan diofar sheòrsaichean.

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.

Tha foghlam tron Ghàidhlig air a dhol am meud thar nan deicheadan a chaidh seachad, agus aig an aon àm chunnacas tomhas math de dh'fhianais làidir ga foillseachadh mu na buannachdan bho dà-chànanas, a' togail air an obair a rinn Cummins is tùs-sgoilearan eile san raon seo. (Lauchlan et al 2012; Baker 2006; Cummins, J. 1984; Rhys & Thomas 2012). San ath dhà chaibideil, bheirear luaidh air rannsachadh is breithneachadh a rinneadh ann an Èirinn is sa Chuimrigh, a thaobh an eòlais a fhuaras bho bhith toirt seachad foghlam tron Ghaeilge is Cuimris - sna sgrìobhainnean sin thathar a' cur cuideam mòr air mar a dh'fheumar trèanadh a thoirt do luchd-obrach aig gach ìre agus mar a tha feum air grunn ghoireasan airson mheasaidhean, taic sàr-mhath a thaobh TFC agus stuthan leughaidh is tuigse eadar-dhealaichte. An cois freagairt Riaghaltas na h-Alba a thaobh nam molaidhean aig Sgrùdadh Doran (2012), tha an seantans a leanas freagarrach do dh'amasan a' phròiseict seo: *“Tha feum air rianan-obrach cunbhalach airson trèanadh proifeiseanta fad-beatha dreuchdail a leigeas le luchd-obrach bun-sgilean a leasachadh mar phàirt den chiad fhoghlam aca”* (Freagairt do Mholadh 2). Bha an sgrùdadh seo a' coimhead gu h-àraidh air mar a thèid frithealadh air feuman cloinne is òigridh le feuman taice iom-fhillte a bharrachd. Agus tha na molaidhean, agus na freagairtean aig Riaghaltas na h-Alba, a rèir bun-luachan is bunaithean na h-Achd airson Taic a Bharrachd le Ionnsachadh agus mar a bhuineas i ri foghlam in-ghabhalach, agus mar a tha i ag amas air feuman a h-uile sgoilear san leithid a dh'fhoghlam.

A' leantainn air seo, sa gheàrr-chunntas den Achd gu h-àrd sa Chòd-obrach (paragraf 7, td29), thathar a' cur nur cuimhne gun tig uallaichean an cois *“measaidhean, planadh, gnìomhan is ath-sgrùdaidhean buadh-mhor ann an co-rèir ri luachan is prionnsapalan a' Churraicealaim airson Sàr-mhathais, GIRFEC, Frèam nan Tràth-bhliadhnaichean, agus cumhachan na h-Achd”*, uallaichean gu bhith cur an sàs modhan-obrach iomlan is iomlanach nuair a thathar a' measadh fheuman.

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.



Bu chòir an leithid a mheasaidhean cuideachd làn-ealla a ghabhail ri cultar is cànan na cloinne agus bu chòir don chloinn làn chom-pàirt a ghabhail anns gach pàirt den phròiseas mheasaidh.

Ann a bhith rannsachadh FTB ann am foghlam tron Ghàidhlig, cuspair na h-aithisge seo, feumar cuimhneachadh air na h-atharraichean a thachair o chionn ghoirid, leithid raon farsaing de mheasaidhean in-ghabhalach is in-ghabhail air feadh na h-Eòrpa, poileasaidhean a thaobh Taic a Bharrachd le Ionnsachadh gan cur an gnìomh, GIRFEC agus an Curraicealam airson Sàr-mhathais, agus iad sin mar fhreagairtean àraidh Albannach airson teachd-gu-ìre, adhartas agus foghlam nan sgoilearan. Tha mìneachadh aig Donaldson (2011) air na leasachaidhean ris a bheilear an dùil le bhith toirt a' churraicealaim gu h-àrd a-steach:

“Chan e dìreach ath-leasachadh a th’ anns a’ Churraicealam airson Sàr-mhathais air a’ churraicealam agus dòighean-measaidh. Tha e bonntaichte air modal far a bheil cùisean a’ sior-atharrachadh agus far am bi tidsearan is sgoiltean a’ cruthachadh a’ churraicealaim còmhla.”

Tha an Curraicealam airson Sàr-mhathais a’ toirt am follais nam modhan-measaidh a leanas:

- Tha measadh gus ionnsachadh (SEED 2002) a’ gabhail a-steach measadh airson ionnsachaidh mar a bha sa churraicealam ron seo.
- Measadh gus ionnsachadh far a bheil measadh dol-air-aghaidh ann.
- Measadh air na chaidh ionnsachadh le cuideam air amasan deireannach.

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.

Bu chòir dhaibh sin a chur mu choinneamh na leanas:

“Tha measadh gus ionnsachadh mar phàirt de na nì oileanaich, tidsearan is co-obraichean gu làitheil. Tha am measadh sin a’ sireadh, a’ gabhail beachd air agus a’ gabhail ealla ri fiosrachadh à còmhraidhean, bho rudan a thèid a shealltainn agus a sheallas sgoilearan air agus seo uile tro dhòighean a nì ionnsachadh leantainneach nas buadmhoire.” (An Treas Co-labhairt Eadar-nàiseanta air Measadh gus Ionnsachadh 2009 Dunedin.)



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)’. ”



Tha Buidheann Ghàidhlig a' Churraicealaim airson Sàr-mhathais a' toirt iomradh air measaidhean ann am foghlam tron Ghàidhlig (FtG) a thaobh sàr-mhathais ann a bhith togail air a' phrionnsapal, *“S ann airson Ionnsachadh a tha Measaidhean.”* Tha an aon bhuidheann, nuair a tha iad a' beachdachadh air Feuman Taice a Bharrachd, ag ràdh:

“Tha leasachadh dreuchdail a dhìth gus am bi barrachd tuigse aig tidsearan air mar a bheir na cùisean seo buaidh air sgoiltean FtG, agus leasachadh dreuchdail aig an aon àm am measg Leasaichean Cainnt is Cànan, Èlaichean-inntinn agus luchd-obrach eile. Cuideachd, tha pàrantan aig a bheil clann le feuman sònraichte feumach air dearbhadh nach cuir FtG bacadh sam bith air mar a thig a' chlann aca air adhart.”

Tha an earrainn seo a' toirt geàrr-iomradh air na prìomh chùisean a tha air tighinn am bàrr ri linn a' phròiseict seo agus tha mìneachadh orra sna caibideilean a leanas.

'S ANN AIRSON IONNSACHADH A THA MEASAIIDHEAN

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.

ASSESSMENT IS FOR LEARNING

3. FEUMAN TAICE A BHARRACHD ANN AM FOGHLAM TRON GHÀIDHLIG: AN DÙBHLAN ANN A BHITH DÈANAMH MEASADH CEART

3.1 TORAIDHEAN AN SGRÙDAIDH

3.1.1

Sa chiad earrainn fhuaras 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, còmhla ri 5 eòlaichean FTB, 26 tidsearan ann am Foghlam Gàidhlig agus 11 luchd-obrach de sheòrsachan eile.

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.



Bha na Feuman Taice a Bharrachd a chaidh a chomharrachadh bhon t-sampall gu h-àrd mar a leanas:

Bha 1,673 sgoilearan uile-gu-lèir san t-sampall: 259 le Feuman Taice a Bharrachd (15% FTB)

ÒRDUGH A RÈIR UIREAD

1. Sòisealta, Faireachdainnean no Giùlan	(22%)
2. Duilgheadas Ionnsachaidh Sònraichte	(21%)
3. Duilgheadas le Cànan no Caintt	(18%)
4. Eile	(17%)
5. Duilgheadas le Fradharc	(10%)
6. Euslaint bhon Speactram Òtasach (<i>Autistic</i>)	(8%)
7. Duilgheadas le Claisneachd	(3%)
8. Duilgheadas Corporra	(1%)

Notaichean a thaobh a' chlàir gu h-àrd:

Le grunn dhaoine, chaidh measgachadh de dhuilgheadasan giùlain is ionnsachaidh a chomharrachadh. San earrainn a tha dèiligeadh ri daoine a tha air an ainmeachadh fo "eile", chaidh diofar bheachdan a chlàradh, agus liosta de dh'euslaintean fa leth. Chaidh cuid a dhaoine a chlàradh san earrainn seo seach nach deach measadh deireannach a dhèanamh orra fhathast, no bhathar a' feitheamh ris. Am measg nan diofar euslaintean a chaidh a chur sìos bha: a' chiad seòrsa de thinneas an t-siùcair, tinneas nan allt am measg òigridh, *dystonia*, *cerebral palsy* (3), siondrom Noonans, balbh gu roghnach, siondrom Down agus diofar thrioblaidean corporra. Am measg nan seòrsaichean eile bha *dyscalculia*, *dyspraxia*, duilgheadas le bhith dèanamh dàimh agus oideachadh airson sgoilearan fìor chomasach.

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)

RANK ORDER

1. Social, Emotional or Behavioural	(22%)
2. Specific Learning Difficulty	(21%)
3. Language or Speech Disorder	(18%)
4. Other	(17%)
5. Visual Impairment	(10%)
6. Autistic Spectrum Disorder	(8%)
7. Hearing Impairment	(3%)
8. Physical Impairment	(1%)

Notes on the above table:

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 seirbheisean Eòlas-inntinn ann am Foghlam:	54
Fios gu seirbheisean Leasachadh Cainnt is Cànan:	66

Cha robh eadar-dhealachadh staitistigeil 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 seirbheisean Leasachadh Cainnt is Cànan ann am Prìomh 1 is 2 - chan urrainnear, leis mar a chaidh an dàta a thrusadh is a sgrùdadh, obrachadh a-mach cia mheud den chloinn seo mun deach fios a chur cuideachd aig ìre ro-sgoile. B' ann am Prìomh 1 is Prìomh 7 a bha na h-àireamhan bu mhotha a thaobh a bhith cur fios gu seirbheisean Eòlas-inntinn ann am Foghlam.

San earrainn le beachdan san sgrùdadh 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 sgoilearan 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 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 sgoiltean, 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'aona-ghnothach airson measaidhean ann an Gàidhlig agus sa phasgan SNAP, chaidh deuchainnean a bharrachd a chur ris ann an Gàidhlig.

'Se a th' anns an Deuchainn Mheasaidh airson Feuman Sònraichte (SNAP) goireas-measaidh le taic coimpiutaireachd a "nì mapa de na diofar dhuilgheadasan aig gach pàiste agus a tha mar chlàr iomlan de na duilgheadasan ionnsachaidh, sòisealta is pearsanta aca". A' togail air an sin, tha cruinneachaidhean is pàtran de neartan is laigsean a' cuideachadh gus na prìomh dhuilgheadasan aig a' phàiste a chomharrachadh – leithid: fradharc, *dyspraxia*, duilgheadasan 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-cleachdaidh, le stòras ghoireasan le deuchainnean-measaidh agus dealbh-measaidh a chruthaicheas coimpiutair a tha ceangailte ri stiùiridhean àraidh is nòtaichean taice do thidsearan is pàrantan. Ann an 2006, bha aonta eadar Stòrlann is na foillsichearan sreath de dheuchainnean-measaidh Gàidhlig a chur ris an dreach bhunaiteach airson an cleachdadh ann am foghlam tron Ghàidhlig.

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, Stòrlann reached an arrangement with the publishers to add a series of Gaelic language probes to the basic format for use in Gaelic-medium units.

Cha do chleachd ach 7% den t-sampall an goireas measaidh SNAP aig Stòrlann agus a rèir nam freagairtean a fhuaras bha e nas iomchaidhe airson Prìomh 2 is 4. Chaidh an goireas seo, mar a tha e an-dràsta, a chomharrachadh mar “an ìre mhath feumail” le luchd-freagairt eadar 11% (ga chleachdadh le Prìomh 1) gu 18% (ga chleachdadh le Prìomh 4) agus “cha robh e uabhasach feumail” a rèir 11% (Prìomh 1) agus 12.5% (Prìomh 4) - mar a chaidh ainmeachadh, 's e sampall beag de dhaoine a chleachd e. San earrainn le beachdan air a' ghoireas mheasaidh seo, thugadh fa-near do na beachdan a leanas:

- “Cha b’ urrainnear SNAP Gàidhlig a chleachdadh oir cha robh Gàidhlig aig an tidsear airson Taic le Ionnsachadh - chleachdadh an SNAP Beurla nuair a tha comas aig na sgoilearan san dà chànan.”
- Bha grunn luchd-freagairt (10) ann aig nach robh fios gun robh deuchainnean-measaidh Gàidhlig ann airson SNAP.
- Bha luchd-freagairt eile ann a bha den bheachd gun robh an dreach Beurla a’ dèanamh measadh a bha ceart gu leòr.

SGILEAN FUAIME NA CLOINNE

Chaidh **An Deuchainn Fuaimneachd Gàidhlig aig GL Assessment (2012)** a dhealbhadh gus measadh a dhèanamh air sgilean fuaime na cloinne le dàta coitcheann (Lyon 2011). Tha an deuchainn a’ gabhail a-steach a bhith ag aithneachadh is a’ dèanamh comhardadh, a’ co-nasgadh mhion-

fhuaimnean (*phonemes*) is lidean, ag aithneachadh litrichean is fo-dheuchainnean eile. Chaidh an deuchainn seo a chleachdadh le 42% den t-sampall agus bha 76% dhiubh den bheachd gur e ìre Prìomh 3 an t-àm as iomchaidhe a chleachdadh, ged a bha còrr is 50% den luchd-fhreagairt air a chleachdadh mar bhun-mheasadh le Prìomh 1.

The SNAP (Stòrlann) 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.

YOUNG CHILDREN'S PHONICS SKILLS

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 Ceist - Ceisteachan air-loidhne (17 Freagairtean: Chaidh fhaighneachd de dhaoine mu na goireasan measaidh/deuchainnean/liostaichean-dearbhaidh a bharrachd a chleachd iad airson measaidhean ann am foghlam Gàidhlig san sgoil aca. Chaidh iarraidh orra iomradh a thoirt air na comasan a chaidh a mheasadh, na h-ìrean aig an robhar a’ cleachdadh nan deuchainnean agus na goireasan fhèin a mheasadh.

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

“Chruthaich mi goireasan-measaidh Gàidhlig, agus nam measg tha: aithisg mheasaidh 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 Ghàidhlig 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 fhuaimnean sa phasgan Facal & Fuaim. Measadh air mar a dh’aithnichear faclan bho na leabhraichean-obrach ‘Storyworlds’. Measaidhean air an dèanamh gu cunbhalach stèidhichte air Lorgan Litreachaidh. Tha plana cànan Gàidhlig againn cuideachd a chleachdas sinn gus measadh a dhèanamh air eòlas air a’ chànan agus comasan labhairt. Airson àireamhachd, cleachdaidh sinn leabhraichean Teejay (aig deireadh a’ chuspair) agus leabhraichean measaidh Heinemann. Suirbhidh Albannach air Litearrachd is Àireamhachd. Choimhead sinn air NAR, ach thug e tòrr ùine Gàidhlig a lorg agus na measaidhean freagarrach a roghnachadh.”

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”.

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 duilgheadasan 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’ chànain. Tha moladh air ‘Phonic Codecracker’, agus am measg nan dòighean-obrach eile a bh’ ann bha WRAPS, ‘Toe by Toe’, diofar ghoireasan le deuchainn fhuaimneachaidh, a’ cleachdadh a’ mhodh-obrach *“faclan gòrach”*, an Clàr-amais Aston, agus tionndaidhean de ‘Stareway to Spelling’.

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”*.



3.15 Ceist bhon cheisteachan air-loidhne (9 freagairtean): Chaidh fhaighneachd do luchd-freagairt dè na meadhanan/deuchainnean/liostaichean-dearbhaidh a chaidh eadar-theangachadh bho Bheurla gu Gàidhlig airson an cleachdadh ann an foghlam FtG.

Cha robh ann ach beagan fhreagairtean don cheist seo, agus chaidh Codecracker a mholadh mar ghoireas iomchaidh, agus bha beachdan san fharsaingeachd ann mu easbaidhean. Fon chiad cheann, thugadh fa-near do cho feumail agus a bha am modh-obrach “a’ chiad 100 facal”, agus nochd am beachd seo ann an earrainnean eile den sgrùdadh seo. Cuideachd, thug daoine iomradh air am ‘Midlothian Maths Assessment Handwriting Book (1/2/3)’, WRAPS agus air mar a bha cothrom ann ‘s dòcha gum faighear ‘*Big Writing*’ is ‘*Education City*’ ann an Gàidhlig ri ùine.



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 Gàidhlig.





3.16 Ceist sa cheisteachan air-loidhne (14 Freagairtean): Chaidh iarraidh air luchd-freagairt meadhanan/deuchainnean/liostaichean-dearbhaidh ann am Beurla a thaghadh a ghabhadh leasachadh airson an cleachdadh ann am FtG.

San earrainn seo fhuaras liosta de ghoireasan coimeirsealta a ghabhadh a leasachadh mar ghoireasan cànan a dh'aona-ghnothach don Gàidhlig: 'Toe by Toe', Litreachadh PAT (Trèanadh airson Mothachadh air Fuaimneachadh), deuchainnean coitcheann CEM, Gràmar cànan aig Nelson Thorne agus goireasan NFER Nelson airson Prìomh 3, 4 is 5. Bha an còrr de na freagairtean a' bruidhinn air goireasan measaidh airson *dyslexia* agus an t-iarrtas a bh' ann airson barrachd stuthan litreachaidh is leughaidh.

3.16 Question online survey (14 Responses): Respondents asked to select tools/tests/ckecklists 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 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)

	GÌM	GÌ	GÌB	CEI
Duilgheadas ann a bhith comharrachadh nàdar Feuman Taice a Bharrachd	21%	52	21	7
Goireasan luchd-obrach	48%	37	11	4
Goireasan ionmhasail	32%	48	12	8
Cothrom air meadhanan-measaidh	50%	47	3	0
Cion trèanaidh airson meadhanan-measaidh a chleachdadh	38%	50	12	0
Cothrom air taic spèisealta bho bhuidhnean iomchaidh (me, Eòlas-inntinn am Foghlam/ Leasachadh Cainnt is Càinain)	45%	28	14	14
Ìre taic bho luchd-cuideachaidh sa chlas	40%	40	0	20
An ìre gu bheil pàrantan an sàs	4%	46	29	21

GÌM: Gu ìre mhòr

GÌB: Gu ìre bhig

GÌ: Gu ìre

CEI: Chan eil idir

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)

	LE	SE	SLE	NAL
Difficulty in identifying the nature of Additional Support Needs	21%	52	21	7
Staff resources	48%	37	11	4
Financial resources	32%	48	12	8
Availability of assessment tools	50%	47	3	0
Lack of training in the use of assessment tools	38%	50	12	0
Access to specialist support from related agencies (eg Educational Psych/Speech & language Therapy)	45%	28	14	14
Level of classroom assistant provision	40%	40	0	20
Level of parental involvement	4%	46	29	21

LE: To a large extent

SLE: To a slight extent

SE: To some extent

NAL: Not at all

3.18 San ath earrainn chaidh iarraidh air luchd-freagairt measadh a dhèanamh air na tùsan fiosrachaidh a leanas a thaobh a bhith teagasg sgoilearan le FTB ann am FtG (29 Freagairtean) agus chithear an clàr gu h-ìosal:

	GF	F	CUF	CFI	N
Goireasan Stòrlann air-loidhne	8%	44	24	4	20
Cùrsaichean/bùithte-an-obrach Stòrlann	8	24	16	0	52
Làraichean-lìn sònraichte	36	48	4	0	12
Breithneachadh air suidheachadh a' phàiste/coinneamh mun phàiste san sgoil le seirbheisean is daoine iomchaidh eile	17	33	8	0	42
Leabhraichean-teacsa	4	33	29	0	33
Coluadar is còmhraidh ri luchd-obrach eile	66	28	4	0	4

GF: Glè fheumail

F: Feumail

CUF: Cha robh uabhasach feumail

CFI: Cha robh feumail idir

N: Neo-fhreagarrach

Tha gu leòr a tha a' moladh a bhith bruidhinn is a' dèanamh coluadar ri luchd-obrach eile, mar mheadhan gus fiosrachadh a cho-roinn is taic phroifeiseanta fhaotainn, agus tha agallamhan a chaidh a dhèanamh le sreath luchd-obrach ann an earrainn 3.2 gu h-ìosal a' cur taic ris a' bheachd seo.

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:

	VU	FU	NVU	NAU	N/A
Storlann Resources online	8%	44	24	4	20
Storlann courses / workshops	8	24	16	0	52
Specialist websites	36	48	4	0	12
Case studies/case conf. in school	17	33	8	0	42
Textbooks	4	33	29	0	33
Peer discussion Networking	66	28	4	0	4

VU: Very useful

FU: Fairly useful

NVU: Not very useful

NAU: Not at all useful

N/A: Not applicable

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 San earrainn mu dheireadh bhathar a’ sireadh fhreagairtean mu dè seòrsa sheirbheisean fiosrachaidh a tha sgoiltean a’ tabhann. Chaidh iarraidh air luchd-freagairt comharrachadh nuair a bhiodh na seirbheisean sin ’s dòcha eadar-dhealaichte do phàrantan le clann ann am FtG an coimeas ris an fheadhainn a gheibhear ann am foghlam eile.

San earrainn seo fhuaras mìneachadh, an dà chuid briòghmhor agus eadar-dhealaichte, air na h-oidhirpean a rinn sgoiltean gus conaltradh ri pàrantan mu FtG agus cùisean eile san fharsaingeachd. Mar eisimpleir:

“Bùithtean-obrach air Fuaimean Gàidhlig do phàrantan le leanabain; Làithean Fosgailte aig sgoiltean – thèid iarraidh air pàrantan tighinn don sgoil agus tha iad air am brosnachadh gu bhith gabhail pàirt sna nithean a thachras air an latha fhosgailte/tron t-seachdain fhosgailte.

Tha oidhche “Fios is Fàilte” aig a’ bhun-sgoil san t-Sultain, far an coinnich pàrantan ri tidsear na cloinne aca gu neo-fhoirmeil agus gheibh iad fiosrachadh air dòighean-obrach a’ chlas/obair-dachaigh msaa, agus tha coinneamhan phàrant ann dà thuras sa bhliadhna.”

“Coinneamhan gu cunbhalach gus fàilte a chur air daoine, bùithtean-obrach air diofar chuspairean, me, sgilean riatanach, litearrachd gu tràth, CaS-mh, msaa air a chumail le tidsearan Gàidhlig. Grunn bhileagan fiosrachaidh mu FTB bhon Chomhairle - ann am Beurla.”

“Bha a h-uile pàrant an sàs ann a bhith dealbh poileasaidh ùr airson obair-dachaigh.”

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.”

*“Tha cothrom aig pàrantan le clann ann am FtG is Foghlam tron Bheurla air bùithtean-obrach gach bliadhna. Ann am **foghlam tron Ghàidhlig tha blogaichean fuaime againn, CDan le fuaimneachadh is stuthan leughaidh**. Tha iad air an stiùireadh gu làraichean-lìn feumail... Am-bliadhna tha sinn a’ ruith **bùithtean-obrach Gàidhlig gach seachdain do phàrantan.**”*

Tha na h-eisimpleirean gu h-àrd a’ sealltainn farsaingeachd nam modhan a thathar a’ cleachdadh ann an sgoiltean gus coluadar a dhèanamh ri pàrantan aig ìre ro-innleachdail, agus gus dèiligeadh ri cùisean fa leth, mar phoileasaidh airson obair-dachaigh, le bhith iarraidh air pàrantan a bhith an sàs ann. Tha sgoiltean eile air rudan a thòiseachadh mar, buidhnean obair-dachaigh le pàrantan, “leabhraichean fuaimneachaidh” do phàrantan, bùithtean-obrach airson litearrachd is àireamhachd, agus airson sgilean leughaidh a leasachadh gu tràth. A thuilleadh air na tachartasan buidhne sin, thug grunn luchd-freagairt iomradh air fiosrachadh sgrìobhte ann an clò a fhuair pàrantan, agus thuir iad gun robh fiosrachadh air làrach-lìn na sgoile air feadhainn de na cuspairean gu h-àrd.

*“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 SGOILTEAN

3.2.1

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

Ceannard/Iar-Ceannard le uallach airson FtG	12
Luchd-obrach Sònraichte airson Taic le Ionnsachadh (6 le uallaichean teagaisg)	11
Tidsearan	3
Luchd-cuideachaidh sa Chlas	2

San earrainn seo den aithisg, cha bhi ach iomradh air na beachdan, a chaidh a thogail bho na h-agallamhan, a tha a' buntainn dìreach 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-ràdhan.

Chleachdadh na ciad agallamhan (5) gus cuideachadh le bhith dealbh a' cheisteachain air-loidhne, gus am bite ag amas gu h-àraidh air na prìomh chùisean 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 ghoireasan - ma bha ùidh shònraichte aig an neach-fhreagairt gu proifeiseanta ann an cuspair.

3.2 INTERVIEWS WITH SCHOOL STAFF

3.2.1

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

San fharsaingeachd, bha e a' drùdhadh air an agallaiche mar a bha an luchd-freagairt cho proifeiseanta nan dòigh agus an dealas a nochd iad airson a bhith dealbh mhodhan-obrach san roinn shònraichte seo de dh'fhoghlam na h-Alba. Tha e soilleir gu bheil mar a thathar a' leasachadh foghlam tron Ghàidhlig stèidhichte air a' bhunait gu bheil tòrr a bharrachd an lùib mar a thèid sgoilearan an sàs san fhoghlam aca na dìreach a bhith togail cànan àraid. A rèir sàr chleachdaidhean-obrach, thathar a' moladh gum bi sgoilearan a' dol an sàs ann agus air am bogadh san dualchas, san eachdraidh agus sa chultar a bhuineas don chànan mar oideachadh iomlan, an àite a bhith ag ionnsachadh fiosrachadh mu nithean fa leth gun fhreumhan no làn-thuigse.

Mar sin, tha e cudromach ann a bhith coimhead air mar a thèid foghlam tron Ghàidhlig a leasachadh, nach coimheadar dìreach air foghlam ann an Alba, ach cuideachd gun dèanar ceangal ri leasachaidhean ann an dùthchannan eile far a bheil daoine òga a' faighinn cothrom air foghlam dà-chànanach mar an ceudna - gu h-àraidh na h-aonadan a bhios a' cleachdadh mhodhan bogaidh.

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

B' urrainnear leis na h-agallamhan coimhead gu dlùth air na nithean a bha eadar-dhealaichte mu shuidheachadh nan sgoiltean a bha suidhichte ann am bailtean no air an dùthaich agus air na ceanglaichean a bh' aca ri seirbheisean taice, leithid seirbheisean leasachadh cainnt is cànan agus eòlas-inntinn ann am foghlam a tha a' cuideachadh sgoilearan ann an clasaichean Gàidhlig is Beurla. A thaobh sgoiltean beaga air an dùthaich, bha grunn luchd-freagairt a' cur sùim sa chuideachadh a fhuair iad bho sheirbheisean taice ionadail a bha eòlach air an sgoil agus an t-àite far an robh i anns a' choimhearsnachd, agus ann an grunn shuidheachaidhean, bha deagh cheanglaichean aig solaraiche na seirbheisean ri ionadan ro-sgoile a bha co-cheangailte ris an sgoil. Chaidh seo a mholadh mar nì a bha cuideachadh clann le FTB no duilgheadasan conaltraidh nuair a bha iad a' gluasad eadar an sgoil-àraich is an sgoil. Ann an cuid a sgoiltean ann am bailtean-mòra, cha robh daonnan "neach ainmichte" le ceangal ris an sgoil, air sgàth mar a bha diofar mhodalan ann gus uallaichean obrach a roinn.

Bithear a' coimhead air a' chùis seo cuideachd san ath earrainn mu na freagairtean a fhuaras bho sheirbheisean eòlas-inntinn ann am foghlam is seirbheisean cainnt is cànan.

**A' MOLADH GUM
BI SGOILEARAN
A' DOL AN SÀS**

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.

**ENCOURAGES
PUPILS TO BECOME
INVOLVED**



3.24.

Cuideachd, fhuaras seallaidhean feumail bho na h-agallamhan air na cuspairean a leanas, a tha ag èirigh uair is uair sna diofar thùsan-fiosrachaidh a chleachdadh sa phròiseact seo:

- bhathar den beachd gu robh e fìor chudromach dè na cànanan a bh' aig na pàrantan, nuair a thigeadh e gu bhith neartachadh oideachadh a' phàiste is a' cur ris mar a chleachdadh am pàiste an cànan, agus mar a chithear gu h-àrd fo 3.19, tha cuid a sgoiltean air modhan-obrach a chur an sàs gus pàrantan a bhrosnachadh gu bhith gabhail com-pàirt ann an cùisean;
- ann an earrainnean 3.14 - 3.15 gu h-àrd, chaidh iarraidh air luchd-freagairt beachdachadh air dè na meadhanan-measaidh a chòrdadh riutha fhaicinn ann an dreach Gàidhlig no smaoineachadh air dè an fheadhainn a ghabhadh leasachadh airson FtG, tro bhith gan dèanamh gu ìre co-ionann agus dòighean ceudna eile. Fhuaras freagairtean car coltach sna h-agallamhan, le mìneachadh nas mionaidiche air an t-seòrsa meadhain-mheasaidh a bha dhìth;
- sna h-agallamhan, bha moladh làidir ann airson stuthan leughaidh aig ìrean eadar-dhealaichte airson clann le duilgheadasan litearrachd agus/no le dyslexia. Tha uireasbhaidh fhollaiseach ann, ris am feumar dèiligeadh, ma thathar a' dol a choileanadh rùintean an reachdais airson Taic a Bharrachd le Ionnsachadh;
- tha grunn ghoireasan ann mar bhun-dheuchainnean ann an Gàidhlig, a dh'fhaodar a chleachdadh ann am barrachd shuidheachaidhean ma gheibhear an cead a tha dhìth a thaobh dlighean-sgrìobhaidh is riatanasan eile;

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;

- gheibheadh a h-uile sgoil buannachd nam biodh liosta de ghoireasan ann mar CDan le òrain chloinne is clàraidhean eile, chaidh cuid dhiubh sin a chleachdadh ann an sgrèan ionadail, ach cha deach an sgaoileadh air feadh nan sgoiltean;
- 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 dhèanamh eadar an obair sin agus iomairtean eile, le cuideam ga chur air meadhanan-measaidh airson clann le FTB;

- 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;



- chaidh a dhearbhadh gu bheil a' cleachdadh grunn math mhodhan-measaidh neo-fhoirmeil ann an clasaichean agus bithear a' dèanamh feum dhiubh gus cuideachadh le measaidhean airson ionnsachaidh is measaidhean deireannach. Tha adhbhar làidir ann eisimpleirean dhiubh sin a thoirt còmhla feuch cò an fheadhainn as buadmhoire, le bhith sgrùdadh gach meadhan air leth agus gan comharrachadh airson diofar aoisean is ìrean. Chaidh an leithid sin de liostaichean-dearbhadh atharrachadh is a leasachadh a rèir feuman sònraichte na sgoile;
- bhruidhinn tidsearan air a' bheartas de stuthan taice a bh' ann airson foghlam Beurla do chloinn le FTB, leithid geamannan, prògraman air-loidhne agus meadhanan coltach ri sin, agus dh'iarr iad gum bu chòir stuthan ceudna a dhèanamh ann an Gàidhlig cho luath 's as urrainn;
- bhathar den bheachd gum bu chòir deuchainn leughaidh choitcheinn ann an Gàidhlig a chruthachadh mar phrìomhachas, agus gun robh cruaidh fheum air meadhan-measaidh buadhach airson *dyslexia*, agus stuthan taice air a shon cuideachd;
- bha cuid a luchd-freagairt a' moladh gu mòr gum bu chòir luchd-taice a bharrachd, a bhiodh nan luchd-cuideachaidh sa chlas, a bhith an sàs ann an obair-buidhne air sgilean labhairt sa chànan a bhiodh gu h-àraidh ag amas air Prìomh 1 & 2. Bha daoine a' cur cuideam air sin ann an àiteachan le foghlam tron Ghàidhlig far nach robh Gàidhlig aig mòran de na pàrantan, no cha robh ach beagan Gàidhlig aca, no far an robh clann a' tighinn bho àrainneachd far nach robh iad a' cluinntinn mòran Gàidhlig;
- bithear a' beachdachadh air cùisean co-cheangailte ri trèanadh is LPL, a dh'èirich bho na h-agallamhan, fo cheann ceudna san ath chaibideil - b' e cuspair cudromach a bha seo anns gach agallamh le luchd-teagaisg.

- 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 A' SIREADH BHEACHDAN BHO SGIOBADHEAN EÒLAS-INNTINN ANN AM FOGHLAM

Ann a bhith sireadh bheachdan bho sgiobaidhean agus/no eòlaichean-inntinn fa leth a bha toirt seirbheis do sgoiltean le foghlam tron Ghàidhlig, chaidh bruidhinn ri buill roghnaichte de na sgiobaidhean air a' fòn (8) agus chaidh ceisteachain a lìonadh le buill de na sgiobaidhean. Bha na ceistean air an dealbh gus sealladh farsaing fhaotainn air na seirbheisean a bha an t-aonad FtG a' faighinn agus air na seòrsachan FTB leis an robh iad an sàs.

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 pàtran a thaobh mar a chaidh fios a chur gu sgiobaidhean Eòlas-inntinn ann am Foghlam a' co-fhreagairt air na h-uireadan a rèir 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 robhar 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 rèir a' cho-theacsa agus nàdar na cùise ris an robh iad a' dèiligeadh, agus ann an aon suidheachadh, fhuair iad sampall le bhith coimhead air pàiste san sgoil-àraich, agus iad a' co-obrachadh 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 chùis. Sa mhòr-chuid de dh'éisimpleirean, fhuaras tuilleadh is tuilleadh fiosrachaidh mu chomasan a' phàiste tro bhith conaltradh ris an fheadhainn aig a bheil com-pàirt sa chùis agus le bhith co-roinn bheachdan aig an ìre phlanaidh.

**FHUARAS
SEALLAIDHEAN
FEUMAIL**

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 a 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.

**PROVIDED
USEFUL
OBSERVATIONS**

3.33

A thaobh gach suidheachadh air an deach bruidhinn sna ceisteachain bha iomradh ann air dòigh-obrach, le diofar cheumannan gus dèiligeadh ris an sgoilear, a chleachdadh an sgioba airson measadh is sùil a chumail air cùisean, sam biodh an tidsear agus an tidsear airson Taic le Ionnsachadh an sàs mus deigheadh fios a chur gu seirbheisean agus mus deigheadh an t-seirbheis eòlas-inntinn an sàs ann an cùisean. Thuir aon neach-freagairt: *“Chaidh fiosrachadh a thrusadh bho na tidsearan iomchaidh agus chaidh bruidhinn air leatha. Leis gach sgoilear, bhathar a’ cumail sùil orra sa chlas. Chaidh beachdachadh air fiosrachadh a chleachdadh bho bhun-mheasaidhean Gàidhlig.”* Às aonais an liuthad de dheuchainnean a gheibhear ann am Beurla, thathar, san eisimpleir seo, a’ sealltainn gu soilleir dòigh gus fiosrachadh a thrusadh agus gun deach bun-deuchainn ann an Gàidhlig a chleachdadh.

3.34

Bha iomradh aig grunn dhaoine air pròiseasan a chleachdadh gus co-dhùnadh a ruighinn mu sgoilearan a bha air am measadh aig a’ cheann thall mar fheadhainn a bha a’ coileanadh nan slatan-tomhais airson ASD. Bhiodh geàrr-iomradh air suidheachadh pàiste rudeigin coltach ri seo:

- a’ sireadh bheachdan bhon tidsear agus an tidsear airson Taic le Ionnsachadh, a’ toirt sùil air a’ phàiste sa chlas agus a’ cur crìoch air Dealbh nan Comasan Tuigse aca;
- aithisg air a thoirt do na pàrantan, an sgoil agus an Leasaiche Caint is Cànan agus, às dèidh coinneamh eile, fios air a chur gu Sgioba Ionadail Measaidh airson Òtasam (*Autism*) (measadh le grunn dhaoine a’ gabhail a-steach eòlaiche-inntinne airson foghlaim, eòlaiche thinneasan-cloinne sa choimhearsnachd agus leasaiche caint is cànan).

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 phròiseas gus sgoilearan a chuideachadh, sam bi an tidsear agus/no an tidsear airson Taic le Ionnsachadh an sàs. Tha seo na adhbhar dragha dhar-rìribh a thaobh mheasaidhean air sgoilearan aig a bheil duilgheadasan le cànan is litearrachd, agus aig a bheil 's dòcha duilgheadasan ionnsachaidh àraid.

3.36

Ann an grunn eisimpleirean sna ceisteachain, chaidh na dòighean-obrach a chleachdadh a mhìneachadh mar mheasaidhean co-obrachail agus a bha a' freagairt air a' mhion-shuidheachadh. Bha iomradh ann an grunn fhreagairtean air na prionnsapalan a gheibhear san sgrìobhainn mheasaidh ASPEP (2005). Air sgàth seo, bu chòir meadhanan-measaidh Gàidhlig a dh'fhaodadh 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 chòir na goireasan sin cuideachd a bhith ag amas air builean agus a bhith cleachdadh dhòighean-obrach a tha stèidhichte air fianais gus measadh dà-chànanach a dhèanamh.

3.35

The clear gap in provision, represented by limited classroom assessment tools in Gaelic, is often at these earlier stages of staged intervention, involving the class teacher and/or the Support for Learning teacher. This is of particular concern in assessing pupils facing challenges with language and literacy, and possibly having specific learning difficulties.

3.36

A number of examples in the questionnaires defined the approaches adopted as collaborative and contextualised assessment. Reference was made in a number of the submissions to the principles laid out in the ASPEP assessment document (2005). Assessment tools in Gaelic which might be developed in the future should, on this basis, be least intrusive, collaborative and contextualised. Such resources should also be outcome focused and based on evidence based approaches to bilingual assessment.

Seòmar-teagaisg 1

Classroom 1

3.4 A' SIREADH BHEACHDAN BHO SGIOBADHEAN LEASACHADH CAINNT IS CÀNAIN

Chaidh ceisteachain a chur gu sgiobaidhean leasachadh Cainnt is Cànain sna sgoiltean le foghlam tron Ghàidhlig agus tha na beachdan a leanas stèidhichte orra sin agus air 10 agallamhan - bha sia dhiubh sin nan agallamhan a' togail air fiosrachadh mu phàtran an a thaobh mar a bhathar a' cur fios thuca mu sgoilearan.

Seo geàrr-iomradh air feadhainn de na prìomh bheachdan a fhuaras:

- Le cuid a shuidheachaidhean, bha duilgheadasan aca an ceisteachan a lìonadh seach nach robh na siostaman aca gus rian a chumail air cùisean a' clàradh gun robh sgoilearan bho chlasaichean no aonadan Gàidhlig ann an cuid a sgoiltean - cha robhar a' clàradh gun robh an dàta a' tighinn bho sgoilearan ann am foghlam Gàidhlig;
- Tha grunn leasaichean cainnt is cànain an sàs ann an sgiobaidhean spèisealta a bhios a' dèiligeadh ri diofar chùisean, mar a' cur fios mu chlann aig a bheil feuman a thaobh Euslaintean bhon Speactram Òtasach no euslaintean co-cheangailte ri sin, mar *Semantic Pragmatic Disorder*, agus tha na tha iad a' dèanamh a thaobh mheasaidhean co-cheangailte ris an obair sin. Tha grunn eisimpleirean ann de deagh chleachdaidhean-obrach a thaobh sin, le planaichean is prògraman air an dealbh do chloinn tro cho-obrachadh agus iad air an sgrùdadh le grunn bhuidhnean.

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.

- Thugadh iomradh sònraichte air obair bhuadhach san roinn ro-sgoile, agus diofar mhodalan gan cur an sàs le “sgìobaidhean measaidh coimhearsnachd ro-sgoile”. Tha am mion-sgrùdadh a’ sealltainn gu bheil a’ cur fios gu sgiobaidhean Leasachadh Cainnt is Cànan mun mhòr-chuid den chloinn aig ìre ro-sgoile, an dàrna cuid a-steach gu a leithid de ghòireas sgioba no mar sgoilearan fa leth. Ann an cuid a sgoiltean am bailtean-mòra gu h-àraidh, bithear a’ cur fios mu phàist tron dotair aca agus mar sin math dh’fhaodte nach tèid an logadh le iomradh air sgoil a’ phàist. Ann an cuid a sgiòran tha seirbheisean leasachaidh ann agus tadhal air sgoiltean-àraich is dachannan, le meadhanan-sgrùdaidh mar phàirt de na pròiseasan measaidh co-obrachail. Bithear a’ feuchainn nan liostaichean-dearbhadh/foirmichean-measaidh seo le clann agus gan ath-leasachadh, agus bidh luchd-obrach nan sgoiltean-àraich ag obair le luchd-dreuchd cainnt is cànan is luchd-dreuchd slàinte eile agus tuigse choitcheann aca uile air mar a thèid an cleachdadh - às dèidh do sgrùdadh nas mionaidiche ann an aon phrìomh sgiòra sgoile, bha am pàtran a leanas ann a thaobh sgoilearan: duilgheadasan le fuaimean-cainnt/fuaimneachadh 18; fileantas (me, stad nam bruidhinn) 3; Euslaint bhon Speactram Òtasach 2; dàil ann an cainnt 3; ithe is òl 1 duine. Ann an agallamhan, thugadh fa-near do mar gur e a’ chiad seòrsa - duilgheadasan le fuaimean-cainnt/fuaimneachadh - dha robhar a’ mothachadh aig ìre thràth san sgoil-àraich no suidheachaidhean ionann, agus gum bite a’ cur fios mu fheadhainn eile, leithid ASD, gu na buidhnean spèisealta ionadail a bha ag obair an com-pàirt. Tha an dàta a fhuaras bhon cheisteachan air-loidhne a’ sealltainn gu bheil a’ bhuidheann le duilgheadasan le cainnt is cànan mar as trice a’ tighinn fo na trì seòrsachan de Fheuman Taice a Bharrachd agus tha sin coltach ri sgrùdaidhean a rinneadh air Feuman Foghlaim Sònraichte ann an dùthchannan eile.

- 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 grouped within the first three or four categories of Additional Support Needs and replicated in other studies of Special Educational Needs in other countries.



3.5 A' SÌREADH BHEACHDAN BHO ÀRD-MHANAIÐSEARAN/ PRÌOMH OIFIGEARAN A THAOBH SOLARACHADH AIRSON FTB

3.51

Chaidh iarraidh air luchd-freagairt na prìomhachasan a chomharrachadh airson a bhith cruthachadh stuthan-measaidh airson FtG san roinn ris a bheil iad an urra. Sa chiad dol a-mach, chaidh a thoirt fa-near gun urrainnear na liostaichean-dearbhaidh is ceisteachain Bheurla a th' ann - a tha a' còmhach feuman sòisealta, feuman a thaobh fhaireachdainnean is giùlan no feuman conaltraidh sòisealta - a lìonadh a-steach tro bhith gabhail beachd air pàiste, mar sin cha bhite a' cur prìomhachas air na raointean seo co-cheangailte ri giùlan ann a bhith cruthachadh ghoireasan.

Mar a chaidh a ràdh san eisimpleir gu h-àrd aig 3.34, le dòigh-obrach le diofar cheumannan, fianais mhath bho 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 slatan-tomhais airson ASD.

3.52

A thaobh shuidheachaidhean gu h-àraidh a' buntainn ri cànan, sgrìobh aon neach-freagairt gu robh feum air *"stuthan measaidh a chomharraicheas duilgheadasan ionnsachaidh sònraichte/litearrachd ann an Gàidhlig, gun a bhith feitheamh gus an tòisich sgoilear air Beurla, agus iad an uair sin a' strì san dà chànan, no a' stad a dhèanamh Gàidhlig gus an urrainn dhaibh barrachd ùine a chur seachad ag ionnsachadh mar a sgrìobhas is a leughas iad Beurla"*.

3.53

Thuir aon neach-freagairt bho ùghdarras ionadail gur e am Plana Gàidhlig am meadhan gus *"raointean a bha feumach air leasachadh mòr"* a chomharrachadh, agus bhruidhinn a' mhòr-chuid de luchd-freagairt air leasachaidhean *"bliadhna air bhliadhna"*. Ann an aon suidheachadh, fhuaras tuilleadh luchd-obrach gus am b' urrainn don Phrìomh Thidsear *"rian a chumail air taic do luchd-ionnsachaidh ann an FtG agus an taic sin a chur air dòigh"*.

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"*.

3.6 SGRÙDADH AIR LITREACHAS IS BREITHNEACHADH

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 Ionnsachadh) an Fhoghlaim. Leis an achd sin bha mìneachadh nas fharsainge ann an Alba air Feuman Foghlaim Sònraichte, abairt a bhathar a' cleachdadh ann an Alba is iomadh dùthaich eile san Roinn Eòrpa, agus gach dùthaich a' mìneachadh na h-abairt a rèir an t-siostaim is dòigh-smaoineachaidh aca fhèin. Aig cridhe an atharrachaidh san reachdas ann an Alba bha an fheallsanachd, ***“suidheachadh sam bith far nach b' urrainn do phàiste no duine òg buannachd fhaotainn bho fhoghlam sgoile gun taic a bharrachd”***.



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”***.



San rannsachadh, A' Fàs Suas ann an Alba (Bradshaw et al 2012), thàinig iad gu co-dhùnadh gun robh Feuman Taice a Bharrachd aig 8% de chloinn ann am Prìomh 1, agus sheall an rannsachadh cuideachd gun robh na h-àireamhan as àirde aig aois 9, leis an uiread bhalach gu math nas àirde aig 10% na nigheanan aig 4%. Nuair a rinneadh sgrùdadh san rannsachadh gu h-àrd air na seòrsachan taice a bharrachd, chaidh a shealltainn gur iad duilgheadasan le cainnt is cànan (46%) agus duilgheadasan sòisealta agus/no le giùlan (23%) an dà sheòrsa dhuilgheadas ionnsachaidh as motha a chaidh a chomharrachadh, agus iad a' gabhail a-steach 17% de na feuman a bh' ann. Tha na figearan seo a' dol an aghaidh nam figearan nàiseanta airson Alba (Gear 2013) a chaidh a thoirt don Phàrlamaid leis na seòrsachan FTB ann an òrdugh:

- Duilgheadas Sòisealta, le Faireachdainnean no Giùlan;
- Duilgheadas Ionnsachaidh Eile gu ìre aig Pàiste;
- Ciorram Ionnsachaidh;
- Beurla mar Chànan a Bharrachd;
- *Dyslexia*;
- Eile;
- Duilgheadas le Cainnt no Cànan;
- Duilgheadas Ionnsachaidh Sònraichte Eile;
- Euslaint bhon Speactram Òtasach.

Thathar ag ràdh san aithisg gu h-ìosal gu bheil eadar-dhealachaidhean air feadh ùghdarrasan ionadail a thaobh nan seòrsachan seo. Tha an aithisg ag ràdh:

“Tha e cudromach cuimhneachadh gu bheil na figearan gu h-ìosal a' buntainn ri fiosrachadh a chaidh a chlàradh air siostam fiosrachaidh luchd-stiùiridh na sgoile, agus 's dòcha nach bi iomradh air taic “nach gabh a thomhas” a gheibh sgoilearan ann an sgoiltean, agus luchd-taice, no taic a fhuaras nach deach a chlàradh ann an siostam fiosrachaidh an luchd-stiùiridh.”

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 Seòrsachan Feuman Taice a Bharrachd

Ann an rannsachadh a bhuineas ris a' chuspair againn (Pobal 2010), a choimhead air na feuman foghlaim sònraichte (FFS) aig sgoilearan dà-chànanach (Gaeilge - Beurla), bha co-dhùnadh ann gum biodh duilgheadasan ionnsachaidh aig 20% de na sgoilearan uaireigin san ùine aca san sgoil, ach gur e àireamh nas lugha a bhiodh ann aig am biodh feuman foghlaim sònraichte mar a tha sin air a mhìneachadh fon Chòd-obrach a bha an sàs sna sgoiltean sin. Ann am bun-sgoiltean ann am Poblachd na h-Èireann (Gaelscoileanna) b' iad na trì seòrsachan FFS as cumanta *dyslexia* (29.9%), duilgheadas ionnsachaidh beag san fharsaingeachd nach eil fada bho thomhas àbhaisteach (16.5%), agus duilgheadas ionnsachaidh beag san fharsaingeachd (16%). Ann an Èirinn a Tuath, ann an sgoiltean Gaeilge, b' iad na trì seòrsachan FFS as cumanta duilgheadas ionnsachaidh gu ìre (35%), duilgheadas ionnsachaidh beag (19%) agus duilgheadasan sòisealta, le faireachdainnean is giùlan (15%).

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 A' beachdachadh air Co-chothromachd is Mathas

San sgrùdadh litreachais san ro-ràdh, bha na bun-bheachdan airson foghlam in-ghabhalach is measaidhean in-ghabhalach nam bunaitean airson a bhith beachdachadh air feuman sònraichte sgoilearan le FTB a tha ann am foghlam dà-chànanach. A thaobh na h-ìre gu bheilear a' frithealadh air na feuman aca, tha sin a' togail cheistean mu cho math agus a tha am foghlam a gheibh iad agus a bheil an siostam uidheamaichte gus na goireasan as fheàrr a thoirt dhaibh.

Thuir UNESCO (2009) nuair a thigeadh e gu foghlam in-ghabhalach, gur e co-chothromachd a tha cudromach agus an lùib sin bu chòir beachdachadh air trì prionnsapalan airson dè cho math agus a tha foghlam:

- tha in-ghabhail is mathas ag obair le chèile;
- tha ceangal ann eadar cothrom is mathas agus tha iad a' daingneachadh a chèile;
- tha mathas is co-chothromachd bunaiteach do bhith dèanamh cinnteach gu bheil foghlam in-ghabhalach ann.

San ath earrainn, bheirear sùil mhionaideach air ceithir seòrsachan - euslaint bhon speactram òtasach, *dyslexia*, duilgheadasan sòisealta is duilgheadasan le faireachdainnean is giùlan, agus duilgheadasan ionnsachaidh - le sùil shònraichte air cho cothromach agus a tha am foghlam/seirbheisean a gheibhear.

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 speactram òtasach ann am foghlam dà-chànanach, ach cho-dhùin Valicent, McDermott et al (2012) nach robh dà-chànanas a' toirt droch bhuaidh air leasachadh sgilean cànanain am measg chloinne le euslaint bhon speactram òtasach. Tha Bird (2011) ag iarraidh tuilleadh rannsachaidh air a' chuspair seo, agus na h-obair, tha i a' cumail a-mach gu bheil cuid a phàrantan a' gabhail comhairle bho luchd-proifeiseanta agus iad a' moladh nach bu chòir uiread de chànan a bhith ga thoirt dhaibh no gum bu chòir aon chànan a stad uile-gu-lèir. Ann a bhith cur an aghaidh an leithid a chomhairle, bhon rannsachadh aice, cho-dhùin i gu bheil e comasach do chloinn ro-sgoile le Euslaint bhon Speactram Òtasach a bhith dà-chànanach.

Aig Symposium Gheneva air Autism (2006), chaidh an co-dhùnadh a chur an cèill gum biodh dàrna cànan na bhuannachd do sgoilearan òtasach le àrd-chomasan is don fheadhainn le Siondrom Asperger. Cuideachd, thuirt Dopke (2006) gum faodadh *“an leithid a chloinn dà chànan a thuigsinn agus a bhruidhinn sa choimhearsnachd aca fhèin aig an ìre aca fhèin”* agus mar sin gum faigheadh iad buannachd bho dà-chànanas mar mheadhan 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-obrachadh eadar raointean - a' gabhail a-steach luchd-dreuchd foghlaim, obair shòisealta, agus luchd-dreuchd slàinte. Ann a bhith coimhead air toraidhean an sgrùdaidh sa chaibideil seo, thathar a' toirt sùil shònraichte air measaidhean co-obrachail is coluadar eadar na buidhnean/raointean. Cuideachd, san ath chaibideil, thathar a' sgrùdadh gu dè an ìre a tha luchd-obrach ann am foghlam tron Ghàidhlig air trèanadh fhaighinn gus FTB a làimhseachadh. Tha adhartas mòr air a bhith ann san deichead mu dheireadh a thaobh a bhith solarachadh trèanadh den t-seòrsa sin, agus bha luchd-freagairt bhon sgrùdadh agus na h-agallamhan gu h-àraidh toilichte leis an taic a fhuaras bho sgiobaidhean eòlas-intinn ann am foghlam le bhith ruith seiseanan 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 involvement.

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

“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-eanchainn agus a bhios a’ ruith ann an teaghlaicean. Mura tèid aithneachadh gu bheil e ort, tha e buailteach nach bi thu a’ cur cus luach annad fhèin, gum bi thu fo uallach, gum bi thu gad ghiùlan fhèin ann an dòighean neo-àbhaisteach, agus nach soirbhich leat chun na h-ìre bu chòir dhut.”
Foghlam na h-Alba

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 speactram 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’fhaodadh a

bhith ann, leithid duilgheadasan le bhith cumail aire air cùisean, eagrachadh pearsanta, co-òrdanachadh corporra agus taobhan eile de bhith cleachdadh cànan is matamataig, mar a’ dèanamh sreathan.

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

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

DYSLEXIA EXISTS IN ALL CULTURES

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”*.

Tha an seantans sin gu h-àraidh buntainneach ris na feuman aig clann dà-chànanach, agus bithear a' cleachdadh cuid de na modhan-obrach bhon Mheasadh Iom-ghnìomhach (*Dynamic*) gus mion-sgrùdadh òrdail a dhèanamh air na dùbhlain a tha ron phàiste. Cuideachd, dh'fhaodadh deuchainnean an atharrachadh gus cuideachadh leis a' mheasadh gus frithealadh air feuman gach sgoilear fa leth - mar eisimpleir, le bhith ag iarraidh air sgoilear bruidhinn air mearachdan (Saenz T & Huer M.B. 2003).

Cuideachd, tha deuchainnean mar An Deuchainn Fuaimneachd Gàidhlig a' cuideachadh le bhith comharrachadh luchd-ionnsachaidh dà-chànanach a dh'fhaodadh a bhith fulang le *dyslexia* ma tha iad a' sealltainn nach eil sgilean fuaimneachaidh ro mhath aca thairis air grunn thomhasan eile (Lyon, F. 2011).

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 dhuilgheadasan 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 phròiseactan rannsachaidh air sealltainn an uiread agus a dh’fhaodadh gnàthan litreachaidh cànan 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)

Mhol Gathercole, Thomas and Hughes (2008) modal airson measaidhean airson clann dà-chànanach far am bu chòir deuchainnean coitcheann ealla a ghabhail ris an uiread agus a tha am pàiste air a chluinntinn den chànan. Air an stèidh sin, bhiodh dà sgòr aig measadh iomlan:

- Comharra coitcheann airson cho math agus a rinn am pàiste an coimeas ris a h-uile pàiste eile;
- Comharra fa leth a’ tomhas cho math agus a rinn am pàiste an coimeas ri clann dà-chànanach eile a chuala a cheart uiread den chànan.

Thugadh fa-near do mar a bha tòrr den rannsachadh a’ feuchainn ri sealladh fhaighinn air na modhan gus sgilean leughaidh a leasachadh ceum air cheum, agus tha modalan “dà shligheach” airson sgilean leughaidh a leasachadh stèidhichte air a’ mhodal airson Beurla. Tha Thomas and Lloyd (2008), san rannsachadh aca air clann a tha ag ionnsachadh Cuimris, a’ moladh gun toireadh deuchainnean litreachaidh seach deuchainnean leughaidh fios nas fheàrr dhut feuch a bheil e buailteach gum bi duilgheadasan aig pàiste le cànan. Tha iad ag ràdh gum faodadh nithean a bha air an roghnachadh le faiceall ann an ro-dheuchainn Chuimris - far am biodh “lìdean fuaime ann le grunn dhòighean fuaimneachaidh”, le dòighean ann airson ùine na h-obrach is grunn mhearachdan a thomhas – a bhith mar bhunait airson clann a mheasadh a tha ag ionnsachadh cànan “follaiseach” mar a tha Gàidhlig no Cuimris.

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 dhuilgheadasan ionnsachaidh co-cheangailte ri *dyslexia* ann an suidheachadh dà-chànanaich. Dh'fhaodadh gum bi tidsearan a' smaoinichadh gu bheil duilgheadasan aig a' phàiste leis a' chànan, agus nam fàsadh iad nas èòlaiche air briathrachas a' chànan, gum fàsadh an leughadh aca nas fheàrr. Bhon rannsachadh aca, tha iad a' co-dhùnadh, "*am measg na feadhna a tha a' faighinn teagasg spèisealta, chan eil an uiread agus a bhite an dùil de sgoilearan bho choimhearsnachdan mion-chànain*", agus tha iad a' sealltainn dè cho buailteach 's a tha e leis na modhan traidiseanta gus *dyslexia* aithneachadh nach tèid an uiread *dyslexia* 's a bu chòir aithneachadh am measg chloinne dà-chànanaich. 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.



Ann an 2000, dh'fhoillsich an Dfee aithisg a bha a' coimhead air an litreachas a bha dèiligeadh ri a bhith measadh duilgheadasan ionnsachaidh a thaobh litearrachd am measg chloinne a bha ag ionnsachadh Beurla mar Chànan a Bharrachd (BCB). Thuirt an aithisg gun robh tòrr litreachais ann air a bhith measadh Feuman Foghlaim Sònraichte is duilgheadasan leughaidh, 's a' gabhail a-steach *dyslexia*, ach cha robh mòran luaidh air na dùbhlain fa leth a tha ro phàiste a tha ag ionnsachadh BCB. Air an dòigh cheudna, chan eil an litreachas mu BCB a' toirt mòran iomraidh 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 faigheadh a' chlann sin taic spèisealta agus a bha e gum faigheadh an comhaoisean;
- tha argamaid làidir ann airson "ro-innleachd ioma-thaobhach airson measaidhean agus coluadar a bhios a' togail air grunn thùsan fianaise".

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".

3.66 Clann le duilgheadasan sòisealta, le faireachdainnean is giùlan

Ann an grunn sgrìobhainnean le fios air diofar sheòrsachan de FTB is FFS, bha na cruinneachaidhean de dhuilgheadasan a thig fo “sòisealta, faireachdainnean is giùlan” gu tric am measg nan seòrsachan as cumanta sna clàran a sheallas sùim nan duilgheadasan ann an òrdugh (me, SPICe 2012). Thug grunn luchd-freagairt a lìon ceisteachan iomradh air na diofar mheadhanan-measaidh a ghabhas cleachdadh gus dèiligeadh ris na duilgheadasan sin agus gus planadh èifeachdach a dhèanamh airson gach neach fa leth. Cuideachd, tha a’ mhòr-chuid de na meadhanan sin stèidhichte air inbhich/luchd-obrach a bhith a’ gabhail beachd air a’ phàiste agus chan eil iad an crochadh air cànan, i.e. thathar a’ dèiligeadh riutha ann am Beurla.

Sa bhileig le geàrr-iomradh air cuibhreannan den “Rannsachadh air Giùlan ann an Sgoiltean na h-Alba 2012”, tha e ag ràdh, “*Bha aithrisean ann air draghan a bh’ aig daoine agus iad an dùil gun robh barrachd chloinne is dhaoine òga ann le fìor dhroch dhuilgheadasan a thaobh slàinte inntinn, an Euslaint Cion Aire is Ro-ghnìomhach (Attention Deficit Hyperactivity Disorder, ADHD), euslaint bhon speactram òtasach agus draghan mu na dùbhlain a thig an cois iad sin a thaobh giùlain.*” Chaidh a chomharrachadh cuideachd gun robh sgoiltean a’ cleachdadh grunn mhodhan, leithid dòighean-obrach stèidhichte air fuasglaidhean no a bheir piseach, agus ro-innleachdan airson an sgoil air fad gus deagh ghiùlan a chur air adhart.

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.



HOME
GUESTS

mitre

mitre

3.67 Clann le Duilgheadasan Ionnsachaidh

Chomharraich Feltmate & Kay – Raining Bird (2008) mar nach robh mòran rannsachaidh ann air clann le Siondrom Down a bha dà-chànanach, agus cho-dhùin iad bhon rannsachadh shònraichte aca gu robh a’ chlann air an do choimhead iad a’ togail sgilean cànan a ghabhadh cleachdadh ann am Beurla is Fraingis. Cho-dhùin iad, “*Seach gu bheil barrachd is barrachd fianais ann gu bheil dà-chànanas gu buannachd clann le Siondrom Down, bhiodh e iomchaidh nan obraicheadh luchd-dreuchd le teaghlaichean gus taic a thoirt do dhà-chànanas airson clann air a bheil Siondrom Down*”.

Ann an sgrùdaidhean eile, fhuair Kay-Raining Bird et al ((2009) (2011)) a-mach gu robh clann dà-chànanach le Siondrom Down a’ dèanamh co-dhiù cho math ri clann le aon chànan anns a h-uile deuchainn Beurla a chleachd iad san sgrùdadh.

Tha na h-ùghdaran bhon chiad rannsachadh ag iarraidh air teaghlaichean agus an luchd-dreuchd a bha an sàs cuimhneachadh gu bheil diofar chomasan aig daoine le Siondrom Down, agus gum bu chòir coimhead air gach neach a rèir an t-suidheachaidh aca fhèin, an taic a tha ri fhaotainn agus na h-amasan a tha am pàrantan air a chur romhpa.

**DIOFAR
MHEADHANAN-
MEASaidh**

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.

**RANGE OF
ASSESSMENT
TOOLS**

3.68 An Àireamh Chloinne mun Cuirear fios gu Seirbheisean Leasachadh Caint is Cànan

Tha coltas ann gu bheil an àireamh chloinne mu bheilear a' cur fios gu Seirbheisean Leasachadh Caint is Cànan, a tha air an clàradh le luchd-teagaisg bho aonadan Gàidhlig, aig ìre nas isle na bhite a' sùileachadh a rèir an litreachas rannsachaidh agus na pàtranan a th' ann airson buidheann fa leth sam bith. Thuir Law (1998) gum biodh 6-8% de chloinn aois 0-11 a' nochdadh duilgheadas air choreigin a thaobh caint, cànan no conaltradh eadar na h-aoisean sin. Cho-dhùin rannsachadh a rinn Mannen et al (2006) air pàtranan airson fios a chur ann an trì bailtean-mòra (2 an Alba; 1 an Sasainn) gu robhar a' cur fios mu nas lugha de chloinn dà-chànanach ann am bailtean-mòra Albannach, gu h-àraidh an coimeas ris na bhite an dùil a thaobh chloinne aig aois sgoile san fharsaingeachd sna bailtean-mòra sin. A thaobh leasachadh caint is cànan, thuir Buidheann-iomairt Èirinn a Tuath airson Leasachadh Caint is Cànan (2008) gum biodh "a' mhòr-chuid de dhuilgheadasan le caint, cànan is conaltradh a' tighinn am bàrr sna tràth-bhliadhnaichean. Mar sin tha e deatamach gun tèid an aithneachadh gu tràth, gus dèanamh cinnteach nach toir iad droch bhuaidh air leasachadh sòisealta is foghlam na cloinne mar a dh'fhàsas iad nas sine." (NISLTF: 31).

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*" (NISLTF: 31).



3.69 Aonad Spèisealta - Leasachadh Ghoireasan airson Foghlam Dà-chànanach

San earrainn mu dheireadh seo, tha nòta fada ann mu aonad spèisealta ann am Beul Feirste, a' dèiligeadh ri leasachadh ghoireasan. Bu chòir cuimhneachadh gu bheil tòrr de na cùisean a chaidh a thogail san aithisg seo a' nochdadh san ro-innleachd a bh' aca am Beul Feirste airson goireasan a leasachadh, agus fhuair an t-aonad eòlas prìseil bho bhith cur aghaidh ris na dùbhlain a bh' ann.

Thathar a' moladh sa chaibideil mu dheireadh gum bu chòir ceangal a dhèanamh ris an leithid de dh'aonadan nuair a thathar a' beachdachadh air leasachaidhean ann an Alba, tro bhuidhnean mar Stòrlann.

Chaidh an *tÁisaonad* (An t-Aonad airson Ghoireasan Gaeilge) aig Colaiste Oilthigh an Naoimh Moire ann am Beul Feirste a stèidheachadh ann an 1998 le amas sònraichte gus na stuthan a bh' ann mu thràth a sgrùdadh agus gus goireasan a chruthachadh a ghabhadh an cleachdadh gus Curraicealam Èirinn a Tuath a theagasg tron Ghaeilge. San aithisg sgrùdaidh mu obair an aonaid ann an 2006, thathar a' toirt an aire do mar a dh'fheumas tidsearan a dhol an sàs barrachd ann a bhith luachadh stuthan ùra ann an sgoiltean agus do mar a bu chòir dhaibh am beachdan a thoirt seachad air cho freagarrach agus a tha na goireasan ùra. Tha an sgrùdadh cuideachd ag ràdh:

“Bidh na tidsearan a' cur seachad an t-uabhas ùine a' cruthachadh, agus gu tric, a' dùblachadh stuthan bunaiteach: tha an obair seo a' fàgail uallach air tidsearan, agus gu h-àraidh air tidsearan ùra, a tha gu tric ag obair leotha fhèin ann an sgoiltean beaga a tha air an ùr stèidheachadh.”

Tha an aithisg sgrùdaidh a' moladh gum bu chòir meadhan-stòras de ghoireasan mar sin a chruthachadh feuch an gabh na stuthan bunaiteach a chleachdadh gus stuthan leasaichte a chruthachadh.

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 Stòrlann 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.

air stuthan leughaidh le diofar ìrean, agus cho-dhùin rannsachadh air na stuthan leughaidh a bha rim faotainn ann an sgoiltean nach robh tòrr de na teacsaichean freagarrach airson clann a bha ag ionnsachadh leughadh, agus cuideachd gu robh cruaidh fheum air sgeama leughaidh ùr airson nan ìrean tràtha. Ann an suirbhidh eile de thidsearan, a chùim a' Chomhairle Nàiseanta airson a' Churraicealam is Measaidhean ann am Baile Àtha Cliath, thàinig na prìomhachasan a leanas am bàrr airson goireasan a bharrachd airson foghlam tron Ghaeilge:

- Deuchainnean coitcheann ann an Gaeilge
- Taic le Ionnsachadh ann an Gaeilge
- Stuthan taic ionnsachaidh airson matamataig tron Ghaeilge
- Leabhraichean freagarrach anns gach raon den churraicealam ann an Gaeilge

Tha na prìomhachasan seo gus goireasan a leasachadh a' nochdadh am measg toraidhean a' phròiseict seo, leis an aon chuideam ga chur air mar a tha feum air goireasan do chloinn le feuman taice a bharrachd, agus, mar a dh'fheumas luachadh daingeann a bhith air a dhèanamh air stuthan ùra le tidsearan aig a bheil deagh eòlas agus iad a' coimhead air cho freagarrach agus a tha a' chainnt airson aois na cloinne agus an ìre aig a bheil iad. Chaidh a chomharrachadh san aithisg sgrùdaidh a lean air a' chiad tè nach robh ach beagan de na tidsearan air cuideachadh leis a' phlana gus meadhan-stòras de stuthan measaidh is taice a chruthachadh. Tha seo glè chudromach nuair a thig e gu bhith dealbh dheuchainnean is liostaichean-dearbhaidh ùra - feumaidh càirdeas co-obrachail a bhith ann eadar a' bhuidheann a bharantaicheas na stuthan agus na daoine a bhios gam feuchainn ann an suidheachadh obrach, gus dèanamh cinnteach gun tèid na deuchainnean a leasachadh gu ceart agus gu bheil iad a' freagairt air na modhan-obrach agus na dòighean sa bheilear a' cleachdadh cànan sa chlas an-dràsta.

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. This is a major consideration in the development of new tests and checklists – 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. SGRÙDADH AIR NA THA DHÌTH A THAOBH LUCHD-OBACH IS TRÈANAIDH ANN AM FOGHLAM TRON GHÀIDHLIG: A' CUR PHOILEASAIIDHEAN IN-GHABHALACH AN SÀS

4.1 SGRÙDADH AIR-LOIDHNE

4.1.1

Chaidh an sgrùdadh airson na h-earrainn seo den rannsachadh a dhèanamh leis a' ghoireas air-loidhne, Survey Monkey. Chithear na toraidhean gu h-ìosal, a' leantainn nan ceistean bhon cheisteachan air-loidhne san d' fhuaras freagairtean bhon luchd-obrach ann an 48 sgoiltean – agus gach ùghdarras ionadail a tha a' libhrigeadh Foghlam tron Ghàidhlig a' tilleadh freagairtean. Bha na sgoiltean a fhreagair a' tighinn fo na cinn a leanas:

Sgoiltean gu Tur Gàidhlig	26 freagairtean
Sgoil le Foghlam tron Ghàidhlig	83 freagairtean
Sgoil Ghàidhlig le Foghlam tron Bheurla	4 freagairtean

Bha na diofar dhreuchdan a bh' aig na 110 daoine a fhreagair mar a leanas:

Tidsear	49
Prìomh Thidsear	12
Iar-Cheannard le dleastanasan teagaisg	8
Ceannard a' Teagasg	31
Neach-cuideachaidh sa Chlas	10
Iomlan	110

4. WORKFORCE AND TRAINING NEEDS ANALYSIS IN GAELIC-MEDIUM EDUCATION: IMPLEMENTING INCLUSIVE POLICIES

4.1 ONLINE AUDIT

4.1.1

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

Bha na clasaichean a bha air an teagasg mar a leanas:

Grunn Chlasaichean Còmhla	79
P1	1
P2	1
P3	5
P4	0
P5	0
P6	0
P7	0

Nuair a rinneadh sgrùdadh air na h-obraichean is an t-eòlas a bh' aig luchd-freagairt a thaobh teagasg, chaidh na toraidhean a leanas a chlàradh:

	0-5 Bliadhna	6-10	11-15	16-30+	Iomlan
Teagasg san fharsaingeachd	9	14	14	37	74
Foghlam tron Ghàidhlig	24	26	13	14	77

Fhuaras deagh chuid fhreagairtean bho na sgoiltean, bho thaghadh leth char farsaing de luchd-obrach, ged nach eil luchd-cuideachaidh sa chlas, mar luchd-obrach cudromach san sgioba, air an riochdachadh chun na h-ìre a bu chòir. Chithear tuilleadh bheachdan air seo san earrainn shònraichte gu h-ìosal airson nan dreuchdan sin.

Thugadh fa-near gu bheil mu thrìan de na tidsearan ann am Foghlam tron Ghàidhlig air a bhith teagasg 0-5 bliadhna agus tha 65% dhiubh air a bhith teagasg 0-10 bliadhna. Bha a' mhòr-chuid den luchd-fhreagairt (92%) a' teagasg grunn chlasaichean còmhla le raon car farsaing de dh'aoisean sna clasaichean sin ann an sgoiltean nas lugha.

The breakdown of classes taught was as follows:

Composite classes	79
P1	1
P2	1
P3	5
P4	0
P5	0
P6	0
P7	0

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

	0-5 years	6-10	11-15	16-30+	Total
In teaching generally	9	14	14	37	74
In Gaelic-medium	24	26	13	14	77

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 Bha an ath earrainn den sgrùdadh a’ coimhead air nàdar agus an uiread trèanaidh a fhuair luchd-freagairt agus tha am fiosrachadh a leanas a’ sealltainn na h-àireimh às a’ cheud a fhuair trèanadh sna cuspairean seo sna trì bliadhna a dh’fhalbh:

Poileasaidhean is modhan-obrach FTB sna trì bliadhna a dh’fhalbh	68%
Measadh ann am Foghlam tron Ghàidhlig	40%
A’ measadh adhartas sgoilearan ann an litearrachd	76%
A’ measadh adhartas sgoilearan ann an àireamhachd	75%
FT airson Feuman Taice a Bharrachd	35%
Rian air FTB sa chlas	50%
Euslaintean bhon Speactram Òtasach	58%
Dyslexia	53%

Fhuaras a’ mhòr-chuid den trèanadh gu h-àrd tro thrèanadh in-sheirbheis airson poileasaidhean is modhan-obrach FTB (57%), còmhla ri cuspairean mar measadh adhartas sgoilearan ann an litearrachd (60%) is àireamhachd (53%). Chaidh trèanadh airson Euslaintean bhon Speactram Òtasach (47%) is *Dyslexia* (43%) a chlàradh cuideachd fo iomairtean aig na sgoiltean gus sgilean luchd-obrach a leasachadh. Thugadh fa-near do mar a fhuair nas lugha luchd-obrach bhon t-sampall trèanadh ann a bhith cleachdadh Teicneòlas Fiosrachaidh (31%), ann a bhith frithealadh air FTB sa chlas agus air a bhith cumail Rian air FTB sa chlas (37%).

Thugadh fa-near gu robh 63% den luchd-fhreagairt a fhuair trèanadh ann am Teicneòlas Fiosrachaidh o chionn còrr is trì bliadhna agus gu robh nas lugha na 50% a fhuair trèanadh a thaobh Euslaintean bhon Speactram Òtasach no *Dyslexia* san aon ùine. Cha d’ fhuair ach nas lugha na 8% trèanadh còmhla ri tidsearan Gàidhlig bho ùghdarrasan ionadail eile.

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:

ASN policies and procedures in the past three years	68%
Assessment in Gaelic-medium education	40%
Assessment pupil progress in literacy	76%
Assessment pupil progress in numeracy	75%
I T for Additional Support Needs	35%
Management of ASN in classroom	50%
Autistic Spectrum Disorders	58%
Dyslexia	53%

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 ùghdarras 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.

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

	GF	F	CRUF	CRFI	N/A
Poileasaidhean is modhan-obrach FTB	30	42	5	0	24
Measadh am FtG	9	31	9	0	51
Measadh air adhartas sgoilearan ann an litearrachd	22	53	2	2	22
Measadh air adhartas sgoilearan ann an àireamhachd	26	48	4	2	21
Teicneòlas Fiosrachaidh gus frithealadh air FTB	12	31	2	2	53
Rian air FTB sa chlas	20	29	9	0	43
Euslaintean bhon Speactram Òtasach	38	23	3	0	35
Dyslexia	32	23	4	0	42

GF: Glè fheumail

CUF: Cha robh uabhasach feumail

N: Neo-fhreagarrach

F: Feumail

CFI: Cha robh feumail idir

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 (%):

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

VU: Very useful

NVU: Not very useful

N/A: Not applicable

FU: Fairly useful

NAU: Not at all useful

Bha luaidh air grunn sholaraichean trèanaidh san earrainn gu h-àrd agus bha iad sin a' gabhail a-steach daoine fa leth a' toirt trèanadh ann an cuspairean sònraichte, mar Euslaintean bhon Speactram Òtasach, gu seiseanan leasachaidh do luchd-obrach san ionad-obrach air an ruith leis an ùghdarras ionadail fhèin.

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.



Rinneadh mion-sgrùdadh eile, a' trusadh dàta is bheachdan bho luchd-obrach nan sgoiltean nas lugha bhon t-sampall - a' ciallachadh an turas seo sgoiltean le 25 sgoilearan no nas lugha ann am foghlam tron Ghàidhlig. Chaidh an àireamh sin a thaghadh seach gum biodh barrachd teans ann gum biodh taghadh nas fharsainghe de sgoilearan a thaobh aoise sna clasaichean sin, agus mar an ceudna bhiodh barrachd teans ann gum biodh taghadh nas fharsainghe ann de sgoilearan le FTB. Tha na beachdan a leanas a dh'èirich bhon mhion-sgrùdadh de na sgoiltean beaga feumail, agus b' fhiach coimhead orra ann am barrachd doimhneachd airson mar a chuidicheas iad le taic do bhith stiùireadh chlasaichean.

- Bha e nas buailtiche ann an sgoiltean nas lugha gum biodh dleastanasan teagaisg aig luchd-obrach ann an clasaichean far an robh grunn chlasaichean còmhla, agus uaireannan bhiodh uallaichean ioma-fhillte aca a thaobh a bhith làimhseachadh FTB;
- Bha e nas buailtiche gum biodh sgoiltean nas motha air goireasan a chruinneachadh;
- Bha beachdan ann bho chuid a sgoiltean beaga nach robh iad a' faighinn an uiread de thaic bho sheirbheisean spèisealta, mar tidsear airson Taic le Ionnsachadh a bhiodh a' tadhal air diofar sgoiltean, agus a dh'fhaodadh a bhith stèidhichte ann an sgoil nas motha. 'S e a bha air cùl a' bheachd seo, gun robh iad a' faireachdainn nach robh an aon chothrom aca air comhairle – bhathar den bheachd gun robh sgoiltean nas motha a' faighinn barrachd taice ma bha an tidsear airson Taic le Ionnsachadh stèidhichte an sin.

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.

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-ìosal: (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 ràdh sna freagairtean:

AG OBAIR ANN AN COM-PÀIRT RI CO-OBRAICHEAN

“Tha an trèanadh uile air a bhith a thaobh na Beurla, chan ann a thaobh na Gàidhlig. Cha robh mi riamh aig trèanadh airson FtG. Tha mi a' faireachdainn gu bheil e fìor chudromach gum faigh

sinn trèanadh airson tidsearan Gàidhlig, gu h-àraidh a thaobh mheasaidhean is Feuman Taice a Bharrachd.”

“Thathar a' measadh adhartas nan sgoilearan a thaobh litearrachd is àireamhachd tron phrìomh shiostam 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 soilleir.”

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:

WORKING COLLABORATIVELY WITH COLLEAGUES

“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.”

JCDecaux

Dà Chànan = Iomadh Cothrom
[English + Gaelic = a Brighter Scotland]

Ri-chèile



The benefits of Gaelic-medium education are increasingly recognised in an inclusive, modern, multicultural and multilingual Scotland.



www.gaidhlig.org.uk



4.14 Innsibh dhuinn dè dh'obraich gu math nur n-obair mar thidsear ann am FtG a thaobh frithealadh air Feuman Taice a Bharrachd: (58 freagairtean)

Sa mhion-sgrùdadh a rinneadh chaidh na freagairtean a chur fo na cinn a leanas:

- **Luchd-taice le Gàidhlig sa chlas.** Bhathar a' coimhead air a' chùis seo a thaobh luchd-obrach mar nì gu math cudromach, gu h-àraidh a thaobh taic do sgoilearan sna bliadhnaichean tràtha sa bhun-sgoil, gus an dèanadh iad barrachd adhartais ann a bhith togail a' chàinain. Thuir aon neach-freagairt, "Neach-cuideachaidh sa chlas, oir às a h-aonais, bhiodh e cha mhòr do-dhèanta targaidean IEP is Planaichean-gnìomha a choileanadh" agus "Tha buidhnean beaga le structar, a tha a' dèiligeadh ri diofar dhòighean nithean a ràdh agus a bhios a' coimhead air ciall nam faclan, nan cuideachadh nuair a tha pàiste air ùr thighinn a-steach gu foghlam tron Ghàidhlig". Bha seo a' gabhail a-steach taic bho luchd-cuideachaidh sa chlas, leas-obraichean is luchd-obrach PSA;
- **Còmhraidh is coluadar ri tidsearan eile.** Chuireadh luach mòr air a' chuspair seo, a thaobh chothroman a bhith còmhraidh ri co-obraichean is luchd-obrach spèisealta airson Taic le Ionnsachadh, mu phlanaichean airson sgoilearan fa leth, agus a thaobh a bhith faireachdainn gu bheil iad nam pàirt de sgioba, agus cothroman gus goireasan a cho-roinn. Mar eisimpleir, "Ag obair ann an com-pàirt ri co-obraichean is a' faighinn taic is comhairle bho thidsearan aig a bheil eòlas air a bhith dèiligeadh ri sgoilearan le FTB";
- **Liosta de goireasan feumail.** Clàran-ama lèirsinne, cairtean le faclan cumanta gus am fàs clann eòlach orra, *Phonic Code Cracker*, Fuaimean Magnaiteach, Factaraidh nam Fuaimean, am pasgan An Sgaoth agus Liosta de dh'Fhaclan Cumanta a rinn an t-ùghdarras ionadail (P1-P7);

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);



- **Modhan Teagaisg.** A' togail fhaclan le litrichean magnaiteach, a' cleachdadh caochladh gheamannan is goireasan eadar-ghnìomhach airson àireamhachd gus cuideachadh le ionnsachadh agus fiosrachadh le dealbhan daonna air a' bhalla gus cuideachadh le litearrachd is àireamhachd, a' cleachdadh dreach Gàidhlig de Quest gus dèanamh cinnteach gu bheil clann a' tuigsinn;
- **"Ath-ionnsachadh/daingneachadh** - a dhìth nuair a tha duilgheadasan aig sgoilearan". Bhathar a' cur luach ann an trèanadh airson teagasg mionaideach. Thugadh fa-near cuideachd do - is chaidh seo a dhearbhadh le daoine eile - mar a bha tòrr thidsearan a' dèanamh nan liostaichean-dearbhadh is goireasan aca fhèin airson an cleachdadh sa chlas.
- **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 Earrainn air luchd-cuideachaidh sa chlas

Sheall am mion-sgrùdadh air a' cheisteachan air-loidhne gun robh 3 den 10 luchd-cuideachaidh sa chlas a fhreagair ann an dreuchdan làn-thìde: bha 3 ann a bha ann an dreuchd ann am FtG airson 0-5 bliadhna agus bha 4 ann le 6-10 bliadhna de dh'èolas ann am FtG.

A thaobh nan comasan cànanain aca, bha 5 ann le Gàidhlig bho thùs, 4 luchd-ionnsachaidh a bha fileanta agus bha 1 air a chlàradh mar neach-ionnsachaidh nach robh fileanta. Chlàr an luchd-freagairt liosta de ghnìomhan, agus tha gearr-iomradh orra gu h-ìosal:

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

“Nam obair mar PSA, bheir mi taic do sgoilearan le bhith ag ionnsachadh agus mi ag obair le daoine fa leth is buidhnean, is feuman taice a bharrachd aig grunn math dhiubh. Cuidichidh mi le obair phragtaigeach, a’ cleachdadh stuthan is innleachdan mum bi mi a’ bruidhinn ris an tidsear. Bheir mi taic do thidsearan le bhith a’ cur an t-seòmair-teagaisg air dòigh agus ag ullachadh ghoireasan, agus le obair rianachd is stiùiridh nuair a bhios feum air.”;



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 sgoilearan leis an obair aca agus leis an fhuaimneachadh aca. A’ cuideachadh le leughadh, matamataig, buidhnean leughaidh, feuman taice le ionnsachadh”;

“A’ cuideachadh clann le Leughadh, Sgrìobhadh, Matamataig is nithean eile a bhios iad a’ dèanamh. Bidh mi cuideachd a’ cumail faire air Àm-cluiche, is mar sin cuidichidh mi le rudan a dh’fhaodadh tachairt san raon-chluiche. Bidh mi a’ dol còmhla ris a’ chloinn nuair a tha iad air turasan taobh a-muigh na sgoile, me, a’ dol gu tachartasan Gàidhlig ann an Ionad Ealain, am Mòd msaa.”;

“Ag obair le daoine a tha feumach air taic a bharrachd le leughadh, sgrìobhadh no matamataig, a’ cur innleachdan an sàs a stèidhich an tidsear; a’ gabhail bhuidhnean leughaidh, no ag obair le buidhnean matamataig; a’ cuideachadh sa chlas le obair sgrìobhaidh, uaireannan le ealain. A’ toirt cùl-thaic do thidsearan, me, a’ dèanamh lethbhreacan, a’ cur bileagan air stuth, a’ dèanamh laminatadh msaa.”;

“Taic le ionnsachadh do chloinn aig a bheil feuman a bharrachd a thaobh cainnt is cànan.”

Tha na h-earrainnean seo a’ bruidhinn air an diofar sheòrsa obrach a nì luchd-obrach san sgoil, agus tha e soilleir gu bheil obair cànan ann am buidhnean beaga le clann òga gu tric mar phàirt de na dleastanasan aca. San ath earrainn (4.2), gheibhear tuilleadh fiosrachaidh bho agallamhan le 2 luchd-cuideachaidh sa chlas eile air an obair sin, agus tha agallamhan ann cuideachd le tidsearan agus grunn de na freagairtean a fhuaras air-loidhne bho thidsearan.

San earrainn den t-suirbhidh air-loidhne mun t-seòrsa trèanaidh a fhuair luchd-cuideachaidh sa chlas, cha robh freagairtean ann mun t-seòrsa trèanaidh a fhuaras.

“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 TORAIDHEAN NAN AGALLAMHAN IS NAN CEISTEACHAN

Agallamhan - Sgoiltean:

A thuilleadh air an Sgrùdadh gu h-àrd, chaidh agallamhan aghaidh-ri-aghaidh is fòn a chumail le:

Ceannardan/Iar-Cheannardan le uallach airson FtG	12
Luchd-dreuchd Spèisealta airson Taic le Ionnsachadh (6 le dleastanasan teagaisg sa chlas)	11
Tidsearan	3
Luchd-cuideachaidh sa Chlas	2

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	12
Support for Learning Specialists (6 with class teaching duties)	11
Class teachers	3
Classroom assistants	2

4.20 Agallamhan le tidsearan

Tha na beachdan a fhuaras san earrainn seo a' buntainn ri dà earrainn san sgrùdadh, agus tha na leanas a' nochdadh nam prìomh chuspairean a bhuineas gu h-àraidh ris an earrainn seo:

- bha grunn den luchd-fhreagairt an sàs ann an obair mheasaidh - cho-mheasaidh co-cheangailte ris a' churraicealam ùr agus tron sin b' urrainn dhaibh aire a chumail air na gnìomhan measaidh, ach bha iad den bheachd nach robh na gnìomhan sin, aig an ìre seo, a' gabhail ealla ris na dùbhlain shònraichte a bha ro chlann le FTB;
- dh'iarr grunn luchd-freagairt tuilleadh trèanaidh le dòighean-measaidh, oir bha buidseatan teann a' ciallachadh nach robh an uiread de luchd-obrach airson taic le ionnsachadh ann agus bha tidsearan a' dol an sàs barrachd ann am measaidhean;
- bha grunn luchd-freagairt a' cur luach san taic a bheireadh eòlaichean-inntinn ann am foghlam do thrèanadh san sgoil agus chaidh a chomharrachadh mar mhodal math airson co-obrachadh;
- bha na molaidhean as làidire a thugadh seachad le tidsearan a' buntainn ri trèanadh a gheibheadh iad tro shreath de choinneamhan co-obrachaidh ionadail, aig am bite a' bruidhinn air goireasan. Nan gabhadh a leithid a lìonra a stèidheachadh, bheireadh e cothrom air trèanadh in-sheirbheis bho eòlaichean-inntinn ann am foghlam is leasaichean cainnt is cànan, a chuidicheadh gus modhan-obrach co-obrachail a chruthachadh airson measaidhean is a bhith stiùireadh cùram.

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 Freagairtean a chaidh a thoirt à ceisteachain bho Oifigearan Gàidhlig aig na h-Ùghdarrasan Ionadail a thaobh phrìomhachasan airson a bhith làimhseachadh FTB ann an Aonadan Gàidhlig;

Fhuaras fiosrachadh feumail san earrainn seo mu na ro-innleachdan a bhathar a' cleachdadh gus foghlam tron Ghàidhlig a leasachadh san ùghdarras ionadail agus aig ìre nan sgoiltean. Thathar a' sealltainn grunn de na beachdan a thug na h-oifigearan seachad fo na cinn a leanas, a thàinig an àird tron sgrùdadh:

Trèanadh is Leasachadh Proifeiseanta Leantainneach (LPL):

Thugadh fa-near do mar a bha buidseatan teann aig ùghdarrasan ionadail agus bha seo a' cur casg air an uiread de thrèanadh a b' urrainnear a thoirt seachad a bha gu h-àraidh airson luchd-obrach ann am FtG, mar a thuirt aon mhanaidsear: *"Tha na prìomhachasan a thaobh FTB an ìre mhath coltach ris an fheadhainn airson Foghlam tron Bheurla - taic le bhith comharrachadh fheuman, a' measadh nam feuman, taic le bhith cur às do bhacaidhean air ionnsachadh."*

Thugadh fa-near do mar a bu còir cothrom a bhith aig luchd-obrach FtG *"conaltradh ri luchd-obrach FtG ann an àiteachan eile gus roinn a dhèanamh air modhan-obrach gus taic a chumail ri FTB"* agus *"feum*

nas fheàrr a dhèanamh de na goireasan a th' ann le bhith gan co-roinn, gan leasachadh agus ag obair còmhla". Tha am prìomhachas seo a' dol leis a' mholadh làidir a rinn tidsearan gum bu chòir dhaibh cothrom fhaighinn coinneachadh ri tidsearan eile gus beachdan a roinn le chèile a thaobh a bhith cleachdadh ghoireasan is mu modhan teagaisg.

**LUACH ANN AN
TRÈANADH AIRSON
TEAGASG MIONAIDEACH**

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.

**PRECISION
TEACHING TRAINING
WAS VALUED**

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

- trèanadh do luchd-cuideachaidh sa chlas ann an Gàidhlig, gus nach bi sgoilearan a' cluinntinn an uiread Bheurla ann an àrainneachd a bu chòir a bhith gu tur Gàidhlig;
- tuigse air an teòraidh a tha air cùl bogadh sa Ghàidhlig.



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.



Ann an grunn fhreagairtean, thug luchd-freagairt seachad taghadh de ghniomhan a bha air an dealbh gus am biodh cothrom nas fheàrr aig sgoilearan air a' Ghàidhlig, chithear feadhainn dhiubh sin gu h-ìosal sna freagairtean a fhuaras:

- *"A' cumail a' tabhann chothroman, an dà chuid do dh'inbhich agus teaghlaichean, 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 chothroman do sgoilearan Gàidhlig a dhol an sàs ann an tachartasan nas fharsainge a thaobh foghlaim, cultar agus spòrs, tron sgoil agus Ionnsachadh is Leasachadh Coimhearsnachd (CLD)";*
- *"Dèanaibh ath-sgrùdadh air na Goireasan Gàidhlig is Ceilteach a th' anns na leabharlannan is taighean-tasgaidh againn agus dèanaibh leasachadh air na stuthan nuair as urrainnear agus cuiribh air dòigh gun gabh rannsachadh air-loidhne a dhèanamh airson goireasan";*
- *"Coimheadaibh, còmhla ri ùghdarrasan eile, feuch dè na meadhanan a ghabhas cleachdadh gus taic spèisealta (me, taic bho eòlaichean-inntinn le measaidhean) a thoirt do chloinn le feuman taice ann am FtG);*
- *"Cumaibh suas ar ceanglaichean le ùghdarrasan Gàidhlig eile agus ar luchd-compàirt Èireannach, me, an fharpais airson labhairt gu poblach";*
- *"Bidh cothrom fhathast aig luchd-obrach nar sgoiltean air leasachadh proifeiseanta leantainneach iomchaidh a bhuineas ri FtG gu h-ionadail agus gu nàiseanta, a' gabhail a-steach obair cho-mheasaidh còmhla ri sgoiltean ann an sgìrean ùghdarrasan eile";*

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".*

- *“Nuair a tha e iomchaidh, bidh taic ann do luchd-obrach an sàs ann am foghlam Gàidhlig gus na sgilean cànan aca a leasachadh”;*
- *“Tha na prìomhachasan a thaobh FTB an ìre mhath coltach ris an fheadhainn airson Foghlam tron Bheurla - taic le bhith comharrachadh fheuman, a’ measadh nam feuman, taic le bhith cur às do bhacaidhean air ionnsachadh. Cuideachd, bu chòir an cothrom a bhith aig luchd-obrach FtG conaltradh ri luchd-obrach FtG ann an àiteachan eile gus roinn a dhèanamh air modhan-obrach gus taic a chumail ri FTB”;*
- *Taic do FtG tro luchd-obrach a bharrachd;*
- *Barrachd sùbailteachd a thaobh teagaisg gus am bi cothrom aig a’ Phrìomh Thidsear obair còmhla ris an neach-chuideachaidh sa chlas gus trèanadh a thoirt seachad ann an goireasan Gàidhlig, prògraman obrach agus ann an dòighean-obrach a chuidicheas le ionnsachadh buadhach ann am FtG;*
- *Tidsearan airson Taic le Ionnsachadh is luchd-taice le Gàidhlig sa h-uile sgoil. Nas comasaiche ann an sgilean litearrachd Gàidhlig agus a’ dèanamh feum nas fheàrr de dhàta bho Mheasaidhean Coitcheann;*
- *A’ dèanamh feum nas fheàrr de na goireasan a th’ ann le bhith gan co-roinn, gan leasachadh agus ag obair còmhla;*
- *A’ toirt trèanadh do luchd-taice sa chlas a thaobh nan cuspairean seo:*
- *A’ tuigsinn mar a thèid mion-fhuaimean a theagasg sa chlas; a’ toirt piseach air gnìomhan ionnsachaidh agus cho math agus a tha a’ Ghàidhlig labhairteach (uaireannan).*

- *“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 Freagairtean bho cheisteachain bho Phrìomh Thidsearan/Manaidsearan airson nan seirbheisean do sgoilearan le Feuman Taice a Bharrachd ann am Foghlam tron Ghàidhlig

“Feumar tidsearan le Gàidhlig a chomharrachadh a ghabhadh òs làimh nan dleastanasan airson Taic le Ionnsachadh ann an sgoiltean. Tha an àireamh de thidsearan airson Taic le Ionnsachadh air tuiteam, ach tha an àireamh de sgoilearan FtG air a dhol an àird.

Dh’fheumadh na tidsearan seo am prògram inntigridh do thidsearan airson Taic le Ionnsachadh a dhèanamh, ach chan eil ann ach trèanadh goirid a bhios a’ coimhead air Measaidhean is Taic Ceum air Cheum, dòighean planaidh, a’ stèidheachadh thargaidean airson IEPan (Planaichean Foghlaim Pearsanta), taic do sgoilearan, msaa.”

4.23 Freagairtean bho cheisteachain bho Sgiobaidhean Eòlas-inntinn ann am Foghlam mu Phrìomhachasan Trèanaidh far a bheil grunn Bhuidhnean an sàs.

{Thathar gan sealltainn gun atharraichean, mar a fhuaras iad san earrainn iomchaidh den cheisteachan}

“A’ cur cuideam air a bhith ag ionnsachadh dà chànan agus a’ beachdachadh cuideachd air mar a thèid cànanan a chleachdadh gu sòisealta agus ann an co-theacsa sgoilearach”;

“Trèanadh ann am measaidhean co-obrachail air mar a tha sgilean cànan gan leasachadh”

“Cuideam air a bhith mìneachadh dè am fiosrachadh as cudromaiche a dh’fhaodadh tidsearan - tron eòlas a th’ aca air an sgoilear - a thoirt don phròiseas far a bheil diofar bhuidhnean an sàs ann a bhith measadh leasachadh sgilean cànan.”

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 *“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 foghlam, leasaichean cainnt is cànan is luchd-teagaisg sa phròiseas mheasaidh”:*

- Adhartas a thaobh fuaimneachaidh/litearrachd ann an Gàidhlig;
- Na dùbhlain a th’ ann a bhith leasachadh sgilean cànan nuair nach eil a’ Ghàidhlig math dh’fhaodte na ciad chànan san dachaigh/teaghlach, ach tha na sgoilearan ann am FtG;
- A’ tuigsinn dhuilgheadasan àraidh le litearrachd ann an co-theacs na sgoile/dachaigh agus a thaobh a bhith leasachadh sgilean ann an dà chànan;
- A thuilleadh air cothrom air LPL air a bheil cothrom aig a h-uile tidsear, co-dhiù a tha iad ann am FtG no nach eil, bhiodh e gu math feumail rannsachadh a dhèanamh air a’ bhuidhean a th’ aig dàil/duilgheadasan le cànan air pàiste a tha ann am Foghlam tron Ghàidhlig;



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 Leasachadh Cainnt is Càinain

Chaidh an dòigh-mheasaidh a chaidh a chleachdadh airson duilgheadasan le cainnt is fuaim a mhìneachadh mar seo - “eachdraidh a’ phàiste is measadh foirmeil, mar STAP no measadh *metaphon*; a’ coimhead air a’ phàiste ann an dòigh neo-fhoirmeil agus sampallan labhairt”. Bha measaidhean air fileantas a’ leantainn na h-aon dòigh an ìre 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 mhionaidich a’ phàiste le bhith cleachdadh measaidhean DISCO no 3di agus KDOS.

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 KDOS assessment.



A thaobh na chuir aon sgioba Cainnt is Cànan 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 riochdan 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 cànan*
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 foghlam, leasaichean cainnt is cànan is luchd-teagaisg sa phròiseas mheasaidh:

1. *“An aois aig a bheilear a’ togail fhuaimnean labhairt, gu h-àraidh feadhainn Ghàidhlig*
2. *Bidh barrachd eòlais aig SLT air gràmar na Gàidhlig is mar a chruthaichear seantansan sa chànan, me mar a tha e eadar-dhealaichte bhon Bheurla*
3. *A’ cruthachadh àrainneachd 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/in-service 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 DEASBAD AGUS SGRÙDADH AIR AN LITREACHAS

4.31

Sa chaibideil seo, thathar a' gabhail ealla ris na freagairtean a fhuaras bho na ceisteachain, agallamhan is sgrùdaidhean air-loidhne, a tha a' toirt seachad beachd gum bu chòir prìomhachas a bhith air trèanadh is LPL san fharsaingeachd ann a bhith leasachadh Foghlam tron Ghàidhlig. Thathar cuideachd a' coimhead air trèanadh mar phàirt riatanach de na gnìomhan a dh'fheumar a dhèanamh gus am faigh clann le FTB seirbheis chunbhalach is cho-fhaireachail ann an àrainneachd a tha dha-rìribh in-ghabhalach. Sa chaibideil mu dheireadh, chaidh sgrùdadh a dhèanamh air farsaingeachd nam feuman seo ann an aonadan le foghlam tron Ghàidhlig - mar a chaidh a chlàradh tron sgrùdadh air-loidhne - agus faodar coimeas a dhèanamh eadar an geàrr-aithris orra sin agus fiosrachadh mu luchd-obrach sna h-aonadan air an deach aithris a dhèanamh san dàrna pàirt den sgrùdadh.

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.

Sa mhòr-chuid de sgoiltean air an deach sgrùdadh a dhèanamh, bha tidsearan ag obair le grunn chlasichean còmhla, gu tric le dà chànan - Beurla às dèidh Prìomh 3 ri taobh sgoilearan ag obair gu tur sa Ghàidhlig - agus bha aca cuideachd ri teagasg freagarrach a thoirt don chloinn le diofar FTB anns na diofar chlasaichean san t-seòmar-teagaisg aca. Thugadh fa-near gur e 0-5 bliadhna de dh'èolas air teagasg a bh' aig còrr is 30% den luchd-teagaisg sna h-aonadan Gàidhlig. Feumar cuideachd beachdachadh, nuair a thig e gu trèanadh is LPL don luchd-obrach, air mar a thèid gnìomhan measaidh is co-mheasaidh a leasachadh taobh a-staigh a' Churraicealaim airson Sàr-mhathais.

4.32

Tha sgrùdaidhean is rannsachadh air a bhith ann air LPL airson foghlam spèisealta ann an dùthchannan eile agus gheibhear grunn phuingeann feumail à sgrùdadh a chaidh a dhèanamh air seirbheis bhuntainneach ann an Èirinn, a tha air eòlas fhaighinn air an raon seo. Chaidh an t-Seirbheis Taice airson Foghlam Spèisealta (SESS) a stèidheachadh ann an Èirinn ann an 2003 gus coimhead air, mar a chaidh a mhìneachadh aig an àm, *“an solarachadh car neo-chunbhalach a thaobh LPL airson foghlam spèisealta”*. Chaidh an t-seirbheis a luachadh ann an 2010 le Pricewaterhouse Cooper LLP (PWC).

Mar phàirt den rannsachadh, chomharraich PWC gun robh na feartan 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.

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 then 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;
- Focussed on student need and collaborative;
- Integrated into the culture of the school.

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-teagaisg fa leth. Nuair a chaidh iarraidh air prìomh thidsearan is tidsearan innse dè na nithean as motha a bu thoil leotha fhaicinn mar phàirt de thrèanadh is taic a bharrachd gus an eòlas is an sgilean a leasachadh airson a bhith ag obair le sgoilearan le feuman sònraichte, thuir iad na leanas:

- Barrachd chothroman gus obair còmhla ri luchd-dreuchd is eòlaichean a tha fiosrach air foghlam airson daoine le feuman sònraichte (67% den luchd-fhreagairt);
- Tuilleadh taice a thaobh duilgheadasan le giùlan (66%);
- Barrachd chothroman gus coinneachadh ri tidsearan bho sgoiltean eile gus bruidhinn mu dheagh mhodhan-obrach (64%);
- Barrachd cothruim air stuthan do thidsearan aig sgoilearan le feuman sònraichte (62%);
- Barrachd chothroman gus ionnsachadh mu mar a dh’fhaodadh an curraicealam a bhith eadar-dhealaichte do dhiofar sgoilearan (58%).

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%).

4.33

Tha na cuspairean seo coltach ris na roghainnean is co-theacsaichean trànaidh a dh'ainmich tidsearan a bha an sàs sa phròiseact 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 dòighean-teagaisg aca atharrachadh gus frithealadh air grunn fheuman eadar-dhealaichte”. Ri linn draghan ann an Alba mu dè an tràanadh agus dè an uiread de thrèanadh a fhuair tidsearan gus dèiligeadh ri FTB, chaidh sreath de dh'iomairtean a chur air dòigh air sàillibh tagradh a rinneadh mun chùis agus stèidhichte air suirbhidhean mionaideach a chaidh a dhèanamh.

COLUADAR IS CONALTRADH

Ann an 2001, dh'fhoillsich Enable, aon de bhuidhnean saor-thoileach na h-Alba, an aithisg “Bridging the Training Gap”, stèidhichte air rannsachadh air an t-seòrsa trànaidh is leasachadh sgilean proifeiseanta a bha a h-uile ùghdarras ionadail ann an Alba a' toirt seachad a

thaobh feuman taice a bharrachd. Cuideachd, chaidh fios a chur chun a h-uile roinn oilthigh a tha tabhann chùrsaichean Ciad-fhoghlaim Luchd-teagaisg, gus faighinn a-mach aig dè an ìre a bha na cùrsaichean a' dèiligeadh ri cuspairean co-cheangailte ri tuigse air agus làimhseachadh leithid a dh'fheuman fon chuspair choitcheann, FTB.

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.

PEER NETWORKING

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.



Chaidh draghan a thogail san sgrìobhainn gu h-àrd agus ann am pàipearan eile a chaidh a sgrìobhadh às dèidh sin, agus iad a' toirt iomradh air na leanas:

- a' bhuidhe a bh' aig gearraidhean am buidseatan ùghdarrasan ionadail, gu h-àraidh a thaobh mar a chaidh LPL is àireamhan luchd-obrach a bh' ann gus frithealadh air feuman sgoilearan le Feuman Taice a Bharrachd a lùghdachadh;
- gearraidhean ceudna ann an roinnean oilthigh far am b' àbhaist eòlaichean a bhith le eòlas air a bhith trèanadh oileanaich airson teagaisg air mar a dhèiligeadh iad ri clann leis an t-seòrsa fheuman sin;
- Bha Enable ag iarraidh gum feumadh trèanadh a bhith ann do thidsearan is luchd-cuideachaidh airson taic le ionnsachadh ann an Cùrsaichean Ciad-fhoghlaim Luchd-teagaisg is LPL, ann an cuspairean mar in-ghabhail, co-ionannachd agus na bunaitean reachdail a tha stèidheachadh sheirbheisean. Cuideachd, bha iad ag iarraidh mothachadh a bhrosnachadh am measg luchd-obrach air ciorraman ionnsachaidh is euslaintean bhon speactram òtasach, agus bha iad a' moladh taic chuideachail a thoirt do dheagh ghiùlan is ro-innleachdan conaltraidh;
- ann am foillseachadh o chionn ghoirid, san robh geàrr-iomradh air conaltraidhean ris a h-uile ùghdarras ionadail ann an Alba mu dheidhinn trèanadh sa chuspair seo, tha an seantans a leanas cudromach don phròiseact seo, oir "Thuir deich ùghdarrasan ionadail gu robh e an urra ri Ceannardan Sgoile gus dèanamh cinnteach gu robh cothrom aig a h-uile neach-obrach, a' gabhail a-steach luchd-cuideachaidh le ionnsachadh, air na stuthan, fiosrachadh is trèanadh iomchaidh";

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";

- 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 cùisean seo nuair a dh'fhàgas iad a' cholaiste airson trèanadh thidsearan... mura h-eil sin aig tidsear sam bith, feumaidh sinn dèanamh cinnteach gum faigh iad e”.

- 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”.



4.34

Tha na sgrùdaidhean gu h-àrd a' coimhead air farsaingeachd nam feuman taice a bharrachd, agus na rianan-obrach a dh'fheumar a chur an sàs gus frithealadh air na feuman sin, a thaobh dòigh-smaoineachaidh, sgilean is eòlas nan tidsearan. Chithear aon shealladh air mar a thèid sùil às ùr a thoirt air modhan-teagaisg sna faclan a leanas: *“Nuair a bhios e comasach do thidsearan a bhith ag obair ann an dòigh in-ghabhalach 's dòcha gum bi gluasad ann bho mhodhan-teagaisg foirmeil leis an tidsear air ceann an teagaisg gu modhan far a bheil an sgoilear barrachd aig cridhe chùisean, is iad air am brosnachadh gu bhith cruthachail is a' fuasgladh cheistean agus le ionnsachadh co-obrachail.”* (Borko, Davinroy, Blien agus Cumbo, 2003).

Tha grunn de na h-eileamaidean a chaidh ainmeachadh gu h-àrd a thaobh foghlam in-ghabhalach a' nochdadh san fheallsanachd is sna crìochan proifeiseanta a tha ag èirigh às a' Churraicealam airson Sàr-mhathais, agus am measg nan atharraichean ann am feallsanachd teagaisg a chithear san aithisg *“Teaching Scotland's Future”*. A thaobh na h-aithisg sin, tha iomradh air an dà chuspair as motha ris a bheil am pròiseact seo a' dèiligeadh - Foghlam tron Ghàidhlig is Feuman Taice a Bharrachd - san dòigh a leanas:

“Sa phròiseas seo, tha innleachd nas treasa a dhith gus na raointean ionnsachaidh air a bheil prìomhachas a chomharrachadh agus gus frithealadh orra. Nam measg tha e buailteach gum bi foghlam tron Ghàidhlig, a' toirt taic do chloinn le feuman taice a bharrachd, a' frithealadh air raointean sa churraicealam air a bheil prìomhachas às ùr, mar geallaidhean a thaobh chànanan”.
(Aithisg do Rùnaire a' Chaibineit 18 09 2012)

4.34

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 cois sin, a tha na phrìomhachas 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 àite barrachd dhòighean-obrach aig ìre ionadail is ag obrachadh mar sgioba”*.

Tha toraidhean an sgrùdaidh seo a’ dèanamh ceangal dìreach 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 tidsearan 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

A thaobh rannsachadh is sgrùdaidhean eile air foghlam dà-chànanach, thugadh fa-near do mar a chaidh a chomharrachadh san obair air foghlam tron Ghaeilge gun robh àireamh mhòr de na tidsearan caran òg agus gun chus eòlais. Thugadh fa-near do sin sa phròiseact seo cuideachd, agus tha a' chùis seo co-cheangailte ris a' mholadh san sgrùdadh aig Donaldson (moladh 31), gum bu chòir do thidsearan ùra a bhith faighinn comhairle bho thidsear fiosrach eile às dèidh dhaibh crìoch a chur air an ùine-thòiseachaidh aca.

San rannsachadh air foghlam tron Ghaeilge (2009:2010), chaidh a shealltainn gun cuireadh eòlaichean-inntinn ann am foghlam fàilte air trèanadh a bharrachd ann an dà-chànanas, agus chaidh trèanadh, a thaobh gach taobh de bhith frithealadh air feuman taice a bharrachd, a chomharrachadh mar phrìomhachas don a h-uile neach-obrach sna sgoiltean. Chaidh aire a tharraing gu h-àraidh gu na feuman trèanaidh aig luchd-cuideachaidh sa chlas agus chaidh a mholadh gum b' urrainn dhaibh barrachd cuideachaidh a thoirt sa chlas nam biodh dleastanasan a bharrachd aca leithid a bhith an sàs ann am planaichean airson leasan. Faodar cuideachd iomradh a thoirt air mar a dh'fhaodar luchd-cuideachaidh sa chlas a thrusadh mar thidsearan san àm ri teachd 's dòcha - thugadh fa-near do mar nach do chomharraich an luchd-cuideachaidh a fhreagair gun d' fhuair iad trèanadh a chuidicheadh iad ann am foghlam dà-chànanach. Bha moladh mar a leanas san rannsachadh Èireannach airson an luchd-obrach chudromaich seo: *“bu chòir prògraman leasachaidh le teisteanas a chruthachadh do luchd-taice dà-chànanach gus an urrainn dhaibh obair còmhla ri Leasaichean Cainnt is Cànan is Eòlaichean-inntinn ann am Foghlam”*. Chaidh a' chùis seo a thogail le grunn leasaichean Cainnt is Cànan sa phròiseact seo.

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.



San aithisg air an luachadh nàiseanta a rinneadh air an fheum a nì luchd-cuideachaidh sa chlas (SCRE 2002) tha iomradh mionaideach air an iomairt a chaidh a chur air chois, fon Mhaoin airson Sàr-mhathais, gus luchd-cuideachaidh sa chlas a thoirt a-steach gus am biodh sgoilearan a' soirbheachadh aig ìre nas àirde agus gus am biodh barrachd inbhich sa chlas an taca ris an àireamh de chloinn. Cho-dhùin Aithisg MhicCarraig, stèidhichte air an fhianais, gun robh luchd-taice sna dreuchdan seo a' cuideachadh le ionnsachadh nan sgoilearan agus *“gu robh buannachdan nach beag ann bho dàrna inbheach a bhith sa chlas”*. Tha an aithisg gu h-àrd cuideachd a' moladh gum bu chòir gach neach-obrach san sgoil a bhios a' cuideachadh le ionnsachadh sna sgoilearan a bhith an sàs an am Prògram airson Ath-sgrùdadh Proifeiseanta is Leasachadh Pearsanta.

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 class room 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

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

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

Chan eil cothrom aig tidsearan Gàidhlig air grunn mheadhanan-measaidh coitcheann ann an Gàidhlig, a b' urrainn dhaibh a chleachdadh le clann le FTB sa chiad trì bliadhna aig a' chloinn san sgoil - às dèidh sin feumar a bhith faiceallach ann a bhith cleachdadh modhan-measaidh Beurla (Faicibh Rhys & Thomas 2012; Gathercole & Thomas 2009). A thaobh measaidhean 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 thrèanadh gu math tric. San t-seadh sin, tha na diofar dhòighean-measaidh cudromach nuair a thathar a' beachdachadh air foghlam dà-chànanach tron Ghàidhlig. Chomharraich Newton (2007) co-dhiù 22 dhòigh san gabh measadh a dhèanamh ann an co-theacs foghlaim, agus san litreachas tha grunn theirmichean a tha mìneachadh diofar mhodhan-measaidh, a tha ceangailte gu ìre air choreigin ri ionnsachadh nan sgoilearan. Thug MacIlleDhuibh is William (2009) am beachd seachad:

“Bithear a' cleachdadh measadh airson ionnsachaidh sa chlas, a bhiosa' togail is a' sgrùdadh fianais mu mar a tha an sgoilear a' soirbheachadh agus bidh tidsearan, luchd-ionnsachaidh no an comhaoisean 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 fianais a fhuaras.”

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.”

4.37

Ann an Alba, nuair a thugadh a-steach “*Measadh gus Ionnsachadh*”, a bha a’ togail air obair MhicllleDhuibh is a cho-obraichean (MacllleDhuibh et al 2002; MacllleDhuibh agus Williams 1998), bhathar ag iarraidh na modhan-obrach airson measadh 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 dhuilgheadasan a bh’ aca, ma bha gin aca. Tha Hayward (2012) ag ràdh gum bi “*Measadh gus Ionnsachadh*” na “*mheadhan gus cruth-atharrachadh sòisealta is cultarach a thoirt 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 measaidhean 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’ cleachdadh mheasaidhean airson ionnsachaidh, ged a thuir cuid nach robh cus earbsa aca sna modhan sin. Tha an Stòras Measaidh Nàiseanta aig teis-meadhan na h-obrach gus modhan-measaidh 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 clasaichean foghlam na mòr-chuid. Thathar an dùil gun tèid tidsearan an sàs ann a bhith “*a’ faighinn tuigse is eòlas nas doimhne ann a bhith dèanamh measadh*” (BtC, frèam airson measaidhean td41).

A thaobh sin, nuair a thathar a’ beachdachadh air a bhith leasachadh sgilean gus measadh a dhèanamh air sgoilearan le FTB, feumar ealla a ghabhail ris an uiread ùine a dh’fheumadh luchd-obrach a chur seachad gus am biodh misneachd aca ann a bhith dèanamh measadh ann am foghlam na mòr-chuid - ann an aon rannsachadh chaidh a ràdh gun tug e dà bhliadhna de dh’obair leantainneach is chruaidh gus an robh tidsearan ann le sgilean measaidh leis am b’ urrainn dhaibh pasgan-obrach a dhealbh agus a mheasadh le misneachd” (Hayward 2012).

4.37

In Scotland, the introduction of “*Assessment is for Learning*”, which drew on the work of Black and colleagues (Black et al 2002; Black and Williams 1998), was intended to change approaches to assessment and evaluation within the classroom and enhance the quality of feedback to pupils from teachers, regarding their performance and thereby focus more accurately on the nature of any difficulties they were experiencing. Hayward (2012), presents the view that Assessment for Learning is a “*vehicle for socio-cultural transformation in schools and classrooms*” and this links with the distinction she makes between Assessment of Learning, with a summative assessment orientation, and Assessment for Learning, which is formative. A number of the teachers interviewed acknowledged their reliance on formative assessment, although some expressed their lack of confidence in relying on these approaches. The National Assessment Resource is central to the development of assessment practice in the context of Curriculum for Excellence and, resources will be available online and underpin mainstream classroom practice. The expectation is that teachers will be involved in what is termed a “*deepening (of) their understanding and expertise in assessment*” (BtC, a framework for assessment page 41).

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-ghnìomhach, agus iad sin a' co-fhreagairt air a chèile, fhad 's a thathar a' cur prìomhachas air a bhith cruthachadh mheadhanan-measaidh coitcheann ann an Gàidhlig.

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

“A thaobh mheasaidhean, tha coltas ann gum feum sinn smaoineachadh 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 beachdachadh air modhan-measaidh iom-ghnìomhach ann an suidheachaidhean dà-chànanach, seach nach eil modhan coitcheann ann fhathast. A' gabhail ealla ris na beachdan gu h-àrd, tha argamaid ro-shoilleir agus èiginneach ann gus goireasan measaidh is taice do sgoilearan a chruthachadh ann an Gàidhlig.

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

MODHAN-MEASaidH IOM-GHNIOMHNACH

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.

DYNAMIC ASSESSMENT TECHNIQUES



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 dhuinn fiosrachadh bunaiteach mu càite an robh na feuman sin sna sgoiltean a chaidh a sgrùdadh agus dè an aois a bha a' chlann leis na feuman. Cuideachd, san sgrùdadh air an luchd-obrach, chaidh an t-eòlas a bh' aig tidsearan a chlàradh agus an seòrsa agus cruth an trèanaidh a fhuair iad o chionn beagan bhliadhnaichean ann an cuspairean a chuidicheadh iad ann a bhith frithealadh air na feuman taice a bharrachd seo. A thaobh nam beachdan 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 coitcheann ann an Gàidhlig gus adhartas pàiste dà-chànanach a mheasadh gus obrachadh a-mach a bheil duilgheadas ionnsachaidh 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 duilgheadasan aca le cànan is nithean co-cheangailte ri cànan;
- cion stuthan leughaidh, tuigse is àireamhachd le diofar ìrean gus sgoilearan a chuideachadh dha robh e doirbh obair le goireasan a' phrìomh churraicealaim;
- trèanadh do thidsearan ann am modhan-measaidh a ghabhadh cleachdadh gus na ciad ìrean de phròiseas a choileanadh gus nàdar sònraichte nam feuman taice a bharrachd a bh' aig pàiste aithneachadh, pàiste a bha ga fhaighinn doirbh am prìomh churraicealam a dhèanamh;

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;

5.2

Bhon dàta a chaidh a chruinneachadh bho agallamhan le luchd-teagaisg ann am Foghlam tron Ghàidhlig, tha e follaiseach gu bheil an luchd-obrach dìoghrasach mun obair, agus a' gabhail cùram mòr mu mhath nan sgoilearan aca agus mu mar a shoirbhicheas leotha. Bha fianais ann cuideachd air conaltradh is coluadar ioma-thaobhach ri pàrantan a bha nan luchd-compàirt ann a bhith stèidheachadh coimhearsnachd ionnsachaidh fharsaing. Tha comharran soilleir ann, bhon cheisteachan agus na h-agallamhan, gur e an dòigh a b' fheàrr le luchd-freagairt trèanadh is leasachadh proifeiseanta fhaighinn, tachartasan ionadail còmhla ri co-obraichean a bhith ann. Tha coltas ann gu bheil grunn de na beachdan sin a' togail air na molaidhean a chithear ann an aithisg Donaldson, agus tha iad cuideachd a' moladh gum bu chòir beachdachadh air cùisean mar a bhith planadh gus dreuchdan a lionadh a tha gu bhith bàn agus mar a ghabhas dleastanasan stiùiridh ann an sgoiltean a roinn eadar luchd-obrach. Mar sin, bu chòir tidsearan le deagh eòlas thar bhliadhnaichean ann a bhith toirt seachad is a' leasachadh Foghlam tron Ghàidhlig gu làitheil a bhrosnachadh gu bhith a' toirt comhairle is taic do thidsearan ùra - mar a thathar a' moladh ann an aithisg Donaldson: *“Bu chòir do thidsearan ùra a bhith faighinn comhairle bho thidsear fiosrach eile às dèidh dhaibh crìoch a chur air an ùine-thòiseachaidh aca. Bu chòir àrd-mhanaidsearan, san sgoil agus bhon ùghdarras ionadail, taic a bharrachd a thoirt dhaibh gus dèanamh cinnteach gun dèan iad adhartas mar bu chòir mar phàirt de LPL is PRD.”* (Moladh 31) (cf Moladh 39)

5.2

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

'S e an aon mheadhan coitcheann ann an Gàidhlig airson a chleachdadh ann am foghlam tron Ghàidhlig, an Deuchainn Fuaimneachd Ghàidhlig agus tha sin gu h-àraidh ag amas air deireadh Prìomh 2 agus Prìomh 3. Dh'fheumadh oidhirp mhòr a bhith ann agus bheireadh e ùine gus sreath de mheadhanan-measaidh neo-mhearachdach a dhèanamh mar a gheibhear ann am Beurla, ach bu chòir prìomhachas mòr a bhith ga chur air leithid a ghoireasan a chruthachadh, agus gun cus dàil. Bhon sgrùdadh agus na h-agallamhan, bha e follaiseach gun robhar a' cleachdadh grunn mheadhanan neo-fhoirmeil, mar liostaichean-dearbhaidh, ann an cuid a sgoiltean. Nan deigheadh iad sin a thional, an sgrùdadh agus an dhèanamh coitcheann gu h-òrdail, dh'fhaodadh iad a bhith nan deagh thoiseach-tòiseachaidh airson modhan-obrach a ghabhadh cleachdadh ann am foghlam tron Ghàidhlig san ùine ri thighinn. Dh'fhaodar beachdachadh air a bhith cruthachadh measadh iom-ghnìomhach air coimpiutair gus comasan Gàidhlig a mheasadh.

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.

Thugadh fa-near do mar a chleachd tidsearan is luchd-dreuchd eile grunn mheadhanan-measaidh, stèidhichte air a bhith cumail sùil air sgoilearan, gus cuideachadh le bhith measadh na h-ìre aig an robh sgoilearan gu sòisealta agus a thaobh fhaireachdainnean, agus buil nam measaidhean air an cur sìos ann am Beurla. Cuideachd, bha grunn de na meadhanan-faire a bhios a’ toirt an aire do dh’euslaintean bhon speactram òtasach is euslaintean co-cheangailte a’ cur ris na pròiseisean measaidh eadar buidhnean. (me, Èarr-ràdh: Liosta-dhearbhaidh airson a bhith Cur Fios gu Seirbheisean Leasachadh Cainnt is Cànan)

Tha an sgrùdadh a rinn HMle (2010) air an Achd airson Taic a Bharrachd le Ionnsachadh ag ràdh:

“Tha luchd-obrach air feadh roinn an fhoghlaim, agus ann am buidhnean com-pàirteach, a-nis nas mothachail air mar a dh’fhaodas nithean co-cheangailte ri cùisean sòisealta, faireachdainnean, tuigse, cànan, ciorramachd no an teaghlach agus suidheachaidhean eile, bacadh a chur air ionnsachadh. Ge-tà, ma tha easbhaidhean san dòigh a thathar a’ dèanamh cinnteach gu bheil fios aig luchd-obrach air na bacaidhean a dh’fhaodadh a bhith ann do chuid a dhaoine, bidh easbhaidhean san dòigh a thathar a’ frithealadh air feuman cuid a chloinn.”

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 HMle 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

Bha ceangal ann cuideachd eadar toraidhean an sgrùdaidh a rinneadh air sgilean is eòlas an luchd-obrach agus na beachdan a bh' aig eòlaichean-inntinn ann am foghlam is leasaichean cainnt is cànan a thaobh mar a bha feum air barrachd trèanadh co-obrachail a chur air dòigh le grunn bhuidhnean. Chaidh co-dhùnadh gun dèanadh leithid a cho-obrachadh feum a thaobh dè dìreach a bhathar a' bruidhinn mu dheidhinn, cho iomchaidh agus a bha am fios a chuirear gu seirbheisean agus an t-àm a chuirear e agus gum biodh am measadh air feuman a' phàiste nas fheàrr. Tha an sgrùdadh aig HMle cuideachd a' toirt iomradh air mar a dh'fheumar clàr a chumail air an adhartas a nithear le bhith cumail taic ri clann le feuman taice a bharrachd - aig ìre na sgoile agus ìre an ùghdarras ionadail - agus tha luaidh shònraichte air a' phròiseas sgrùdaidh co-cheangailte ri cuideachadh "ceum air cheum". Ann an Alba, chaidh am prògram, Measadh gus Ionnsachadh, a dhealbhadh agus am biodh siostam làidir is ciallach ann le cuideam ga chur air measaidhean airson ionnsachaidh is measaidhean deireannach. (Hutchinson C & Hayward L. 2005)



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 HMle 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

Chaidh iomradh a thoirt san aithisg seo grunn thursan air rannsachaidhean o chionn ghoirid air na buannachdan bho dà-chànanas, agus cuiridh iad sin ri poileasaidhean is modhan-obrach a tha ag amas air in-ghabhail is co-chothromachd ann am foghlam. Ri linn mar a chaidh feum neo-iomchaidh a dhèanamh de dheuchainnean stèidhichte air slatan-tomhais airson foghlam àbhaisteach le clann dà-chànanach aig ìre thràth san ionnsachadh aca le “Cànan

DEUCHAINNEAN COITCHEANN ANN AN GÀIDHLIG

2”, bha comharran nas ìsle aca ann an cuid a thomhasan anns na deuchainnean. Chuir sin ris a’ bheachd chlaon nam biodh tu ag ionnsachadh dà chànan gun toireadh sin buaidh air mar a leasaicheadh na comasan tuigse agad. Chaidh bruidhinn air a’ chuspair seo sna h-earrainnean eile

mun litreachas, agus tha co-dhùnadh ann gun do sheall rannsachadh a lean gun robh a leithid de dheuchainnean traidiseanta airson toinise, is meadhanan eile, mar dheuchainnean briathrachais, a’ peanasachadh sgoilearan aig nach biodh an uiread de chothroman ionnsachadh mun fhiosrachadh, às bith dè e, a bha ga thomhas. Tha argamaid làidir ann airson a bhith cruthachadh sreath de dheuchainnean coitcheann ann an Gàidhlig agus a bhith tarraing air an eòlas a fhuaras sa Chuimrigh is ann an Èirinn. A thaobh na Cuimrigh, thathar a’ dèanamh dreachan ùra coitcheann eile de na deuchainnean leughaidh a th’ ann an-dràsta agus thairis air na bliadhnaichean tha mòran eòlais aca a thàinig bho bhith ag ùrachadh agus a’ cur dhreachan eile air na deuchainnean sin.

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

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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

Thathar a’ gabhail ris gun toir e ùine deuchainnean coitcheann ann an Gàidhlig a chruthachadh, agus gum feum measadh ceart a dhèanamh orra sa chlas; faodar, mar a chaidh a ràdh fo 5.3, na liostaichean-dearbhaidh a th’ ann an-dràsta ùrachadh sa ghearr-ùine. B’ fhiach e beachdachadh air dà dhòigh-mheasaidh eile airson clann dà-chànanach fhad ‘s a thathar a’ toirt nam meadhanan seo gu buil.

5.7

’S e am bun-phrionnsapal a tha air cùl measaidhean iom-ghnìomhach, modal deuchainn - a’ cuideachadh pàiste - is ath-dheuchainn agus tha e air a dhealbh gus fiosrachadh fhaighinn mu phròiseasan àrd-mhothachaidh a tha ag obair mar bu chòir agus nach eil, mar fiosrachadh mu phròiseasan tuigse an sgoileir, nam measg a’ cumail rian air tograidhean, a’ cumail aire air nithean agus innleachdan a chleachdas iad nan obair. Dh’fhaodadh gun toir measaidhean iom-ghnìomhach airson sgoilear fa leth nas fhaide na modhan eile, ged a dh’fhaodte an dèanamh mar obair buidhne (Budoff1987b).

Faodar an Deuchainn Cuimhne le Faclan, a gheibhear sa Ghoireas Mheasaidh air Comasan Ionnsachaidh, a chleachdadh airson pàiste fa leth a tha ag ionnsachadh cànan. Thathar ag ràdh gu bheil measadh airson ionnsachaidh a’ tachairt nuair a bheir an tidsear fiosrachadh air ais don sgoilear gus an tìg piseach air modhan-ionnsachaidh a’ phàiste, agus mar bhun-stèidh air seo tha am prionnsapal gu bheil teagasg is ionnsachadh buadhach nuair a tha iad ag obair gu dlùth còmhla. Tha e cudromach gun tuig a’ chlann na dòighean-obrach a thuilleadh air bhith toirt an fhreagairt cheart seachad. Tha measaidhean iom-ghnìomhach a’ cur cuideam air mar as urrainnear obrachadh a-mach dè an dòigh as fheàrr pàiste a chuideachadh le iad bhith ruighinn an àrd-chomasan ionnsachaidh agus tha e a’ dol le bun-phrionnsapalan a’ Churraicealaim airson Sàr-mhathais;

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 learning potential educational intervention for that child and is congruent with the underpinning philosophy of the Curriculum for Excellence;

5.8

Bithear a' cleachdadh an fhacail "scafal" (*scaffolding*) gu tric a thaobh rannsachadh air mar a thèid cànan a thoirt bho ghinealach gu ginealach - eadar pàrant is pàiste - ann an dachaigh, agus tha Bruner (1978) ag ràdh seo, "*na ceumannan a thèid a ghabhail gus nach bi an uiread saorsa aca ann a bhith dèanamh cuid a ghnìomhan feuch gun urrainn don phàiste làn-aire a chumail air sgil a tha doirbh*". Tha Gibbons (2002) a' togail air an dòigh-smaoineachaidh seo, a thaobh a bhith teagasg chànanan agus, ann an agallamhan thug luchd-freagairt grunn bheachdan seachad air measaidhean stèidhichte air a' churraicealam ann an co-theacsa dà-chànanach, agus tha grunn roghainnean san raon seo a thaobh leasachaidh. Rinn Cline and Frederickson (1996) geàrr-chunntas air na bunaithean teòiridheach airson na cùise seo, agus chaidh sin a thoirt air adhart ann an rannsachaidhean eile. Ann an seata de phàipearan a rinn iad do Roinn Eòlais-inntinn Oilthigh Cholaiste Lunnainn (1990), rinn iad dealbh de ro-innleachd a dh'fhaodar cleachdadh airson a bhith measadh sgoilearan dà-chànanach a rèir a' churraicealaim. Bha e soilleir gun robh luchd-teagaisg a' cleachdadh diofar mhodhan-measaidh is sgrùdaidh an àite deuchainn choitcheann, agus thathar a' moladh gum bu chòir prìomhachas a chur air measadh san fharsaingeachd, agus na prionnsapalan saidheansail a tha mar bhun-stèidh do mheasadh èifeachdach, ann an trèanadh ionadail agus ann a bhith cruthachadh taic air-loidhne do thidsearan.

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

Tha cothroman leasachaidh nach beag an lùib nam modhan-measaidh iom-ghnìomhach seo is an fheadhainn stèidhichte air a' churraicealam, agus iad air an cur còmhla ris na deuchainnean-comharrachaidh neo-fhoirmeil a tha tidsearan air an dealbh. Cuideachd, sna beagan bhliadhnaichean mu dheireadh ann an Alba, tha sinn air fàilte a chur air mar a thathar air a bhith cur barrachd cuideim air sàr fhoghlam sna tràth-bhliadhnaichean agus mar a tha tuigse nas fheàrr air na buannachdan a gheibh clann às an sin anns na bliadhnaichean sgoile às a dhèidh. Tha cothroman a' tighinn às a' cho-obrachadh a chithear san fhoghlam sin gus meadhanan-sgrùdaidh is clàran-ama measaidh a chruthachadh a chuidicheadh le bhith toirt taic do chloinn le feuman taice a bharrachd aig ìre thràth. Tha ath-sgrùdadh, a tha Proifeasair Siraj a' dèanamh an-dràsta air luchd-obrach nan tràth-bhliadhnaichean is cùram-chloinne, a' dol a thoirt stiùireadh air na modalan airson trèanadh a bheirte don luchd-obrach sin - a' gabhail a-steach luchd-obrach ann an suidheachaidhean dà-chànanach - agus tha e a' dol a bhrosnachadh ro-innleachdan gus clann a chuideachadh airson an ama ri teachd stèidhichte air measaidhean is taic cho-obrachail. Bu chòir na h-iomairtean seo a chur air adhart an co-bhuinn ri eòlas rannsachadh pragtaigeach nan roinnean iomchaidh bho dhiofar cholaistean is oilthighean gus am bi taic bho is ceangal làidir ri coimhearsnachdan rannsachaidh eile a tha a' sgrùdadh foghlam dà-chànanach gu h-eadar-nàiseanta.

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 MOLAIÐHEAN (DREACHD)

6.1 GOIREAS

6.11 A' cruthachadh ghoireasan is solarachadh (Ùr)

- Deuchainnean coitcheann airson leughadh is tuigse
- Taic airson diofar ìrean matamataig ann an Gàidhlig
- Taic airson diofar ìrean 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 A' cruthachadh ghoireasan bho na stuthan a th' ann mu thràth sna sgoiltean:

- A' tional nan liostaichean-dearbhadh is deuchainnean bunaiteach a th' ann sna sgoiltean mu thràth, agus bidh buidheann-obrach ann gus iad sin a luachadh, an ath-dheasachadh agus am measadh ann an suidheachaidhean foghlaim
- Cuiribh air dòigh modhan-trèanaidh gus na goireasan ùra a mholadh do dhaoine, agus an sgaioleadh agus thoiribh seachad LPL airson nan goireasan ùra seo

6.13 A' bruidhinn ri foillsichearan mu dhlighean-sgrìobhadh is bacaidhean eile

- Coimheadaibh air measaidhean stèidhichte air a' churraicealam is goireasan foghlaim airson a' churraicealam air an cleachdadh ann am foghlam Beurla feuch an gabh an cleachdadh agus iad air an eadar-theangachadh
- Thoiribh sùil air na goireasan ann an Gaeilge is Cuimris agus coimheadaibh feuch a bheil iad freagarrach airson eadar-theangachadh

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 TRÈANADH IS LEASACHADH SGILEAN DO LUCHD-OBRACH

6.2.1

- Thoiribh seachad trèanadh air modhan-measaidh do bhuidhnean beaga aig ìre ionadail
- Brosnaichibh tidsearan gu bhith cleachdadh mheasaidhean le diofar cheumnan, agus thoiribh seachad stiùireadh airson ceum 1 is meadhanan-measaidh do thidsearan mar a thig na goireasan ann an 1 gu h-àrd air adhart;
- Thoiribh seachad trèanadh air co-obrachadh le sgiobaidhean eòlas-inntinn, leasachadh cainnt is cànan is obair shòisealta;
- Cuiribh air dòigh LPL airson Measadh Iom-ghnìomhach;
- Dèanaibh cinnteach gun tèid sgeamaichean a chur air dòigh far am bi luchd-comhairleachaidh ionadail ann agus gum bi goireasan aig an luchd-chomhairleachaidh;
- Dèanaibh cinnteach gu bheil a' frithealadh gu h-àraidh air tidsearan ùra ann an sgoiltean nas lugha far am bi grunn dhleastanasan teagaisg aca ann an clasaichean le measgachadh mòr de dh'aoisean is comasan;
- Dèanaibh clàraidhean bhidio de sheiminearan is bùithtean-obrach air measaidhean is taic le ionnsachadh, feuch an gabh an sgaoileadh am measg sgoiltean

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 seiseanan ionadail;
- Bu chòir seiseanan a bhith ann a' dèiligeadh ri reachdas is modhan-obrach co-cheangailte ri Taic a Bharrachd le Ionnsachadh, a' stèidheachadh thargaidean is a' dealbh phrògraman, a' cumail rian air giùlan agus cuspairean co-cheangailte;
- A' coimhead air teisteanasan 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 dèanaibh 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

- Coimheadaibh air mar a ghabhadh trèanadh, a ghabhadh a sgaoileadh, a thoirt seachad le Ceannardan no Prìomh Thidsearan agus thoiribh seachad pasgain is goireasan trèanaidh mu na leasachaidhean gu h-àrd airson an sgaoileadh;
- Dèanaibh cinnteach gu bheilear a' cur cuideam air feuman sgoiltean beaga air an dùthaich nuair a thathar a' roinn ghoireasan agus a' dèanamh trèanadh.

6.3 COLUADAR RO-INNLEACHDAIL MU LEASACHAIDHEAN ANN AN DÀ-CHÀNANAS

6.3.1

Stèidhichibh ceanglaichean co-obrachail le aonadan Gaeilge is Cuimris;

6.3.2

Cuiribh seiminearan air dòigh le riochdairean bho na h-aonadan sin le cuideam ga chur air measaidhean co-obrachail is co-obrachadh le sgiobaidhean Leasachadh Cainnt is Cànan is Eòlas-inntinn ann am Foghlam;

6.3.3

Bidh cothrom air clàraidhean bhidio de a leithid a sheiseanan gu nàiseanta.

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 NA TH' ANN DE LUCHD-OBACH SPÈISEALTA

6.4.1

Coimheadaibh air modalan a dh'fhaodadh a bhith ann gus sgilean luchd-obrach a leasachadh far am biodh neach-obrach airson Taic le Ionnsachadh a bha fileanta sa Ghàidhlig anns gach sgoil;

- Dh'fhaodadh gum faighear an luchd-obrach seo le bhith toirt trèanadh don luchd-obrach a th' ann an-dràsta agus le bhith dèanamh cinnteach gum biodh taic is stiùireadh a dh'aona-ghnothach ann;
- Dh'fhaodadh dleastanasan fa leth a bhith aig an luchd-obrach seo a thaobh a bhith conaltradh ri sgiobaidhean proifeiseanta bhon taobh a-muigh mu dheidhinn measaidhean Gàidhlig

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



7. Leabhar-chlàr

EARRAINN 1 - CÙL-FHIOSRACHADH

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