

Siarter Iaith and Siarter Iaith Cymraeg Campus Guidance for Additional Learning Needs Schools and Education Centres

This guide should be read in
conjunction with the guidance on
Hwb for mainstream schools.



CYMRAEG

Siarter
Iaith



Introduction

The objective of the Siarter Iaith is to provide a clear framework, which can be used to promote and increase the use of Welsh by learners in a whole school context. In short, the main aim of the Siarter Iaith is to promote a strong Welsh language ethos in schools and to provide a range of activities that motivate learners to enjoy the Welsh language.

The Siarter Iaith encourages participation by all members of the school community, and members of the school workforce and the council, learners and their parents, school governors and the wider community to take full ownership of it. We want to inspire children and young people to use Welsh in all aspects of their lives. The Siarter Iaith is for everyone. Together, we can increase the social use of Welsh by children and young people.

This document focuses specifically on the implementation of the Siarter Iaith programme in Additional Learning Needs schools and educational centres and has been formulated in collaboration with the local Siarter Iaith co-ordinators. See attached on page 3, a complete guide on how to implement the Siarter Iaith and Siarter Iaith Cymraeg Campus in mainstream primary and secondary schools.

Implementation of the Siarter Iaith:

The Siarter Iaith and Siarter Iaith Cymraeg Campus programme for mainstream primary and secondary schools begins by asking pupils to complete questionnaires that have been created on Hwb to learn how pupils use Welsh. Thereafter, each school's Siarter Iaith co-ordinator will work closely with the local Siarter Iaith co-ordinator to put an action plan in place and to work towards the awards – bronze, silver and gold. During the year, schools will seek to complete targets set out in their action plans until they are ready for a verification visit to see whether they have met their targets and achieved the outcomes of the award.

The procedure is the same in terms of the implementation of the Siarter Iaith programme for Additional Learning Needs schools and educational centres, however there is flexibility with regard to setting the targets. The process can either follow the same path as mainstream schools, namely completing questionnaires to ascertain language use before deciding on a work programme and following a series of targets; or pupils' language use can be recorded in another - perhaps more practical - way. There is no obligation to follow the formal questionnaires – they can be adapted as best suits your school/centre. Similarly, the targets proposed in the guidance for the mainstream Siarter Iaith and Siarter Iaith Cymraeg Campus do not have to be followed – some of the targets can be followed, or new ones can be created which would support the bronze, silver and gold steps of the Siarter Iaith.

When implementing the Siarter Iaith in Additional Learning Needs schools and educational centres, the main thing to note is that the programme is flexible so each school can tailor the scheme to its individual purposes. It is important to note that there is no requirement to adhere strictly to the scheme in place in mainstream schools. What is important is that the ethos and outcomes of the Siarter are in place within your school or centre – whether that is holding activities to support the Welsh language; using Welsh in the classroom and outside when playing or encouraging the whole workforce to use Welsh – every effort is celebrated.

Bronze, Silver and Gold Awards

To ensure that all efforts are celebrated, the Siarter Iaith award structure is based on the principle that all schools follow challenging but achievable targets in connection with promoting the use of Welsh. To try to encourage consistency between counties and nationally, here's a summary of what Additional Learning Needs schools and educational centres are expected to have achieved on meeting each award's criteria.

Almost everyone in the school/centre community understands the aims of the Siarter Iaith and knows what its vision is. The school/centre has a clear plan for working with the principles of the Siarter, and involves staff, pupils, parents and other partners in implementing it. The school/centre is starting to see the impact of the implementation at the school/centre.



Almost everyone from the school/centre community understands why the principles of the Siarter are being implemented. Where possible, the principles are central to supporting learners and their individual needs. The activities organised for the learners give the Welsh language and Welshness a prominent place and maintain a strong Welsh ethos.



The whole school/centre community shares the same vision in promoting the aims of the Siarter Iaith. Where appropriate, and in line with the individual needs of its learners, the Welsh language is used on a daily basis, and all stakeholders – including specialist teachers, support assistants, therapists, families and learners – play a central role in maintaining and promoting the principles of the Siarter Iaith. All stakeholders see the importance of ensuring that all learners are appropriately supported to realise the vision of the school/centre.



Guidance:

Below see links to the primary and secondary Siarter Iaith and Siarter Iaith Cymraeg Campus guidance. The course of the programme is clearly set out in this guidance along with the targets that schools are expected to meet. For Additional Learning Needs schools and educational centres, there is an option to follow either set of targets from the guidance and tailor them to your school/centre's use.

Therefore, following the guidance and targets of the Siarter Iaith or Siarter Iaith Cymraeg Campus programme is optional only – they can be followed in their entirety, or tailored. Some schools/centres may believe that having a structure would be helpful in implementing the Siarter, others may wish to adjust the targets. Local Siarter Iaith co-ordinators based in each Local Authority or Local Authority Partnership will be available to assist you through the process and to help you draw up a suitable action plan.

You will find that an action plan on the following pages which sets out the outcomes of the programme but does not include the targets – each school/centre will be able to set their own targets in collaboration with their local Siarter Iaith Co-ordinator.

Primary and secondary Siarter Iaith Guidance; primary Cymraeg Campus Guidance and secondary Cymraeg Campus Guidance:

[Siarter - Hwb](#)

Siarter Iaith and Siarter Iaith Cymraeg Campus Action Plan for Additional Learning Needs Schools and Education Centres

Outcomes	Targets	Current Situation <small>red, amber, green</small>	Operation <small>How? Who? When?</small>	Validation (to be completed by the Validator during the validation visit)	Self-evaluation
Strategic leadership shown at a whole school level.					
Learners take ownership of the Welsh language and understand its relevance to everyday life.					

Outcomes	Targets	Current Situation <small>red, amber, green</small>	Operation <small>How? Who? When?</small>	Validation (to be completed by the Validator during the validation visit)	Self-evaluation
<p>Schools encourage learners' use of the language outside the classroom and offer Welsh language experiences and relating to Welsh identity across the curriculum.</p>					
<p>The school workforce develop their Welsh language skills and use Welsh with each other and with the learners.</p>					

Outcomes	Targets	Current Situation <small>red, amber, green</small>	Operation <small>How? Who? When?</small>	Validation (to be completed by the Validator during the validation visit)	Self-evaluation
Work in partnership with the wider school community to support learners' use of Welsh outside school.					