



**Doctorate in Educational Psychology
(DEdPsych)**

***“It’s more than just a language”: Exploring EPs
and TEPs perceptions of Welsh-Medium
Additional Learning Need support in Wales.***

Molly Elizabeth Griffiths
C1411842

2020-2023

Acknowledgements

This thesis, and this doctorate, have been by far the most difficult experiences of my academic and professional life. I would not be where I am today without the help and support of so many people.

Firstly, thank you to my former colleagues (and former teachers) Rhian and Cleo for inspiring me to be the teacher I became that ultimately lead me to this point.

To my personal tutors Andrea and Rosanna for your constant support and my research supervisors Jo and Vicky for being a guiding light through this incredibly messy process.

To my friends Chloe and Zoe for the voice notes and facetimes, for helping me reflect and for being a sounding board. To Louise, Jess, Sophie, Hanna and baby Madi for providing me with the best distractions. You all mean the world to me.

To Lewis for your support over the past three years. I couldn't have done it without you- literally.

To my incredible parents for always providing me with every opportunity I could ever want and need to get me to this point. To my amazing sister, Millie, for being my best friend always. To my wonderful grandparents, auntie and uncle for being the best family anyone could ask for.

And finally, to the brilliant students I had the pleasure of teaching during my teaching career- this one is for you.

Summary

This thesis is separated into three sections.

Part 1: This consists of a narrative review. It begins with providing the context of Wales, the history of the Welsh language, policies and the role of the Educational Psychologists (EP) in Wales. This is followed by an exploration of the research relating to supporting children and young people, who speak a minority language, and who have a learning need. Next these are drawn together to provide context for the research, the relevance to the role of the EP and the research questions.

Part 2: This is the empirical paper. It explores the perceptions of EPs and Trainee Educational Psychologists (TEPs) of Welsh-medium support for learners with Additional Learning Needs in Wales. It begins with a brief overview of the literature to provide context for the research and research questions. This is followed by an overview of the researcher's ontological and epistemological position. The chosen methodology of semi-structured interviews and Reflexive Thematic Analysis is outlined followed by the analysis of participants responses. This is presented through a thematic map and prose. Finally, a discussion is presented with implications outlined for CYP and their families, schools, EPs, local authorities, and the Welsh Government. Limitations of the research and areas for future research are also outlined.

Part 3: This section is the critical appraisal. This is a reflection on the researcher's experience of conducting research and the decisions made throughout. It offers reflections on the researcher's experience of being an insider-outsider researcher and how this was managed throughout the process, ontology and epistemology, research design, analysis, ethical considerations, contributions to knowledge and practice and dissemination.

Table of Contents

ACKNOWLEDGEMENTS	II
SUMMARY	III
ABBREVIATIONS	9
PART 1- MAJOR LITERATURE REVIEW	10
A brief history of Wales and the Welsh language	11
The Wales of the past and the impact on today	11
Wales as a devolved nation	12
The Welsh language	12
Welsh as a Minority Language (ML)	14
Second language development and Welsh-medium education in Wales	15
Bilingualism	17
What does Welsh-medium education look like in Wales?.....	19
The reform of the Welsh education and Additional learning needs system.....	21
The Welsh language and Learning Needs in Wales	22
EPs in Wales	24
Summary	25
What do we know about supporting CYP, who speak a ML, and who have learning needs?	27
Introduction	27
What does the literature tell us about supporting CYP, who speak a ML, and who have learning needs?	35
Their voices are unheard.	35
Speaking a ML does not have a negative impact on language development.	36
It is difficult to assess and diagnose CYP who speak a ML.....	37
It can be difficult for ML CYP and their families to access professionals who also speak a ML.	38
Due to the lack of provision, parents must choose between their language and meeting their child's needs.	41
CYP and their families are denied access to their chosen language.	42
Language is important to their families and their sense of belonging, culture and identity.	44
Rationale for the current study	45
Research Questions	48
References	48

PART 2- EMPIRICAL RESEARCH PAPER	57
ABSTRACT	58
RESEARCHER POSITION.....	59
INTRODUCTION	60
Welsh- medium Education and ALN in Wales	60
WM, ALN and the role for EPs in Wales	60
What do we already know about supporting CYP, who speak a minority language, and who have learning needs?	60
Research Questions	61
METHODOLOGY	62
Research Questions	62
Ontology and Epistemology.....	62
Research Design	63
Participants and Recruitment	64
Data Collection	65
Ethical Considerations	66
ANALYSIS	68
Quality criteria	69
FINDINGS	70
Subtheme: Humans, resources, bricks and mortar	72
Subtheme: Competencies of those supporting families	73
Subtheme: Shared meaning	74
The perceived lack of demand	75
Subtheme: “The market is too small”	75
Subtheme: “We don’t get many parents who want Welsh language provision”	75
Subtheme: “Negative unhelpful attitude about Welsh...like maybe it is pointless”	76
An inequitable service	76
Subtheme: The location lottery.....	76
Subtheme: The priorities of local authorities	77
Subtheme: “If you want what they’ve got, you’ve got to do it in English”	78
Cymreig or provision	79
Subtheme: Culture and community	79
Subtheme: Belonging	80

Subtheme: “Welsh is the first to go”	80
The light at the end of the tunnel	82
Subthemes: Welsh as a right.....	82
Subtheme: Where there are Welsh speakers, there is a way.....	82
DISCUSSION	84
What are EPs and TEPs perceptions of the current WMALP in Wales?	85
What do EPs and TEPs perceive the benefits and challenges of WMALP to be?	88
What do EPs and TEPs perceive the facilitators and barriers to WMALP to be?	90
Barriers to WMALP	90
Facilitators for WMALP	93
Summary	95
Implications of the research	96
Dissemination Strategy	100
Implications for Future Research	101
Strengths and Limitations of the research	102
CONCLUSION	103
REFERENCES	104
PART 3- CRITICAL APPRAISAL	109
Introduction	110
Critical account of the development of the research practitioner	110
Choosing a topic and managing insider-outsider ambivalence	110
Terminology.....	111
Ontology and Epistemology	112
Research Design	113
Data Analysis	117
Ethical consideration.....	121
Contribution to knowledge, practice and dissemination	122
Contribution to knowledge.....	122
Contribution to my personal practice	122
Dissemination	123
Conclusion	123
References	124
Appendices	126
Appendix 1- Systemic search results	126

Appendix 2- Extended summary of data table.	130
Appendix 3- Interview schedule	162
Appendix 4- Email sent to PEPs across Wales	164
Appendix 5- Survey questions	165
Appendix 6- Participant Information Sheet	166
Appendix 7- Participant Consent Form	171
Appendix 8- Participant Debrief Sheet	173
Appendix 9- Coding and analysis examples	175
Appendix 10- Draft document to support EPs working with WM Settings.	208
Appendix 11- Draft blog post for Edpsych blog	211
Figure 1: Michael Sheen Tweets.....	11
Figure 2: Attitudes to Welsh Tweet.....	13
Figure 3: Jeremy Miles Tweet.	24
Figure 4: Bronfenbrenner's Bioecological Theory figure adapted for contextualising the introduction for WM CYP with ALN.	26
Figure 5: Thematic map of analysis.....	71
Figure 6: An adapted version of the Bioecological model based on the research collated in the introduction and the findings of this research.	84
Figure 7: Depiction of circular causality in relation to the above findings.	91
Figure 8: Outline of dissemination strategy.	101
Figure 9: Examples from my reflective journal exploring the use of rich pictures in my research.	114
Figure 10: Example of drawing from reflective journal exploring where my participants would sit in the system.	116
Figure 11: My rich picture.....	119
Figure 12: Initial thematic map created in November 2022 following the generation of initial themes.	120
Figure 13: Final thematic map created following reflections with my supervisor in January 2023.	120
Figure 13: Final thematic map created following reflections with my supervisor in January 2023.	120

Table 1: Definitions of WM schools in Wales.....	19
Table 2: Search Terms.....	28
Table 3: Inclusion and Exclusion Criteria.....	29
Table 4: An overview of the literature included in the review.....	31
Table 5: Participant Information.....	64
Table 6: Overview of ethical considerations and research actions.....	67
Table 7: Summary of the RTA process (Braun & Clarke, 2022).	69
Table 8: Overview of Yardley's criteria for qualitative research.	69
Table 9: Implications of the research.	96
Table 10: Strengths and limitations of the research.....	102

Abbreviations

CYP	Children and young people
ALN	Additional Learning Needs
SEN	Special Educational Needs
ALP	Additional Learning Provision
TEP	Trainee Educational Psychologists
EP	Educational Psychologists
EPS	Educational Psychology Service
WM	Welsh-medium
EM	English-medium
FE	Further Education
HE	Higher Education
ML	Minority Language
CR	Critical Realism

CARDIFF
UNIVERSITY

PRIFYSGOL
CAERDYDD

Part 1- Major Literature Review

Word count: 11, 652

A brief history of Wales and the Welsh language

The Wales of the past and the impact on today

Wales is one of the four nations that make up the United Kingdom (UK) alongside Northern Ireland, Scotland and England (Davies, 2007). The population of Wales is currently estimated to be 3,107,500 which equates to around 4.64% of the UK population (Office for National Statistics, 2022a; Pereira, 2021). Wales is a country with history steeped in Celts, invasions (by Romans, English and Normans), and fights for independence (BBC, 2014a). This has been discussed most recently with the use of the Prince of Wales title by Prince William as it is reminiscent of England's invasion of Wales and death of Llywelyn Ap Gruffud- previously recognised as the Prince of Wales (Godden, 2012). This can be seen below in the Twitter thread written by Welsh actor Michael Sheen (Sheen, 2022).



Figure 1: Michael Sheen Tweets

Historically, Wales was an industrial country with lead and silver mining in Flintshire and Cardiganshire, copper smelting in Swansea and Neath, ironworks in Merthyr Tydfil and Monmouthshire, slate quarrying in Snowdonia and coalmining throughout south Wales. Unfortunately, the post-industrial, socio-economic challenges are still felt today in Wales (Davies, 2007). It is reported that 34% of children in Wales are living in poverty compared to the overall UK estimate of 27% (Stone, 2022).

Wales as a devolved nation

Prior to the self-governance of Wales and subsequent devolved powers in 1998 (Senedd, 2021), Wales was governed wholly by the UK Government. During the 19th century the 'Welsh Not' was used in schools in an attempt to eradicate the Welsh language from Wales (BBC, 2014c). If children were heard speaking Welsh they were made to wear a wooden board around their neck with the initials 'WN'. The child left wearing it at the end of the day was punished (BBC, 2014c). Although it is believed that the 'Welsh Not' was not supported by the UK Government, the Welsh language was not recognised as an official language in Wales despite almost half of the population speaking it (BBC, 2014b). This continued post devolution in Wales until 2011 when Welsh was recognised as an official language in Wales and Wales became an official bilingual country (National Assembly for Wales, 2011). Most recently, there has been a growth in support for the Welsh independence movement in Wales with poverty, Brexit and the Welsh language cited amongst reasons for independence from England (Hayward, 2022).

The Welsh language

When considering the prominence of the Welsh language to Wales this can be seen through consideration of not only the Welsh culture but also the language itself. The word Hunaniaith in Welsh translates to identity in English. However, when broken down 'hunan' means self and 'iaith' means language. This might suggest that language may be important to the identity of some in Wales. The Urdd Eisteddfod and the Eisteddfod Genedlaethol, which are held yearly, are seen as a celebration of the Welsh language with awards and competitions for both Welsh speakers and Welsh language learners (Eisteddfod, 2023). Alongside this, Welsh festivals are held throughout the world with the North America Festival of Wales being held yearly across North America (Welsh North American Association, 2023) and the Eisteddfodods held in Patagonia (Patagonia.com.ar, 2023) where it is estimated that between 2,000-5,000 people speak Welsh (BBC News, 2022).

Moreover, Wales and the Welsh language have been more prominent in national and international news with the Welsh football team making the World cup for the first time in 64 years (Shuttleworth & Pigott, 2022). Furthermore, Hollywood actors Rob McElhenney and Ryan Reynolds purchase of Wrexham football club and creation of the 'Welcome to Wrexham' documentary on Disney+ has brought the Welsh language to a new demographic (Lewis, 2023). In addition to this, the Welsh language continues to reach new audiences with Netflix announcing that the Welsh language drama 'Dal y Mellt' will be streamed on its service (ITV News, 2023).

In January 2023, prominent Welsh figure Dafydd Iwan joined marches in Carmarthenshire calling the Welsh Labour Government to action over the drop in Welsh speakers in Wales (Harries, 2023). Differently, there have been movements in some areas of Wales to support the evolution of the Welsh language to be more inclusive of non-binary people as Welsh is a gendered language (Telegraph Reporters, 2023). However, the Welsh language continues to be a contentious topic. When BBC released a story on Ukrainian refugee children learning Welsh in North Wales, whilst the story was met with overall praise, others shared their concern that Welsh would not be seen as a valuable language both beyond and inside of Wales (Djxd86, 2022).



Figure 2: Attitudes to Welsh Tweet.

This provides some context of the current socio-political landscape in Wales and implies that the topic of the Welsh language is a politically charged one that might be considered as ingrained in Welsh history and culture.

Welsh as a Minority Language (ML)

Wales is a bilingual country where both English and Welsh have official status (Welsh Government, 2017a) and according to the latest Census, 538,300 (17.8%) of the Welsh population aged three or older are able to speak Welsh (Welsh Government, 2022f). Welsh is therefore considered a ML in Wales, despite its official status (Ware, 2019). A language can be considered a “regional” or “minority” language where it is used by a numerically smaller number of nationals in a state compared to the rest of the state’s population (of whom speak a different language) and where it is different from the official language of the state- but where it is not the language of migrants (Council of Europe, 1992). The Council of Europe (1992) recognises Welsh as a ML under the European Charter for Regional or ML. However, an important distinction to make for the purpose of this thesis is the difference between ML and language- minority. In the research, the term language-minority appears to be used to refer to students who speak a language that is widely spoken globally, but by the minority of people where they live (Garcia-Joslin et al., 2016; González & Artiles, 2015; Santi et al., 2019). Whilst ML is used to refer to a language that is spoken in a specific region by a smaller group of people than the state’s overall population (Council of Europe, 2020). For this thesis the term ML will be used and will be defined as “languages traditionally used within a given territory of a state by nationals of that state who form a group numerically smaller than the rest of the state’s population; they are different from the official language(s) of that state, and they include neither dialects of the official language(s) of the state nor the languages of migrants” as outlined by Council of Europe (1992, pp. 1-2). Only research using the term ML will be used in this literature review as Welsh is also defined as a ML and so it is hoped that the issues faced will be generalisable to Welsh language speakers in Wales.

Wales is not unique in its position of providing ML education in the UK. Scottish Gaelic medium education is available in Scotland, Irish medium education is available in Ireland and Manx Gaelic medium education is available in the Isle of Man (Department of Education, 2023; Education Scotland Foghlam Alba, 2023; Isle of Man Government, 2023; Welsh Government, 2023a). There are also MLs such as Cornish, Jerriais and Guernesiais spoken in the UK today (Binks, 2019). The author could not find information on whether there are schools teaching fully through these languages.

Unfortunately, the United Nations Human Rights (2013) estimate that half of the world’s 6,000 languages will die out due to assimilation, conflict, the internet and colonialism. Alongside this, the United Nations emphasises that due to the internet and global communication there is need for global understanding and so there is a decrease in ML being used online (United Nations Human Rights, 2013). The issues highlighted by the

United Nations might help explain why there has been a decrease in Welsh language speakers in Wales, according to the Census (Welsh Government, 2022f).

However, in a bid to increase the number of Welsh speakers in Wales, the Welsh Government have released several legislative and non-legislative guidance that promote the development and use of the Welsh Language in Wales in the aim to reach one million Welsh speakers by 2050 (Welsh Government, 2015, 2017a, 2017b, 2017d, 2021b) These included:

- The Well-being of Future Generations Act (Welsh Government, 2015) where the Welsh language is outlined as one of the seven well-being goals for CYP in Wales;
- Welsh in Education Action Plan 2017-2021 which aims to develop compulsory Welsh-medium education (Welsh Government, 2017d).
- And The Cooperation agreement between Welsh Labour and Plaid Cymru that outlines intentions to also develop the Welsh workforce and Welsh-medium education (Welsh Government, 2021b).

In addition to this, Cymdeithas yr Iaith Gymraeg has begun a campaign to see all schools in Wales becoming Welsh-medium schools where the Welsh language will be the language of day-to-day interactions and lessons (Cymdeithas yr Iaith Gymraeg, 2022). Despite its status as a ML, the promotion and development of the Welsh language appears to be a focal point for both Welsh Government and Welsh language activists.

Second language development and Welsh-medium education in Wales

There are many theories of early language development and acquisition including the innateness of language theory where it is believed that learning language is an innate process (Chomsky, 2011), interactionist theory where it is believed that language is acquired through communication and human interaction (Bruner, 1985), behaviourist theory where language may be learnt through positive reinforcement of the correct vocabulary in the correct context (Skinner's, 1957) and cognitive theory where it is believed that a child must firstly understand a concept before applying language to it such as understanding that a ship is bigger than a boat before saying the word 'bigger' (Piaget, 1954). Jim Cummins' theory of language development, however, states that language acquisition can be divided into two areas, Basic Interpersonal Skills (BICS), which is the first type of language to develop, and Cognitive Academic Language Proficiency (CALPS) which develops after (Cummins, 1976; Cummins, 1979, 2008). BICS is considered the language of social interactions and it generally takes learners

two years to acquire it (Cummins, 2008). CALP, however, is considered to be technical language that is required to access and develop cognitive and academic skills (Cummins, 2008). CALP might include subject specific language such as the four arithmetic operations in Mathematics or the vocabulary and understanding required to compare two poems in an English Literature lesson. It is suggested that it can take five to seven years for CALP to develop in any one language (Cummins, 2008). Cummins argued that everybody, with the exceptions of those with profound learning needs, acquires BICS in their first language regardless of their academic ability (Cummins, 1979). Cummins also suggests that a common underlying proficiency (CULP) can be developed in which cross-lingual proficiency can support the development of cognitive and academic skills in multiple languages (Cummins, 2000). If an individual has developed cognitive skills (evaluating, synthesising, analysing, application, comprehension, and knowledge of language) and literacy skills (pronunciation, vocabulary, grammar and semantic meaning), in their first language then these skills can be transferred to other languages they might learn throughout their life- this is the CULP. This can then support with the development of both BICS and CALP in a second language.

Cummins (2008) suggests that this theory of language acquisition is often overlooked when considering CYP learning a second language, particularly in the case of English as an additional language (EAL). When exploring over 400 teacher referral forms for school psychology support, many EAL children were labelled as having language and communication difficulties despite only being exposed to English for one to three years (Cummins, 2008). According to Cummins' theory, in one to three years a child might develop BICS but not CALP, therefore leading teachers to believe that they have difficulties with language as they do not have the cognitive language to access lessons in school. This highlights the importance of both teachers, and educational psychologists, understanding language development particularly when considering Welsh medium education in Wales where many children, such as those in predominantly English-speaking environments, may not be exposed to Welsh prior to starting school. This may consequently lead teachers and professionals to believe that a CYP in Welsh-medium education may have a language need if they have difficulty acquiring the Welsh vocabulary and language skills to access the curriculum where CALP is required.

The Welsh Government cite Jim Cummins' theory of language development and acquisition when considering how best to support CYP who are EAL (Welsh Government, 2022e). The Welsh Government suggests that when students are acquiring English teachers should consider how language develops with regards to BICS and

CALP. Alongside this, it is suggested that EAL learners should be encouraged to continue to use their first language to support with the development of their CULP, and that teachers should consider the cognitive demand of tasks (which cognitive skills are required for the task) and the context supporting cues that they present to better support with understanding such as visuals (Welsh Government, 2022e). Jim Cummins' theories are not mentioned in Welsh Government guidance for strategies to support with Welsh language learners, particularly those in Welsh immersive education. The strategies utilised in Welsh-medium schools in Wales will be discussed later in this section.

Bilingualism

The definition of bilingualism is mixed across research. The American Psychological Association define it as, "the regular use of two or more languages by a person or within a speech community" (American Psychological Association, 2023). Lauchlan (2014) considers it to be "those who have been exposed to two languages from birth, or from a very young age. This will include children who have been raised by two parents who speak two different languages, as well as those children who have one language in the home, and a different language in the surrounding environment (e.g. in nursery or in school)" (Lauchlan, 2014, p. 8). Bialystok (2001) suggests bilingualism refers to people who can function equally and switch between two languages in appropriate sociocultural experiences. Whilst Hopwood (2019) believes that to be bilingual does not mean you are equally fluent in both languages and instead that bilingualism is a scale with many different points. It can therefore be difficult to distinguish what 'bilingualism' truly means. Lauchlan (2014) definition of bilingualism will be adopted for this research as it utilises the term 'exposed' rather than considering bilingualism to be when somebody can speak a language as some children with ALN might be non-speaking but might understand two languages. In the context of the Welsh language, bilingual CYP might be considered those who are in WM education but are also exposed to English outside of school, or those in EM education who are exposed to Welsh outside of school. Cummins (1976) suggests that regardless of how we define bilingualism, each bilingual learning experience is unique and so we must be mindful of the process of achieving bilingualism when considering both the advantages and disadvantages and the impact this process may have.

Lauchlan (2014) article on bilingualism and implications for EPs suggests that bilingual CYP have greater inhibitory control, some mathematical skills advantages, are good at problem-solving and creative thinking, are more flexible and sensitive in their communications and can transfer learnt concepts between languages. Despite this, Lauchlan (2014) also outlines that some research suggests that bilingual children may

be at a greater risk of developing stammers, selective mutism and have reduced vocabulary. However, research has suggested that CYP who achieve 'balanced bilingualism' (whom have similar proficiencies in both languages) have greater cognitive advantages than those who are not equally proficient (Cummins, 1976). Cummins' Threshold Hypothesis (Cummins, 2000) suggests that for a CYP to experience the cognitive benefits associated with bilingualism, such as those stated above, they must be balanced bilinguals with equally proficiency in both languages. There are two thresholds of language proficiency described in this hypothesis and it will be conceptualised as a CYP climbing a ladder in this section to aid with understanding.

If a CYP is on the first rung of the ladder, then they might have a low proficiency in both their first and second language which consequently may have a negative impact on their cognitive ability as they may have difficulties accessing language required for learning. If a CYP is on the second rung on the ladder, and has surpassed the first threshold of language proficiency, then they are more dominant in one language compared to the other which suggest that they do not experience the cognitive benefits associated with bilingualism. However, their cognitive ability is not negatively impacted by their language proficiency at this point. Finally, if a CYP is on the third rung of the ladder, and has surpassed the second threshold of language proficiency, then they are considered balanced bilinguals and therefore experience the positive cognitive impacts of bilingualism such as creative thinking, cognitive flexibility, greater inhibitory control, and greater problem-solving skills (Cummins, 2000; Essien, 2010; Feinauer et al., 2017; Macswan, 2000).

Lauchlan et al. (2013) research on minority language bilingual children implies that balanced bilingualism does not always need to be achieved for cognitive advantages to be present. In research conducted in Sardinia and Scotland measuring 62 bilingual children's and 59 monolingual children's cognitive ability over four sub-tests of the WISC III in Italy and WISC IV in the UK (Lauchlan et al., 2013). Results suggested that bilingual children, who spoke Italian and Sardinian or English and Gaelic, scored significantly higher than monolingual children in two of the four sub-tests, and higher in the other two sub-tests but not to statistically significant point. Lauchlan et al. (2013) also suggests that whilst the findings support that being equally proficient in two languages (balanced bilingualism) demonstrates cognitive benefits, there appears to be no cognitive disadvantages when not equally proficient. Sardinian children who were not equally proficient in Sardinian and Italian still scored higher than monolingual children but not to a statistically significant level.

Whilst Lauchlan (2014) synthesis of research identifies bilingualism as a potential risk factor for stammering, selective mutism and reduced vocabulary there are few explicit links between the advantages and CYP with learning needs. There continues to be fewer and conflicting research on bilingualism and learning needs, with some research suggesting that bilingualism does not cause a disadvantage and others suggesting that CYP have difficulties in both languages as a results (Lye, 2015). Davis et al. (2017) suggests the inconsistency in findings might be explained by socio-economic and ethnic minority status as these may not be controlled for in the research. However, research available on bilingualism and learning needs suggests that being bilingual can support with inclusion, belonging and identity (Davis et al., 2017; Griffiths, 2017; Mitchell & Higgins, 2020; Spassiani et al., 2021; Yu, 2013). This will be explored further in relation to minority language bilingualism in the literature review. The United Nations Conventions on the Rights of Persons with Disabilities, Article three, (United Nations, 2006) recognises the respect for the right to preserve identities and that this identity could be cultural and linguistic in nature. Davis et al. (2017) suggests that there is no research to suggests negative long-term effects of bilingualism on CYP and so the rights of those with learning needs to access more than one language should be respected.

What does Welsh-medium education look like in Wales?

Education in Wales is compulsory between the ages of three and sixteen. Welsh-medium (WM) education is available for these ages too. There are also WM nurseries available throughout Wales (Mudiad Meithrin, 2023b). There are a variety of WM schools across Wales and the below table details these by type. These are all mainstream LA maintained schools.

Table 1: Definitions of WM schools in Wales.

Type of school	Description	Number
Welsh-medium schools	Where Welsh is the day-to-day language used in the school by all pupils and school staff.	375
Dual stream schools	Where both Welsh and English are the languages spoken in the school and used to communicate with parents.	28
Transitional schools	Where Welsh is the language used in day-to-day business and both English and Welsh are used to communicate with parents.	3

Bilingual schools	Where subjects are taught through both English and Welsh to varying degrees	33
-------------------	---	----

The term WM schools/settings will be used to refer to any of the above schools in Wales. English-medium (EM) schools/settings will be used to refer to schools where only the English-language is used.

Wales follows an immersion education and heritage language education approach when considering Welsh-medium education (Welsh Government, 2022a). Immersion education is considered an umbrella term whereby education through the second language can be approached in a variety of ways. Wales adopts a heritage language education approach where opportunities are provided for CYP to develop a higher level of proficiency in a ML. Typically, immersion education refers to the education of learners who do not already speak the language of their education setting, whereas heritage language education is usually used when CYP already speak the heritage/ minority language of their education. In Wales both approaches are used as Welsh speakers and non-Welsh speakers are taught in the same school and classroom (Welsh Government, 2022a). There are no guidelines around approaches that schools should, or should not, use, to the knowledge of this author, with regards to how CYP are taught Welsh. Some examples that could be found are from Mudiad Meithrin who cite that they use immersion methods in their day nurseries such as only using the Welsh language in their settings, providing Welsh-medium activities, providing specific language programmes through the medium of Welsh, for adults in the setting to model the correct use of the Welsh language with clear diction, and for adult to use prompts and gestures to convey meaning to new words (Mudiad Meithrin, 2023a). The Welsh Government Immersive Welsh Education Strategy document cites that in Welsh-medium schools, all learners receive their primary education through the medium of Welsh up to and including the school year in which they turn seven years old. After that, English is introduced as a separate subject. However, every other subject is taught through the medium of Welsh. In the same document modelling polished language, reading stories in Welsh and providing Welsh language writing opportunities are outlined as examples of good immersive education practices (Welsh Government, 2022a). This suggests that there is no one size fits all approach for Welsh-medium education in Wales and rather following an immersion approach where CYP are surrounded by the Welsh language, have access to adults who model correct use of the language, have access to prompts and scaffolding to learn new vocabulary, and be educated in an environment that promotes the use of Welsh

throughout the school is considered foundational for supporting Welsh-medium learners and native speakers in Wales.

Data from the most recent school census suggests that there are 440 WM primary, middle and secondary LA maintained schools in Wales as of April 2021 and 984 EM primary (Welsh Government, 2021c). North Wales, which includes the Isle of Anglesey, Gwynedd, Conwy, Denbighshire, Flintshire, and Wrexham, have 166 Welsh-medium schools and can be considered the area in Wales in which the Welsh language is more widely spoken (StatsWales, 2022; Ware, 2019). According to the Census, these areas also have the highest percentage of Welsh speakers with 62.7% of people over aged three speaking Welsh in Gwynedd and 54.3% in the Isle of Anglesey (Welsh Government, 2022f). Blaenau Gwent have the lowest number of Welsh speakers in Wales with 6.03% of the population of those aged three and older able to speak the language. This area has 23 schools in which one is a Welsh school (4.35% of schools) (Welsh Government, 2021c). These are the figures for mainstream schools. Unfortunately, the Welsh Government does not collect data on the number of WM specialist provisions in Wales (Welsh Government, 2022c), however, there are estimated to be 40 special schools in Wales (StatsWales, 2022).

Differently, there are limited WM further education (FE) options in Wales. Davies (2022) research suggests that this may be due to the lack of perceived demand for WM FE and so there is limited supply. As a response to these limited opportunities, the Welsh Government has commissioned the Coleg Cymraeg Cenedlaethol to develop an action plan for WM post-16 education to provide wider opportunities for learners through the medium of Welsh (Welsh Government, 2023b). Some argue that the promotion of WM opportunities will not only support the development of the language but will also keep Welsh traditions alive (Nation Cymru, 2023).

The reform of the Welsh education and Additional learning needs system

In more recent years, the Welsh education system has undergone a period of reform. A review by the OECD (OECD, 2017) and the successful futures document by Professor Graham Donaldson (Donaldson, 2015) paved the way for the New Curriculum for Wales (Welsh Government, 2022b). All areas of learning outlined in the new curriculum must encompass experiences in Welsh, English, relationships and sexuality education and religion, values and ethics. This further highlights the promotion of the Welsh language in Wales and how it will begin to be taught more explicitly in English-medium schools alongside bilingual and WM schools. Alongside this, there are also no levels to measure

learning and attainment outlined in the curriculum. Instead pupils will be expected to progress along a continuum of learning which will be captured overtime (Senedd Cymru, 2021; Welsh Government, 2022b). This might support a more inclusive approach to learning where progress is measured using a person-centred approach. However, Knight and Crick (2022) argues that the curriculum may only be inclusive should teachers believe in inclusion for all learners.

At the same time, the Special Educational Needs (SEN) system in Wales is being revised. The Additional Learning Needs and Education Tribunal (Wales) Act 2018 (ALNET) (Welsh Government, 2018a) and Additional Learning Needs (ALN) Code (Wales) 2021 (Welsh Government, 2021a) was created to better support CYP with additional needs in Wales (this will be explored in more detail in the next section). Both within the new curriculum and the ALN legislation, the Welsh language is positioned as important with it being named one of the areas to encompass across all subjects in the new curriculum and additional learning provision (ALP) being available through the medium of Welsh where required is stated in the ALN code and ALNET (Welsh Government, 2018a, 2021a, 2022b). This also emphasises the efforts made by the Welsh Government to further develop and promote the Welsh language in Wales. This suggests that the Welsh language is becoming more central both within education and within the day-to-day lives of those who live in Wales.

The Welsh language and Learning Needs in Wales

As previously mentioned, the Welsh education system is currently going through a period of reform and this includes the former SEN system. The ALNET (Wales) Act 2018 (Welsh Government, 2018a) alongside the ALN code (Welsh Government, 2021a) are changing not only the language used in Wales but also the statement process and what it means to have 'ALN'. Firstly, Wales no longer uses the term SEN but rather ALN. ALN is defined as "learning needs or disability (whether the learning difficulty or disability arises from a medical condition or otherwise) which calls for additional learning provision" (Welsh Government, 2021a, p. 21). The new ALN code, therefore, may be seen as following a social model of disability as the level and amount of provision required by a CYP to learn is considered in the process of deciding whether they have ALN. The social model of disability, according to (Oliver, 2013) stems from the Fundamental Principles of Disability published in the 1970s which states that people are not disabled by impairments but rather it is society that disables them (Oliver, 1996). As outlined in the ALN definition, a CYP can only be considered to have ALN if there are additional provisions required for them to access learning.

In addition to the changes regarding terminology and who has ALN, there have also been changes regarding how this is recorded. If a CYP is considered to have ALN and therefore requires ALP then this must be recorded in an Individual Development Plan (IDP) which includes a description of a CYP's ALN and the ALP (Welsh Government, 2021a). ALP "can take many forms; it might include any support that takes place inside or outside the mainstream classroom, where it is additional to, or different from, that made generally for others of the same age" (Welsh Government, 2021a, p. 30). These might be school maintained IDPs (if the school can provide the ALP) or LA maintained IDPs (where the school cannot provide the ALP and so the LA must provide it) (Welsh Government, 2021a). As previously mentioned in relation to the curriculum, it could be argued that the new ALN system might help support inclusivity in the Welsh education system as every teacher and practitioner who work with CYP are responsible for identifying and meeting need (Welsh Government, 2021a). Alongside the flexibility of assessments, that can be tailored to student's ability and need (Welsh Government, 2022b), this might increase inclusivity within Wales for all learners, and in turn support students' sense of belonging (Slee, 2019).

In relation to the Welsh language and ALN in Wales, the new code outlines a need for a bilingual ALP system throughout Wales. This means that where ALP might be required through the medium of Welsh appropriate steps must be taken to secure this and it must be noted in the IDP (Welsh Government, 2021a). It is also outlined in the code that Welsh Ministers are under a duty to "arrange for reviews of sufficiency of ALP in Welsh every five years and publish reports following these reviews" (Welsh Government, 2021a, p. 42). This further implies the growing importance of the Welsh language in Wales. However, in the most recent analysis of local authority special educational needs (SEN) specialist services workforce data (Welsh Government, 2018b) it was recognised that there is a mixed picture in relation to Welsh-medium support for CYP with learning needs. All LAs noted that they feel they cannot meet demand for WM learners with SEN, or ALN as it is now called. Other researchers supporting this highlighted that there is a shortage of Welsh-medium support services such as speech and language therapists and educational psychologists (Ware, 2019). This will be further explored later in this literature review and through the empirical research.

According to StatsWales (2023), there were 69,100 CYP with additional learning needs Wales during 2021-2022. These include cognition and learning needs, social and emotional needs, physical and medical needs, language and communication needs and many more. As highlighted, these are figures of CYP who have been identified, either with statements, on the SEN school register, or through the Individual Development Plan (IDP) and do not include those who may be unidentified, whose needs are currently being

explored or who may be electively home educated (EHE). It is possible, therefore, to suggest that the figure of CYP with ALN in Wales may be higher than reported. Of these CYP identified with a learning need, 15,670, or 22.7%, were educated through the medium of Welsh (StatsWales, 2023). Last year it was announced by Jeremy Miles MS, Minister for Education and Welsh Language, that the Welsh Government would provide £22.5 million to support with developing ALP across Wales (Miles, 2022b), however, the government did not specify whether some support would be reserved for WM provision despite shortages being previously highlighted. Interestingly, when discussing consultations regarding changing term dates in Wales (Welsh Government, 2022d) on Twitter, Jeremy Miles, Minister for Education and Welsh Language, discussed “those with additional learning needs or those in Welsh medium education” which might suggest that CYP with ALN do not or cannot access WM education (Miles, 2022a). See tweet below.



Figure 3: Jeremy Miles Tweet.

This, along with lack of specificity of funding and shortage of support, might suggest that ALN and WM are seen as dichotomous by some despite figures suggesting 22.7% of CYP with ALN are educated through the WM (StatsWales, 2023).

EPs in Wales

Educational Psychologists in Wales (EPs), as outlined by the Welsh Government and the Association of Educational Psychologists (AEP), work with CYP to “support their development, well-being, resilience, learning and achievement” (Welsh Government, 2016, p. 2). EPs in Wales are encouraged to adopt a holistic and person-centred approach when working with CYP, families and schools and are seen to work towards supporting others in systems to identify need (Welsh Government, 2016).

In Wales, EPs are typically employed by LAs (although there are also private EPs that may be self-employed) and work towards meeting local need (Welsh Government, 2016). Following the introduction of ALNET and the ALN Code (Welsh Government, 2018a, 2021a) EPs in Wales now work with CYP ages 0-25 as well as CYP in a variety of settings including mainstream schools but also FE or higher education (HE) settings, youth centres, specialist provisions, and multi-agency hubs (Welsh Government, 2016). When working in Wales, EPs and TEPs may work within both English-medium and Welsh-medium settings.

Whilst there are no exact figures pertaining to the number of Welsh-speaking EPs in Wales, the Local authority SEN specialist service workforce data (Welsh Government, 2018b) suggests that Educational Psychology Services (EPS) across Wales are struggling to meet the demand of ALN in Welsh schools. Some participants (EPs, hearing, and vision impaired teachers) of the survey suggested that specialist training (such as that required for EPs or qualified teachers of hearing or visual impaired) should be available through the medium of Welsh or that some spaces on such courses should be reserved for Welsh-speakers. For EPs however, there is only one doctoral training course in Wales (Association of Educational Psychologists, 2022) and this is at Cardiff University (edpsy.org.uk, 2019). Cardiff University is situated in an area where only 11.8% of people aged three and older report speaking Welsh compared to 64.4% in Gwynedd, where Bangor University is (Office for National Statistics, 2022b). There is now a place reserved every year on the doctoral course for a Welsh-speaker or someone who has the desire to learn Welsh to proficiency required to work through the language (Welsh Government, 2022c). Despite this, there is no option to train to be an EP even partly through the medium of Welsh in Wales.

Summary

To contextualise the impact the discussions presented in this introduction may have on a WM CYP with ALN in Wales, Bronfenbrenner Bioecological theory (Bronfenbrenner, 1979) has been used and adapted below.

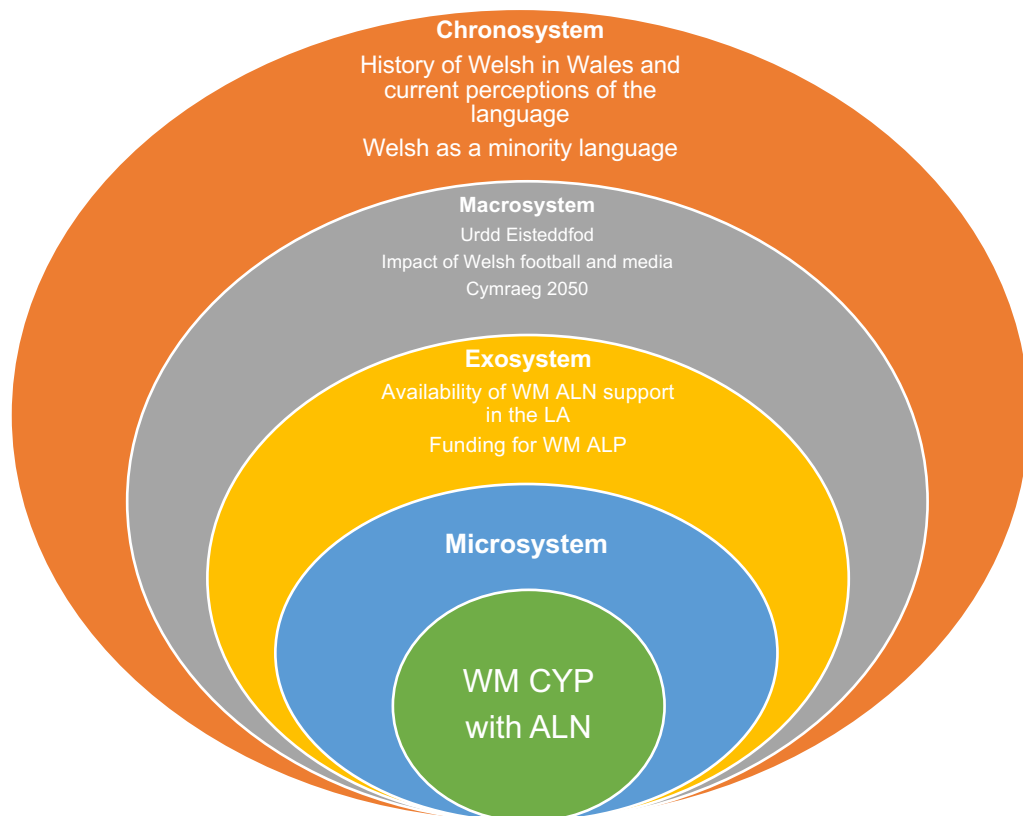


Figure 4: Bronfenbrenner's Bioecological Theory figure adapted for contextualising the introduction for WM CYP with ALN.

Bronfenbrenner's bioecological theory suggests that a CYP does not develop on their own but rather they are influenced by the environment, and systems, around them (Bronfenbrenner, 1979). In this instance, the model has been adapted to consider how the context presented in the introduction may impact a WM CYP who has ALN in Wales. Firstly, the availability of WM ALN support, such as Welsh speaking EPs or a WM special school, may impact how and if needs are met through Welsh (Welsh Government, 2018b). Alongside this, the amount of funding delegated to WM ALN support (Miles, 2022b) may also impact if a CYPs needs can be met through the medium of Welsh. These have been contextualised in the Exosystem where they do not have a direct and daily impact on a CYP but may impact how those who work with them in the microsystem (such as teachers) may work. The Urdd Eisteddfod, Welsh football, the media and Cymraeg 2050 continue to promote the use of the Welsh language in Wales and so have been placed in the Macrosystem (Eisteddfod, 2023; Lewis, 2023; Welsh Government, 2017a). Despite the positive impact this might have on the WM CYP in the centre, through greater exposure and opportunities to use the Welsh language, there appears to be a disconnect between the Macrosystem and the Exosystem. The Exosystem in this model suggest limited WM ALN support for CYP despite the increased promotion of the language in the Macrosystem. This is something that will be explored further in the

empirical research. Moreover, the previous history and current perceptions of the Welsh language (BBC, 2014a; Djxd86, 2022; Hayward, 2022) and Welsh's status as a ML (Census, 2021; Council of Europe, 1992) will continue to change throughout the WM CYP's life as Wales continues to push towards one million Welsh speakers by 2050 and so has been placed in the Chronosystem. There is little information on how a WM CYP with ALN is supported through the microsystem and it is hoped that the empirical research may also contribute partly towards this knowledge.

In summary, despite the historical threats to the Welsh language the Welsh Government and Welsh language activists continue to promote the use of the Welsh language throughout Wales. Currently, WM education is available for CYP in Wales up to the age of 16 with plans to extend this to FE. The New Curriculum and ALN reform also promote WM opportunities for CYP in Wales, however, despite the 22.7% of WM ALN learners in Wales, there is limited research on WM and ALN. This might account for the gap in the Microsystem in the adapted figure of Bronfenbrenner Bioecological Theory (Bronfenbrenner, 1979). Due to the limited research in Wales, the following literature review aims to explore how WM ALN CYP in Wales might be supported by considering how ML CYP with learning needs are supported across the world.

What do we know about supporting CYP, who speak a ML, and who have learning needs?

Introduction

The purpose of this literature review is to establish how children and young people (CYP), who speak a ML and who have learning needs, are supported in schools or educational settings to gain insight into practice across the world. Therefore, the initial literature review question was, "How are CYP who speak a ML, and who have a learning need/s, supported in education?", however, research focussing on additional learning provision was limited and so the literature review question was broadened to "what does the research tell us about working with CYP, who speak a ML, and have learning needs?". The term "learning needs" has been used as opposed to "additional learning needs (ALN)" (which is a term predominantly used in Welsh Government policies) as it is more commonly used in the literature.

Following a scoping review to isolate and decide on key elements and search terms, a systematic literature review was undertaken during August 2022, a second search was conducted during September 2022 and a third in March 2023. These searches were conducted using the databases SCOPUS, PsycInfo, ASSIA and EBSCO including British Education Index, ERIC, MLA International Bibliography with full text and Child

development & adolescent studies. Each of the 6 subject mapping terms were combined with AND this led to 80 total papers being assessed for eligibility between the search bases (see Appendix 1 for outcomes of all searches).

Table 2: Search Terms.

Subject mapping terms	Key word search terms	Rationale
Bilingualism AND	Bilingual* OR multilingual* OR monolingual* OR traslanguag* OR “dual language*” OR plurilingual	This review intended to establish how CYP who speak another language (a ML) and who have a learning need are supported. These terms are most often associated with people who speak more than one language and are most commonly seen in the literature.
ML AND	"ML*" OR "regional language*" OR “minority linguistic*” OR linguistic* OR minorit*	These were languages and countries most present in research observed in the scoping exercise.
School AND	School* OR educat* OR learn* OR college* OR universit*	Terms for different educational provisions were included.
Children AND	Child* OR “young person*” OR pupil* OR student* OR teen* OR adolecen* OR youth OR “young adult*”	Terms noted in the scoping review that were used to discuss children and young people.
Additional Learning needs	Sen OR “special educat* need*” OR “additional need*” OR “learning difficult*” OR “learning disability*” OR “learning need*” OR “Educational	Terms observed in the scoping review that were used to discuss learning needs. educational psychologists work with CYP with ALN,

	psychology*” OR “school psychology*”	however, through a scoping activity some research which discusses educational psychology does not always use the terms associated with learning needs as knowledge of the role of an EP is assumed. School psychologist is the term used in both the USA and Australia.
--	--------------------------------------	---

The results from each database were exported to ‘EndNote’ to manage citations. These papers were then analysed by the researcher for relevance to the current study in relation to the inclusion and exclusion criteria (see Table 3). Other references were identified using the snowballing technique (Creswell & Creswell, 2017). Other literature was also found by specifically searching for unpublished theses and in the Educational Psychology journal ‘Educational Psychology in Practice’.

Table 3: Inclusion and Exclusion Criteria.

Inclusion Criteria	Exclusion Criteria
Full text available in Welsh and/or English.	Full text not available in Welsh and/or English.
Journal articles and research papers which can include either qualitative or quantitative research methods. Also including thesis research, opinion pieces and literature reviews.	Secondary data sources such as books or chapters within edited books.
Literature published in the last 10 years to ensure current findings. In addition to this, there have been numerous Education reforms in Wales in the last 10 years including the New Curriculum, ALN Reform and numerous Welsh language initiatives (Ware, 2014; Welsh Government, 2017a, 2017b, 2017c, 2017d, 2018a, 2021a, 2022b).	Literature published before 2012.

<p>Alongside this, in England the introduction of the Equalities Act in 2010 which would impact subsequent legislation, the Children and Families Act and the Special educational needs and disability code of practice: 0 to 25 years (Department of Education, 2015) (UK Public General Acts, 2010, 2014) and most recently the Putting Learners at the Centre in Scotland (Scottish Government, 2022).</p>	
<p>Literature must discuss CYP with learning needs and who speak a ML. The research papers must have identified the language discussed as a ML to be included. ML are faced with a greater risk of dying out due to the need for global communication (United Nations Human Rights, 2013). By recognising the languages discussed in the research as ML it is hoped that the authors will have considered this factor in their research.</p>	<p>Literature that discusses how CYP without a learning need and/or who do not speak a majority language are supported.</p>

The Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA), which was first completed in September 2022 and then again in March 2023 (see Appendix 1), was used to explore whether a systematic review would be possible and appropriate for this literature review (Page et al., 2021). Twelve research papers met the inclusion criteria and a synthesis of this literature will be presented in a narrative structure (Siddaway et al., 2019). An overview of the included literature is presented in Table 4 below (a more detailed version can be found in Appendix 2). The Critical Appraisal Skills Programme (CASP) Qualitative checklist was used as an aid memoir to inform the critique offered (Critical Appraisal Skills Programme, 2018).

As previously highlighted, research regarding CYP who speak a ML and who have learning needs are limited. It was important to look at ML specifically rather than consider research from both ML and language minorities. This was important as ML are used less globally and are at risk of extinction (United Nations Human Rights, 2013). This may therefore impact the availability and access to resources in ML.

Table 4: An overview of the literature included in the review.

Reviewed studies	Learning needs discussed	Minority language discussed	Type: quantitative, qualitative, literature review, opinion piece.
Ware (2019): exploring how the voices of CYP with profound and multiple learning needs (PMLD), who speak Welsh or who attend WM schools, are heard in relation to the introduction of ALNET and the ALN Code in Wales.	Profound and Multiple Learning Needs.	Welsh	Opinion piece.
Ware (2014): To examine policy developments in education since the devolution of education in Wales and their impact on the inclusion of CYP with special needs.	No specified 'type' of learning need discussed but rather CYP with special educational needs as a whole.	Welsh	Opinion piece.
Murtagh and Seoighe (2020): To investigate EPs and teacher's perceptions of EP provision in Irish – medium schools in strong speaking Irish communities.	No specified 'type' of learning need discussed but rather CYP with special educational needs as a whole.	Irish	Qualitative research using semi-structured interviews and inductive thematic analysis.
Yu (2013): To explore the nature of heritage language use between parents and their children with ASD. To explore what mothers, believe are the barriers and facilitators for their language practices and what they	Autism.	Chinese (whilst Chinese does not meet the ML definition outlined for this research the author defines it as one and so	Qualitative research using phenomenological interviews, inductive thematic analysis and narrative analysis.

believe the impact of these languages practices to be on their children.		for that reason it is included in this literature review).	
Griffiths (2017): To explore the experiences of bilingual parents raising their children with ASC in Wales.	Autism	Welsh	Qualitative research using semi-structured interviews and Interpretative Phenomenological Analysis.
Mitchell and Higgins (2020): To explore the perspectives of stakeholders (EPs, Teachers of the Deaf, teaching assistant for deaf CYP, parents) on the education of deaf CYP from Welsh speaking homes being educated in English medium resource bases.	Deaf and Hard of Hearing	Welsh	Qualitative research using semi-structured interviews and thematic analysis.
Ratheram and Kelly (2021): Provide an overview of the literature exploring Influence of EP practice with minority cultural and linguistic communities in the UK.	No specified 'type' of learning need discussed but rather CYP with special educational needs as a whole.	There is not just one language considered but rather CYP from minority culturally and linguistically communities. When discussing their search terms they discuss how Welsh could have been included.	Systematic search completed using PRISMA and findings are presented in a narrative literature review.
Lye (2015): To explore the impact of Welsh-medium education on the language ability	Moderate Learning Difficulties.	Welsh	Quantitative research where children's cognitive and

(Welsh and English) of children with moderate learning difficulties.			language ability was measured.
Ward and Sanoudaki (2021): To examine the language abilities of Welsh-English bilingual children with Down Syndrome (in both English and Welsh) in comparison to monolingual children with Down Syndrome (DS) and typically developing (TD) bilinguals and monolinguals.	Down Syndrome.	Welsh	Quantitative research where children's cognitive and linguistic abilities were measured.
Mary, Williams and Prendeville (2020): Aims to investigate the current trends in SEN provision in Irish medium schools, to identify the needs of learners with SEN and to explore the training needs of teachers in Irish medium schools with SEN learners. The research also aims to explore the benefits and challenges arising from Irish immersion education for learners with SEN.	No specified 'type' of learning need discussed but rather CYP with special educational needs as a whole.	Irish	Mixed methods questionnaire used to gather statistical information regarding types of SEN and participants perceptions of meeting these needs.
Dammeyer and Ohna (2021): To analyse the last 30 years of educational planning for deaf and hard of hearing (DHH) children in Denmark, Sweden and Norway.	Deaf and Hard of Hearing.	Danish Sign Language (this is the only language that is recognised as a ML in this paper)	Systematic search of policies and research between 1990-2020. Thematic analysis was used to explore these policies.

<p>Davies (2023): To explore the potential systemic disadvantages for CYP with ALN who speak Welsh in Wales.</p>	<p>No specified 'type' of learning need discussed but rather CYP with additional learning needs as a whole.</p>	<p>Welsh</p>	<p>Opinion piece.</p>
--	---	--------------	-----------------------

What does the literature tell us about supporting CYP, who speak a ML, and who have learning needs?

Their voices are unheard.

Firstly, before exploring what the literature suggests about working with CYP, who speak a ML, and who have learning needs, we must first consider if they are truly present in the literature. Yu (2013) research explores the experiences of heritage - language speaking parents with Autistic children in the United States of America (USA). This research aimed to highlight the missed gaps in the literature surrounding experiences of those who are bilingual and who have a learning need such as Autism (ASC). For parents to participate in the phenomenological interviews they firstly had to demonstrate a level of English proficiency that would allow them to communicate with the researcher in English without an interpreter present. This led to only participants with above degree level education being involved meaning that not only were the voices of those with a lower English proficiency missed but also those who were of a lower SES background. Ward and Sanoudaki (2021) research exploring the language abilities of Welsh-English bilingual children with Down Syndrome (DS) also used similar inclusion and exclusion criteria. Ward and Sanoudaki (2021) research assessed children's non-verbal skills, working memory, phonological awareness, Welsh language ability and English language ability. It was a requirement that the bilingual children who participated had receptive and productive language abilities in both Welsh and English. This suggests that the voices of those with language difficulties, but who also speak a ML, were missing from this research. This highlights the inequity in the voices captured in research as only those with a certain language level may participate and have their voices heard.

In addition to this, Ratheram and Kelly (2021) literature review exploring EP practice when working with minority cultural and linguistic communities concluded that the language level of parents and CYP with learning needs determines not only if they are able to participate in research but it also determines their access to interventions to support their learning needs. This suggests that the voices of CYP with ALN who speak a ML are missing not only from research but that they are missing in practice too. Griffiths (2017) doctoral thesis exploring the experiences of bilingual Welsh speaking parents raising their children with ASC also suggests that the voices of ML CYP with ALN are missing from practice. Through semi-structured interviews and Interpretative Phenomenological Analysis (IPA) Griffiths (2017) findings highlight how difficult it can be to capture the voices of WM Autistic CYP in practice. When professionals working with the ML CYP were unable to communicate through the ML then this made it difficult for CYP to have their voices heard. Similarly, Ware (2019) opinion piece on hearing the voices of CYP with profound and multiple learning needs (PMLD) highlighted that this

can be increasingly difficult when a CYP speaks a ML due to lack of tools available to gain their views. This implies that without a certain level of English then CYPs' voices and experiences are not heard. This should be kept in mind when perusing the following sections. All qualitative and quantitative research included in this literature assume a level of English proficiency for participation and so it is important to remember this when considering the validity of the research. This is a clear limitation of the research available on supporting CYP, who speak a ML, and who have learning needs.

Speaking a ML does not have a negative impact on language development.

Research (Griffiths, 2017; Mary et al., 2020; Mitchell & Higgins, 2020; Yu, 2013) suggests that parents of ML CYP with learning needs may be given advice to speak only one language (usually English) to benefit their child's language development. This advice, however, is not supported by the research. Lye (2015) research investigating the impact of the Welsh- medium education on the language ability (both Welsh and English) of children with moderate learning difficulties (MLD) explores the language development and ability of ML CYP with learning needs. Through assessing the language abilities and Executive Functioning (EF) skills of 77 children with MLD and comparing them to 198 typically developing pupils it was found that bilingual children with MLD were reaching developmentally age-appropriate language levels in both Welsh and English. Despite these findings supporting that speaking a ML (Welsh in this case) has no impact on overall language ability, it is important to note that children with MLD performed better than their developmental age-appropriate counterparts in English assessment but not in Welsh. In this population, the evidence did also not show an EF advantage to being bilingual as previous research in the area had. Lye (2015) research might, therefore, suggest that speaking a ML does not impact a child's language development and so advice suggesting speaking only one language (English in many cases) to a child with learning needs to support their language development is not reflected in the research.

Similarly, Ward and Sanoudaki (2021) research examining the language abilities of Welsh-English bilingual children with Downs Syndrome (DS) found that ML bilingual children with DS showed no further language delays (aside from those that would be expected for children with DS) or impairments. This suggests that bilingualism does not impact language development (in either Welsh or English) negatively. However, both Lye (2015) and Ward and Sanoudaki (2021) pieces of research highlighted the importance of language exposure to the development of language for those with an additional need. Whilst neither Ward and Sanoudaki (2021) and Lye (2015) specify what this exposure should be, it might be suggested that exposure to language could be in the form of education, using the language with friends and family and also multimedia.

Both Ward and Sanoudaki (2021) and Lye (2015) research suggests that the more a CYP with learning needs is exposed to a language the more proficient they become in it. Unfortunately, ML, by definition, are less widely spoken and so by default there is less exposure to them. This would suggest that whilst speaking a ML does not impact language development in either spoken language, CYP who speak a ML may not be able to develop their ML proficiency to the same level as a majority language due to the limited exposure to the ML.

Ward and Sanoudaki (2021) and Lye (2015) research, however, should be considered carefully. Both pieces of research highlight the limited availability of ML assessments (Lye, 2015; Ward & Sanoudaki, 2021). For these researchers to explore Welsh language development, Welsh assessments with norms standardised over 20 years ago were used (Glannau Menai) and where newer assessments were used, standardised norms were not available for the age of the participants meaning that they could not be standardised at all. Alongside this, Ward and Sanoudaki (2021) created their own phonological awareness assessment which had not been previously validated through research nor standardised on a test population. This also questions whether a true measure of phonological awareness was achieved in this research. Verbal fluency in Lye (2015) research was only explored through the medium of English. This means that some children may have been disadvantaged by this due to them potentially having greater receptive language ability in Welsh. The unavailability of ML assessments is not only raised to critique the research but also to highlight the difficulties faced when assessing ML CYP in practice. This will be discussed in the next section of the literature review. It is therefore important to note that when considering research around language ability, and the development of bilingual CYP who speak a ML, that the way in which language is assessed may not be valid or reliable.

It is difficult to assess and diagnose CYP who speak a ML.

As highlighted above, assessments in ML can be limited. Murtagh and Seoighe (2022) research investigating EP provision in Irish speaking communities highlighted that a key issue is the lack of Irish- medium assessments and so CYP are often assessed using culturally and linguistically biased tools. Using a purposeful sampling method to identify teachers and EPs who work in Irish-medium schools, Murtagh and Seoighe (2022) conducted semi-structured interviews with four EPs and 11 teachers. Teachers shared their concerns around Irish-speaking CYP being assessed in English whereas EPs expressed that it is important for EPs assessing Irish-speaking children need to be proficient in the Irish language to fully understand the language difficulties a CYP might have in English. EPs raised that on occasion CYP might respond in English or confuse

the English and Irish phonics. When these tools are utilised, the professionals administering them often have a limited knowledge of the Irish language and so cannot identify when a child might use an alternative word that conveys the same nuance due to its Irish translation and vice versa.(Murtagh & Seoighe, 2022). This might suggest that CYP who speak, and are educated through, a ML are at a disadvantage due to the inability to be assessed appropriately. This research is the first, to the researcher's knowledge, that considers EP practice and provision when working with MLs. This provides information regarding the implications for EPs of working with ML CYP, settings and families. By exploring the views of those in the exosystem (EPs) and microsystem (teachers) this research can provide EPs with an understanding and knowledge of the interactions between these systems and the barriers different people in the system may face regarding supporting ML CYP with learning needs.

Ware (2014) highlights a similar issue in the Welsh language due to the lack of standardised assessments available in Welsh. Ware (2014) examination of the impact of policy developments on the inclusion of CYP with special educational needs post – education devolution in Wales provided anecdotal evidence of teachers expressing their concerns over diagnosing or identifying CYP with learning needs when the language of the assessment may also influence the child's performance. For example, if a child was to undergo an assessment in English but was more proficient in Welsh then this might impact the child's performance and outcomes on the assessment. However, Ware (2014) presented anecdotal evidence of these concerns and so it is unclear which teachers expressed these concerns and if they are concerns held across Wales or just in certain regions or schools in Wales. Ward and Sanoudaki (2021) and Lye (2015) experienced similar difficulties in their research. Ward and Sanoudaki (2021) created their own assessment to assess Welsh phonological awareness and used raw scores in the Prawf Geirfa as the children were outside of the age norms for standardised scores to be calculated. This further implies the difficulties associated with assessing the needs of CYP who speak a ML.

It can be difficult for ML CYP and their families to access professionals who also speak a ML.

As highlighted above, not only are there a lack of assessments to explore ML CYP's needs but there is also a lack of ML speaking professionals to conduct them. Ware (2014) suggests that there are a lack of Welsh-speaking EPs and Speech and Language Therapists (SALT) available to work with CYP and families who speak Welsh. Moreover, Mitchell and Higgins (2020) research using semi-structured interviews to gather the views of stakeholders on the education of deaf CYP from Welsh speaking homes, who

they described as a minority within a minority, highlighted similar findings. Mitchell and Higgins (2020) sample comprised of six Teachers of the Deaf (ToD), four EPs and one parent who shared the barriers faced by deaf CYP who speak Welsh. One barrier identified by participants was the lack of Welsh-speaking ToD and teaching assistants to support deaf CYP. A ToD also shared that there is no longer a ToD course in Wales which might also contribute towards the limited number of Welsh-speaking ToD (Mitchell & Higgins, 2020). Whilst the limited parental sample size might not provide generalisable findings for all parents of deaf CYP who speak Welsh, it can help support EPs in beginning to understand the challenges and barriers faced by CYP and their families. More research into the perspectives of parents may help further with this understanding. The strength-based approach taken by the research questions, where participants shared the benefits of support for deaf CYP who speak Welsh alongside their perspectives of how best CYP could be supported, helped provide clear outcomes and implications for both EPs and nationally including training more bilingual ToD and raising awareness of the current practice in Wales (Mitchell & Higgins, 2020).

Mary et al. (2020) mixed-method questionnaire research of teacher's understanding and experiences of SEN provision in Irish-medium schools highlighted that there are a lack of EPs who can speak Irish working with Irish-medium schools. Teachers shared their belief that working with EPs who can speak the ML of the CYP, and the school, is important as these EPs are able to communicate more effectively with both the CYP and staff members. In addition to this, teachers shared that they felt that EPs also needed a better understanding of the Irish-medium education system and the context of ML education to fully support Irish-medium schools. Participants' responses were collected via questionnaire and so it is possible that they were unable to fully share their perceptions of the challenges and benefits of SEN provision due to the limited time had to complete the questionnaire and potentially the size of the text boxes available to share their views. Alongside this, there were low responses from schools in predominantly Irish speaking areas (Gaeltacht). This might suggest that the perceptions of schools where Irish is spoken more widely in the community are not fully gathered in this research and perhaps there are different challenges faced by these schools with regards to SEN provision or that these schools are potentially better supported through Irish.

Similarly, Griffiths (2017) implied the importance of CYP and their parents being able to communicate with professionals in their chosen language as it can be confusing in meetings with professionals when medical and psychological terms are used in a language they are not as familiar with. This research further highlights how professionals can become inaccessible when they cannot communicate in the language of those they work with. For the limited number of professionals who are able to communicate through

a ML, Irish in the case of Murtagh and Seoighe (2022) research, findings suggest that they may not feel confident in speaking or writing in the language, due to limited training and support for this. This may imply that despite there being professionals who can offer support through a ML they may not always feel competent doing so.

Ratheram and Kelly (2021) literature review exploring factors that influence EP practice with minority cultural and linguistic communities in the United Kingdom (UK) suggested that whilst interpreters can be used when EPs cannot speak the same language as service users, they are not always available. This makes it difficult to communicate with CYP and families who do not speak the majority language of a country. Whilst Ratheram and Kelly (2021) research provides insight into the factors that influence the role of the EP in supporting minority cultural and linguistic communities, with some implications for the role of the EP outlined, there is no guidance document or framework offered by the authors to support EPs in working with ML CYP with learning needs. Despite this, Mitchell and Higgins (2020) research suggests that when interpreters are used it is important that they understand deaf culture, in the case of this research, so that the interpretation is meaningful and nuanced. Ratheram and Kelly (2021) also recognised the importance of understanding culture when working with minority cultural and linguistic communities. Firstly, their use of the term cultural and linguistic communities suggests a close relationship between both language and culture. Their findings also discuss the importance of EPs appreciating a family's culture when working alongside them so that they can better understand their perspectives of their child's learning needs. Ratheram and Kelly (2021) suggest that EPs working with minority cultural and linguistic communities should reflect on their own cultural biases and awareness before engaging in work with these communities to understand their own perspective of the learning needs and their reason for involvement. Dammeyer and Ohna (2021) analysis of 30 years of educational planning for deaf and hard of hearing children (DHH) in Denmark, Sweden and Norway recognise the important role culture plays, and played, in deaf education for CYP in these Scandinavian countries. All three countries operated a bilingual-bicultural education plan for DHH CYP prior to the rise in popularity of Cochlear Implants in the early 2000s and Deaf schools in Sweden continue to follow this program. Bilingual- bicultural education is where CYP are taught the countries spoken language alongside sign language and are also supported to engage in deaf community activities such as sports clubs and churches to promote Deaf culture (Dammeyer & Ohna, 2021). This further implies the importance of recognising the close connections between culture and language. As professionals supporting CYP and families who speak a ML, such as Welsh, Welsh Sign language, Danish Sign Language or Irish, these findings suggest that not only is it necessary to understand the connection between culture and language but

also the culture of the ML itself to be able to better support CYP with learning needs who speak a ML.

As Mitchell and Higgins (2020), Mary et al. (2020), Ratheram and Kelly (2021), Murtagh and Seoighe (2022) research implies, it can be difficult for ML CYP and their families to access professionals who speak and work in a ML and so in some cases interpreters must be used. Dammeyer and Ohna (2021), Mitchell and Higgins (2020), Ratheram and Kelly (2021) research implies the importance of culture to language and understanding this culture when working with ML CYP. It is therefore probable that many CYP and families who speak a ML might be supported by professionals who do not speak the ML and so are not part of the ML culture. In addition to this, Mary et al. (2020), as well as Murtagh and Seoighe (2022), Griffiths (2017), Yu (2013), sought the perceptions of stakeholders who already speak the ML and therefore are aware of the culture associated with the ML discussed. Only Mitchell and Higgins (2020), research included participants, six out of eleven, who did not speak the ML of the families and CYP with whom they work. This might imply that much of the research in this literature does not consider the perspectives of those who are not immersed in the ML and its culture. This might suggest that the views for implications for practice for those who do not speak the ML and its culture may not be considered in this research. Additionally, none of the research cited in this literature review has offered a guidance document or framework to support professionals in understanding the culture and working with ML communities. This might then suggest that CYP, who speak a ML, and who have learning needs, might be supported by practitioners who might not be competent in understanding their language or culture and the connection between both.

Due to the lack of provision, parents must choose between their language and meeting their child's needs.

Ware (2014) opinion piece highlights that there were 42 special schools in Wales at the time of writing, of which only three (all of which are in North Wales) provide provision through (or partially through) the medium of Welsh. Ware (2014) implies the regional disparity in Wales where parents in the South, West and East of must choose between their child accessing WM education or having the needs of their child met. Mitchell and Higgins (2020) findings echo this as they highlighted a lack of WM education for deaf CYP in Wales and so many parents were forced to make a choice between their home language, their child's language (sign language) and education. In addition to this, participants in the research recognised that when choosing Welsh language provision parents had to accept that it would not be of the same standard as the provision available in an English specialist resource base. Participants speculated that the reason for this

was because of the perceived lack of demand for WM Deaf provision in Wales (Mitchell & Higgins, 2020).

Yu (2013) findings found that parents often chose to use the majority language of their area (English in this case) because of the lack of interventions available in the home language. Unfortunately, if CYP could not communicate through the medium of English then they often could not access interventions (Yu, 2013). Frustration was expressed by Mitchell and Higgins (2020) participants (ToD and TAs) as the students they support would need to travel across the border to another country to receive support through sign language meaning it would also be in English and not in their chosen language, Welsh. Similarly, teachers in Mary et al. (2020) research expressed their frustration at not being able to support their students through their chosen language due to lack of resources available. Having EPs and teachers translating resources is one way Murtagh and Seoighe (2022) identified as overcoming the issue of the lack of resources available, however, should interventions need to be translated this begs the question as to whether they will continue to be evidence-based due to the nuance of language as highlighted by Mitchell and Higgins (2020) when discussing interpreting. This research highlights that not only is there a lack of provision such as special schools but there is also a lack of ML resources that inform that provision.

Davies (2023) opinion piece on how CYP with ALN might face a systemic disadvantage in accessing Welsh language opportunities suggests that, considering statistics, CYP with ALN are not disadvantaged from accessing WM education. Davies (2023) suggests that as 22.7% of CYP with ALN attend WM education then this would suggest that there are opportunities for CYP with ALN to access WM education. However, Davies (2023), also argues that there is no clear information regarding the amount of Welsh language opportunities available for CYP with ALN in WM and bilingual schools. Alongside this, Davies (2023), suggests that CYP with ALN in EM schools might also have reduced Welsh language opportunities due to their time spent working with teaching assistants who are not required to speak Welsh. Although Davies (2023) suggests some of the barriers faced by CYP with ALN who speak Welsh many of the conclusions outlined in the opinion paper are unreferenced and unresearched, such as those presented here. This suggests that it might be difficult to draw reliable deductions about the current WM ALN system in Wales. This is an area that requires additional research, and it is hoped this thesis addresses this.

CYP and their families are denied access to their chosen language.

In Yu (2013) study of parental experiences it was reported that nine of thirteen parents were told to start speaking English with their children at home whilst eight were told to only speak English with their children. However, they were given no support with this. The participants in this study were of Chinese descent and spoke Chinese at home with their children. Chinese would not be considered a ML under the definition decided for this research, however, participants were considered as ML users by the researcher and so the research was included in this literature review. Whilst Yu (2013) research provides EPs and others working to support ML CYP with learning needs, insight into the difficulties of speaking only English with their children, it is also important that the results be taken with caution when generalising to ML such as Welsh and Irish. ML are often underfunded and underexposed and so might face different barriers compared to a language like Chinese that is widely spoken language and so exposure and funding are potentially less of an issue. Moreover, Griffiths (2017) reported that a mother of an Autistic child was told that things would be easier for them if they only spoke English with their child as it is the language they will hear the most throughout life. Additionally, the professional who gave the advice was shocked when they discovered that the child could speak both Welsh and English. Griffiths (2017) research considered the views of mothers from two LAs with high levels of Welsh speakers and so the findings might not be applicable for EPs working in predominantly English-speaking areas. In these primarily Welsh speaking areas, it is possible that children will hear Welsh more frequently than English in their communities and so parents' perceptions of being told to speak English might be different from the perceptions of parents in English-speaking areas. For EPs and professionals supporting Welsh speaking families, it might be important to consider the impact of location and language communities on the wishes, views and decisions of parents as they may differ. Similarly, Ware (2014); Ware (2019) reported anecdotal evidence of professionals suggesting English education for CYP who speak Welsh and who have learning needs. When discussing 'professionals' none of the above research defined who these individuals are and so it is unclear who is offering this advice. Ware (2019) highlights, according to the United Nations Conventions on the Rights of the Child (UNCRC) that every child has both a right to language and a right to education. Therefore, not only is there an evidence-based (as discussed in the introduction and this literature review) for supporting bilingual education for CYP with learning needs but there is also a right as outlined by the United Nations (Ware, 2019).

As Mitchell and Higgins (2020) discussed in their research, Welsh Sign Language does not have official status as BSL and American Sign Language (ASL) does and so it is not as recognised or protected. As a result, CYP and families who wish to keep their home language may struggle to do as it might not be widely recognised by others in their

community or country. One participant in Mitchell and Higgins (2020) research also described how some teachers see using sign language in class as a distraction to them and other pupils and additionally have lower expectations of deaf children. This suggests that not only are CYP considered less able for having a learning need but they are also denied access to their ML that supports them in accessing learning and social interactions. Mary et al. (2020) investigation of teacher's perceptions of SEN provision in Irish medium schools found that 60% of respondents felt that CYP did not need to be monolingual if they had a SEN but 40% felt that it was dependent on the need of child and their level language acquisition. In the same research it was discussed that some CYP with learning needs are exempt from learning a ML in school (for example, Irish language lessons in school) but there was no detail of what evidence -base supported these decisions and who had made them (Mary et al., 2020). This further emphasises how CYP who have a learning need are denied access to language.

Language is important to their families and their sense of belonging, culture and identity.

Both Griffiths (2017) and Yu (2013) recognised that language is seen as a part of participants' identity and sense of belonging within their community. Griffiths (2017) participants' shared that their child's bilingualism was seen as a 'social lubricant' (Griffiths, 2017, p. 94) that allowed them to engage in their community. As a result, parents felt a need to protect their children from the English language to maintain their connections to Welsh (Griffiths, 2017). Yu (2013) participants expressed how speaking English to their children caused distress due to parents decreased proficiency in English. Parents shared that they felt as though they could not fully express themselves when speaking English with their children. Despite the difficulty of speaking English with their children, parents felt as though they had no choice but to try and speak English as professionals had advised them to. As a result, parents felt as though they didn't have a meaningful relationship with their children as they were unable to communicate fully with them through English (Yu, 2013).

Mitchell and Higgins (2020) participants expressed that they felt as though they had to choose just one language for their children to use alongside sign language as they were unsure of how the children would be able to acquire language. Making these decisions for their children permanently changed the family dynamics as it was not natural for them to speak English and so when together they would switch back to Welsh, ultimately making their children feel excluded within their own family due to their inability to communicate in Welsh (Mitchell & Higgins, 2020). Unfortunately, as demonstrated in this literature review, there is limited research on ML and learning needs and so parents of

deaf children, and potentially professionals supporting these families, are unable to make evidence-based decisions on selecting languages for their children.

The aforementioned literature indicates that language is tied to a sense of belonging and identity for many. Mitchell and Higgins (2020) identified that speaking and using a ML can impact friendships for CYP. CYP face social exclusion in schools and their communities as they cannot access majority languages and others cannot access the ML and so misunderstandings can happen. This has resulted in children's image of self and their self-identity being negatively impacted due to the difficulties they experience accessing social groups fully (Mitchell & Higgins, 2020). Similarly, Griffiths (2017) recognised that when CYP cannot access the ML then this can lead to exclusion from ML communities. This suggests that language can be tied to a CYP, and their families, culture, sense of belonging and identity. For EPs working with ML CYP with learning needs might consider this alongside the barriers faced by families such as a lack of ML speaking professionals, being denied access to their ML language, lack of assessments, resources, and provision.

Rationale for the current study.

It is the role of EPs both in Wales and in the wider UK to support CYP, families and schools to support and promote both access to education and also well-being (Association of Educational Psychologists, 2022). It is also outlined in the Health and Care Professions Council (HCPC) that EPs should "be aware of the impact of culture, equality and diversity on practice" (Health and Care Professions Council, 2022, p. 4). There are currently at least 12 languages spoken throughout the UK (however the Census combined Chinese languages into 'all other Chinese') (Census, 2021). So, it possible that EPs that work throughout the UK may experience working with CYP, families and staff who speak a different language to them. The limited amount of research available to answer the literature review question above highlights the difficulty EPs working with ML children might face when searching for evidence-bases to support their practice. It is therefore hopeful that this research will contribute to the evidence-base of supporting CYP who not only speak a ML but who may be a language minority. As Biu (2020) implied in their blog, by understanding bilingualism, both from a cognitive viewpoint but also socio-cultural, it can impact EP practice and can help support in reframing views of schools and other service users regarding bilingualism and learning.

For EPs training in Wales, and therefore in Cardiff University, the teaching is underpinned by The Constructionist Model for Informed and Reasoned Action (COMOIRA) (Gameson & Rhydderch, 2008, 2017; Rhydderch & Gameson, 2010). The

core theoretical principles of the model are constructionism, systemic thinking, enabling dialogue and informed and reasoned action. When thinking about that already discussed regarding Wales, the Welsh language and ALN then ideas related to systemic thinking might be useful to consider. There are clear hard systems in the ALN system in Wales such as new legislation and codes and guidance on how to create systems to support learners, alongside soft systems such as teacher's beliefs regarding inclusivity, the attitudes towards the value of the Welsh language and beliefs related to WM and ALN. Therefore, for EPs working in Wales, particularly those who have trained in Cardiff, and current TEPs training at Cardiff University who are now required to practice in Wales for two years post qualification (Welsh Government, 2022c), this research might support in the understanding of the systemic components and their potential impact on Welsh-speaking CYP, their families and schools.

There is limited research available, to the knowledge of the researcher, on supporting ML CYP with learning needs and even less research on supporting Welsh-speaking CYP with learning needs. The research cited in this literature that consider supporting WM CYP with ALN are opinion pieces (Davies, 2023; Ware, 2014; Ware, 2019) and therefore many of the claims made are unreferenced and have not been empirically researched. Alongside this, other research into the impact of Welsh language bilingualism was quantitative and did not capture the perceptions or experiences of those working with ML CYP with learning needs to explore what is happening in practice in Wales (Lye, 2015; Ward & Sanoudaki, 2021). Griffiths (2017); Mary et al. (2020); Mitchell and Higgins (2020); Murtagh and Seoighe (2022) qualitative research considered the views of stakeholders (including EPs) of ML provision for CYP with learning needs, however with the exception of Mitchell and Higgins (2020), the research only explored the perceptions of those who spoke the ML and so only provided insight from within the ML community and culture. This means that the views of those outside of the ML system, who cannot speak the ML, but who are working with those in the system are missing. As suggested in the literature review, often the voices of those without a proficient level (which is defined differently for each piece of research) in a language of the author's choosing, are missed. This could be true of the voices of those outside of the ML system who may be able to provide an alternative perspective of the barriers and benefits of ML support for ML CYP with learning needs. In addition, where researchers have outlined implications for EP practice (Mitchell & Higgins, 2020; Ratheram & Kelly, 2021), when considering many of the EPs supporting ML CYP and their families may not speak the ML (Mary et al., 2020; Mitchell & Higgins, 2020; Murtagh & Seoighe, 2022), they have not provided a clear guidance document or framework to support with the practice of those working with ML CYP with learning needs. This research will therefore be a

qualitative study that explores the perceptions of EPs, as they are in the exosystem and work with both the microsystem but also hold knowledge from the macrosystem. The research questions will follow a similar strengths-based approach as Mitchell and Higgins (2020) to support with developing clear implications for EPs and will explore the perceptions of EPs who both speak and do not speak Welsh to gain a variety of perspectives. It will also explore the perceptions of EPs from across Wales as opposed to only considering the perceptions of those working in predominantly Welsh speaking areas as with Griffiths (2017) to provide an overview of practice across Wales. A guidance document for EPs working with ML CYP with learning needs will also be created from these findings to support EPs in practice.

Davies (2023) opinion piece suggests that more research is required into the WM support for CYP with ALN. Whilst this research will not explore the views of CYP, parents or school staff as suggested by Davies (2023) it is hoped that it will gather exploratory information of current practice for supporting WM CYP with ALN. It is hopeful that this research will not only raise awareness of the barriers and challenges of engaging with the 'bilingual system' as outlined by the Welsh Government (Welsh Government, 2021a, p. 37) but also the benefits of receiving WM ALP where required. This might help raise awareness of the importance of supporting CYP, their families and schools in their chosen language where possible.

Summary

- There is no cognitive disadvantage to speaking a ML.
- There are limited standardised (or other) assessments for ML users which can lead to difficulties with diagnosing CYP who speak ML.
- There is a lack of professional support and provision for those who speak a ML and this leads parents having to choose between meeting their child's needs and language despite the evidence that support the importance of language to family, identity and community.
- ML CYP with learning needs can experience social and academic exclusion as there are no assessments, provision, professionals to support them. As a result, they are almost forced to speak a majority language at the expense of their sense of belonging and inclusion.
- There is limited research exploring the perceptions of EPs who do not speak a ML and so their voices and perspectives are missing from the research.
- Despite the research providing implications for EP practice these do not include guidance documents to support EPs when working with ML CYP with ALN.

- Overall, there is limited research on supporting CYP with ALN who speak ML's and even more limited research on WM ALN CYP.
- The information that might be elicited from the research questions below will address the limited empirical information on how Welsh-speaking CYP with ALN are currently being supported in Wales.

Research Questions

Therefore, this research will explore the following questions:

1. What are EPs and TEPs perceptions of the current WMALP in Wales?
 - a. What do EPs and TEPs perceive the benefits and challenges of WMALP to be?
2. What do EPs and TEPs perceive the facilitators and barriers to WMALP to be?

Research question one aims to consider what additional learning provision is currently available across Wales for WM CYP whereas question 1a aims to consider the benefits of providing this provision and the challenges of the provision available. Research question two considers what the barriers are to providing WMALP and what facilitates providing WMALP.

References

- American Psychological Association. (2023). *Bilingualism*.
<https://dictionary.apa.org/bilingualism>
- Association of Educational Psychologists. (2022). *Interested in a career in Educational Psychology?* <https://www.aep.org.uk/interested-career-educational-psychology>
- BBC. (2014a). *Guide to Welsh History*.
https://www.bbc.co.uk/wales/history/sites/themes/guide/ch20_part2_war_and_depression.shtml
- BBC. (2014b). *The Industrial Revolution*.
https://www.bbc.co.uk/wales/history/sites/themes/society/language_industrial_revolution.shtml
- BBC. (2014c). *Welsh and 19th century education*.
https://www.bbc.co.uk/wales/history/sites/themes/society/language_education.shtml
- BBC News. (2022). *Welsh language: Call for more teachers in Patagonia*.
<https://www.bbc.co.uk/news/uk-wales-64100917>
- Bialystok, E. (2001). *Bilingualism in development: Language, literacy, and cognition*. Cambridge University Press.

- Binks, A. (2019). *A Look at the Minority Languages in the UK*.
<https://albionlanguages.com/a-look-at-the-minority-languages-in-the-uk/>
- Biu, V. (2020). Reflections on my work with bilingual children. *edpsy.org.uk*.
<https://edpsy.org.uk/blog/2020/reflections-on-my-work-with-bilingual-children/>
- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Harvard university press.
- Bruner, J. (1985). The role of interaction formats in language acquisition. In *Language and social situations* (pp. 31-46). Springer.
- Census. (2021). *Language, England and Wales: Census 2021*. <https://www-ons.gov-uk.abc.cardiff.ac.uk/peoplepopulationandcommunity/culturalidentity/language/bulletins/languageenglandandwales/census2021>
- Chomsky, N. (2011). Language and other cognitive systems. What is special about language? *Language learning and development*, 7(4), 263-278 %@ 1547-5441.
- Council of Europe. (1992). *European Charter for Regional or Minority Languages* (European Treaty Series- No. 148, Issue. <https://rm.coe.int/1680695175>
- Council of Europe. (2020). *Good Practices of Multilingual and Minority Language Medium Education*.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.
- Critical Appraisal Skills Programme. (2018). CASP Qualitative Checklist [online]. In.
- Cummins. (2000). *Language, Power and Pedagogy*. Multilingual Matters.
- Cummins, J. (1976). The Influence of Bilingualism on Cognitive Growth: A Synthesis of Research Findings and Explanatory Hypotheses. Working Papers on Bilingualism, No. 9.
- Cummins, J. (1979). Cognitive/Academic Language Proficiency, Linguistic Interdependence, the Optimum Age Question and Some Other Matters. *Bilingual Education Project*, 19.
- Cummins, J. (Ed.). (2008). *BICS and CALP: Empirical and Theoretical Status of the Distinction*. Springer Science + Business Media LLC.
- Cymdeithas yr Iaith Gymraeg. (2022). *One Million Welsh Speakers: A Vision for 2016 Onwards*
[https://cymdeithas.cymru/sites/default/files/Miliwn%20o%20siaradwyr%20Cymraeg%20\(Saesneg%20llai\)%20-%20gwe-1.pdf](https://cymdeithas.cymru/sites/default/files/Miliwn%20o%20siaradwyr%20Cymraeg%20(Saesneg%20llai)%20-%20gwe-1.pdf)
- Dammeyer, J., & Ohna, S. E. (2021). Changes in educational planning for deaf and hard of hearing children in scandinavia over the last three decades [Article]. *Scandinavian Journal of Disability Research*, 23(1), 114-123.
<https://doi.org/10.16993/sjdr.680>
- Davies, E. N. (2023). Are children and young people with additional learning needs at a systemic disadvantage regarding Welsh language opportunities? *Educational Psychology in Practice*. <https://doi.org/10.1080/02667363.2023.2186835>
- Davies, J. (2007). *A history of Wales*. Penguin UK.
- Davies, L. B. (2022). 'There's not much demand for it': evaluating the concept of demand in Welsh-medium and bilingual provision in further education [Article]. *International Journal of Bilingual Education and Bilingualism*, 25(7), 2527-2542.
<https://doi.org/10.1080/13670050.2021.1925628>
- Davis, D. S., Huang, B., & Yi, T. (2017). Making Sense of Science Texts: A Mixed-Methods Examination of Predictors and Processes of Multiple-Text

- Comprehension. *Reading Research Quarterly*, 52(2), 227-252.
<https://doi.org/https://doi.org/10.1002/rrq.162>
- Department of Education. (2015). *Special educational needs and disability code of practice: 0 to 25 years. Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities*. Retrieved from
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND Code of Practice January 2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)
- Department of Education. (2023). *Irish-medium schools*. <https://www.education-ni.gov.uk/articles/irish-medium-schools>
- Djxd86 [@Dexjxd]. (2022). *What a pointless waste of time learning Welsh is. It offers no importance in modern society, it only cause division, animosity & resentment towards nonspeaking Welsh people. Should not be encouraged*
<https://twitter.com/Dexjxd/status/1603691510179962881>
- Donaldson, G. (2015). *Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales*.
<https://www.gov.wales/sites/default/files/publications/2018-03/successful-futures.pdf>
- edpsy.org.uk. (2019). *EP training in Wales*. <https://edpsy.org.uk/ep-training/in-wales/>
- Education Scotland Foghlam Alba. (2023). *Gaelic Education*.
<https://education.gov.scot/education-scotland/scottish-education-system/policy-for-scottish-education/policy-drivers/cfe-building-from-the-statement-appendix-incl-btc1-5/curriculum-areas/gaelic-education/>
- Eisteddfod. (2023). *What is the Eisteddfod?*
<https://eisteddfod.wales/business/background>
- Essien, A. A. (2010). Investigating proficiency in the language of instruction as means of improving mathematical proficiency in a multilingual classroom. *Education as Change*, 14(2), 169-185.
- Feinauer, E., Hall-Kenyon, K. M., & Everson, K. C. (2017). Rethinking the linguistic threshold hypothesis: Modeling the linguistic threshold among young Spanish–English bilinguals. *Bilingualism: Language and cognition*, 20(5), 886-902 %@ 1366-7289.
- Gameson, J., & Rhydderch, G. (2008). The constructionist model of informed and reasoned action (COMOIRA). *Frameworks for practice in educational psychology: A textbook for trainees and practitioners*, 94-120.
- Gameson, J., & Rhydderch, G. (2017). The Constructionist Model of Informed and Reasoned Action (COMOIRA). In B. Kelly, L. M. Woolfson, & J. Boyle (Eds.), *Frameworks for Practice in Educational Psychology* (2 ed., pp. 123- 150). Jessica Kingsley.
- Garcia-Joslin, J. J., Carrillo, G. L., Guzman, V., Vega, D., Plotts, C. A., & Lasser, J. (2016). Latino immigration: Preparing school psychologists to meet students' needs. *School Psychology Quarterly*, 31(2), 256.
<http://abc.cardiff.ac.uk/login?url=https://www.proquest.com/scholarly-journals/latino-immigration-preparing-school-psychologists/docview/1797551223/se-2>
https://librarysearch.cardiff.ac.uk/openurl/44WHELF CAR/CAR VU1??url ver=Z39.88-2004&rft_val_fmt=info:ofi/fmt:kev:mtx:journal&genre=article&sid=ProQ:ProQ %3Aeducation&atitle=Latino+immigration%3A+Preparing+school+psychologist +to+meet+students%27+needs&title=School+Psychology+Quarterly&issn=104

[53830&date=2016-06-01&volume=31&issue=2&spage=256&au=Garcia-Joslin%2C+Jacqueline+J%3BCarrillo%2C+Gerardo+L%3BGuzman%2C+Veronica%3BVega%2C+Desire%3%A9%3BPlotts%2C+Cynthia+A%3BLasser%2C+Jon&isbn=&jtitle=School+Psychology+Quarterly&bttitle=&rft_id=info:eric/&rft_id=info:doi/](#)

Godden, J. (2012). *The last stand of Llywelyn the Last*.

<https://www.bbc.co.uk/blogs/wales/entries/285c1c27-6bed-3c14-8953-55c4ef6e405d>

González, T., & Artilles, A. J. (2015). Reframing Venerable Standpoints about Language and Learning Differences: The Need for Research on The Literate Lives of Latina/o Language Minority Students. *Journal of Multilingual Education Research*, 6, 9-34.

<https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1176132&site=ehost-live&scope=site>

Griffiths, A. (2017). *'Mamiaith': The Lived Experiences of Mothers of Children with Autism in Wales*. Cardiff University].

Harries, R. (2023). Dafydd Iwan joins crowds for Welsh language rally calling for action. *Wales Online*. <https://www.walesonline.co.uk/news/wales-news/dafydd-iwan-joins-crowds-welsh-25980150>

Hayward, W. (2022). Support for Welsh independence is growing- people are fed up with being forgotten. *Guardian*.

<https://www.theguardian.com/commentisfree/2022/aug/30/support-welsh-independence-growing-scotland-uk>

Health and Care Professions Council. (2022). *The standards of proficiency for practitioner psychologists*. <https://www.hcpc-uk.org/standards/standards-of-proficiency/practitioner-psychologists/>

Hopwood, M. (2019). What Really Does Matter. *Curriculum for Wales blog*.

<https://curriculumforwales.gov.wales/2019/01/18/what-really-does-matter/>

Isle of Man Government. (2023). *Manx language in schools*.

<https://www.gov.im/categories/education-training-and-careers/manx-language-in-schools/>

ITV News. (2023). Netflix to release first-ever Welsh language TV show as notion labelled 'success story' in industry. <https://www.itv.com/news/wales/2023-01-19/what-is-netflixs-first-ever-welsh-language-show-about-and-when-can-i-watch-it>

Knight, C., & Crick, T. (2022). Inclusive Education in Wales: Interpreting Discourses of Values and Practice Using Critical Policy Analysis. *ECNU review of education (Online)*, 5(2), 258-283. <https://doi.org/10.1177/209653112111039858>

Lauchlan, F. (2014). The nature of bilingualism and implications for educational psychologists. *Educational and Child Psychology*, 31(2), 8-20.

<https://ovidsp.ovid.com/ovidweb.cgi?T=JS&CSC=Y&NEWS=N&PAGE=fulltext&D=psyc13&AN=2014-27452-002>

Lauchlan, F., Parisi, M., & Fadda, R. (2013). Bilingualism in Sardinia and Scotland: Exploring the cognitive benefits of speaking a 'minority' language [Article]. *International Journal of Bilingualism*, 17(1), 43-56.

<https://doi.org/10.1177/1367006911429622>

Lewis, T. (2023). Welcome to Wrexham: Video sows Americans' attempts to speak Welsh after watching documentary. *North Wales Live*.

<https://www.dailypost.co.uk/sport/welcome-wrexham-video-shows-americans-25969978>

Lye, C. B. (2015). *An Exploratory Study of the Linguistic and Cognitive Skills of Welsh-English Bilingual Children With Moderate Learning Difficulties in Welsh-Medium Education* [Ph.D., Bangor University (United Kingdom)]. ProQuest Dissertations & Theses Global. Ann Arbor.

<http://abc.cardiff.ac.uk/login?url=https://www.proquest.com/dissertations-theses/exploratory-study-linguistic-cognitive-skills/docview/1810881880/se-2?accountid=9883>

https://librarysearch.cardiff.ac.uk/openurl/44WHELF_CAR/CAR_VU1??url_ver=Z39.88-2004&rft_val_fmt=info:ofi/fmt:kev:mtx:dissertation&genre=dissertations&sid=ProQ:ProQuest+Dissertations+%26+Theses+Global&atitle=&title=An+Exploratory+Study+of+the+Linguistic+and+Cognitive+Skills+of+Welsh-English+Bilingual+Children+With+Moderate+Learning+Difficulties+in+Welsh-Medium+Education&issn=&date=2015-01-01&volume=&issue=&spage=&au=Lye%2C+Catrin+Bethan&isbn=9781687961280&ititle=&bttitle=&rft_id=info:eric/&rft_id=info:doi/

<http://e.bangor.ac.uk/6538/>

Macswan, J. (2000). The Threshold Hypothesis, Semilingualism, and Other Contributions to a Deficit View of Linguistic Minorities. *Hispanic Journal of Behavioural Sciences*, 22(1).

Mary, B., William, K., & Prendeville, P. (2020). Special Educational Needs in Bilingual Primary Schools in the Republic of Ireland. *Irish Educational Studies*, 39(3), 273-295.

<https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1268811&site=ehost-live&scope=site>

<http://dx.doi.org/10.1080/03323315.2019.1697946>

Miles, J. (2022a). *Summer breaks can affect progression, especially for learners from less well-off families, those with additional learning needs or those in Welsh medium education without language support at home.*

https://twitter.com/addysg_cymraeg/status/1544718918673129473?s=46&t=jzZOeOErkBI4308FVYryjA

Miles, J. (2022b). *Written Statement: Additional funding for Additional Learning Needs provision* <https://www.gov.wales/written-statement-additional-funding-additional-learning-needs-provision>

[0#:~:text=I%20am%20pleased%20to%20make,and%20specialist%20units%20in%20Wales.](https://www.gov.wales/written-statement-additional-funding-additional-learning-needs-provision-0#:~:text=I%20am%20pleased%20to%20make,and%20specialist%20units%20in%20Wales.)

Mitchell, S., & Higgins, A. (2020). Minority within a Minority: Stakeholders' Perceptions of Deaf Education in Wales. *Educational & Child Psychology*, 37(1), 37-57.

<https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1245925&site=ehost-live&scope=site>

<https://shop.bps.org.uk/publications/publication-by-series/educational-and-child-psychology/educational-child-psychology-vol-37-no-1-march-2020-educational-psychology-diversity-and-inclusion.html>

Mudiad Meithrin. (2023a). *Language Immersion and learning resources.*

<https://meithrin.cymru/language-immersion-and-learning-resources/?lang=en>

Mudiad Meithrin. (2023b). *Why choose Welsh-medium education?*

<https://meithrin.cymru/ymuno-a-chylch/?lang=en>

- Murtagh, L., & Seoighe, A. (2022). Educational psychological provision in Irish-medium primary schools in indigenous Irish language speaking communities (Gaeltacht): Views of teachers and educational psychologists [Educational Psychology 3500]. *British Journal of Educational Psychology*, No-Specified. <https://doi.org/https://dx.doi.org/10.1111/bjep.12499>
- Nation Cymru. (2023). Welsh medium apprenticeships help keep the language 'alive' says language ambassador. <https://nation.cymru/news/welsh-medium-apprenticeships-help-keep-the-language-alive-says-language-ambassador/>
- National Assembly for Wales. (2011). *Welsh Language (Wales) Measures 2011*. Retrieved from <https://www-legislation-gov-uk.abc.cardiff.ac.uk/mwa/2011/1/section/1>
- OECD. (2017). *The Welsh Education Reform Journey: A Rapid Policy Assessment*. Retrieved from <https://www-oecd-org.abc.cardiff.ac.uk/education/The-Welsh-Education-Reform-Journey-FINAL.pdf>
- Office for National Statistics. (2022a). *Population and household estimates, Wales: Census 2021*. <https://www-ons-gov-uk.abc.cardiff.ac.uk/peoplepopulationandcommunity/populationandmigration/populationestimates/bulletins/populationandhouseholdestimateswales/census2021>
- Office for National Statistics. (2022b). *Welsh language, Wales: Census 2021*. <https://www-ons-gov-uk.abc.cardiff.ac.uk/peoplepopulationandcommunity/culturalidentity/language/bulletins/welshlanguagewales/census2021>
- Oliver, M. (1996). Fundamental principles of disability. In *Understanding disability* (pp. 19-29). Springer.
- Oliver, M. (2013). The social model of disability: Thirty years on. *Disability & Society*, 28(7), 1024-1026.
- Page, M. J., McKenzie, J. E., Bossuyt, P. M., Boutron, I., Hoffmann, T. C., Mulrow, C. D., Shamseer, L., Tetzlaff, J. M., Akl, E. A., & Brennan, S. E. (2021). The PRISMA 2020 statement: an updated guideline for reporting systematic reviews. *Systematic reviews*, 10(1), 1-11.
- Patagonia.com.ar. (2023). *Eisteddfod, a traditional festival*. https://www.patagonia.com.ar/Trelew/127E_Eisteddfod+a+traditional+festival.html#google_vignette
- Pereira, R. (2021). How many people live in the UK? *Office for National Statistics*. <https://blog.ons.gov.uk/2021/06/25/how-many-people-live-in-the-uk/>
- Piaget, J. (1954). *The construction of reality in the child*. Basic Books.
- Ratheram, E., & Kelly, C. (2021). An exploration of the influences on work with minority cultural and linguistic communities within the practice of educational psychology in the United Kingdom. *Educational & Child Psychology*, 38(4).
- Rhydderch, G., & Gameson, J. (2010). Constructing a flexible model of integrated professional practice: Part 3—the model in practice. *Educational Psychology in Practice*, 26(2), 123-149.
- Santi, K. L., Khalaf, S., Bunta, F., Rojas, R., & Francis, D. J. (2019). IQ-Achievement Discrepancy for Identification of Disabilities in Spanish-speaking English Learners. In *New Directions for Child and Adolescent Development* (Vol. 2019, pp. 111-143).

- Scottish Government. (2022). *Putting Learners at the Centre: Towards a Future Vision for Scottish Education*. <https://www.gov.scot/publications/putting-learners-centre-towards-future-vision-scottish-education/documents/>
- Senedd. (2021). *History of devolution*. <https://senedd.wales/how-we-work/history-of-devolution/>
- Curriculum and Assessment (Wales) Act 2021, (2021). <https://www-legislation-gov-uk.abc.cardiff.ac.uk/asc/2021/4/section/3>
- Sheen, M. [@michaelsheen]. (2022). *Views of the title Prince of Wales*
- Shuttleworth, P., & Pigott, P. (2022). World Cup 2022: Celebrations as Wales qualify after 64-year wait. *BBC News*. <https://www.bbc.co.uk/news/uk-wales-61697975>
- Siddaway, A. P., Wood, A. M., & Hedges, L. V. (2019). How to do a systematic review: a best practice guide for conducting and reporting narrative reviews, meta-analyses, and meta-syntheses. *Annual review of psychology, 70*, 747-770.
- Skinner's, B. F. (1957). *Verbal Behaviour*. *New York: Appleton Century Crofts*.
- Slee, R. (2019). Belonging in an age of exclusion. In (Vol. 23, pp. 909-922): Taylor & Francis.
- Spassiani, N. A., Cline, M., & Ó Murchadha, N. (2021). 'It Will Make More People Feel Included if They Can Talk to Them in Their First Language': The Experience of University Students with an Intellectual Disability Engaging in a Formal Irish Sign Language Course. *British Journal of Learning Disabilities, 49*(4), 467-474. <https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1315904&site=ehost-live&scope=site>
<http://dx.doi.org/10.1111/bld.12417>
- StatsWales. (2022). *Schools by local authority, region and type of school*. <https://statswales.gov.wales/Catalogue/Education-and-Skills/Schools-and-Teachers/Schools-Census/Pupil-Level-Annual-School-Census/Schools/schools-by-localauthorityregion-type>
- StatsWales. (2023). *Pupils with additional learning or special educational needs in primary, middle and secondary schools by year, Welsh/English Medium and type of provision*. <https://statswales.gov.wales/Catalogue/Education-and-Skills/Schools-and-Teachers/Schools-Census/Pupil-Level-Annual-School-Census/Special-Educational-Needs/senpupils-by-year-welshenglishmedium-senprovision>
- Stone, J. (2022). *Local indicators of child poverty after housing costs, 2020/21*. https://endchildpoverty.org.uk/wp-content/uploads/2022/07/Local-child-poverty-indicators-report-2022_FINAL.pdf
- Telegraph Reporters. (2023). Tutors evolve new Welsh language that is 'inclusive' for non-binary people. *The Telegraph*. <https://www.telegraph.co.uk/news/2023/01/15/tutors-evolve-new-welsh-language-inclusive-non-binary-people/>
- Equality Act 2010, (2010). <https://www-legislation-gov-uk.abc.cardiff.ac.uk/ukpga/2010/15/contents>
- Children and Families Act 2014, (2014). <https://www-legislation-gov-uk.abc.cardiff.ac.uk/ukpga/2014/6/contents>
- United Nations. (2006). *Convention On The Rights of Persons With Disabilities (CRPD)* <https://social.desa.un.org/issues/disability/crpd/convention-on-the-rights-of-persons-with-disabilities-crpd>

- United Nations Human Rights. (2013). *Thousands of minority languages threatened by assimilation, conflict and forced displacement- UN expert*
<https://www.ohchr.org/en/press-releases/2013/03/thousands-minority-languages-threatened-assimilation-conflict-and-forced>
- Ward, R., & Sanoudaki, E. (2021). Language profiles of Welsh-English bilingual children with Down syndrome [Article]. *Journal of Communication Disorders*, 93, Article 106126. <https://doi.org/10.1016/j.jcomdis.2021.106126>
- Ware, J. (2014). Changing policy, legislation and its effects on inclusive and special education: A perspective from Wales [Article]. *British Journal of Special Education*, 41(4), 344-362. <https://doi.org/10.1111/1467-8578.12082>
- Ware, J. (2019). Autonomy, rights and children with special educational needs: the distinctiveness of Wales. *International journal of inclusive education*, 23(5), 507-518. <https://doi.org/10.1080/13603116.2019.1580928>
- Welsh Government. (2015). *The Well-being of Future Generations*.
<https://www.gov.wales/well-being-of-future-generations-wales>
- Welsh Government. (2016). *Educational psychologists in Wales*.
- Welsh Government. (2017a). *Cymraeg 2050: A million Welsh speakers*.
- Welsh Government. (2017b). *Cymraeg 2050: A million Welsh speakers Work programme 2017–21*.
- Welsh Government. (2017c). *Education in Wales: Our national mission*. Retrieved from
<https://gov.wales/sites/default/files/publications/2018-03/education-in-wales-our-national-mission.pdf>
- Welsh Government. (2017d). *Welsh in education: Action plan 2017–21*.
- Welsh Government. (2018a). *Additional Learning needs and Education Tribunal (Wales) Act*. Retrieved from
<https://gov.wales/sites/default/files/publications/2018-02/additional-learning-needs-and-education-tribunal-wales-act-2018-explanatory-memorandum.pdf>
- Welsh Government. (2018b). *Local authority special educational needs specialist services workforce data: an analysis*.
- Welsh Government. (2021a). *The Additional Learning Needs Code for Wales 2021*.
- The Co-operation Agreement, (2021b).
<https://www.gov.wales/sites/default/files/publications/2021-11/cooperation-agreement-2021.pdf>
- Welsh Government. (2021c). *Schools' census results: April 2021*.
<https://www.gov.wales/schools-census-results-april-2021.html>
- Welsh Government. (2022a). *Addysg Drochi Cymraeg - Strategaethau a dulliau i gefnogi dysgwyr 3-11 mlwydd oed*.
- Welsh Government. (2022b). *Curriculum for Wales*. <https://hwb.gov.wales/curriculum-for-wales/>
- Welsh Government. (2022c). *Freedom of Information Request*.
- Welsh Government. (2022d). *Reform of the school year*.
<https://www.gov.wales/reform-school-year>
- Welsh Government. (2022e). *Welsh Government's Needs Assessment Survey Needs Assessment Survey Toolkit*.
- Welsh Government. (2022f). *Welsh language in Wales (Census 2021)*. Retrieved from
<https://www.gov.wales/welsh-language-wales-census-2021.html#:~:text=On%20Census%20Day%2C%2021%20March,points%20lower%20than%20Census%202011.>

- Welsh Government. (2023a). *Welsh medium and bilingual education*.
<https://www.gov.wales/welsh-medium-and-bilingual-education>
- Welsh Government. (2023b). *Welsh-medium education: further education and apprenticeships*. <https://www.gov.wales/welsh-medium-education-further-education-and-apprenticeships>
- Welsh North American Association. (2023). *NAFOW 2023 in Lincoln, Nebraska*.
<http://festivalofwales.org/index.html>
- Yu, B. (2013). Issues in bilingualism and heritage language maintenance: Perspectives of minority-language mothers of children with autism spectrum disorders [Developmental Disorders & Autism 3250]. *American Journal of Speech-Language Pathology*, 22(1), 10-24.
<https://doi.org/https://dx.doi.org/10.1044/1058-0360%282012/10-0078%29>

CARDIFF
UNIVERSITY

PRIFYSGOL
CAERDYDD

Part 2- Empirical Research Paper

Word Count: 12, 971

Abstract

Wales' Additional Learning Needs (ALN) reform with the introduction of the ALN Codes (Wales) 2021 (Welsh Government, 2021a) outline the importance of a bilingual system where children and young people (CYP) with ALN, who speak Welsh, can have access to Welsh-medium additional learning provision (ALP) where required. The research surrounding the Welsh language and ALN include opinion pieces, quantitative research exploring bilingualism, or qualitative research that considers only one area of potential ALN such as Autism or Deafness. However, no qualitative research exploring how CYP with any type of ALN, and who speak Welsh, are supported in Wales. Therefore, Semi-structured interviews with six Educational Psychologists (EPs) and two Trainee Educational Psychologists (TEPs) were used to explore EPs and TEPs perceptions of Welsh-medium (WM) ALP, what they perceived the benefits and challenges of WMALP to be and what the barriers to and facilitators for WMALP are. The interviews were analysed using Reflexive Thematic Analysis (RTA). Findings suggest that WMALP is lacking in Wales with a lack of WM professionals available to support service users as well as a lack of assessments, interventions and resources when compared with English-medium ALP, thus creating an inequitable WMALP system in Wales. However, this was not the case for all areas in Wales with more inequity suggested in South Wales. This research is the first to explore this topic and sheds light on the inequity faced by WM ALN learners in Wales. Implications for EPs and the Welsh Government are highlighted in the discussion and a document to support the reflection of EPs and TEPs working with WM CYP and settings has been created as a result of these findings.

Researcher Position

As discussed in Part 3 the researcher considers themselves an insider and outsider researcher (Braun & Clarke, 2013). A researcher might be considered an 'insider' when they share attributes with participants and are considered an 'outsider' when they do not belong to the same group as participants (Braun & Clarke, 2013). Despite being considered an insider researcher following this definition the researcher still positions themselves as both an insider and outsider researcher. The researcher is a second language Welsh speaker who received their primary, secondary and sixth form education through the medium of Welsh. Alongside this, the researcher was also a secondary school English teacher at a Welsh-medium secondary school who taught CYP with a variety of learning needs who were excluded from accessing humanities with their peers so that they may have additional lessons through the medium of Welsh and English.

Introduction

Wales is a bilingual nation where both Welsh and English have official status (Welsh Government, 2017). There are currently estimated to be 538,300 Welsh speakers (aged three and over) in Wales, which equates to 17.8% of the Welsh population (Welsh Government, 2022d).

Welsh- medium Education and ALN in Wales

There are currently 440 Welsh-medium (WM) schools in Wales (Welsh Government, 2021b). Of all CYP who have ALN in Wales, 22.7% are believed to be educated through the medium of Welsh (StatsWales, 2023). With the introduction of the new ALN Code (Welsh Government, 2021a) and the New Curriculum for Wales (Welsh Government, 2022a) there appears to be greater awareness of the Welsh language for all learners- suggesting a more inclusive WM system in Wales.

WM, ALN and the role for EPs in Wales

The role of EPs both in Wales and in the wider UK is to support CYP, families and schools and promote both access to education and well-being (Association of Educational Psychologists, 2022). This includes CYP from a variety of backgrounds and who speak different languages. However, there has been limited research, to the knowledge of this author, into the ALN/ALP system and the Welsh language. This means that there is limited guidance to support professionals and service users when working with CYP who speak Welsh.

What do we already know about supporting CYP, who speak a minority language, and who have learning needs?

Previous research into supporting ML CYP who have learning needs suggest that often their voices are missing from research as they are required to have a certain level of English in order to access research opportunities (Ward & Sanoudaki, 2021; Yu, 2013). This might be due to the researchers own proficiency in the ML they are researching. Therefore, it is important to consider whose voices are being prioritised in research on this topic.

Speaking a ML does not impact negatively on language development (Lye, 2015; Ward & Sanoudaki, 2021). However, due to the nature of ML being less prevalent research into cognitive abilities and language proficiency is often done with assessment materials that are not standardised for the population of the research and therefore it is difficult to

draw robust conclusions from these. This also highlights the difficulty when assessing CYP who speak ML in practice as there are limited assessments in the minority language in question (Murtagh & Seoighe, 2022). Not only are there a lack of appropriate assessments but there are also a lack of professionals who speak ML who are able to support CYP and their families when considering learning needs (Mary et al., 2020; Mitchell & Higgins, 2020; Ratheram & Kelly, 2021; Ware, 2014).

This consequently means that often families are forced to choose between having their child's needs met and their language which is important to their sense of belonging, their culture and identity (Griffiths, 2017; Mitchell & Higgins, 2020; Yu, 2013).

Of the literature quoted above and cited in the literature review, only seven papers focussed on the WM systems in Wales. This further highlights the lack of research into the Welsh language and ALN. Alongside this, with the introduction of the new ALN code (Welsh Government, 2021a) it is important that research considers the current picture in Wales and what is being done to support WM CYP with ALN in Wales. Furthermore, according to the HCPC Practitioner psychologists standards of proficiency (Health and Care Professions Council, 2022) it is a requirement that EPs and TEPs are aware of the impact of culture, equality and diversity on their practice and it is hoped that this research will support with this.

Research Questions

As a result of the above conclusion, the research questions for this research are:

1. What are EPs and TEPs perceptions of the current WMALP in Wales?
 - a. What do EPs and TEPs perceive the benefits and challenges of WMALP to be?
2. What do EPs and TEPs perceive the facilitators and barriers to WMALP to be?

Research question one aims to consider what additional learning provision is currently available across Wales for WM CYP whereas question 1a aims to consider the benefits of providing this provision and the challenges of the provision available. Research question two considers what the barriers are to providing WMALP and what facilitates providing WMALP.

Methodology

Research Questions

The proposed research questions for this study are:

1. What are EPs and TEPs perceptions of the current WMALP in Wales?
 - i. What do EPs and TEPs perceive the benefits and challenges of WMALP to be?
2. What do EPs and TEPs perceive the facilitators and barriers to WMALP to be?

These research questions were influenced by the research of Mitchell and Higgins (2020) and their position of looking at both the barriers and facilitators to support. These research questions hope to provide EPs and TEPs perceptions of the current ALN support available for Welsh-speaking CYP in Wales. Despite being both an insider-outsider researcher the author was curious to explore how ALN support might be perceived differently across Wales.

Ontology and Epistemology

This study adopted a Critical Realism (CR) ontology (Vincent & O'Mahoney, 2018). CR recognises that whilst an intransitive reality exists (an objective truth) and people's knowledge of this reality is transitive (subjective, constantly changing and based on experiences). With regards to this research, this stance recognises that individual differences exist, and that CYP may require differentiated learning approaches or learning environments such as ALP. Adopting a CR stance, recognises that Wales is a bilingual country, and so there will be CYP with individual differences (ALN) who may require ALP through the medium of Welsh. However, interpretations of WM ALP may be mediated by culture, beliefs, experiences, location, values, and norms- which are subjective.

The epistemological stance taken in this research is Contextualism (Tebes, 2005). Contextualism acknowledges that knowledge is constructed by individuals based on their experiences and those experiences do not happen in isolation but in context. For this research, the use of the Welsh language varies depending on location in Wales (as highlighted in the introduction), therefore, depending on where an individual works or lives their experiences of the Welsh language will vary. If an individual has received some education through the medium of Welsh, this may also impact their experience. A CR

ontology and contextualism epistemology also allows the researcher to acknowledge their own experiences, their context as an insider-outsider researcher (a Welsh speaker, who previously taught WM CYP with ALN in a Welsh-medium secondary school and who practices as a TEP through the medium of Welsh) and their values whilst allowing for the facilitation of co-production of meaning which also fits with the proposed research methods.

Research Design

Following the ontological and epistemological stances taken, semi-structured interviews were used for this study. Semi-structured interviews allow for the researcher to take on an active role in the interview which allows them to be responsive to the participant to co-construct meaning (Braun & Clarke, 2013). This method was preferred to focus groups as it would allow for participants to reflect on their perceptions of the topic and for the researcher to acknowledge the impact of the context of the participants (in line with the epistemological stance) and the impact this may have on their experiences. As this topic can also be political, as demonstrated in Ware's discussion pieces (Ware, 2014; Ware, 2019), it felt important for participants to feel safe and comfortable sharing their own perceptions and beliefs and not be affected or guided by the views of others. The questions proposed in the semi-structured interviews (See Appendix 3) were inspired by those proposed in Mitchell and Higgins (2020) research. 'Warm up' questions asking about the participants experience and language were added following two online pilot studies with TEPs. Question four was also adapted following pilots to include 'as a Welsh speaker/as a non-Welsh speaker' to further explore the impact of participants context on their perceptions.

Similarly, during the interviews, participants were first given the opportunity to take part in a rich picture task. A rich picture is an "evolving diagram that collects together and portrays key information and impressions about a complex situation in a loosely structured and evocative way," (Cline & Frederickson, 2009, p. 236). The rich picture derives from Soft Systems Methodology and is used to explore the complexity of human relationships and interactions (Checkland, 2000). Checkland (2000) argues that pictures are a better medium to express these complexities as they can be used to encourage holistic thinking about situations. As an insider-outsider researcher conducting the interviews, the drawing task (rich picture) was presented to participants at the beginning of the interview in the hope of reducing researcher bias and allowing participants to explore their perceptions without researcher input (Newman, 2020).

Participants and Recruitment

Participants were recruited through a purposive/ homogenous sampling of EPs and TEPs who have experience of working with Welsh Medium settings (Etikan et al., 2016). Participants were recruited via emails sent to EPS' across Wales (See Appendix 4). The email included a link to a survey asking interested participants where in Wales they worked (North, South, East, West), when their last involvement with a WM setting was, and to provide their email should they wish to be contacted by the researcher to participate in this project (See Appendix 5 for the survey). The purpose of this survey was to ensure the inclusion criteria for this research was met and to ensure a spread of participants from across Wales. Participants were given three weeks to respond to the survey and register their interest. Following the three-week deadline, the author perused the responses against the inclusion and exclusion criteria and to ensure a spread of participants from across Wales. The author started by considering the responses on a first come first served basis with the hope to recruit 12 participants for this study. The inclusion criteria for this research were to be a TEP or EP currently working in Wales who has experience of working with Welsh-medium settings within the last two years. This was decided as it is important that the experiences not be historical for both ease of recall and due to recent changes in Welsh Government legislation that may impact responses. For example, Additional Learning Needs Code and Act (Welsh Government, 2018a, 2021a). The exclusion criteria for this research were professionals in any other role aside from EPs and TEPs and those who had not worked with WM settings within the last two years. Eleven participants responded to the survey and were contacted to arrange an interview date. Seven participants in total agreed to participate in the semi-structured interviews. One participant contacted the researcher directly after the survey closed to enquire about participation and was included in the final sample following scrutiny against the inclusion criteria (see Table 5 for participant details).

Table 5: Participant Information.

Name (pseudonym)	Role	Area	Experience	Language
Siwan	EP	South Wales (working in a city)	Currently works with WM schools.	Welsh speaker.
Anwen	Senior EP with Early Years responsibilities	Northeast Wales	Experience of working with WM schools in the past year.	Non-Welsh speaker.

Efa	TEP	North Wales	Currently working with WM schools.	Welsh speaker.
Branwen	EP	South Wales	Currently working with Welsh schools.	Non-Welsh speaker.
Osian	EP	South Wales	Currently working with WM schools including a WM SRB.	Non-Welsh speaker.
Hafina	EP	West Wales	Currently working with WM schools including a WM SRB.	Welsh speaker.
Lena	EP	West Wales	Currently working with WM schools including WM SRB.	Welsh speaker.
Cadi	TEP	South Wales	Currently working with WM schools.	Non-Welsh speaker.

Two participants were TEPs whilst six were qualified EPs. Four participants worked in South Wales, two in West Wales, one in North Wales and one in Northeast Wales. Seven were currently supporting WM schools and one had supported WM schools the year before. Four were Welsh speakers whilst four did not speak Welsh. EPs and TEPs were selected as participants for this research as they could be considered as existing in the Exosystem (working in the LA) and so have awareness of psychological theories and the impact of the Macrosystem (impact of Welsh Government legislation and third sector and community groups) on a CYP but also Microsystem (impact of parents/carers and families) (Welsh Government, 2016).

Data Collection

Ethical approval was sought from Cardiff University Ethics Board. Two pilot studies were conducted with TEPs and adjustments were made following feedback. The pilot study included use of the rich picture task and the interview schedule. Adjustments included revisiting the key definitions at the beginning of the interview and asking participants about their Welsh language proficiency in preparation for question four. The pilot studies were not included in the final analysis.

Following survey responses, participants were sent the information sheets with infographics containing key term definitions and details of the rich picture task and

consent form (see Appendix 6 and 7). Once the consent form was signed and returned then an interview date and process were confirmed. Participants' information was kept confidentially and securely through a password-protected University intranet account. Four interviews were conducted in person whilst four were facilitated online via Microsoft Teams. Both online and in person interviews were recorded on a phone and laptop (to ensure a second copy should one fail) which were password protected and only available to the researcher. Participants were reminded that transcription would begin three weeks from the interview date and that the interviews would then be anonymised. This was done through the anonymisation of the interviewees' personal information and ensuring that their identity could not be linked to any data shared.

At the beginning of the interview participants were reminded of the key definitions of 'Additional Learning Needs', 'Additional Learning Provision' and 'Welsh-medium' used for this research. If interviews were conducted online participants were asked to have materials to draw with (pen, pencil and coloured pens if preferred). If conducted in person then participants were given a large sheet of A3 paper and were presented with drawing materials including pencils and coloured pencils and pens (Parrott, 2019; Theron et al., 2011). Following the completion of the rich picture this was then co-constructed between the researcher and participant following Theron et al. (2011) suggestion that when using drawing in research that it is complemented by verbal research methods that allow for collaborative meaning-making and gives a voice to what the drawing was intended to convey. It was therefore important that the participants were given a space to discuss their drawings ahead of any interview questions. To be in keeping with the exploratory nature of this research, participants were then asked some follow up questions (see Appendix 3 for interview schedule) as they allowed for exploration of topics that were perhaps not discussed in the rich picture task.

Participants were debriefed at the end of their interviews and were sent a debrief sheet via email (see Appendix 8). Participants were reminded that they could withdraw from the research up to the point of transcription. No participants chose to withdraw their data.

Ethical Considerations

The below ethical considerations were made with reference to and in consideration of the British Psychological Society (BPS) Code of Human Research Ethics (The British Psychological Society, 2021a) and the BPS Code of Ethics and Conduct (The British Psychological Society, 2021b).

Table 6: Overview of ethical considerations and research actions.

Ethical consideration	Researcher Actions
<p>Psychological harm and participant comfort</p>	<p>It is not expected that this research will cause any psychological harm, however, this topic can be an emotive one as shown in Griffiths (2017) research.</p> <p>Contacting researcher: Contact information was available on the debrief sheet if the participants needed to discuss any element of the researcher. They were also reminded of this at the end of their interviews.</p> <p>Evaluating practice: Participants were reminded at the beginning of the interview, and on the information sheet, that their practice was not being evaluated in the research and the purpose was to explore their perceptions and not practice.</p>
<p>Confidentiality and anonymity</p>	<p>Confidentiality: As personal information was firstly kept confidentially then it was important that participants understood what was meant by confidentiality. This was highlighted at the beginning of the interview and participants were reminded about what would happen to their data (that it would be held confidentially until the point of transcription when it became anonymised). This was also highlighted on the consent form.</p> <p>Using drawings in the report: As drawings were being used in this research it was important for participants to provide consent (or withhold it) in relation to their drawings being used in the research project should the researcher choose to include pictures of them in the final thesis. This was explicitly outlined on the consent form as per Theron et al. (2011) suggestion. Participants were also asked for their consent at the end of the interview.</p> <p>Anonymity: Any identifiable information was removed from the interviews during transcription. This included</p>

	names of services, names of LAs and names of service users.
Right to withdraw	Participants were reminded of their right to withdraw on both the information and debrief sheet. They were also reminded at the end of the interview.
Informed consent	The interview process was fully explained in the information sheet including the purpose of the rich picture task. Alongside this, the infographic containing more detail regarding the rich picture task was sent to participants with references should they wish to understand the purpose of the task further.
Debrief	Participants were given a debrief sheet following the research with contact details included should they need to discuss any element of the research. The researcher was able to access supervision throughout the research process in order to support their emotional well-being. They also used peer supervision opportunities to reflect on the process.

Analysis

An inductive semantic Reflexive Thematic Analysis (RTA) (Braun & Clarke, 2022) was used to analyse the data. This form of data analysis fits with the ontological stance of critical realism as it allows for the recognition of the researcher's values, beliefs and experiences and the impact this will have on the interpretation of the results (Byrne, 2022). RTA also fits with the epistemological stance of contextualism as it not only allows for recognition of the participants contexts in their responses and how this has impacted the data collected but also allows for the researcher's context in the reflexive nature of the analysis.

An inductive approach was taken to generating themes (Braun & Clarke, 2022) due to the exploratory nature of the research. This recognises that themes generation is guided by the researcher's viewpoint and so the researcher's experiences and position as an insider-outsider researcher will impact how the data is interpreted (Braun & Clarke, 2022). A more semantic approach to language was taken where meaning at the surface and explicit level was explored to understand the perceptions of the participants in relation to their context (Braun & Clarke, 2022).

Despite being presented as a linear process, RTA can be a cyclical process where the researcher remains in a cycle of stages for a period. This was true of the researcher's approach to RTA (this will be reflected on in part three of this thesis).

Table 7: Summary of the RTA process (Braun & Clarke, 2022).

Phase 1	Familiarising yourself with the dataset
Phase 2	Coding
Phase 3	Generating initial themes
Phase 4	Developing and reviewing themes
Phase 5	Refining, defining, and naming themes
Phase 6	Writing up

Quality criteria

Yardley (2015) criteria for qualitative research were used to explore the validity of the research and findings. These are outlined in the table below.

Table 8: Overview of Yardley's criteria for qualitative research.

Sensitivity to context	<ul style="list-style-type: none"> • Research was conducted into how CYP who speak minority languages and who have a learning need are supported in education. This research was not limited to just psychological research but also included educational research. Alongside this, minority languages from all cultures were considered. • All questions (with the exception of the warmup questions) asked in the interview were open ended to allow participants to share their perceptions. The researcher was sure to use open body language such as nodding and leaning in to listen to experiences to ensure participants felt comfortable sharing these. Alongside this, due to the contextualism epistemology participants socio-cultural
-------------------------------	--

	<p>experiences were considered in relation to their answers and this will be explored in the findings.</p> <ul style="list-style-type: none"> • To ensure sensitivity to the data the researcher used a rich picture task at the beginning of the interviews to try and make the familiar strange (Mannay, 2010). As someone with both an insider and outsider perspective it was important that the researcher aim to not impose their own meanings and experiences on both the participants and their responses.
Commitment and rigour	<p>Throughout conducting this research, the researcher has been working with a Welsh medium primary school in which the topics raised in the research are continuously discussed with the school. Alongside this, the researcher has engaged in many topics around the Welsh-language in their personal life including in the documentaries they have recently been watching and the threads they follow on Twitter.</p>
Transparency and coherence	<p>The researcher has ensured that they have kept a reflexive journal throughout the thesis writing process including the empirical research to ensure they consistently remain reflexive. See chapter three for greater detail of the researcher reflexivity.</p> <p>The researcher spoke at length with their research supervisor about their choice of research questions in relation to the gap in the research and their ontology and epistemology.</p> <p>Transcripts are available separate to the thesis whilst some examples of coding can be found in Appendix 9.</p>
Impact and importance	<p>Implication for the Welsh Government, Local Authorities, EPs, school, CYP and families are found in the discussion. It is hoped that the research will contribute to raising awareness and increasing understanding of how CYP with a learning need are supported through the medium of Welsh.</p>

Findings

This research aimed to answer the following research questions:

1. What are EPs and TEPs perceptions of the current WM ALP in Wales?
 - a. What do EPs and TEPs perceive the benefits and challenges of WMALP to be?
2. What do EPs and TEPs perceive the facilitators and barriers to WMALP to be?

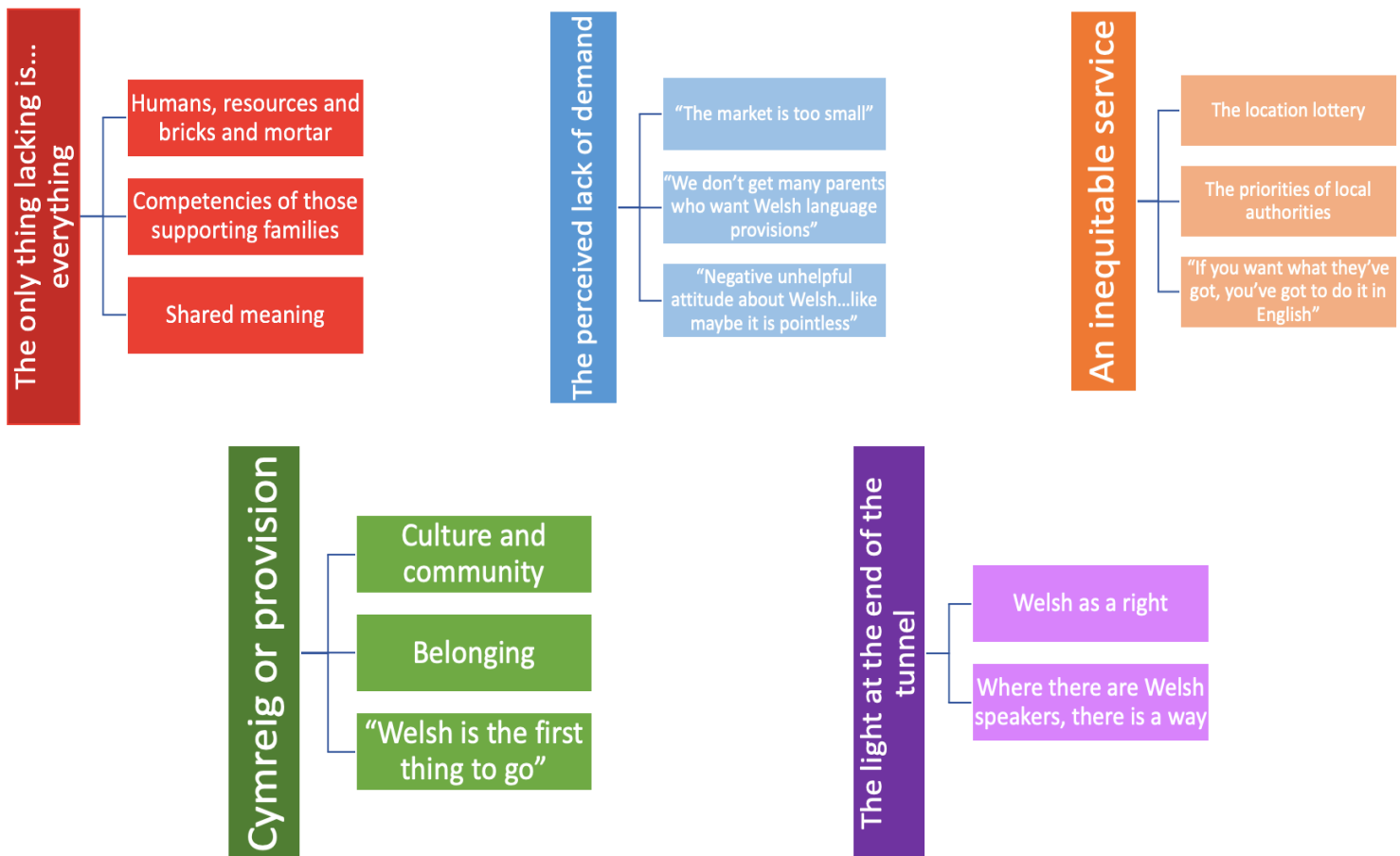


Figure 5: Thematic map of analysis.

The only thing lacking is...everything

Participants discussed the inherent 'lack' of humans (Welsh-speaking professionals), resources (such as assessments and interventions) and bricks and mortar (specialist provisions) and the impact this has on supporting WM CYP with ALN. Non-Welsh-speaking participants discussed the impact of not speaking Welsh on their practice in relation to working in partnership and co-constructing meaning whereas some Welsh speaking participants discussed their own competency in the Welsh language and how this impacts their practice.

Subtheme: Humans, resources, bricks and mortar

Participants highlighted the lack of assessments and subsequent interventions as a key consideration when exploring WMALP and the resources that may support with ensuring CYP's needs are identified, and that appropriate ALP may be suggested and implemented.

“Assessment tools within schools are limited in that a lot [are] standardised with English populations and then some of the Welsh-medium tests that they do are quite dated,” (Anwen- EP).

Considering this, when EPs may choose to use more updated assessments, which are subsequently English, they may not have been standardised on bilingual populations. Moreover, when using an English assessment and translating it to meet the needs of a WM CYP this may impact the validity of it.

“If you manually yourself translated an assessment, there's an issue with standardisation and all of that as well, and how could you interpret those results?” (Cadi- TEP).

Similarly, regardless of what type of assessment is used, the interventions that follow may also not be available in Welsh.

“And you've got to think it must be so frustrating for staff and Welsh-medium to want to provide for young people in the medium of Welsh but not have the tools to do it...but there aren't any resources in Welsh,” (Cadi- TEP).

In addition to this, should WM CYP with ALN require specialist provisions as a part of their ALP then this may be further limited by the lack of choice of specialist provisions within some areas in Wales.

“With Welsh as well is that basically you've got the option of if it's a specialist provision level children can't access anything unless you do so in the medium of English. So for English medium schools, they've got this external options here but Welsh medium are now having to sort of do that in house,” (Cadi- TEP).

“Welsh-medium are sort of more generic so there isn't...so if you were autistic and needed a small class provision, you would either stay in generic Welsh medium or if you wanted to move to an autism specific [resource centre] you'd have to then be taught through the medium of English,” (Anwen-EP).

Participants suggested that whilst there is Welsh-medium specialist provision available, it might not be comparable to that offered to those in English provisions. Welsh provisions are either created 'in house' by schools who have recognised the needs of their pupils, or they are provisions that meet a wider variety of need and therefore may not receive the specialist element of the provision.

"Some pupils aren't getting the same level of intervention as they might in the English speaking, English-medium SRB (Specialist resource bases) ...the pupils who access the Welsh-medium SRB in the county context I'm in, it could be argued that they're not getting the same as they might have if they had been English speaking- which is unfair." (Osian- EP).

However, unfortunately, when Welsh assessments are available there may not always be the staff to support with administrating these.

"Is there a therapist available to do the assessments you know, they have CELF and things like that through the medium of Welsh but [is] there someone available to be able to do them through the medium of Welsh?" (Siwan- EP).

Despite this, the lack of Welsh-speaking EPs was something that all participants raised with some recognising that this is not the case in all areas of Wales. For example, in one LA in North Wales, Efa (TEP) discusses that all EPs speak Welsh.

"Consultations were offered in Welsh, all EPs in the service [are] Welsh speaking," (Efa- TEP).

Whereas Lena (EP) recognised that whilst there is a shortage of Welsh-speaking EPs there is also a shortage of EPs in general.

"There is a shortage of EPs, let alone Welsh-speaking EPs," (Lena- EP).

Subtheme: Competencies of those supporting families

When considering the impact of this, some participants spoke of removing the choice of language from CYP and their families by not being able to speak Welsh and the ethical implications of not being able to support their right to the language.

“They don’t have a choice...so I’m going to put compelled, compelled to work in English,” (Osian- EP).

“Where EPs are coming into schools and they’re not able to speak Welsh...mostly parents and teachers just accept that because they’re just kind go like, well, that’s what it is isn’t it? So, they just sort of go, oh yeah, no, no, we can do it in English. And just think how ethical is that?” (Efa- TEP).

In contrast, Welsh-speaking EPs spoke about the impact of their own competency of practice.

“I’m happier speaking Welsh...some of my summaries even, not always because I feel more confident writing in English,” (Hafina- EP).

Despite being able to speak Welsh, some EPs may not be confident in writing in the language and so may not be able to provide this support to CYP and their families.

Subtheme: Shared meaning

Additionally, when professionals cannot speak Welsh then ultimately voices may be missed from the process and so support might also be missed. Equally, this may also impact the process of co-constructing and developing a shared understanding and meaning of the problem presented in consultation or in conversation with the EP.

“I think there is something there about everyone not being at the table to contribute to the discussion” (Cadi- TEP).

Moreover, when translating a language there is more to it than just translating word for word but it can also include translating the nuance and meanings too.

“Translation isn’t always like for like and I think some of the work we do together is into those real subtleties of language and I think that is difficult in some of the discussions,” (Anwen- EP).

“I think resourcing, as in actually having Welsh resources and that is translated but not just translating the language, but it’s translating the meaning,” (Anwen- EP).

This implies that whilst resources and conversations can be translated subsequently pieces of the puzzle and important meanings can be lost.

“Important information and experiences that are lost through translating,” (Osian- EP).

The perceived lack of demand

Participants alluded to the perceived lack of demand for WMALP and how this could impact the opportunities available for CYP and their families.

Subtheme: “The market is too small”

Participants discussed efforts to increase Welsh-language ALP and support but that it was rebuked due to a lack of demand.

“We had conversation...with [name of company] with regards to developing Welsh-medium psychometrics and they said no, because you know, the market is too small,” (Lena- EP).

However, Branwen (EP) explored why this perceived lack of demand may exist when considering why Welsh-medium settings may not access training offered to them.

“I know we don’t provide ELSA in Welsh as well. So, I don’t know if that’s...I don’t know enough about it to know. Is that why they’re not accessing it? Or is that why we’re not providing it? Because none of them are accessing it?” (Branwen- EP).

This may suggest that if training is not offered in Welsh, it may dissuade Welsh-medium settings from engaging in it which consequently may suggest to those delivering the training that Welsh schools are not interested in it, and it would be redundant to offer it in Welsh thus creating a cyclical pattern of demand and supply.

Subtheme: “We don’t get many parents who want Welsh language provision”

This further reiterates the above point, Hafina (EP) discussed how Welsh-medium provision did not seem to be in demand by parents. Siwan (EP) further suggested that parents must ask for provision for demand to be recognised.

“See that there’s a need out there based on I guess, the number of pupils that would need a Welsh-medium provision or who have requested it,” (Siwan- EP).

This might suggest that if CYP or their families do not request WMALP then this might not be provided for them as there is a perceived lack of demand.

Subtheme: “Negative unhelpful attitude about Welsh...like maybe it is pointless”

Attitudes towards the Welsh language may also contribute to the perceived lack of demand outlined above.

“It is sort of an undercurrent attitude that is maybe not avert of people thinking that English, prioritise English, English is what you know what people what they need to learn,” (Efa- TEP).

This may suggest that some people may not see the Welsh language as important and therefore may suggest that learning English as opposed to Welsh and English may be more beneficial.

“Even within the Welsh Government, you’ve got a divide between the Welsh-speakers who would really advocate for that and the English speakers who, some of whom, don’t necessarily see it as an important thing,” (Osian- EP).

Osian (EP) implied that the attitudes of those within government may also impact the supply of WMALP and that perhaps they do not perceive there to be a demand due to their own opinions on the Welsh language.

An inequitable service

Due to the lacking previously highlighted and the perceived lack of demand then the service that is offered to those who require WMALP may be considered inequitable.

Subtheme: The location lottery

There was a distinction between provision that may be offered in some areas of Wales (and even within those areas) compared with others. Branwen (EP), who spoke about South Wales, discussed the lack of provision and funding available for Welsh-medium.

“I think, considering the amount of Welsh medium provisions within this local authority that I work with, actually, there doesn’t seem to be [a] huge [amount].” (Branwen- EP).

Whereas Lena (EP), spoke about West Wales and the provision available there.

“A Welsh-speaking child in an English-medium provision, what we would do in our local authority then is try to ensure that there’s Welsh-medium staff in that setting for that child even though it can’t be a Welsh-medium setting,” (Lena- EP).

Suggesting that depending on where you live in Wales, you might have access to different provision. Siwan (EP), however, shared that even within a local authority there might be a difference of accessibility of provision.

“Is that available like as in all counties in Wales...that might be influenced by geography or location you know, is it feasible, I don’t know? I’m just thinking of like, rural counties, really, I guess isn’t there where perhaps it could be like an hour travelling,” (Siwan- EP).

This might suggest that some CYP might receive an inequitable service due to their geographical location.

Subtheme: The priorities of local authorities

When considering the impact location has on WMALP then it is important to consider the impact the LA has on this. For example, Lena (EP), who previously spoke about WMALP being available for CYP even when they are in an English medium provision also discussed the views of the LA, in which she works, on the Welsh language.

“Our local authority, you know, it’s Welsh first,” (Lena- EP).

Differently, Cadi (TEP), who similarly to Branwen (EP) is working in South Wales, spoke about the lack of funding from the LA for WMALP.

“Just lack of funding into Welsh-medium.” (Cadi- TEP).

“It is isolated. That it is maybe undervalued. That there’s sort of a lack of priority for Welsh-medium and that for young people with ALN to get support in Welsh-medium it’s usually done through English-medium.” (Cadi- TEP).

In local authorities where the Welsh-language is prioritised there appears to be more options for those families and CYP who require WMALP. This suggests that CYP, who are fortunate to live in local authorities where Welsh is prioritised, may not have their right to language denied by the lack of systems around them.

Subtheme: "If you want what they've got, you've got to do it in English".

Participants shared that due to priorities of local authorities Welsh was not seen as important in some areas. Osian (EP) and Cadi(TEP) suggested that there could perhaps be a lack of fundings for WMALP and consequently, Welsh schools did not receive the same support as English schools.

"It just feels like the Welsh school isn't getting what the English schools all have access to" (Osian- EP).

"I feel as though all the money kind of goes to English. In terms of opportunity to develop ALP especially, and not a lot is actually going into Welsh" (Cadi- TEP).

This implies that CYP who required WMALP would have to receive it through the medium of English.

"It is us and then there's everyone else. And if you want what they've got, you've got to do it in English" (Cadi- TEP).

"I found it hard when I was in Welsh provision just speaking about interventions that are used. A lot of them seem to be quite old as well. Every single one were doing like 'Tric a Chlic' or 'Dyfal Donc'. But it felt as though if they wanted to access anything more recent it would have to be through English-medium." (Cadi- TEP).

When recognising the lack of Welsh-medium assessments, interventions and resources it begs the question of translating English resources so that they are accessible for those who speak Welsh. However, participants shared that translation is not always equitable.

"There's a really long queue for getting things translated which I think is really difficult... some schools have just said to me, 'just send it in English because we just don't want to wait'" (Branwen- EP).

As a result of translation services being overwhelmed in some areas of Wales then Welsh-medium provisions and schools are either required to translate resources themselves or access them in English.

"I think there's a greater pressure on Welsh-medium provision to have to spend more time and their own resources adapting, everything seems to be provided in English as a

default, into Welsh and with schools already have capacity issues.... it's not fair and it's not inclusive.” (Osian- EP).

This further emphasises the difficulty in supporting CYP with ALN through the Welsh-medium as even when there is a possibility of translation it is not always available immediately. This might suggest that support is either delayed or then delivered in English as a result- further adding emphasis to the inequitable service of WMALP.

Cymreig or provision

The word ‘Cymreig’, used for this theme, does not have a literal translation. Loosely it means to belong to Wales and to be Welsh. It is more than just speaking the language, it refers to the belonging one might feel, through speaking the language and being part of the culture and community.

Participants spoke about the importance of having access to the Welsh culture and community to promote a sense of belonging and how often this might be denied due to the lack of WMALP and consequently CYP going to English-medium schools and provisions.

Subtheme: Culture and community

Participants identified accessing Welsh culture and the Welsh-language community as important for CYP.

“So things like the Urdd or Eisteddfod or things like that you know is that obviously that’s something that’s really important to the Welsh culture and I guess you know, pupils having access to those opportunities.” (Siwan- EP).

Hafina (EP) recognised the importance of being part of the Welsh community as a protective factor for mental health and how despite the ability of the child in the language that they should be able to access their community.

“It’s more than just a language through, it’s kind of, it’s being part of the community.... because community is really important for mental health, even if the child doesn’t, you know, or doesn’t acquire the language as much as we’d like they’re still accessing this or benefiting from having that sense of culture. Yes, it’s being inclusive.” (Hafina- EP).

However, as previously discussed, it may be difficult for CYP to access the Welsh community if provision to meet their learning needs are not available to them.

Subtheme: Belonging

Similarly, Siwan (EP) queried whether CYP with ALN may foster a sense of belonging, which might be considered as being 'Cymreig' if they are required to attend an English provision due to their needs not being met in Welsh.

“Something else that’s important and it’s just in terms of friendships or belonging and culture and the Welsh culture I guess, you know, is that something that maybe is missed if you have Welsh-medium pupils but maybe there’s no Welsh medium provision and perhaps instead they might attend English-medium provision?” (Siwan- EP).

This might suggest that in order to belong to Wales, to be 'Cymreig', the Welsh language is important to that. As Hafina (EP) suggested, CYP might not be required to fully engage in the language or be proficient in speaking it but by being allowed to access that community it might allow them to potentially foster that sense of belonging.

Subtheme: “Welsh is the first to go”

Unfortunately, despite participants recognising the importance of the Welsh language in accessing the Welsh community and culture to foster a sense of belonging it still appears that in some cases CYP are denied access to the language.

“I found that with young people with ALN, and it was the case of Welsh language was the first thing to go in terms of priorities.” (Cadi- TEP).

“Or there is still this like rhetoric of maybe it’s just bilingualism in general...is bilingualism too complex for a child or young person with ALN or will that like, will that hinder them rather than facilitate their progress?” (Efa- TEP).

Ability appeared to be a gatekeeper for access to the Welsh language, and where CYP were deemed 'unable' because of their learning needs, then they were denied the Welsh language.

As a result of this denial of the Welsh language, there appears to then be a “funnelling” of CYP with ALN into English education.

“And then you have Welsh schools sometimes who say, ‘this child would be better in an English medium’. They’ve got this kind of funnelling of, of needs into an English medium as well as they’re trying to manage that as well” (Hafina- EP).

Consequently, this suggests that not only are CYP with ALN denied access to the Welsh language by their schools but also that Welsh schools may consequently not have the opportunity to improve their own skills in relation to ALN as children with needs are asked to leave their schools. This almost creates segregation within Wales of those who are able, and so can speak Welsh, and those who are deemed ‘unable’ and so are denied access to the closed system.

“If they had access to a Welsh-medium speech and language base, they might have gone on to develop better Welsh language skills, Welsh language communication and speech skills, than the base they’ve accessed, which means that fewer people speak Welsh again” (Osian- EP).

Considering previously highlighted discussions around lack of provision, that is maintained by the perceived lack of demand, which subsequently creates an inequitable WMALP service, then these issues highlighted by Cadi (TEP) might suggest that parents have to choose between being ‘Cymreig’ and belonging to their culture and community and their child’s education as Welsh provision does not appear to be as proficient as English in meeting CYP’s needs.

“With Welsh as well is that basically, you’ve got the option of if it’s a specialist provision level, children can’t access anything unless you do so in the medium of English” (Cadi- TEP).

This suggests that parents are forced to choose between culture and having their child’s needs met when they have children with ALN.

“The parents whose entire family speaks Welsh and would love that child to be included in the same way and learning Welsh, is compelled for their child to go to an English-speaking school...and then to some extent, not being included in the family to the same amount because they can’t understand all the conversations that [are] going on” (Osian- EP).

“Which means that families do need to make a compromise after all of that time in Welsh medium education, they lose that. That bit of their core” (Cadi- TEP).

This further implies that the Welsh language, and being Cymreig, is only available to those who can engage in the Welsh language without difficulty, as Cadi (TEP) highlighted “if you can keep up with it, then great”. As a consequence, CYP and their families are forced to either fight for their access to language and being ‘Cymreig’ or meet their children’s needs. With either choice they make, they lose something.

The light at the end of the tunnel

Participants shared their perceptions of facilitators for WMALP that are currently helping support CYP with ALN who are in Welsh schools. These ranged from support from the Welsh Government, changes to the law and legislation, and resources generated by those within the Welsh speaking community. This suggests that despite the perceived challenges outlined by TEPs and EPs in this analysis section, there are ways forward to support Welsh-medium CYP with ALN.

Subthemes: Welsh as a right

Participants recognised the efforts made by the Welsh Government to promote the Welsh-language and raise awareness of it as a step in the right direction to facilitating Welsh-medium ALP in Wales.

“With the new act as well (ALN Code), you know, mentioning the bilingual service or the reasonable adjustments as well, hopefully that might make a difference as well...that might sort of raise awareness” (Siwan- EP).

“And the recognition of Welsh as being you know, of equal legal status to the English language” (Lena- EP).

Equally, participant responses perhaps reflect the nature of their location in Wales. Lena (EP), a participant from West Wales spoke about how the local authority in which she lives places a greater emphasis on the Welsh language and so perhaps in areas of Wales where Welsh is seen as important then the efforts by the Welsh Government may be more impactful, compared to areas with lower levels of Welsh speakers and local authorities with differing priorities.

Subtheme: Where there are Welsh speakers, there is a way

Equally, in areas with several Welsh-speaking professionals then there appears to be a greater level of support available through the Welsh-language.

“Consultations were offered in Welsh, all EPs in the service are Welsh speaking. So anything to do with children and young people with additional learning needs, where parents or schools needed consultations, they were in Welsh” (Efa- TEP).

“If there is Welsh-medium staff in school withing with children through the medium of Welsh and [the child is] needing an ALP through the medium of Welsh, and there’s a Welsh-medium member of staff that makes it so much easier to start with” (Lena- EP).

This might suggest that Welsh-speaking support staff and professionals (such as EPs) are facilitators for Welsh-medium ALP.

Similarly, participants spoke about Welsh schools working in creative ways to better support CYP with ALN. Further suggesting that for Welsh-medium ALP to be present and considered there must be Welsh-speakers who are willing to fight for it and to raise awareness of the need.

“Because I am Welsh-speaking or because I went to Welsh-medium education it is something that I’m quite passionate about anyway” (Siwan- EP).

Similarly, Welsh schools working in creative ways to support each other implies that Welsh-speakers are working towards meeting the needs of CYP within their care.

“I think the fact that they are (Welsh-language schools), that they work closely as a cluster is definitely what they consider to be a huge pro of their work. And the fact that they sort of share information, training and resources” (Branwen- EP).

Additionally, efforts made by those who speak Welsh within Universities may be working towards developing resources to meet the need of Welsh-language assessments.

“But I think resources wise, it’s probably developing, you know, Cardiff University have developed that Welsh reading test as well so I guess there’s work sort of being you know, carried out perhaps in the background, so that’s really brilliant.” (Siwan- EP).

This suggests that steps are being taken both by the Welsh Government to promote the language, and Welsh speakers to create resources to meet the needs of Welsh-medium CYP with ALN across Wales. Despite this, it is reminiscent of the perceived lack of demand. If there are not representative for the Welsh-language, such as Welsh

speakers, pushing things forward then Welsh-medium ALP might not be considered at all.

Discussion

This thesis sought to explore the following:

1. What are EPs and TEPs perceptions of the current WMALP in Wales?
 - a. What/ do EPs and TEPs perceive the benefits and challenges of WMALP to be?
2. What do EPs and TEPs perceive the facilitators and barriers to WMALP to be?

The findings will firstly be presented in an adapted version of Bronfenbrenner Bioecological Theory (Bronfenbrenner, 1979) with this being discussed further by answering the research questions in turn.



Figure 6: An adapted version of the Bioecological model based on the research collated in the introduction and the findings of this research.

This adapted version was firstly presented in the introduction of the major literature review. It was highlighted then the discrepancy between the current Exosystem and Macrosystem and also the gap in understanding in the Microsystem. The participants in

this research sit in the Exosystem of this model as they support with WM ALN support in the LA and so have been able to provide insight into the discrepancy previously highlighted. Alongside this, as they are practitioners who frequently work with those in the Microsystem, they have been able to provide insight into how the needs of WM CYP with ALN are currently met. New findings provided by this research have been added to the model in black and will be discussed throughout this discussion with explicit links to this model.

What are EPs and TEPs perceptions of the current WMALP in Wales?

It is important to note that whilst the term ALP is used here and was used in the interview questions, many participants spoke about universal learning provision (ULP) which is considered to be accessible to all students in the school. Despite this, the term ALP will be used throughout the discussion as ULP can be different both across and within LAs and so there is no agreed definition in Wales of what ULP is.

When discussing the WMALP currently available throughout Wales EPs and TEPs shared that it is inequitable. Participants recognised that there are a lack of assessments, interventions, resources and Welsh-speaking EPs meaning that WM CYP with ALN may not be supported to the same level as their EM peers. Participants suggested that this might be due to the perceived lack of demand for WM support and so there is a limited prioritisation of WMALP in some areas in Wales.

Firstly, there are a lack of assessments to explore CYPs needs. Participants shared that WM assessments are limited and those that are available are dated. This was reflected in Lye (2015) research where the 'Glannau Menai' was used with standardised norms of over 20 years ago. When assessing WM CYP using English medium assessments, one participant shared that "*the little girl was responding in part Welsh part English*" (Cadi-TEP). If the participant did not have some basic Welsh language knowledge then the child's response and ability may not have been recognised. Murtagh and Seoighe (2022) participants shared similar experiences and their findings suggest that when assessments are not available in ML, CYP may be assessed using culturally and linguistically biased tools and this might be considered as unethical.

Alongside the lack of assessments, participants also shared that there are a lack of resources and interventions to meet the needs of CYP. As a result, schools are either using older interventions or newer ones that are only available in English. Due to the perceived lack of demand for WM ALP (which will be discussed in the next section) there are limited evidence-informed WM interventions for EPs and TEPs to suggest to schools

(Pengram et al., 2021). Whilst 'evidence' can vary, including quantitative or qualitative research, Boyle and Kelly (2017) argue that those working in helping professions (such as EPS, teachers, social workers etc.) should be practising with evidence awareness. Fox (2003) suggests that whilst EP practice should be evidence aware, evidence-informed recommendations and interventions can be hard to come by due to the lack of educational research. Whilst this suggests that having access to evidence-informed interventions is not reserved for the Welsh language, participants shared that WM schools have an even smaller pool of interventions and resources to choose from meaning that often they opt to deliver these through English. Furthermore, for CYP who require access to a specialist resource base as a part of their ALP then this may either be a general WM ALN resource base that does not specialise in one area of need or an EM resource base. This means that some WM CYP with ALN are denied access to Welsh language opportunities as suggested in Davies (2023) opinion piece. This further highlights the inequity of ALN support for WM CYP in Wales.

Moreover, the lack of Welsh speaking EPs and TEPs available in Wales might suggest that families, CYP, teachers and support staff may not be able to access EP support in their preferred language and so there may be experiences and information lost through translation. For EPs and TEPs practising using social constructionist paradigms, such as COMOIRA (Gameson & Rhydderch, 2008), then meaning and understanding is constructed through language (Burr, 2015). EPs and TEPs with a social constructionist epistemology may consider how language might shed light on previous experiences and how through the co-construction of language social action and change may occur (Burr, 2015). If EPs or TEPs working with Welsh-speakers cannot speak Welsh themselves then it is possible that shared meaning and understanding might be lost. This might also lead to missed opportunities for reframing ideas and reconstructing views which is a key element of COMOIRA and facilitating change (Gameson & Rhydderch, 2008). Again, this suggests that WM CYP with ALN are not receiving the same support as their EM counterparts further emphasising the inequity in Wales.

When considering why the lack of assessments, interventions, resources, and EPs may exist participants spoke about the lack of demand for WMALP. Some participants expressed that companies may see the WM ALN market as too small to invest in, or in other cases parents may not be requesting WM ALP for their CYP and so due to the perceived lack of demand there is a lack of supply. This may in turn create a cyclical pattern of demand and supply. In terms of systems theory, this cyclical pattern may be considered as circular causality where a system is engaged in a recursive pattern that continues over time (Dowling & Osborne, 2003). As Davies (2022) considers in their research on WM post-16 courses and qualifications, there is a question of whether there

are limited WM opportunities due to lack of demand or if there is a lack of demand due to the lack of supply.

If WM ALP is underfunded and under resourced (as participants expressed in this research), then this may dissuade CYP and their families from engaging in it. As a result, there is a lack of demand which consequently leads to a lack of investment in supply. This further contributes to the homeostasis of the current inequitable WM ALP system (Bateson, 1979; Dowling & Osborne, 2003). Despite this, participants shared that this is not the case in all areas of Wales. In areas where the Welsh language is prioritised, such as in West Wales, then there are more assessments, resources and interventions available. Similarly, in areas such as North Wales, where there is a higher percentage of Welsh speakers (Welsh Government, 2022d), participants expressed there are more Welsh speaking EPs and TEPs to support the communities. However, the Welsh language is not distinct to just these areas in Wales. The most recent census (Welsh Government, 2022d) suggest that whilst South Wales continues to have the lowest percentage of Welsh speakers there has also been an increase in Welsh speakers in some LAs in South Wales whereas numbers have decreased in all other LAs in Wales. According to the participants from South Wales in this research, there continues to be fewer Welsh speaking EPs in the South despite the growing numbers of those speaking Welsh in these areas. When considering the epistemology of contextualism in this research, this highlights that depending on a person's location in Wales they may receive different services which might further contribute to the inequity of the WM ALP offered across Wales (Tebes, 2005).

Lack of assessments, resources, interventions, and EPs have been placed within the Exosystem in the adapted Bronfenbrenner model presented in Figure 6. Whilst it may not have a direct impact on all students (as this is negated by the creative practices in schools and Welsh speaking professionals that will be discussed later on in this discussion) it continues to have some impact when considering the kind of support a WM CYP with ALN might receive for their needs. For example, they might receive an English-speaking EP or TEP that they cannot fully express themselves to. They might be assessed using linguistically biased tools and receive translated resources and interventions that may not be evidence informed. Demand, however, has been placed both within the Macrosystem and the Exosystem. The demand for WM ALP in the Macrosystem is considered as the demand for the whole of Wales. Currently there are estimated to be 22.7% of CYP with ALN in Wales that access WM education (StatsWales, 2023). This might suggest a lower demand for WMALP, when compared to English, across the whole of Wales. However, this varies between LAs. Depending on the number of Welsh speakers in one area there may be more of a perceived demand

for provision. Demand not only drives the availability of the resources, EPs, funding (as discussed in the introduction), and availability of support, but it also impacts the priorities of the LAs when considering funding for ALP. This might help explain, partially, the disconnect between the steps towards promotion of the Welsh language in the Macrosystem and the outcomes of that, or lack thereof, seen in the Exosystem and Microsystem. If there is a perceived lack of demand for WM ALP then this subsequently may have the biggest impact on the WM CYP with ALN in the center. This will be explored when discussing the barriers to WM ALP in Wales.

What do EPs and TEPs perceive the benefits and challenges of WMALP to be?

Participants highlighted that often the Welsh language supports an individual's sense of belonging to their country, community and culture and so this was seen as a benefit of WM ALP. However, as already discussed, having access to Welsh language support can be limited for CYP with ALN due to the lack of WM ALP in Wales.

Participants shared the benefits of speaking Welsh on CYP and the impact this might have on their sense of belonging to their country, community, culture, and even their friendships. One participant spoke about the Welsh language as being a part of the 'core' (and for this discussion the Microsystem) of a person. This echoes the importance of the language to belonging and being Welsh (Cymreig). The Welsh word for identity, *hunaniaith*, when broken down translates as 'hunan' which means self, and 'iaith' that means language (Gweiadur, 2022). This is just one example of how the Welsh language may be linked to a person's sense of identity in Wales. Other examples includes the Welsh national anthem, 'Yma o Hyd' (Dafydd Iwan, 1983), and 'Colli iaith' (Webb, 1959) where each discuss the importance of the Welsh language to being Welsh and the call to keep the Welsh language alive. Furthermore, the famous Welsh saying 'cenedl heb iaith, cenedl heb galon' which means 'a country without language, is a country without heart' reiterates the importance of the Welsh language to Wales and being Welsh for some. Parents in Hodges (2012) research in the Rhymni Valley, Caerffili, cited cultural identity and the pride in 'being Welsh' as some of the incentives for parents choosing WM education. This further implies the importance of language to being part of and belonging to Wales.

When CYP are denied access to the language it can also mean that they are denied access to 'being Welsh' and their sense of belonging to the country and communities. Within humanistic psychology, belonging is considered an emotional need that must be fulfilled in order to feel connected in life (Kaufman, 2022; Maslow, 1998). Calhoun (2003)

suggests that a person can feel belonging through social solidarities that can be organised by mutual language, culture and nation. Moreover, Kristen (2019) cited similar conclusions where language is related to group identity, familial closeness, effective communication of emotional and cultural content and tradition. Similarly, as one participant highlighted, being in a Welsh-medium setting and speaking Welsh means that you are part of a community. The Human Givens (HG) approach also highlights the importance of community to meeting emotional needs (Griffin & Tyrrell, 2015). HG suggests that not being a part of a community can have a negative impact on both a person's mental but also physical health. The need of belonging, therefore, to a community is integral to emotional health and well-being (Griffin & Tyrrell, 2015). If a CYP is excluded from their community and potentially their Welsh-speaking family, as they cannot speak or understand Welsh and go to an English-medium setting to have their needs met, then this may impact their emotional well-being (Griffiths, 2017; Yu, 2013).

Without resources to support CYP with ALN in WM then many families might choose to have their child's needs met rather than accessing the language of their country. This was expressed by participants who recognised that Welsh is often the 'first to go'. Nic Aindriú (2022) research on why parents choose to transfer their child with SEN from Irish-medium immersive education to English-medium education also explored this. Parents cited parental anxiety and concern as the leading reason (70.38% of participants). Parents in this research shared that Irish-medium education was perhaps reserved for children who "don't have any real needs in terms of behaviour or special education in general" and so Irish-medium schools did not have the expertise to meet the needs of CYP with SEN (Nic Aindriú, 2022, p. 69). This might also be true of WM education in Wales. As shared by participants in this research, there are limited assessments, resources, interventions, and professionals who can speak Welsh and so there is a funnelling of need into EM schools. This might be because WM schools are unable to meet the needs of CYP with ALN due to the lack of support, provision and ultimately knowledge. This implies that Welsh becomes a closed system to CYP with ALN. Ideas from Self-Determination Theory (Ryan & Deci, 2000) suggest that in order for an individual to be motivated to complete an action then they must feel relatedness, competency and autonomy. If parents of WM CYP with ALN feel that their child is not achieving success and feeling competent in WM education due to the lack of support in meeting their needs (as highlighted when answering the previous research question), they feel this is out of their control (because of the priorities of the LA and potential lack of funding), and ultimately they do not feel relatedness to Welsh as it is a closed system to them and their CYP, then why would parents be motivated to send their CYP with ALN

to a WM school? This again contributes in part to the circular causality or cyclical pattern of demand and supply where homeostasis remains within the system (Dowling & Osborne, 2003).

As one participant suggested, Welsh might be at the 'core' for a CYP and so belonging to the language, community and Wales provides part of the missing information for the Microsystem. Having access to the Welsh language and feeling the sense of belonging may not only impact how a CYP's needs are met but might also impact their relationships with peers, their families and their communities. However, this sense of belonging continues to be threatened by the lack of assessments resources, interventions, EPs, funding and perceived demand for WM ALP. Consequently, in the perceptions of these participants, often CYP lose that bit of their 'core' in the Microsystem for their needs to be met.

What do EPs and TEPs perceive the facilitators and barriers to WMALP to be?

Barriers to WMALP

Participants identified a variety of barriers to providing WM ALP in Wales including location and the priorities of the LA, translation, lack of Welsh speaking EPs and negative attitudes to the Welsh language.

As previously discussed, according to participants and the findings of this research, Wales' current WM ALP system is inequitable. In line with the contextualism epistemology of this research, depending where a CYP lives in Wales, their needs may be met differently due to the views of the LA on WM. In some areas, where Welsh is more widely spoken or where the LA recognises the Welsh language as being important, such as in "*Welsh first*" (*Lena- EP*) LAs, then there is greater availability of WM ALP. Differently, in areas where the Welsh language is not seen as important then CYP are not able to access the same level of WM ALP. This in turn not only creates an inequitable system across Wales but places location as a barrier to WM ALP.

When considering Bronfenbrenner's Bioecological theory (Bronfenbrenner, 1979), the LA would sit within the CYP's exosystem and so their actions in relation to WM ALP may consequently impact how able a CYP is to engage in their communities, friendships, culture and ultimately foster their sense of belonging. When further considering the cyclical pattern, or circular causality, discussed with many of these systemic factors, decisions made by LAs may further perpetuate the homeostasis of supply and demand for WM ALP in that area (Bateson, 1979; Dowling & Osborne, 2003).

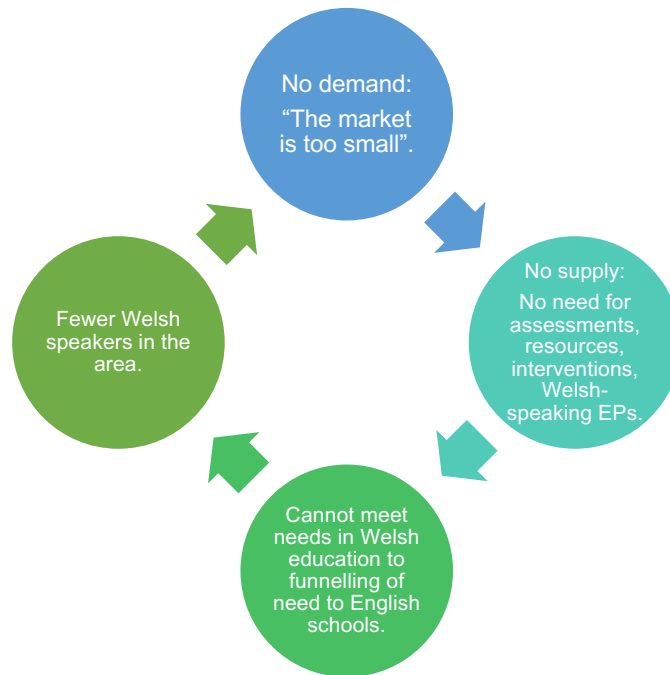


Figure 7: Depiction of circular causality in relation to the above findings.

For example, if the LA does not invest in WM ALP, then there will be fewer Welsh speakers in the area (as they access EM provisions) consequently making less of a demand for WM resources within the community. In addition to this, where Welsh may not be prioritised there may be strains on translation services which further hinder access to the Welsh language and in turn WM ALP. This may impact the circular causality of supply and demand as if CYP, families and schools are willing to access provision through the medium of English (due to lack of available translation to Welsh amongst other factors already highlighted in this discussion) then this may consequently lead to there being a perceived lack of demand for Welsh. However, ethically this is not correct.

According to the BPS Code of Ethics and Conduct (The British Psychological Society, 2021b) service users should be treated with integrity and fairness. This may include being able to provide a service in whichever way makes the service user feel most comfortable which may include providing a service in their chosen language. When considering that Wales is a bilingual country whereby law people should be able to access all services in Welsh should they wish (National Assembly for Wales, 2011) then this might suggest that EPS should be able to provide bilingual services across Wales. However, another barrier highlighted by participants was the lack of WM EPs to support WM CYP their families and school. A similar difficulty was highlighted in Mary et al. (2020) where there were limited Irish speaking EPs available to support Irish speaking CYP, families and schools. Similar to Murtagh and Seoighe (2022) findings, this research implies that even when EPs can speak Welsh they may not always feel competent in this. As mentioned in the literature review, Jim Cummins (Cummins, 2000) theory of

second language acquisition suggests that it can take between five to seven years to obtain cognitive academic language proficiency (CALP). When considering the WM education system in Wales, it is therefore not surprising that many Welsh-speaking EPs, who may be second language learners, lack competence in the language. Whilst WM education is available throughout Wales from 0-16, as Davies (2022) demonstrated in their research, post-16 WM education is sparse. Further still, should CYP in Wales choose to study psychology at undergraduate degree level (which is a requirement for EPs) then to do so in Welsh they are only able to access it in three universities: Bangor, Aberystwyth (offers to study 33-66% of the course in Welsh) and Cardiff Metropolitan University (offering 33% of the course in Welsh) (Coleg Cymraeg Cenedlaethol, 2022). Without studying psychology through the medium of Welsh it may be difficult to hone the craft of academic writing through Welsh as well as learning the correct Welsh psychological terminology. In addition to this, as participants highlighted, there is then only one doctorate course in Wales (Association of Educational Psychologists, 2022). Whilst the Welsh Government reserves one place for a Welsh speaker each year (Welsh Government, 2022c) the doctorate is still not available (even partly) through the medium of Welsh. This limited support in EP training through the medium of Welsh may contribute towards the lack of Welsh medium EPs in Wales. One participant shared that although they speak Welsh they do not feel competent when writing in Welsh. This might suggest that whilst there are Welsh speaking EPs in Wales they may not always feel competent in the language. The lack of WM language opportunities in post-16 education in Wales might contribute to this.

Therefore, when considering the limited numbers of Welsh speaking EPs in Wales, with one participant sharing that they will be the only Welsh speaker in their service post qualifications, it begs the question of who is available to supervise these EPs through the medium of Welsh to help support their competency? Who will be available to read their reports and discuss their formulations? As participants highlighted, there is more to translation than translating word for word. Shared meanings, understanding, construction and reframing and reconstructing (Gameson & Rhydderch, 2008) may be lost as a consequence of this. Furthermore, when considering the BPS Code of Ethics and Conduct (The British Psychological Society, 2021b), EPs should not work outside of their competencies. It therefore comes as no surprise that some EPs, who may be able to speak Welsh, do not feel they can ethically work in the language due to the limited opportunities in Wales to support and develop their competency. This contributes to the inequitable system in Wales as WM CYP with ALN, their families and WM schools are denied access to WM support in some areas in Wales due to the limited opportunities

for Welsh-speakers to train to be EPs in Welsh and for Welsh-speaking EPs to develop their competency.

Finally, as some participants discussed, negative attitudes towards the Welsh language may also impact the availability of WM ALP in Wales (which are placed in the Chronosystem). The Welsh language may be considered as pointless, or unnecessary, and this was most recently highlighted when Ben Davies (Welsh footballer) spoke Welsh during a press conference at the World cup (Lewis, 2022) and when Ukrainian refugees began learning Welsh in North Wales (as discussed in the introduction). However, unfavorable attitudes towards the Welsh-language are also seen amongst adolescents in Wales. Price and Tamburelli (2020) research suggest that first-language (L1) Welsh-speaking adolescents in North Wales consider Welsh to be a formal language that has less social attractiveness than English. Price and Tamburelli (2020) suggest that this may be due to the lack of modernisation of the Welsh language as it is not often seen in the media alongside the lack of male Welsh-speaking role models. Similarly, Price and Tamburelli (2016) research into second-language (L2) Welsh-speaking male adolescents attitudes towards the Welsh language suggests that Welsh is seen as a 'school language' that is pretentious and a language for high-achievers. Despite the best efforts of the Welsh Government, unfortunately unfavourable attitudes towards the Welsh-language continue to exist and may impact how WM ALP is prioritised.

Location and priority of LAs in the Exosystem further highlight how inequity across Wales may impact the CYP at the center. For CYP who live in LAs where Welsh is a priority and is invested in then their Exosystem may be different to the one presented in this research. For example, it might include initiatives in the LA to fund WM provision, to recruit Welsh speaking EPs or to design WM assessments and intervention. Moreover, negative attitudes towards the Welsh language, in the Chronosystem, may in turn impact the demand for WM provision in the Macrosystem. If the Welsh language is not viewed as important by people, and LAs, in Wales then there subsequently may be a perception of no demand and so through equifinality (Gresov & Drazin, 1997) there may be less investment into WM ALP to meet the needs of CYP in Wales. However, it is important to remember that this is a perceived lack of demand and that some LAs might be creating a cyclical pattern of low demand and low supply by not prioritising WM support for the CYP within their region. This further emphasises the inequity of the system across Wales as some WM CYP are having their needs met through Welsh and others are not due to the perceived demand for provision by LAs.

Facilitators for WMALP

Facilitators for providing WMALP identified by participants included Welsh Government support for developing the Welsh language in Wales and the persistence of Welsh speakers to support the needs of CYP.

Participants highlighted the steps taken by the Welsh Government to promote the Welsh language including the new ALN Code (Welsh Government, 2018a, 2021a), Cymraeg 2050 (Welsh Government, 2017), and the Welsh language being recognised as an official language (National Assembly for Wales, 2011) within Wales as facilitators for WMALP. Some participants expressed their hopefulness that by raising the profile of the importance of the Welsh language in Wales then this may help raise awareness and create change. These actions may be seen as facilitators for change (Gameson & Rhydderch, 2008) and will hopefully impact the WM systems in Wales through equifinality. A freedom of information request from the Welsh Government highlighted that there is work currently being done on collating information on Welsh-medium resources available to support with ALN and further work being done on identifying areas in which resources and assessments are not available (Welsh Government, 2022c). The freedom of information request highlighted that Welsh language spelling apps (Aur am Air), Makaton (Hetiau o bob lliw), Welsh language Braille resources (available from the RNIB), Welsh touch typing (Teipio testun) and Welsh language British Sign language resources have been developed with Welsh language translations of Talkabout being published in 2023 (Welsh Government, 2022c). Despite this, there is still an extensive list of resources still required including standardised assessments and it is unclear whether there are intentions to create assessments and resources to meet need (Welsh Government, 2022c). This suggests that whilst steps are being taken towards meeting the need for WMALP this may not be disseminated further yet. In addition to this, there is no current Welsh Government guidance (that this author can find) on how LAs should be fundings WMALP and so this may imply that whilst the Welsh Government is taken national steps to support WM speaking CYP with ALN there is limited steps to ensure an equitable system regionally across Wales.

Participants also recognised the efforts made by Welsh speakers to work creatively to meet the needs of CYP within their schools and LAs. Throughout participants responses it appeared that much of the WMALP used in Wales is homegrown by LAs (where Welsh is prioritised) and schools to provide support through Welsh. Whilst this might mean that CYPs needs are met, to the best of the ability of those supporting them, it might not always be through using evidence informed practice. The BPS Practice Guidelines recognises the importance of psychologists being aware of the evidence base of their practice when supporting service users (The British Psychological Society, 2017). Whilst some Welsh medium resources and assessments are beginning to develop an evidence-

base, such as the newly developed Welsh language reading assessment (Morris et al., 2022), there are some areas that are not, such as the Welsh-language ELSA training. As participants mentioned, language is nuanced and so it is important to consider the impact translation may have on the evidence for these resources.

The creative work of professionals working with CYP, in the microsystem, may help negate some of the barriers faced when meeting the needs of WM CYP with ALN. Similarly, the Welsh Government legislation and creation of resources, in the Macrosystem, promotes the importance of the Welsh language for all and in turn may have a wider impact on attitudes towards the Welsh language.

Summary

The Welsh language can be important to an individuals and their families sense of belonging to their country. Through accessing the Welsh language not only are CYP then able to engage in their local Welsh speaking communities and the Welsh culture but also their friendships within their Welsh speaking schools. Furthermore, steps taken by the Welsh Government suggest that there will be a greater emphasis placed on the Welsh language in years to come with more employers looking for people who can speak the language. Unfortunately, for those who are WM and with ALN, Welsh is currently a closed system (Dowling & Osborne, 2003). There are a lack of assessments, resources and interventions to support with identifying and meeting needs of CYP in an evidence-based way. Moreover, there is a lack of WM EPs to support schools, CYP and their families and not all those who are EPs and can speak Welsh do due to their own competency in the language.

As a result of this, there is an inequitable system in Wales that is perpetuated by the beliefs and priorities of LAs. In areas where there are more Welsh speakers, and the LA recognises the importance of the language to their communities then there is greater level of WM ALP. In LAs with fewer Welsh speakers LAs may not prioritise the language and perceive there to be less of a demand for WM ALP. However, if there are fewer opportunities for all to speak Welsh then consequently there will be fewer Welsh speakers in the area which in turn reinforces the LAs beliefs that it is not as important to their communities.

This research highlights, using Bronfenbrenner Bioecological Theory (Bronfenbrenner, 1979), how interrelated and multifaceted the issues facing WM ALP are in Wales. It suggests, through equifinality (Gresov & Drazin, 1997) that negative attitudes toward the language may subsequently influence demand which in turn influences the priorities of

the LA and the support a CYP might receive. Despite the Welsh Government's efforts to change the perceptions of the Welsh language and to add punctuation to these cycles there still appears to be inequity across Wales. Ultimately, the homeostasis of the Welsh-medium ALP system within Wales is maintained by the hierarchies of LAs that decide on funding and provision available to those in the area.

Implications of the research.

As highlighted throughout the discussion, the above findings may impact not only EPs, but also the Welsh Government, LAs, schools, CYP and their families. The implications for each of these will be discussed in Table 9.

Morgan (2016) research on using solution-focussed tools to support organisational change suggests that top-down or bottom-up strategies are not enough on their own to affect change. This implies that a balance between both must be achieved to implement change. This section aims to explore how the findings of this research may be used by all in the system to influence change for WM CYP with ALN.

Table 9: Implications of the research.

<p>Implications for the Welsh Government</p>	<p>This research highlights that overall, there are a lack of assessments, interventions and resources to identify and meet the needs of WM CYP with ALN. Alongside this, there appears to be a lack Welsh-speaking professionals (such as EPs) who can work with WM CYP, their families, and schools. However, this is not the case in all LAs in Wales. This might suggest to the Welsh Government that the WM ALN system in Wales is inequitable and so depending on where a CYP might live their needs might either be met through Welsh or not. As a result of these findings, the Welsh Government might firstly choose to start a working-group to further explore the current picture of WM ALP in Wales. This working group might consider exploring both the demand for and the supply of WM ALP across Wales to better understand how the “bilingual system” (Welsh Government, 2021a, p. 37) is working across Wales. The working group might also collect information on best practice for meeting the needs of ALN through the medium of Welsh as this information is currently limited. Only two examples of good practice through the WM has been released on Esytn as of 2020 and these were in Cylch Meithrin</p>
---	---

settings (nursery) (Esytyn, 2023). This group might also consider drawing on Cummins (Cummins, 2000; Cummins, 2008) theory of language acquisition and threshold hypothesis to inform how Welsh-medium provision might provide opportunities for CYP with ALN to become competent in both Welsh and English. This might include providing resources and strategies around providing BICS opportunities for all CYP with ALN and how cognitive and literacy skills might be developed in both languages to support CYP's CULP and potentially their CALP overtime. Any guidance around developing Welsh language proficiency might consider the contextualism approach taken in this research as guidance or recommendations might be different depending on the needs of CYP, whether they are first language Welsh speakers, the exposure to Welsh they receive outside of school in their community and the provision currently available in their local area. As highlighted in the findings, the Welsh Government have released a series of WM resources and interventions to support with meeting WM ALN learner's needs, however, it is unclear how information regarding these are disseminated. In the researcher's practice, schools' have expressed that they rarely hear about these WM resources. A dissemination strategy for these resources and interventions might also be considered by the proposed working-group.

To ensure WM CYP and their families have access to Welsh-speaking professionals the Welsh Government might consider reviewing Welsh-medium psychological training available in Wales to promote a Welsh EP workforce. As outlined in this research, there appears to be a lack of Welsh speaking EPs in Wales. This training might start by working in conjunction with Universities in Wales to develop and deliver relevant WM undergraduate courses to provide practitioners with the opportunity to develop their competencies in the Welsh-language before accessing post-graduate qualifications. Similarly, the SEN workforce analysis highlighted that EPS' feel they cannot meet the Welsh language demand within their LA for a variety of needs including speech and language and learning and cognition (Welsh Government, 2018b) and the above implication was a sentiment shared with a contributor to the SEN workforce analysis who suggested more Welsh medium training opportunities in Wales.

	<p>Similarly, the offer for free Welsh lessons for those 16-25 year old and teaching staff could be extended not only to EPs but others working in ALN services to ensure demand is met (Welsh Government, 2018b, 2022b). This might help to support with creating shared meaning with settings, CYP and their families to ensure experiences are not lost.</p> <p>The conclusion of this research was that LAs continue to maintain the homeostasis of the current inequitable WM ALP service across Wales by enforcing the cyclical pattern of supply and demand. A top-down approach to add punctuation to this cycle might be for the Welsh Government to dictate part of their funding for ALP in Wales be used to develop and support WM ALP in Wales (Miles, 2022). This might outline to LAs how much of the ALP funding should be reserved for developing and maintaining WM ALP. As outlined, there are larger populations of Welsh speakers in different areas in Wales and so this should be considered when allocating this funding. This could also be explored by the Welsh Government WM ALN working group. This might support LAs in making relevant changes to develop more equitable systems by providing them with the resources and the ability to change their current practice (Gameson & Rhydderch, 2008, 2017; Rhydderch & Gameson, 2010).</p>
<p>Implications for Local Authorities</p>	<p>In keeping with the contextualism epistemological stance of this research, LAs are recognised as maintaining the cyclical pattern of supply and demand for WM ALP. This creates an inequitable service for WM CYP with ALN across Wales but also creates inequity between Welsh and English speaking CYP with ALN within LAs. To ensure the needs of all CYP with ALN are met through their chosen language, which is within their rights (United Nations, 2006; Ware, 2019), LAs might also consider developing multi-disciplinary working-groups to explore the current provision within their LA. This working group might carry out research into the needs present within their LA, how these are currently being met, where their communities feel more support is needed and exploring what changes could be made. As Morgan (2016) highlighted, top-down change can leave people feeling demotivated and dissatisfied and so it is important that this work is done alongside people who work with, parents of, and WM CYP with ALN themselves. This was also a conclusion of the</p>

	<p>SEN workforce research conducted by the Welsh Government. It was outlined that WM need varied from LA to LA and region to region in Wales and so it may be beneficial for LAs to develop their own policies and practices pertaining to need in their area (Welsh Government, 2018b).</p>
<p>Implications for EPs</p>	<p>The contextualism approach taken in this research highlighted that whilst many of the WM CYP with ALN in Wales may face some similar disadvantages due to the lack of assessments, resources and interventions it has also highlighted the inequitable system of WM ALP across Wales. One participant shared that if an EP worked within a LA with greater numbers of Welsh speakers, then perhaps they <i>“would be able to pick up on exclusionary practices that were coming through in English etc, and challenge those to a greater extent.”</i> (Osian-EP). Through raising awareness of the inequity faced by some WM CYP with ALN alongside the benefits of accessing WM ALP it is hoped that both Welsh-speaking and non-Welsh speaking EPs are able to challenge exclusionary practices that they may encounter in their work with WM schools, settings and also within LAs.</p> <p>The Health and Care Professions Council (HCPC) state that practitioners psychologists, including EPs, should “be aware of the impact of culture, equality and diversity on practice” (Health and Care Professions Council, 2022, p. 4). The findings of this research provide EPs working with WM CYP a greater understanding and awareness of the relationship between the Welsh language, culture, identity and belonging. Through providing this knowledge EPs may be able to practice with respect and integrity (The British Psychological Society, 2021b).</p> <p>Due to the diverse picture of the Welsh-language across Wales (Welsh Government, 2018b), and following the contextualism epistemology of this research, EPs working with WM settings might consider using the person centered practice (PCP) (Welsh Government, 2015) approach and meet the family and CYP where they are as there is no blanket ‘best practice’ to support with this. To support with this, a draft reflection document to use as an aid memoir to support EPs and TEPs when working with WM CYP and settings</p>

	<p>has been created (see Appendix 11). This document draws inspiration from COMOIRA (Gameson & Rhydderch, 2008, 2017; Rhydderch & Gameson, 2010) and the questions that EPs and TEPs might reflect on at decision points and in the core. These questions are informed by the findings of both this research and the literature review. COMOIRA (Gameson & Rhydderch, 2008, 2017; Rhydderch & Gameson, 2010) was chosen as inspiration for this document as the author recognised that whilst using COMOIRA (Gameson & Rhydderch, 2008, 2017; Rhydderch & Gameson, 2010) in their own practice that it does not allow for explicit reflection on culture, diversity, language and identity as models like the Social Graces do (Burnham, 2012; Divac & Heaphy, 2005). It is hoped that this document might support EPs and TEPs in particular those who do not speak Welsh themselves or those who may not have previously worked with WM provisions and so may not be aware of the barriers to WM support as highlighted in this research. The inspiration for this guide document was taken from Rimm Kaufman and Thomas (2021) brief on supporting white, middle class teachers to support students who are different from them.</p> <p>This research might also help support EPs working with CYP who are learning English as an additional language (EAL). Whilst the author recognises that this research did not explicitly consider EAL, some of the findings both within the research and the literature review, such as the importance of language to family and belonging, might be helpful in practice. The guide document might also be useful for those working with EAL to use to support their reflections.</p>
<p>Implications for schools, settings, CYP and their families</p>	<p>At a school level this research raises awareness of the challenges and benefits of meeting the needs of WM CYP with ALP, however it also recognises the creative ways in which Welsh-speakers within schools' work to meet need. Alongside this, this research raises the awareness of the challenges and benefits of WM ALP for CYP and their families and the difficulties they might encounter when wanting to have their needs met through the medium of Welsh.</p>

Dissemination Strategy

A timeline for the dissemination of these findings is presented below. The dissemination of these findings, the reflection document and blog post (see Appendix 10 and 11) will only be shared following the peer-review process.

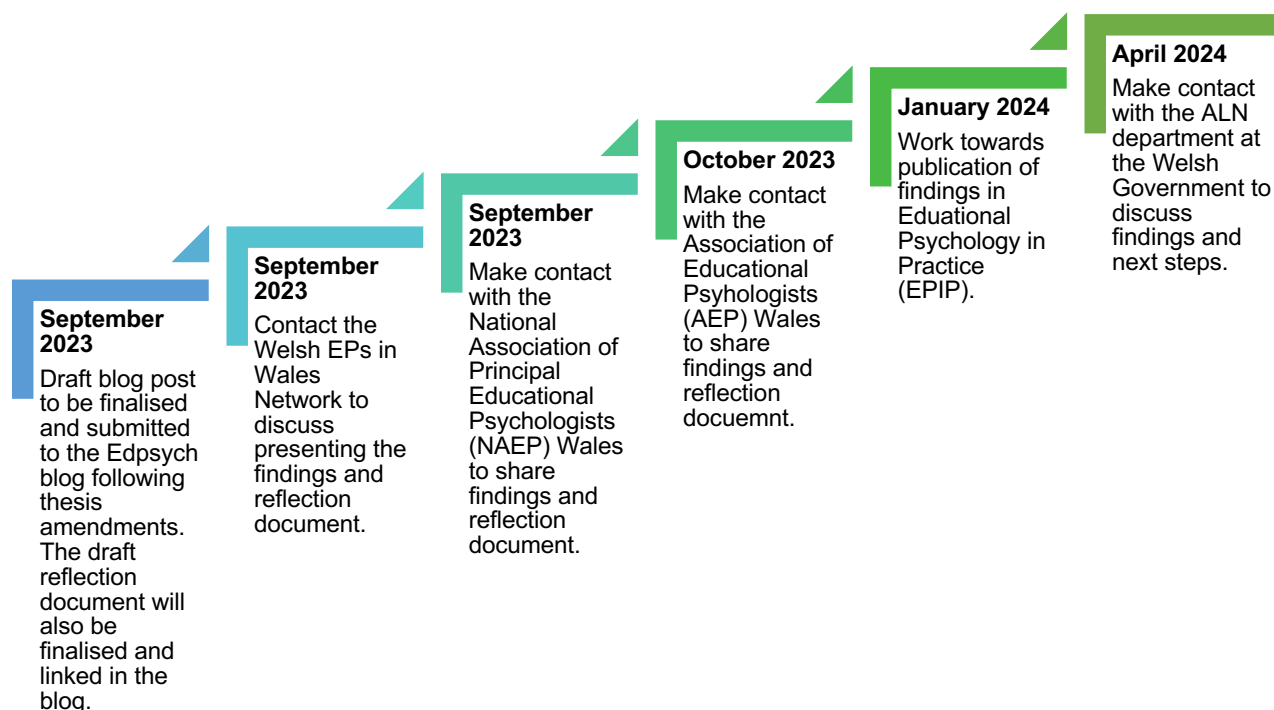


Figure 8: Outline of dissemination strategy.

Implications for Future Research

Whilst this research offers some insight into the current WMALP system throughout Wales these findings are based on the perceptions of one group within the system and so future research may choose to consider the views of CYP and their families of the current WMALP system as suggested by Davies (2023). It might also be useful to query if CYP and their families want WM ALP in Wales to explore the perceived lack of demand highlighted by some participants. Further research might choose to explore school practices in relation to WM ALP. This author has suggested that LAs maintain the cyclical pattern of demand and supply, however this might be maintained by schools in some cases. Any research conducted into the field of WM ALN will further support with the development and critical analysis of ALP in Wales.

Research into the effectiveness of the guide reflection document created from the literature review and the findings of this research might also be considered. This research might consider exploring how the document is used by EPs and TEPs and how the

document might be modified and adapted to better suit the intended audience. It might also be beneficial for exploratory research to be conducted into how the document might be used in a variety of EP and TEP work such as during consultation and in multi-agency work. These findings may be beneficial to support with the development of evidence-based tools for those working with CYP and families who speak Welsh.

Strengths and Limitations of the research

Please see the below table for an outline of the strengths and limitations of the research.

Table 10: Strengths and limitations of the research.

Strengths	Limitations
This research raises awareness of the current WMALP context in Wales following the introduction of the ALN Code (Welsh Government, 2021a).	Only the views of TEPs and EPs were sought due to the time constraints on this research project. EPs and TEPs are only one service that work with CYP with ALN and so their perceptions tell a single narrative of the system.
Sought to gather views of TEPs and EPs across Wales to explore the differences throughout the country.	Only six EPs and two TEPs elected to take part in the research with only one from North Wales and so conclusions drawn on the situation in North Wales are tentative.
The contextualism epistemology allows for an exploration of the views of EPs and TEPs and explore the impact of their context on their responses.	Although the requirement for participation was for participants to have worked with Welsh-medium settings over the last two years this meant that some participants had only worked in Welsh medium for a year and so their knowledge was limited.
The first piece of research, to the researchers knowledge, on the WM ALP available in Wales.	Some questions in the interview may have suggested an interaction between speaking Welsh and participants ability to work with CYP (see part three for further details). This may have impacted responses shared in the interview.
	Four interviews were facilitated online whilst four took place in person. When

	<p>completing the online interviews it was not possible to see the rich picture continuously and so it was more difficult to make reference to this during the interview. It is therefore possible that these interviews were not as co-productive and in person interviews. Unfortunately, this was unavoidable due to the personal positions of the participants regarding COVID-19 and their ability to meet in person</p>
--	---

Conclusion

This is the first piece of research, to the authors knowledge, to explore the WM ALP system in Wales and how WM CYP with ALN are supported. It provides an overview, from the view of EPs and TEPs, of the current inequitable system across Wales whilst also providing evidence of the benefits of providing WM ALP and the facilitators for doing this.

This research aimed to explore the perceptions of EPs and TEPs of WM ALP throughout Wales. A summary of the findings and implications are shared below:

- There is currently a lack in WM assessments, resources and interventions to identify and meet the need of WM CYP. Alongside this, there are currently a lack of Welsh speaking EPs to support service users.
- The availability of WM ALP is dependent on where a CYP lives in Wales and the priority of the LAs in which they reside.
- This research provides a punctuation point in the many cyclical patterns outlines through the discussion. It sheds light on the inequity of the WM ALP system in Wales and the impact this can have on CYP and their families sense of belonging to Wales and being 'Cymreig'.
- The implications of this research suggest there is scope for LAs, EPs and Welsh Government to begin to explore this complex system in more depth and work in consultation with those working in WM to better understand how they can be supported.

References

- Association of Educational Psychologists. (2022). *Interested in a career in Educational Psychology?* <https://www.aep.org.uk/interested-career-educational-psychology>
- Bateson, G. (1979). *Mind and nature*.
- Boyle, J., & Kelly, B. (2017). The Role of Evidence in Educational Psychology. In B. Kelly, L. M. Woolfson, & J. Boyle (Eds.), *Fraeworks for practice in Educational Psychology: A Textbook for Trainees and Practitioners* (2 ed.). Jessica Kingsley Publishers.
- Braun, V., & Clarke, V. (2013). *Successful Qualitative Research: a practical guide for beginners*. SAGE Publications Ltd.
- Braun, V., & Clarke, V. (2022). *Thematic Analysis: A Practical Guide*. SAGE Publications Ltd.
- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Harvard university press.
- Burnham, J. (Ed.). (2012). *Developments in Social GRRRAACCEESSS: Visible-invisible and voiced-unvoiced*. Karnac.
- Burr, V. (2015). *Social constructionism* (3rd ed.). Routledge.
- Byrne, D. (2022). A worked example of Braun and Clarke's approach to reflexive thematic analysis. *Quality & quantity*, 56(3), 1391-1412.
- Calhoun, C. (2003). 'Belonging' in the cosmopolitan imaginary. *Ethnicities*, 3(4), 531-553.
- Checkland, P. (2000). Soft Systems Methodology: A Thirty Year Retrospective(a). *Systems research and behavioral science*, 17, S11.
- Cline, T., & Frederickson, N. (2009). *Special educational needs, inclusion and diversity*. McGraw-Hill Education (UK).
- Coleg Cymraeg Cenedlaethol. (2022). *Scholarships*. <http://www.colegcymraeg.ac.uk/en/study/financialsupport/>
- Cummins. (2000). *Language, Power and Pegagogy*. Multilingual Matters.
- Cummins, J. (Ed.). (2008). *BICS and CALP: Empirical and Theoretical Status of the Distinction*. Springer Science + Business Media LLC.
- Dafydd Iwan. (1983). Yma o Hyd. <https://www.cansing.org.uk/en/song/yma-o-hyd>
- Davies, E. N. (2023). Are children and young people with additional learning needs at a systemic disadvnatge regarding Welsh language opportunities? *Educational Psychology in Practice*. <https://doi.org/10.1080/02667363.2023.2186835>
- Davies, L. B. (2022). 'There's not much demand for it': evaluating the concept of demand in Welsh-medium and bilingual provision in further education [Article]. *International Journal of Bilingual Education and Bilingualism*, 25(7), 2527-2542. <https://doi.org/10.1080/13670050.2021.1925628>
- Divac, A., & Heaphy, G. (2005). Space for GRAACCES: training for cultural competence in supervision. *Journal of Family Therapy*, 27(3), 280-284.
- Dowling, E., & Osborne, E. L. (2003). *The family and the school a joint systems approach to problems with children* (2nd ed.). Karnac Books.
- Esytyn. (2023). *Effective practice*. https://www.estyn.gov.wales/search?keywords=additional%20learning%20needs&f%5B0%5D=content_type%3Aeffective_practice

- Etikan, I., Musa, S. A., & Alkassim, R. S. (2016). Comparison of convenience sampling and purposive sampling. *American journal of theoretical and applied statistics*, 5(1), 1-4.
- Fox, M. (2003). Opening Pandora's Box: Evidence-based practice for educational psychologists. *Educational Psychology in Practice*, 18(2), 91-102. [https://www-tandfonline-com.abc.cardiff.ac.uk/doi/abs/10.1080/02667360303233](https://www.tandfonline-com.abc.cardiff.ac.uk/doi/abs/10.1080/02667360303233)
- Gameson, J., & Rhydderch, G. (2008). The constructionist model of informed and reasoned action (COMOIRA). *Frameworks for practice in educational psychology: A textbook for trainees and practitioners*, 94-120.
- Gameson, J., & Rhydderch, G. (2017). The Constructionist Model of Informed and Reasoned Action (COMOIRA). In B. Kelly, L. M. Woolfson, & J. Boyle (Eds.), *Frameworks for Practice in Educational Psychology* (2 ed., pp. 123- 150). Jessica Kingsley.
- Gresov, C., & Drazin, R. (1997). Equifinality: Functional Equivalence in Organization Design. *The Academy of Management review.*, 22(2), 403-428. <https://doi.org/10.5465/amr.1997.9707154064>
- Griffin, J., & Tyrrell, I. (2015). *Human Givens: The new approach to emotional health and clear thinking* (3 ed.). HG Publishing.
- Griffiths, A. (2017). 'Mamiath': *The Lived Experiences of Mothers of Children with Autism in Wales*. Cardiff University].
- Gweiadur. (2022). *Hunaniaeth*. <https://www.gweiadur.com/welsh-dictionary/hunaniaeth>
- Health and Care Professions Council. (2022). *The standards of proficiency for practitioner psychologists*. <https://www.hcpc-uk.org/standards/standards-of-proficiency/practitioner-psychologists/>
- Hodges, R. S. (2012). Welsh-medium education and parental incentives - the case of the Rhymni Valley, Caerffili [Article]. *International Journal of Bilingual Education and Bilingualism*, 15(3), 355-373. <https://doi.org/10.1080/13670050.2011.636796>
- Kaufman, S. B. (2022). *Transcend: The new science of self-actualization* (2 ed.). John Murray Press.
- Kristen, C. (Ed.). (2019). *Language assimilation and the education of immigrant students*. Edward Elgar Publishing. <https://doi.org/10.4337/9781788110426.00039>.
- Lewis, T. (2022). Wales star Ben Davies mocked online after giving interview in Welsh. *North Wales Live*. <https://www.dailypost.co.uk/sport/wales-star-ben-davies-mocked-25619302>
- Lye, C. B. (2015). *An Exploratory Study of the Linguistic and Cognitive Skills of Welsh-English Bilingual Children With Moderate Learning Difficulties in Welsh-Medium Education* [Ph.D., Bangor University (United Kingdom)]. ProQuest Dissertations & Theses Global. Ann Arbor. <http://abc.cardiff.ac.uk/login?url=https://www.proquest.com/dissertations-theses/exploratory-study-linguistic-cognitive-skills/docview/1810881880/se-2?accountid=9883>
- https://librarysearch.cardiff.ac.uk/openurl/44WHELP_CAR/CAR_VU1??url_ver=Z39.88-2004&rft_val_fmt=info:ofi/fmt:kev:mtx:dissertation&genre=dissertations&sid=ProQ:ProQuest+Dissertations+%26+Theses+Global&atitle=&title=An+Exploratory+Study+of+the+Linguistic+and+Cognitive+Skills+of+Welsh-English+Bilingual+Children+With+Moderate+Learning+Difficulties+in+Welsh-

- <http://e.bangor.ac.uk/6538/>
- Mannay, D. (2010). Making the familiar strange: can visual research methods render the familiar setting more perceptible? *Qualitative Research*, 10(1).
- Mary, B., William, K., & Prendeville, P. (2020). Special Educational Needs in Bilingual Primary Schools in the Republic of Ireland. *Irish Educational Studies*, 39(3), 273-295.
<https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1268811&site=ehost-live&scope=site>
<http://dx.doi.org/10.1080/03323315.2019.1697946>
- Maslow, A. (1998). *Towards a psychology of being* (3 ed.). Wiley.
- Miles, J. (2022). *Written Statement: Additional funding for Additional Learning Needs provision* <https://www.gov.wales/written-statement-additional-funding-additional-learning-needs-provision-0#:~:text=I%20am%20pleased%20to%20make,and%20specialist%20units%20in%20Wales.>
- Mitchell, S., & Higgins, A. (2020). Minority within a Minority: Stakeholders' Perceptions of Deaf Education in Wales. *Educational & Child Psychology*, 37(1), 37-57.
<https://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=EJ1245925&site=ehost-live&scope=site>
<https://shop.bps.org.uk/publications/publication-by-series/educational-and-child-psychology/educational-child-psychology-vol-37-no-1-march-2020-educational-psychology-diversity-and-inclusion.html>
- Morgan, G. (2016). Organisational change: a solution-focused approach. *Educational Psychology in Practice*, 32(2), 133-144. <https://www.tandfonline.com.abc.cardiff.ac.uk/doi/full/10.1080/02667363.2015.1125855>
- Morris, J., Stenner, R., Palmer, G., & Evans, D. F. (2022). *Prawf Darllen Cymraeg Safonedig Consortiwm Canolbarth y De*. <https://www.cscjes-cronfa.co.uk/api/storage/044f0aa5-156e-4b8c-95d8-e3df2e0b0548/Prawf%20Darllen%20Cymraeg.pdf?preview=true>
- Murtagh, L., & Seoighe, A. (2022). Educational psychological provision in irish-medium primary schools in indigenous irish language speaking communities (gaeltacht): Views of teachers and educational psychologists [Educational Psychology 3500]. *British Journal of Educational Psychology*, No-Specified.
<https://doi.org/https://dx.doi.org/10.1111/bjep.12499>
- National Assembly for Wales. (2011). *Welsh Language (Wales) Measures 2011*. Retrieved from <https://www-legislation-gov-uk.abc.cardiff.ac.uk/mwa/2011/1/section/1>
- Newman, L. (2020). *Educational Psychologists' Work with 19-25 Year Olds: Going from the Known to the Unknwn* [Doctoral, Tavistock and Portman NHS Foundation Trust/ University of Essex].
- Nic Aindriú, S. (2022). The reasons why parents choose to transfer students with special educational needs from Irish immersion education [Article]. *Language and Education*, 36(1), 59-73. <https://doi.org/10.1080/09500782.2021.1918707>
- Parrott, P. (2019). Rich pictures in qualitative research in higher education: The student as consumer and producer in personal branding. *International Journal of Work-integrated Learning*.

- Pengram, J., Watkins, R. C., Hoerger, M., & Hughes, J. C. (2021). Assessing the range and evidence-base of interventions in a cluster of schools. *Review of Education*, 10(1). <https://doi.org/https://doi-org.abc.cardiff.ac.uk/10.1002/rev3.3336>
- Price, A. R., & Tamburelli, M. (2016). Minority language abandonment in Welsh-medium educated L2 male adolescents: classroom, not chatroom [Article]. *Language, Culture and Curriculum*, 29(2), 189-206. <https://doi.org/10.1080/07908318.2015.1136323>
- Price, A. R., & Tamburelli, M. (2020). Welsh-language prestige in adolescents: attitudes in the heartlands. *International journal of applied linguistics.*, 30(2), 195-213. <https://doi.org/10.1111/ijal.12274>
- Ratheram, E., & Kelly, C. (2021). An exploration of the influences on work with minority cultural and linguistic communities within the practice of educational psychology in the United Kingdom. *Educational & Child Psychology*, 38(4).
- Rhydderch, G., & Gameson, J. (2010). Constructing a flexible model of integrated professional practice: Part 3—the model in practice. *Educational Psychology in Practice*, 26(2), 123-149.
- Rimm Kaufman, S. E., & Thomas, K. (2021). *How White, middle class teachers can apply psychology to teach students who are different from them.* <https://apadiv15.org/wp-content/uploads/2022/08/Practice-Brief-Rimm-Kaufman-Thomas.pdf>
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary educational psychology*, 25(1), 54-67.
- StatsWales. (2023). *Pupils with additional learning or special educational needs in primary, middle and secondary schools by year, Welsh/English Medium and type of provision.* <https://statswales.gov.wales/Catalogue/Education-and-Skills/Schools-and-Teachers/Schools-Census/Pupil-Level-Annual-School-Census/Special-Educational-Needs/senpupils-by-year-welshenglishmedium-senprovision>
- Tebes, J. K. (2005). Community Science, Philosophy of Science, and the Practice of Research. *American journal of community psychology.*, 35(3-4), 213-230. <https://doi.org/10.1007/s10464-005-3399-x>
- The British Psychological Society. (2017). *Practice Guidelines.* <https://cms-bps-org-uk.abc.cardiff.ac.uk/sites/default/files/2022-06/BPS%20Practice%20Guidelines%20%28Third%20Edition%29.pdf>
- The British Psychological Society. (2021a). *BPS Code of Human Research Ethics.*
- The British Psychological Society. (2021b). *Code of Ethics and Conduct.* Retrieved from <https://www-bps-org-uk.abc.cardiff.ac.uk/guideline/code-ethics-and-conduct>
- Theron, L., Mitchell, C., Smith, A. L., & Stuart, J. (2011). *Picturing research.* Springer.
- United Nations. (2006). *Convention On The Rights of Persons With Disabilities (CRPD)* <https://social.desa.un.org/issues/disability/crpd/convention-on-the-rights-of-persons-with-disabilities-crpd>
- Vincent, S., & O'Mahoney, J. (2018). Critical realism and qualitative research: An introductory overview. *The sage handbook of qualitative business and management research methods.*
- Ward, R., & Sanoudaki, E. (2021). Language profiles of Welsh-English bilingual children with Down syndrome [Article]. *Journal of Communication Disorders*, 93, Article 106126. <https://doi.org/10.1016/j.jcomdis.2021.106126>

- Ware, J. (2014). Changing policy, legislation and its effects on inclusive and special education: A perspective from Wales [Article]. *British Journal of Special Education*, 41(4), 344-362. <https://doi.org/10.1111/1467-8578.12082>
- Ware, J. (2019). Autonomy, rights and children with special educational needs: the distinctiveness of Wales. *International journal of inclusive education*, 23(5), 507-518. <https://doi.org/10.1080/13603116.2019.1580928>
- Webb, H. (1959). Colli laith. In.
- Welsh Government. (2015). *Person-centred practice in education: a guide for early years, schools and colleges in Wales*. <https://www.gov.wales/sites/default/files/publications/2019-01/person-centred-practice-in-education-a-guide-for-early-years-schools-and-colleges-in-wales.pdf>
- Welsh Government. (2016). *Educational psychologists in Wales*.
- Welsh Government. (2017). *Cymraeg 2050: A million Welsh speakers*.
- Welsh Government. (2018a). *Additional Learning needs and Education Tribunal (Wales) Act*. Retrieved from <https://gov.wales/sites/default/files/publications/2018-02/additional-learning-needs-and-education-tribunal-wales-act-2018-explanatory-memorandum.pdf>
- Welsh Government. (2018b). *Local authority special educational needs specialist services workforce data: an analysis*.
- Welsh Government. (2021a). *The Additional Learning Needs Code for Wales 2021*.
- Welsh Government. (2021b). *Schools' census results: April 2021*. <https://www.gov.wales/schools-census-results-april-2021.html>
- Welsh Government. (2022a). *Curriculum for Wales*. <https://hwb.gov.wales/curriculum-for-wales/>
- Welsh Government. (2022b). *Free Welsh lessons available for all 16 to 25s and teaching staff* <https://www.gov.wales/free-welsh-lessons-available-all-16-25s-and-teaching-staff>
- Welsh Government. (2022c). *Freedom of Information Request*.
- Welsh Government. (2022d). *Welsh language in Wales (Census 2021)*. Retrieved from <https://www.gov.wales/welsh-language-wales-census-2021.html#:~:text=On%20Census%20Day%2C%2021%20March,points%20lower%20than%20Census%202011.>
- Yardley, L. (Ed.). (2015). *Demonstrating validity in qualitative psychology* (2nd ed.). Sage.
- Yu, B. (2013). Issues in bilingualism and heritage language maintenance: Perspectives of minority-language mothers of children with autism spectrum disorders [Developmental Disorders & Autism 3250]. *American Journal of Speech-Language Pathology*, 22(1), 10-24. <https://doi.org/https://dx.doi.org/10.1044/1058-0360%282012/10-0078%29>

CARDIFF
UNIVERSITY

PRIFYSGOL
CAERDYDD

Part 3- Critical Appraisal

Word Count: 5053

Introduction

I have chosen to write this appraisal in the first person to reflect on my personal learning experiences as a researcher. The appraisal will focus on key decisions made during the research process and how they impacted both myself as a researcher and the direction of my research.

Critical account of the development of the research practitioner

Choosing a topic and managing insider-outsider ambivalence

Choosing my topic for the thesis was easy. Prior to starting on the Doctorate of Educational Psychology (DEdPsych) at Cardiff University I taught English at a Welsh-medium (WM) secondary school. Whilst there I observed children and young people (CYP) with additional learning needs (ALN) or learning needs (LN) being often excluded from school life and mainstream Welsh-medium education. Alongside this, I also heard of exclusionary practices in other schools. However, upon starting the doctorate and engaging in The Constructionist Model for Informed and Reasoned Action (COMOIRA) (Gameson & Rhydderch, 2008, 2017; Rhydderch & Gameson, 2010), with the ideas of reflecting, reframing and reconstructing and constructing intentions and abilities to change, it helped me reflect on what I thought I understood about the ALN system in Wales and WM schools' views of ALN. Alongside this, through exploration of the humanistic approach, and theories such as Maslow's Hierarchy of Needs (Maslow, 1998), it made me wonder if schools had the ability to 'self-actualise' and meet the needs of WM CYP with ALN or whether their other needs were unmet. For example, did schools have the resources and knowledge to meet needs of CYP with ALN through the medium of Welsh? Whilst I decided my topic of WM and ALN would remain the same I decided to step away from blaming schools and step towards exploring what current practice is for meeting ALN through the medium of Welsh in Wales.

This significant learning point helped reframe my views as a researcher and practitioner working within the WM context and supported me in becoming both an insider and outsider researcher (Braun & Clarke, 2013). A researcher might be considered an 'insider' when they share attributes with participants and are considered an 'outsider' when they do not belong to the same group as participants (Braun & Clarke, 2013). Despite being considered an insider researcher following this definition I still position myself as both an insider and outsider researcher due to previously being a teacher of WM CYP with ALN only three years ago and looking towards stepping into the EP role in September. Therefore, I was still concerned that my subjectivity, and insider views

would impact heavily on the research. The term insider-outsider ambivalence, coined by Bukamal (2022), suggests a positionality whereby the researcher is accepted in, and aware of, two contexts, was something I had to consider reflexively, and accounted for, in my decision throughout the research process. It was therefore important for me to consider at every decision point how I could make the familiar strange (Mannay, 2010). This critical appraisal explores how the insider-outside ambivalence positionality was considered reflexively throughout the research process along with other key decision points in the thesis research process.

Terminology

Firstly, managing terminology for this research was a continuous point of reflection and is something that changed and evolved throughout this research. For the literature review the term 'learning needs' was used as, through scoping activities, it appeared as though the term was more widely used across the world and so was more accessible for a wider range of readers. However, being a 'researcher near', which suggests that "researchers working on familiar territory can elicit greater understanding because culture and linguistic barriers do not have to be negotiated and that participants may be more open and less likely to obscure aspects of their lives" (Mannay, 2010, p. 5), allowed me to recognise the importance of using terminology that was familiar to participants and the context in which they work. I therefore decided to use the terms 'additional learning needs (ALN)' and the definition taken from the Additional Learning Needs Code 2021 for Wales (Welsh Government, 2021) to ensure linguistic familiarity for participants. Alongside this, using a term taken directly from the ALN code, which EPs in Wales should be familiar with due to the naming of their role in it, meant consistency across interviews.

Despite this, the use of the term 'additional learning provision (ALP)' was harder to decide upon. ALP is a term used in the ALN Code and "can take many forms; it might include any support that takes place inside or outside the mainstream classroom, where it is additional to, or different from, that made generally for others of the same age" (Welsh Government, 2021, p. 30). However, ALP can be different between and within local authorities. The definition of ALP used was taken from the new code, however, often participants found themselves talking about topic that might be considered at Universal Learning Provision (ULP) in their local authorities. Whilst this fit with the contextualism approach and may have helped shed further light on the inequity in WM provision available across Wales it may also have added more confusion for participants. Upon reflecting on this, following the first pilot, the term 'support' used on its own and as a blanket term for all additional support offered to CYP did not feel precise enough and

may not have supported participants in understanding the purpose of the research. This is why ALP was ultimately decided upon for this research.

Ontology and Epistemology

The ontological view for this research was difficult to determine. This decision felt steeped in a social justice and political debates of models of disability. Deciding on an ontological view would determine how ALN was seen in the context of this research. Should a realism approach be adopted then this might argue that ALN exists in all contexts and that a child either has learning needs or not and this did not fit with my view of needs nor the view of disability adopted in the ALN code- which might be argued to be the social model of disability (Oliver, 2013). Alternatively, a relativism approach suggests that there is no one truth and that people's experiences will determine how they see this truth (Braun & Clarke, 2022). This equally did not fit as I felt it was important to recognise that some CYP may have some difficulty accessing learning and education and that this is not dismissed. It might be argued that this ontological view fit most with the social model of disability adopted by the ALN code, however it did not fit my own view of ALN and so this felt conflicting. Finally, Critical Realism (CR) was explored as it fit with my own (at the time of writing) view of disability (which were constructed by my previous experiences and from my insider perspective), coined the predicament model of disability, that recognises that disability (or learning needs in this case) can both be biologically based and socially constructed (Anderson-Chavarria, 2022) much like with CR that recognises a truth does exist but that people will construct it differently (Braun & Clarke, 2022). Alongside this, by adopting a CR stance it allowed for recognition of one reality where there are CYP with individual differences who (due to the current education system in Wales) requires differentiated learning approaches, different school cultures, beliefs and environment. As Wales is also a bilingual country where many of the citizens may be bilingual or plurilingual and who therefore require differentiated approaches (additional learning provision in some cases) through the Welsh language which felt important to recognise as a truth. The CR approach also allowed for recognition that participants interpretation of needs, of ALP and of the WM ALP available in Wales might be mediated by their culture, beliefs and language. For example, someone who has been raised in Wales and/or attended a WM school may have a different view of ALN and WM compared to someone who has moved to Wales and has limited knowledge of the Welsh education system. Therefore, the CR approach allowed me to both recognise the individual differences of CYP and how these may need to be met through different languages whilst also allowing recognition of participants culture, experiences and language in relation to their views.

Similarly, exploring potential epistemological views and deciding on a stance that fit with both my own views and that of the current Welsh context felt like an important decision to make as it would inform not only my research but also further dissemination of my findings. Firstly, constructivism was selected as I was interested in exploring how participants made sense of the support available for WM CYP with ALN in Wales, however it did not fully allow for the recognition of the impact of their location in Wales on their responses. Contextualism, however, allowed for this (Braun & Clarke, 2022). Wales is a diverse nation when considering its bilingual status and has almost two cultures and communities as a result. There are areas in Wales with historically and currently more Welsh speakers than other areas such as Gwynedd with 62.7% Welsh speakers compared to 6.03% in Blaenau Gwent (Welsh Government, 2022), and this may have in turn impact people's views of the Welsh language. Contextualism not only allows for recognition that where participants work might impact their perceptions, but it also allowed me to recognise and be reflexive with my own context as an insider-outsider researcher throughout the interview and analysis process.

Research Design

Semi-structured interviews were selected as opposed to focus groups due to the contextualism epistemology selected for this research. I wanted to ensure that participants would have an opportunity to share their experiences based on their context (where they live, where they work, their ability to speak Welsh and their previous education experiences) and this not be influenced by others (Stokes & Bergin, 2006). However, as previously mentioned, it was important to make the familiar strange (Mannay, 2010) during this research to ensure that my own insider experience did not intervene with the participants responses. I was conscious of my own beliefs and biases appearing during the interview (despite the various steps taken to avoid this which will be outlined in the next session). I reflected on how messy the Welsh ALN system could be, as is framed in the research using Bronfenbrenner's bioecological theory (Bronfenbrenner, 1979), and which form would allow participants to explore the complexities of these systems without my interferences. Mannay (2010, p. 9) discussed 'fighting familiarity with creativity' and that by using visual aids for data analysis it can help researchers defamiliarize themselves with the topic and provide a new viewpoint. To achieve this, I decided upon using visual aids in this research. At first, a Grid Elaboration Method (Joffe & Elsey, 2014) was considered in order to gather participants' constructions of the ALN system in Wales, however, based on my previous understandings of the system and the preliminary research I had conducted to this point, I felt a tool that was based in systems theory may be more appropriate in order to explore both the soft and hard systemic factors when considering supporting WM CYP with ALN,

and the intricacy of the closed and open systems too (Dowling & Osborne, 2003). Checkland (2000) rich picture task was therefore decided upon. I could only find one research paper that discussed using the rich picture task with participants and it was not peer reviewed (Parrott, 2019). Despite this, the research on using pictures in research highlighted that it can be useful to make participants feel at ease and allow them to form their own thoughts and ideas aside from the researcher (Mannay, 2010; Theron et al., 2011). This felt important to me as I wanted to capture participants experiences and not just my interpretations of those (see Figure 1 for example of reflections on using the rich picture in research).

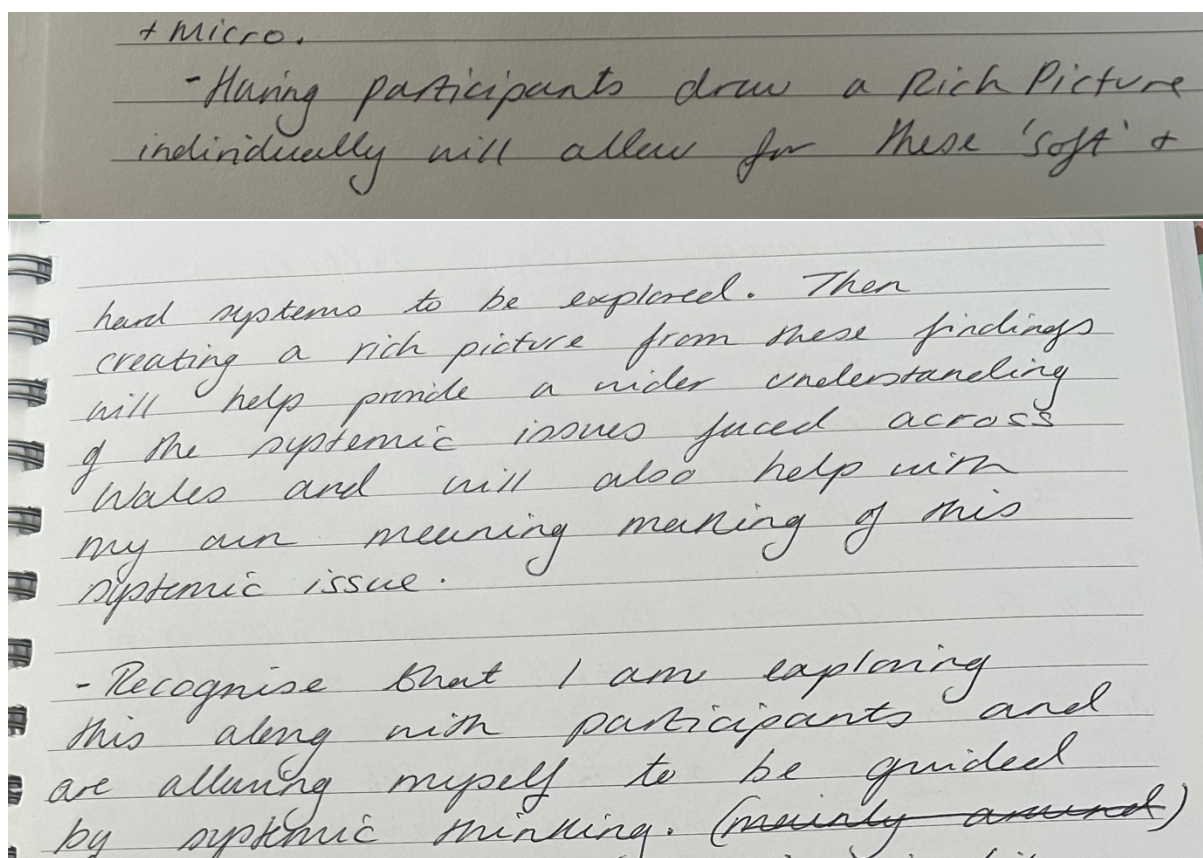


Figure 9: Examples from my reflective journal exploring the use of rich pictures in my research.

Due to the ongoing COVID-19 implications in 2022 when interviews took place, it felt appropriate to provide opportunities for both online and in person participation to ensure equity for those who wished to have their voices heard for this piece of research. Braun and Clarke (2013) outline that online interviews can provide their own difficulties such as technological literacy and maintaining the pace and momentum of the interview. These, however, felt mitigated for this sample as much of the EP workforce was familiar with online working due to the change in service delivery prompted by the pandemic (Association of Educational Psychologists, 2020). Despite this, facilitating online interviews with a creative rich picture task made me reflect on whether full co-construction and a shared meaning was achieved. The purpose of this rich picture task

for this research, as outlined above, was to create an opportunity firstly for participants to organise their own perceptions of the topic without my influence (to ensure the familiar became somewhat strange) and to allow for co-construction and meaning making between myself and the participants. When facilitating interviews online it meant it was not possible to see the rich picture and so I could not always make reference to what they had drawn despite both mine and the participants best interest. When facilitated in person, it is possible that there was more co-production and meaning making as the rich picture could be seen throughout the interview. This however could not be avoided due to the personal positions of the participants and their ability to meet in person. After the first online rich picture task I ensured that I made handwritten notes of topics covered in the rich picture with reference to their images to ensure that I made as much reference to the image as possible and focussed discussions on what had been drawn as per the guidance for using pictures in research (Theron et al., 2011).

During piloting, participants commented that the rich picture task was a good start to the interview as it allowed them to gather their own views and ideas before starting the interview and put them at ease knowing that they already had something to offer. Despite the good intentions, using the rich picture task may have contributed to some recruitment difficulties. One participant mentioned that they were uncertain as to whether they were going to participate as the prospect of drawing made them worried. This made me reflect on how I communicated the rich picture task and the purpose of it to my participants. Despite noting that their drawing ability or EP practice would not be considered in the research this may not have been clear and so it may have been beneficial to include some rationale as to why this task was selected.

Whilst the interview questions were carefully considered with the ontology and epistemology in mind, and were refined during the piloting process, with my best efforts to avoid influencing participants' responses one question may have led participants to assume an association between speaking Welsh and their practice. Following the first pilot study, question four was changed to include "as someone who speaks Welsh/ as someone who doesn't speak Welsh, can you tell me about your experiences of working with Welsh speaking children and young people with additional learning needs who need ALP?" depending on the participants stated ability in Welsh. As a consequence, this may have impacted some participants' responses and led them to believe that I felt that their competency in a language may impact their ability to work effectively with those who use Welsh. Rather the purpose of this question was to explore participants context. During one of the interviews, it appeared that one of the participants felt they had to justify themselves and that they could practice effectively as an Educational Psychologist (EP) despite their Welsh language competency. When this happened, I ensured to use body

language to try and reassure the participant that this was not the intent of the question. This also made me reflect on how important conveying to participants that their practice would not be judged was at the beginning. This was also something I was aware of during the online interviews as it can be difficult to read body language online (Seitz, 2016). I was certain to smile frequently and nod to participants responses to reassure them as is outlined in the discussion section of the empirical paper (Seitz, 2016).

Another difficult decision for this research was selecting participants. As someone who had experienced working with WM CYP with ALN and their parents I really wanted to hear their voices as well as the voices of those in the wider systems who have insights into both the microsystem but also the macrosystem. Due to the time constraints of this research project it was not possible to speak to CYP, their parents and those in the exosystem (who have knowledge of the microsystem and macrosystem) and so I decided to choose participants in the exosystem, and therefore EPs (Bronfenbrenner, 1979).

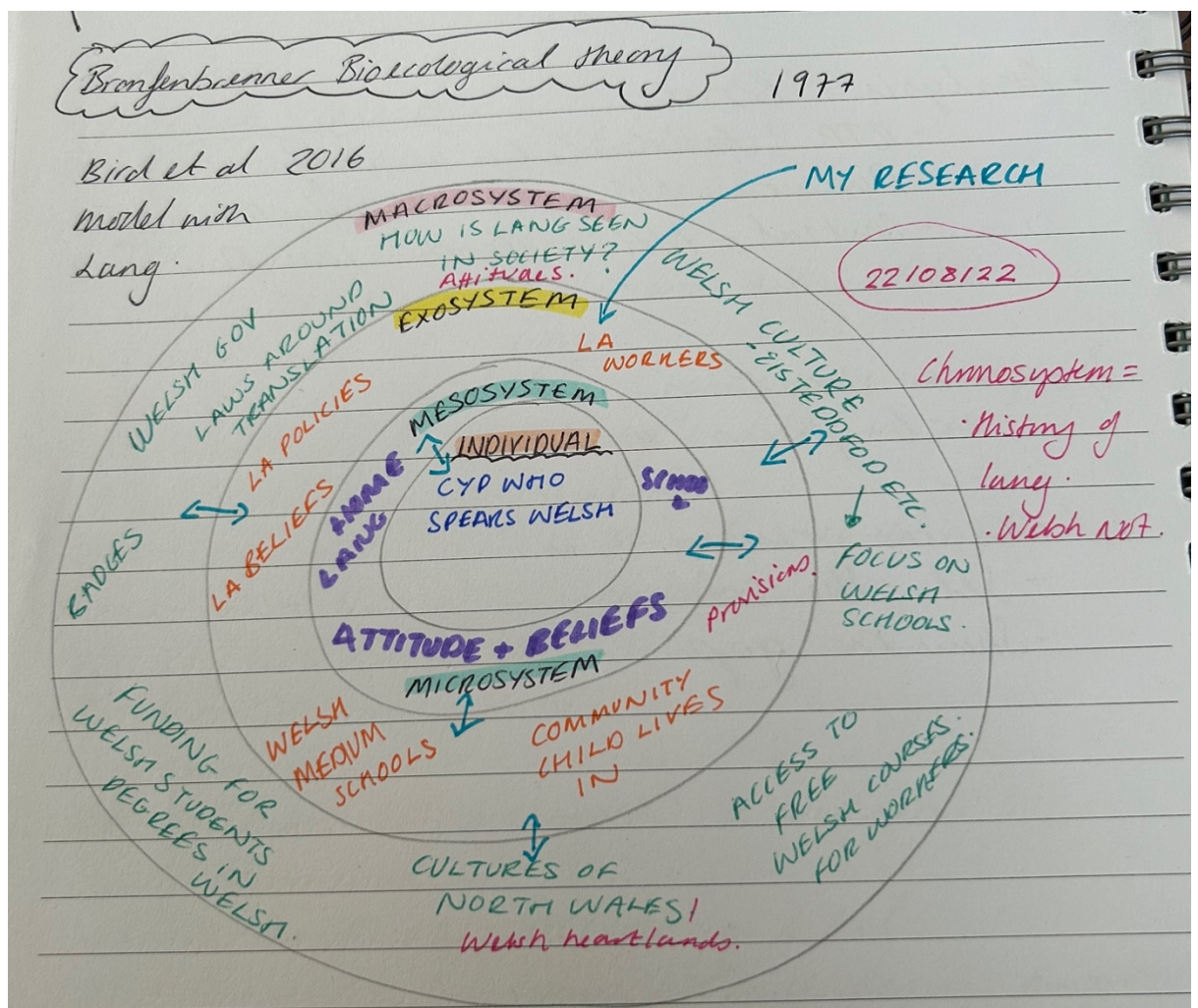


Figure 10: Example of drawing from reflective journal exploring where my participants would sit in the system.

This research is exploratory in nature due to the lack of previous research in the area and so I felt that by having participants who were in the exosystem, who also might have awareness of systemic theories, may be beneficial to explore what was going on for CYP and their families but also the factors that were facilitating and challenging providing WM ALN support whilst also considering why this is. Alongside this, EPs and TEPs were decided upon for the final participants as according to the EPs in Wales document outlined by the Welsh Government and Association of Educational Psychologist (Welsh Government, 2016) EPs work holistically to consider needs from all perspectives. They also work collaboratively with CYP their families and work in multi-agency capacities meaning that not only would they be able to provide a holistic view of supporting WM CYP with ALN but also potentially capture how different people in the system may have different viewpoints. Finally, as previously stated, having EPs as participants meant that I was a researcher near and so it was likely that participants may be more open with me (Mannay, 2010). As Mannay (2010) suggests, a predetermined shared knowledge and understanding can help build rapport with participants from the outset which can be particularly difficult in online interviews (Seitz, 2016). However, should I be fortunate to continue research in this area then I would like to speak to CYP and their families to understand their views of being supported through the Welsh language.

Data Analysis

The data analysis approach taken for this research was Reflexive Thematic Analysis (RTA) (Braun & Clarke, 2022). This form of data analysis fit both with the ontological and epistemological stance of co-production and also allowed me to acknowledge my values, beliefs and experiences and the impact this had on the interpretation of the results (Byrne, 2022). An inductive approach was chosen due to the lack of research in the field but also to allow for the participants perceptions to drive the data analysis. This form of data analysis was selected instead of discourse analysis as I was interested in focussing on the perceptions of TEPs and EPs rather than considering why these perceptions are held through the language used by participants (Fairclough, 2013). Analysing the data required multiple journeys through the six stages of RTA with a variety of themes developed whilst also considering analysing the rich picture task. Theron et al. (2011) suggested that what participants said about their drawing and the shared discussion of the drawing should be considered in the analysis process. From this then thematic analysis of key issues can be created. However, Theron et al. (2011) argues that there is not one single way to use drawings and visuals in research and so it is up to the researcher how they would like to do this. I therefore felt that through exploring the discussions had about the drawings and what participants said about their drawings, along with the other interview questions, themes may be created using RTA. I wanted to

ensure there was not too much of a focus on what the participants drew as the rich picture task was chosen to support with making the familiar strange and allowing participants to consider the system and organise their thoughts on it prior to our discussion (Mannay, 2010; Parrott, 2019; Theron et al., 2011).

I felt consciously incompetent during this stage as I felt the pressure to continuously reflect on how I could make the familiar strange and at this stage is where it felt most difficult. Braun and Clarke (2022) discuss the importance of including yourself in the research and allowing yourself to be a part of it, however, due to the exploratory nature of this research and the first to consider the WM ALN system in this way then it felt important to hold true to the participants perceptions and represent them in as much of an authentic and accurate way as possible. These themes required multiple personal reflections as well as reflections in supervision to explore how much of the themes were me and my familiarity in the topic and how much were the participants.

To try and stay true to participants' perceptions and the methodology of this research I decided to draw my own rich picture of what I understood participants were telling me during their interviews. Rich pictures can be used to gather and understand multiple views of a system (Frederickson & Cline, 2015). In drawing my own rich picture, I tried to capture the story participants were telling me and how this made sense to me through visualisations such as the yellow brick road.

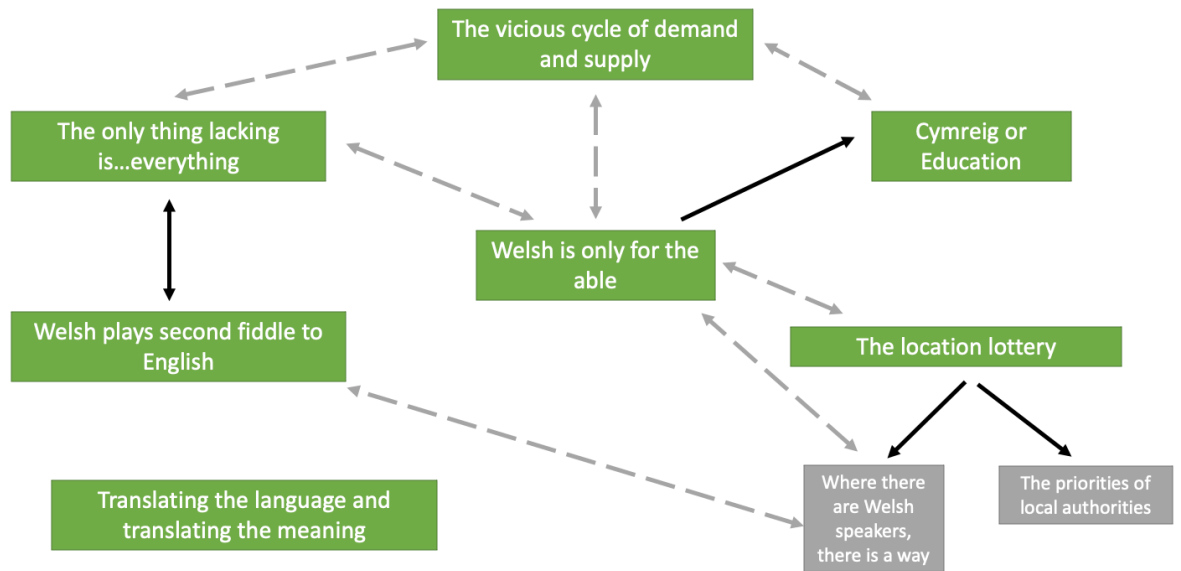


Figure 12: Initial thematic map created in November 2022 following the generation of initial themes.

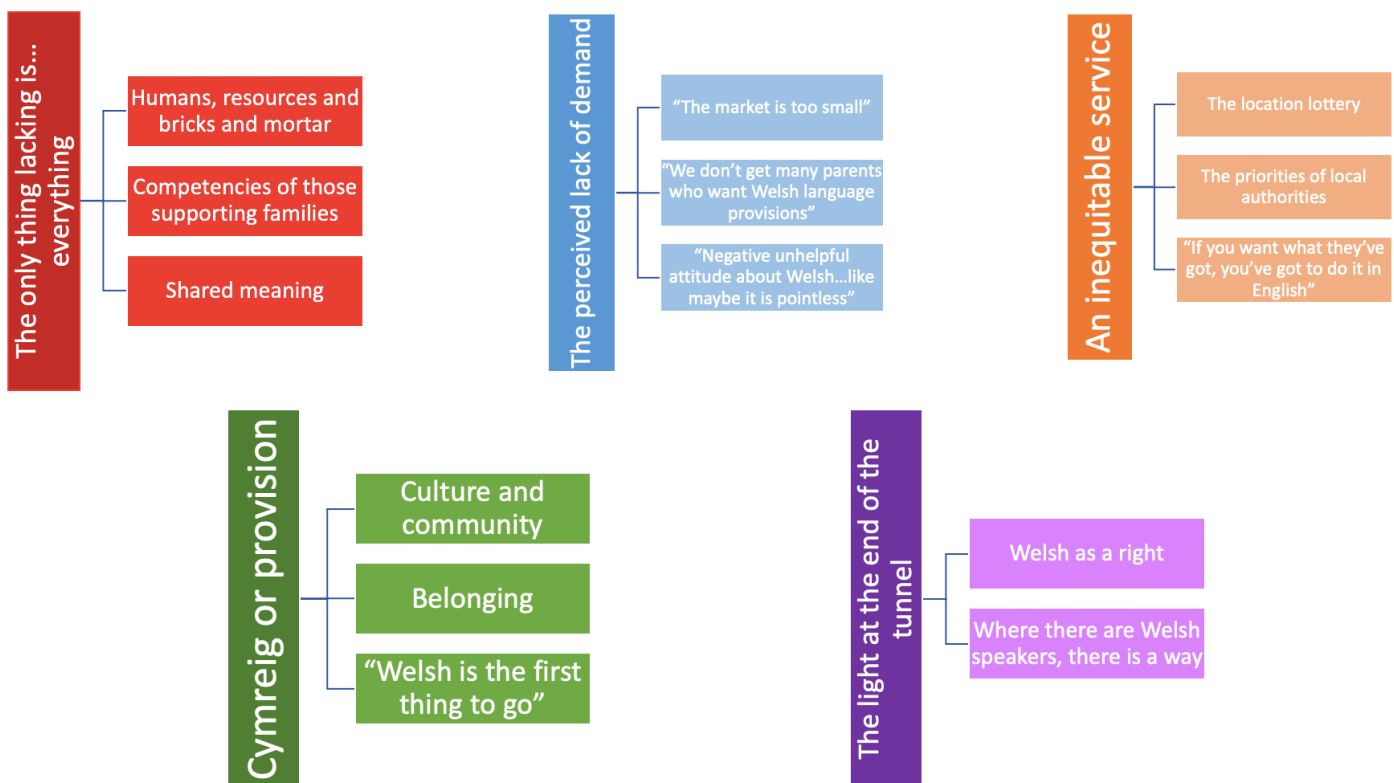


Figure 13: Final thematic map created following reflections with my supervisor in January 2023.

Figure 14: Final thematic map created following reflections with my supervisor in January 2023.

Ethical consideration

The ethical considerations for this research are highlighted in part 2 and in the empirical research paper, however, my reflections on some of these will be presented below.

Psychological harm and participant comfort

Despite this research not exploring any topics that may be considered sensitive Griffiths (2017) research suggested that discussing the Welsh language and ALN can be emotive for some and as I was unaware of participants background and their experience with this I felt it was appropriate to account for it. I did this through providing my contact details but also through reinforcing this in the interview by reminding participants at the end whilst also using body language to try and create an environment where participants felt comfortable sharing their views.

Alongside this, with regards to participant comfort I ensured it was noted on the information sheet as well as reminding participants in the interview that their practice was not being evaluated. Despite this, I was not fully successful in this as highlighted when discussing the impact of the fourth question of the interview. It could also be argued that the rich picture task may have contributed to some participant discomfort. Upon reflection, the fourth question could have been asked without the addition of “as someone who speaks Welsh/someone who doesn’t speak Welsh” as participants may have shared similar experiences as their ability to communicate in Welsh may have influenced their practice regardless of me drawing attention to it at the beginning of the question.

Confidentiality and anonymity

I was concerned regarding the anonymity of participants as it may have be possible to identify them due to their location in Wales being identified in the research. It was important to discuss participants’ location in Wales to ensure alignment with the contextualism epistemological stance (Braun & Clarke, 2022). When considering the demographic of Welsh speakers in Wales, the census suggests that there are higher levels of Welsh speakers in areas in north Wales such as Gwynedd and Angelys (Welsh Government, 2022). It therefore felt like it was important to recognise this in relation to participants responses. I decided that the best way to do this would be to ask participants to specify their location via north, south, east, or west Wales to decrease the prospects of identifying participants. This then allowed for discussion of the impact on location without being specific about exactly where participants are.

Contribution to knowledge, practice and dissemination

Contribution to knowledge

This piece of research is one of the first of its kind to consider WM ALN support (ALP) in Wales. As mentioned in the literature review and the empirical research, there is limited research on the Welsh ALN system, and the research that exists consists of opinion pieces (Davies, 2023; Ware, 2014; Ware, 2019). Therefore, this might be considered the first piece of empirical research to consider all ALN in Wales in relation to the Welsh language. The findings of this research suggest that WM ALP is important not only for meeting learning needs but also for fostering a sense of belonging, having a connection to community and culture. It also highlighted how Welsh is often the first thing to go when considering meeting needs of CYP with ALN. Most importantly, this research suggests an inequity of support across Wales which is something that was not discussed in the opinion pieces providing a new lens to view an existing system through. These taken together may help support not only myself but also EPs working in Wales to understand the importance of having access to the Welsh language for CYP whilst also providing more knowledge on the current system and support available in Wales. This research also adds to the existing literature around supporting CYP who speak a minority language and who have additional learning needs.

When considering the use of rich pictures in this research it may be possible to suggest that using this task may contribute to the knowledge of using drawings in research. The rich picture task allowed for participants to organise their thoughts on a large topic before having to speak about it, may have supported with containing them throughout the interview as they had it in front of themselves to reference and also allowed for shared meaning and understanding to take place during the interview.

Contribution to my personal practice

This research has contributed to my knowledge of the WM ALN system in Wales. As previously mentioned, I considered myself an insider-outsider researcher, and whilst I felt I was familiar with the WM ALN system from my previous work I did not fully understand it from the exosystem where I now work. Whilst I felt that everyone should have access to the language of their choice, I never fully considered why. By reflecting on the findings of this research I realised that I was not fully aware of all aspects of the system and their impact on decisions made by schools, parents, CYP and the government. Through exploring the reframe, reconstruct and reflect key decision point of COMOIRA (Gameson & Rhydderch, 2008, 2017; Rhydderch & Gameson, 2010) and

Maslow's Hierarchy of Needs (Maslow, 1998) I recognised that systems, much like humans, may not be able to reach self-actualisation (meeting needs of CYP with ALN in the case of this research) when other needs are unmet. These unmet needs might include funding, resources and access to professionals who speak the language. This has not only supported with my understanding but also with how I may approach systemic work in my future practice with schools. I will ensure to consider the constructions towards intentions to change and constructions towards the ability to change key decision points in COMOIRA (Gameson & Rhydderch, 2008, 2017; Rhydderch & Gameson, 2010) and explore with schools which of their needs are unmet and the impact this may have on them meeting the needs of their learners. Through taking steps to make the familiar strange this has supported me to reconstruct how I approach systems work with schools.

Dissemination

To disseminate the findings of this research to EPs working in Wales and with Welsh settings a reflection document for EPs was created. Using COMOIRA has helped me reflect and be reflexive in my thoughts and decisions and so I wanted to utilise the framework to support both EPs and TEPs working with WM settings. I wanted to ensure that this document was accessible and concise so that EPs may take it into consultations with them should they need.

This document will hopefully support with developing the knowledge and practice of both EPs and TEPs working with WM settings and WM CYP and their families.

Conclusion

In conclusion, this piece of research has supported both my development as a researcher and a practitioner. It has allowed me to consider how I can view situations from an alternative viewpoint and without assumed knowledge guiding my decisions. Moreover, it has supported me in developing compassion and kindness of systems I previously felt excluded students due to their own biases and beliefs around ALN. I am now more curious in understanding the needs of systems, how they are met and how I can support with meeting these to better support CYP with ALN. In addition to developing my practice, this research has encouraged me to engage in more research into this topic post qualification so that I may understand the views of all in the system whilst also advocating for a more equitable WM ALN system and ALP in Wales.

References

- Anderson-Chavarria, M. (2022). The autism predicament: models of autism and their impact on autistic identity. *Disability & society*, 37(8), 1321-1341.
- Association of Educational Psychologists. (2020). *Working remotely with children, young people and their families: staying safe, maintaining data security, upholding professional standards and using technology*. <https://business.senedd.wales/documents/s102276/CYPE%20COV%2075b%20-%20Association%20of%20Educational%20Psychologists%20AEP%2018%20May%202020%20Published%2017%20June%202020.pdf>
- Braun, V., & Clarke, V. (2013). *Successful Qualitative Research: a practical guide for beginners*. SAGE Publications Ltd.
- Braun, V., & Clarke, V. (2022). *Thematic Analysis: A Practical Guide*. SAGE Publications Ltd.
- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Harvard university press.
- Bukamal, H. (2022). Deconstructing insider–outsider researcher positionality. *British Journal of Special Education*, 49(3), 327-349.
- Byrne, D. (2022). A worked example of Braun and Clarke’s approach to reflexive thematic analysis. *Quality & quantity*, 56(3), 1391-1412.
- Checkland, P. (2000). Soft Systems Methodology: A Thirty Year Retrospective(a). *Systems research and behavioral science*, 17, S11.
- Davies, E. N. (2023). Are children and young people with additional learning needs at a systemic disadvantage regarding Welsh language opportunities? *Educational Psychology in Practice*. <https://doi.org/10.1080/02667363.2023.2186835>
- Dowling, E., & Osborne, E. L. (2003). *The family and the school a joint systems approach to problems with children* (2nd ed.). Karnac Books.
- Fairclough, N. (2013). *Language and power*. Routledge.
- Frederickson, N., & Cline, T. (2015). *Special educational needs, inclusion and diversity* (Third edition. ed.). McGraw-Hill Education.
- Gameson, J., & Rhydderch, G. (2008). The constructionist model of informed and reasoned action (COMOIRA). *Frameworks for practice in educational psychology: A textbook for trainees and practitioners*, 94-120.
- Gameson, J., & Rhydderch, G. (2017). The Constructionist Model of Informed and Reasoned Action (COMOIRA). In B. Kelly, L. M. Woolfson, & J. Boyle (Eds.), *Frameworks for Practice in Educational Psychology* (2 ed., pp. 123- 150). Jessica Kingsley.
- Griffiths, A. (2017). *‘Mamiath’: The Lived Experiences of Mothers of Children with Autism in Wales*. Cardiff University].
- Joffe, H., & Elsey, J. W. (2014). Free association in psychology and the grid elaboration method. *Review of General Psychology*, 18(3), 173-185.
- Mannay, D. (2010). Making the familiar strange: can visual research methods render the familiar setting more perceptible? *Qualitative Research*, 10(1).
- Maslow, A. (1998). *Towards a psychology of being* (3 ed.). Wiley.
- Oliver, M. (2013). The social model of disability: Thirty years on. *Disability & society*, 28(7), 1024-1026.
- Parrott, P. (2019). Rich pictures in qualitative research in higher education: The student as consumer and producer in personal branding. *International Journal of Work-integrated Learning*.

- Rhydderch, G., & Gameson, J. (2010). Constructing a flexible model of integrated professional practice: Part 3—the model in practice. *Educational Psychology in Practice, 26*(2), 123-149.
- Seitz, S. (2016). Pixilated partnerships, overcoming obstacles in qualitative interviews via Skype: A research note. *Qualitative Research, 16*(2), 229-235.
- Stokes, D., & Bergin, R. (2006). Methodology or “methodolatry”? An evaluation of focus groups and depth interviews. *Qualitative market research: An international Journal, 9*(1), 26-37.
- Theron, L., Mitchell, C., Smith, A. L., & Stuart, J. (2011). *Picturing research*. Springer.
- Ware, J. (2014). Changing policy, legislation and its effects on inclusive and special education: A perspective from Wales [Article]. *British Journal of Special Education, 41*(4), 344-362. <https://doi.org/10.1111/1467-8578.12082>
- Ware, J. (2019). Autonomy, rights and children with special educational needs: the distinctiveness of Wales. *International journal of inclusive education, 23*(5), 507-518. <https://doi.org/10.1080/13603116.2019.1580928>
- Welsh Government. (2016). *Educational psychologists in Wales*.
- Welsh Government. (2021). *The Additional Learning Needs Code for Wales 2021*.
- Welsh Government. (2022). *Welsh language in Wales (Census 2021)*. Retrieved from <https://www.gov.wales/welsh-language-wales-census-2021-html#:~:text=On%20Census%20Day%2C%2021%20March,points%20lower%20than%20Census%202011>.

Appendices

Appendix 1- Systemic search results

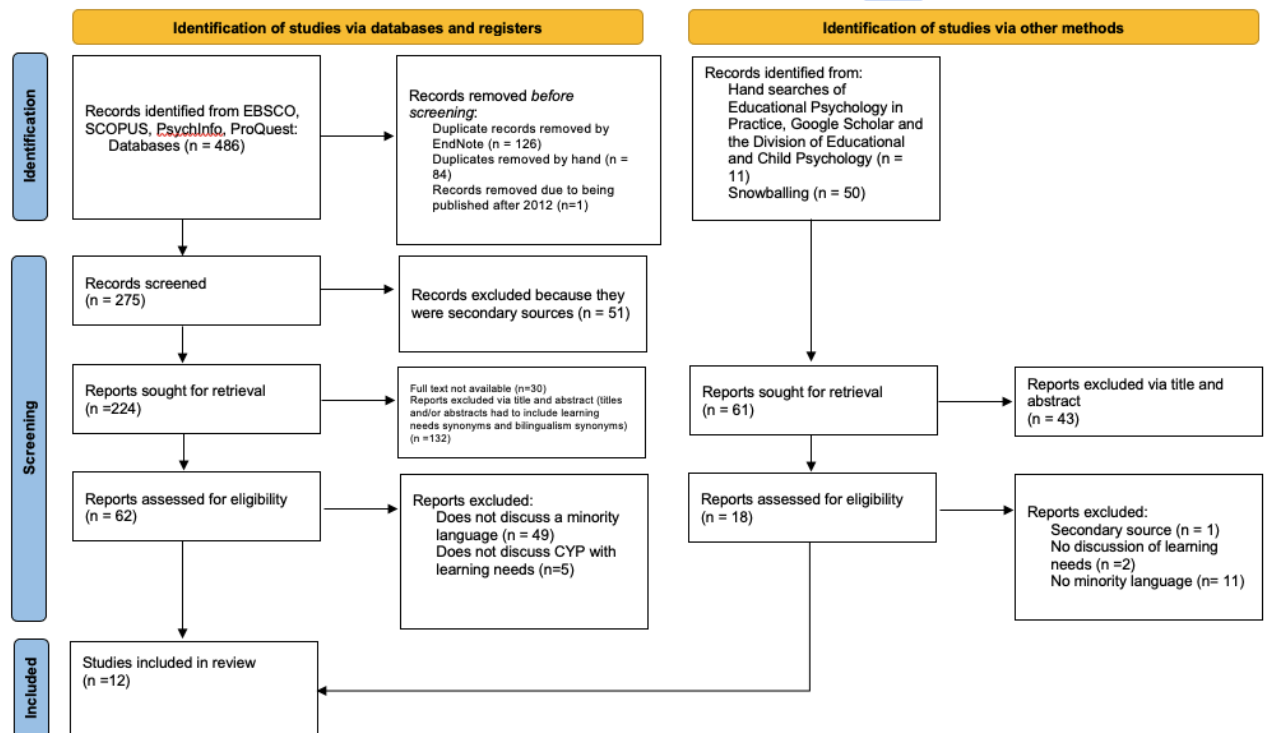
Date	Database	Search terms	Number of papers
23/03/2013	SCOPUS	Bilingual* OR multilingual* OR monolingual* OR translanguag* OR "dual language*" OR plurilingual*	297,958
		(bilingual* OR multilingual* OR monolingual* OR translanguag* OR "dual language*" OR plurilingual) AND ("minority language*" OR "regional language*" OR "minority linguistic*" OR linguistic* OR minorit*)	199,593
		(bilingual* OR multilingual* OR monolingual* OR translanguag* OR "dual language*" OR plurilingual) AND ("minority language*" OR "regional language*" OR "minority linguistic*" OR linguistic* OR minorit*) AND (school* OR educat* OR learn* OR college* OR universi*)	193,753
		(bilingual* OR multilingual* OR monolingual* OR translanguag* OR "dual language*" OR plurilingual) AND ("minority language*" OR "regional language*" OR "minority linguistic*" OR linguistic* OR minorit*) AND (school* OR educat* OR learn* OR college* OR universi*) AND (sen OR "special educat* need*" OR "additional need*" OR "learning difficult*" OR "learning disabilit*" OR "learning need*" OR "Educational psycholog*" OR "school psycholog*")	126
		When limiting the above years to 2012- now and available in English	81

27/03/2013	PsycINFO	bilingual* OR multilingual* OR monolingual* OR translanguag* OR "dual language*" OR plurilingual	25846
		(bilingual* OR multilingual* OR monolingual* OR translanguag* OR "dual language*" OR plurilingual) AND ("minority language*" OR "regional language*" OR "minority linguistic*" OR linguistic* OR minorit*)	8329
		(bilingual* OR multilingual* OR monolingual* OR translanguag* OR "dual language*" OR plurilingual) AND ("minority language*" OR "regional language*" OR "minority linguistic*" OR linguistic* OR minorit*) AND (school* OR educat* OR learn* OR college* OR universit*)	5295
		(bilingual* OR multilingual* OR monolingual* OR translanguag* OR "dual language*" OR plurilingual) AND ("minority language*" OR "regional language*" OR "minority linguistic*" OR linguistic* OR minorit*) AND (school* OR educat* OR learn* OR college* OR universit*) AND (sen OR "special educat* need*" OR "additional need*" OR "learning difficult*" OR "learning disabilit*" OR "learning need*" OR "Educational psycholog*" OR "school psycholog*")	181
		When limiting the above years to 2012- now	115
27/03/2013	ProQuest	bilingual* OR multilingual* OR monolingual* OR translanguag* OR "dual language*" OR plurilingual	98,402
		(bilingual* OR multilingual* OR monolingual* OR translanguag* OR "dual language*" OR plurilingual) AND ("minority language*" OR "regional language*" OR "minority linguistic*" OR linguistic* OR minorit*)	30,807

		(bilingual* OR multilingual* OR monolingual* OR translanguag * OR "dual language*" OR plurilingual) AND ("minority language*" OR "regional language*" OR "minority linguistic*" OR linguistic* OR minorit*) AND (school* OR educat* OR learn* OR college* OR universit*)	18,251
		(bilingual* OR multilingual* OR monolingual* OR translanguag * OR "dual language*" OR plurilingual) AND ("minority language*" OR "regional language*" OR "minority linguistic*" OR linguistic* OR minorit*) AND (school* OR educat* OR learn* OR college* OR universit*) AND (sen OR "special educat* need*" OR "additional need*" OR "learning difficult*" OR "learning disabilit*" OR "learning need*" OR "Educational psycholog*" OR "school psycholog*")	307
		When limiting the above years to 2012- now, available in English and where included in abstract.	138
27/03/2 3	EBSCO: BEI, ERIC, MLA International Bibliography with full text, Child development a nd Adolescent Studies	bilingual* OR multilingual* OR monolingual* OR translanguag* OR "dual language*" OR plurilingual	83,733
		(bilingual* OR multilingual* OR monolingual* OR translanguag * OR "dual language*" OR plurilingual) AND ("minority language*" OR "regional language*" OR "minority linguistic*" OR linguistic* OR minorit*)	24, 919
		(bilingual* OR multilingual* OR monolingual* OR translanguag * OR "dual language*" OR plurilingual) AND ("minority language*" OR "regional language*" OR "minority linguistic*" OR linguistic* OR minorit*) AND (school* OR educat* OR learn* OR college* OR universit*)	20,113

	<p>(bilingual* OR multilingual* OR monolingual* OR translanguag * OR "dual language*" OR plurilingual) AND ("minority language*" OR "regional language*" OR "minority linguistic*" OR linguistic* OR minorit*) AND (school* OR educat* OR learn* OR college* OR universit*) AND (sen OR "special educat* need*" OR "additional need*" OR "learning difficult*" OR "learning disabilit*" OR "learning need*" OR "Educational psycholog*" OR "school psycholog*")</p>	358
	<p>When limiting the above years to 2012- now, in English and able to be exported.</p>	114

PRISMA 2020 flow diagram for new systematic reviews which included searches of databases, registers and other [sources](#)



Appendix 2- Extended summary of data table.

Author	Date	Aims	Methods and research design	Findings	Critique
Ware, J.	2019	<p>To explore how the voices of CYP with profound and multiple learning needs (PMLD), who speak Welsh or who attend WM schools, are heard in relation to the introduction of ALNET and the ALN Code in Wales.</p> <p>ALNET highlights the importance of the voice of the child to the process of planning for support to access learning.</p>	<p>There is no methodology or search strategy listed. Nor is there an inclusion and exclusion criteria for the research cited listed.</p>	<p>The situation in Wales is complex. The ALN Code outlines that when writing an IDP, attention must be paid to the CYP's preferred mode of communication (in Welsh or English), however, it is unclear how this is communicated by those who are unable to communicate verbally. There is little evidence into the Welsh-language and SEN but the research that does exist suggests that CYP from English-speaking homes are less proficient in Welsh. Research into hearing the voices of CYP with PMLD suggests that it is possible to do so in a way that is distinct from gaining these from their parents and carers (such as using puppets, a diamond ranking game</p>	<ul style="list-style-type: none"> • The aim of the paper was not clearly outlined for the reader and so it was difficult to ascertain which findings would be relevant for the role of the EP in working with minority languages. • As a search strategy and inclusion and exclusion criteria was not listed it is possible that the research quoted is biased to the views of the researcher. This might not

				<p>and photographs taken by the children and then triangulation of data).</p> <p>Ware argues that when CYP come from Welsh-speaking homes their right to be supported through Welsh is protected, however, Ware does not discuss CYP from English-speaking homes whose parents want them to learn Welsh. Ware argues that more research needs to be completed into the views of CYP with SEN about WM education.</p> <p>Whilst tentatively approached, Ware findings and conclusions might suggest that CYP with SEN might prefer to be educated (and have their needs met) through the medium of English and research should be done to explore this.</p>	<p>provide an overall view of the current picture in Wales and hearing the voices of PMLD CYP.</p> <ul style="list-style-type: none"> • CYP from Welsh-speaking homes are considered, however, findings in relation to CYP from English speaking homes who attend Welsh-provisions are not. This might not capture the situation for all SEN CYP educated through Welsh. This can make it difficult to generalise this group of children.
--	--	--	--	--	--

Ware, J.	2014	To examine policy developments in education since the devolution of education in Wales and their impact on the inclusion of CYP with special needs.	No method listed. There is no information presented on a search strategy for the research cited. Ware highlights that the policies discussed will be those published in the past decade.	There is a lack of WM provision, professionals and assessments to support learners with SEN who speak Welsh. Despite this, Ware argues that Welsh speaking CYP with special needs need to be receiving timely and appropriate assessments. Ware argues that there should be more opportunities in initial teacher education training and for existing staff to increase their proficiency in teaching CYP with special needs. This could be done through teaching teachers research skills, so they are able to identify needs more quickly. Currently, ALN is not taught explicitly on courses and is only mentioned in the second year of the Master of Education Course. Finally, Ware suggests there is a need for investment into research on supporting CYP with special needs	<ul style="list-style-type: none"> • Due to the lack of methodology mentioned regarding the search strategy used for the cited research (aside from the policies) it is possible that the conclusions offered may be biased to Ware anecdotal experiences. • The author does not acknowledge their position in the research or how this may impact how they perceive the legislation and their findings. Again, this might not suggest a balanced view of the
----------	------	---	---	--	---

				<p>who speak a minority language as there is little evidence to support with this.</p>	<p>current systems (and incoming) in Wales.</p> <ul style="list-style-type: none"> • The findings may suggest a role for EPs in supporting teacher's and schools to develop their research skills and knowledge in relation to ALN.
<p>Murtagh, L., Seoighe, A.</p>	<p>2020</p>	<p>To investigate EPs and teacher's perceptions of EP provision in Irish – medium schools in strong speaking Irish communities.</p> <p>The authors aimed to explore the experiences of EPs and teachers in relation to EP</p>	<p>A purposeful sampling method was used to identify teachers and EPs who work in three different schools in these areas. Four EPs and 11 teachers participated in semi-structured interviews. Thirteen interviews were conducted through Irish and two in English.</p>	<p>EPS expressed concerns over recruitment of bilingual EPs, the disconnect between policy espoused and policy in practice, the difficulties associated with the threat to the Irish language (minority language) by English, the challenges of translating resources and their competencies in writing in Irish. EPs also shared their concerns regarding assessing CYP in English and the importance of having EPs who are proficient in</p>	<ul style="list-style-type: none"> • Only four EPs participated in this research and all of which spoke Irish. Therefore, the perceptions of EPs who work in these areas but do not speak Irish are missed. This might suggest that only the views of those who are within the Irish

		<p>services. To explore how EP services need the needs of the schools and students and to identify the barriers to EP provision in these schools.</p>	<p>An inductive thematic analysis approach was used.</p>	<p>Irish to fully understand difficulties with a child's 'weaker' language (English) as they might respond in Irish.</p> <p>Teachers also expressed concerns around translating resources, tests and interventions as they have an obligation to provide these in Irish. This means that often teachers must translate these themselves.</p> <p>Alongside this, teachers shared their wants for terms related to SEN to be translated into Irish so that they could use the correct terms in context. Similarly to EPs, teachers shared their concerns around assessments being completed in English despite the CYP speaking Irish. Teachers did however share their positive reviews of the EP services consultation practice, their use of response to intervention</p>	<p>speaking communities are heard rather than those who are outside of the community but who work within them.</p> <ul style="list-style-type: none"> • The research does gather the findings from both EPs (who are in the exosystem) and teachers (who are in the microsystem). This provides us with an understanding of the interactions between the systems and how similar and different the perceptions might be depending on their
--	--	---	--	--	---

				<p>frameworks, a decrease in labelling CYP and a move towards early identification and intervention.</p> <p>The authors suggest that Irish CYP receive an inequitable service as they are assessed with tools that are culturally and linguistically biased, they do not have access to translated resources and that they do not always receive support from Irish speaking EPs.</p>	<p>position in the system.</p> <ul style="list-style-type: none"> • It is the first piece of research looking specifically at EP practice and provision with regards to a minority language and provides outlines of how this might therefore impact EPs working in Wales, Scotland and other minority language countries. • The research looks specifically at EP provision rather than all provision CYP with SEN might access. This might provide us with
--	--	--	--	---	--

					<p>knowledge of how EPs support schools, however, it does not provide us with information about how schools support CYP or how other services who work alongside EPs might support them too.</p> <ul style="list-style-type: none">• Thirteen interviews were completed in Irish, however, the authors do not specify whether analysis was conducted in English or Irish or both for this research. This might suggest that meaning g might have been missed through translating
--	--	--	--	--	--

					languages as some terms might not translate completely and so nuances might be missed.
Yu, B.	2013	To explore the nature of heritage language use between parents and their children with ASD. To explore what mothers, believe are the barriers and facilitators for their language practices and what they believe the impact of these languages practices to be on their children. Yu aims to address the above as they	Three 60–90-minute in-depth phenomenological interviews were conducted with 10 mothers whose children have a documented diagnosis of ASD. Participants must speak Mandarin Chinese as their primary language, can communicate in English without an interpreter and have immigrated to the United States of	All but one parent recognised English as the most important language for their child to learn to meet societal demands. They felt that English had a wide-reaching influence. Participants did however feel that Chinese would be an asset for parent-child communication as they felt it allowed them to communicate with their child, it helps preserve their culture, identity, instils pride and may help their child gain advantage on a global job market. This suggests that social capital and economic gains are important to parents when considering their choice of language.	<ul style="list-style-type: none"> • Some participants had their spouses present whereas others did not. This might suggest that in some cases we are hearing the views and perspectives of two parents as opposed to one. • Yu highlighted Chinese as a minority language; however, it does not fit with the definition upheld in this research. Despite this, it must be

		<p>highlight that these are areas missed in current research around ASD and bilingualism.</p>	<p>America after receiving their primary education in their county of origin.</p> <p>Interviews were analysed using inductive thematic analysis and narrative analysis.</p>	<p>In some cases, parents saw their heritage language as an obstacle to their child accessing the support they need (as there are few interventions available in Chinese) and so they dropped it. Alongside this, parents received very little support on how to teach their child English. Nine parents received advice to start speaking English to their children following their diagnosis. Some of the professionals who spoke with parents suggested English exclusively whereas others suggested a bilingual approach. When this advice did not align with the views of the parents it caused distress as they were not able to effectively communicate with their child.</p>	<p>included as the inclusion criteria considers research that identifies the language discussed as a ML. This might mean that the participants of this research may not face the same concerns as parents who speak a ML as there is the diminished possibility of Chinese being eradicated as opposed to a ML.</p> <ul style="list-style-type: none"> • Some voices may have been missed from the research due to participants having to have a certain level of
--	--	---	---	--	--

				<p>Parents expressed that they would have liked some assurance that being bilingual would not harm their child's development and support for theirs and their child's mastery of English. Due to the lack of information provided to parents and the advice offered by professionals, parents felt that they had no choice but to speak English with their children. The results also suggested that language use is complex and a personal manner.</p>	<p>English proficiency. As a result, all participants were educated to at least bachelor's degree level. This suggests that we may not hear from families who rely on their heritage language at home and cannot communicate with their children by another language.</p> <ul style="list-style-type: none"> • Participants were able to code-switch during the interviews. Whilst this provides opportunities for parents to fully express their views, emotions and experiences
--	--	--	--	---	--

					(something some participants highlighted can be difficult to do with their children in. English) this might mean that some of the nuance of the language is missed. For EPs working with families who speak ML this might suggest that sometimes meaning is missed when the nuance of a language is not understood.
Griffiths, A.	2017	To explore the experiences of bilingual parents raising their children with ASC in Wales.	Interpretative Phenomenological Analysis used. Five participants from two Welsh Local	Parents mourned for what they had envisaged for their children and some reported that other family members found ASC hard to accept. One parent spoke of the guilt she	<ul style="list-style-type: none"> • It can be difficult for this research to be generalised across Wales as there are few LAs with large

			<p>Authorities with a child who has a documented diagnosis of ASC participated in semi-structured interviews. These local authorities were selected due to the high percentage of Welsh speakers living there. All participants opted to be interviewed in Welsh.</p>	<p>felt as she had not picked up on her child's difficulties when she was younger.</p> <p>With regards to the Welsh language, the language was linked to a sense of identity for many. Griffiths suggests that if language is taken away from people who feel it is a part of their identity then this might impact the relationship between the parent and child. There was a desire to belong from participants and language was sometimes associated with this due to their ties to Welsh speaking communities. When one child was unable to speak Welsh then it might potentially be a barrier for him to belong to the community.</p> <p>Participants sense of belonging appeared to be threatened by the</p>	<p>numbers of Welsh speakers. These findings might not be applicable to families who live in predominantly English-speaking areas. For EPs working in predominately English -speaking areas, or for parents who are English speakers but wish for their child to learn Welsh.</p> <ul style="list-style-type: none"> • The findings were not completely synthesised and easy to access. This might be due to the restricted word count. This means
--	--	--	---	--	---

				<p>potential need for their child to speak English. One participant opted to ban English TV shows in their house to avoid their child losing their Welsh language.</p> <p>Some participants worried about their children being able to speak Welsh or whether English was a more feasible option. One participant spoke of the shock expressed by professionals when they realised her son could understand Welsh.</p>	<p>that some of the participants experiences might be lost.</p> <ul style="list-style-type: none"> • The interviews and analysis were conducted in Welsh. I'm wondering whether the nuances of the discussions were fully captured in an English medium thesis.
Mitchell, S., & Higgins, A.	2020	To explore the perspectives of stakeholders (EPs, Teachers of the Deaf, teaching assistant for deaf CYP, parents) on the education of deaf CYP from	Eleven participants from five different Welsh LAs were recruited via a purposeful sampling method. Participants were comprised as one parent, one teacher of the deaf	Participants highlighted the challenges that deaf CYP face in mainstream such as: low expectations, weaker academic attainment and difficulties with social interactions and can have an impact on well-being.	<ul style="list-style-type: none"> • Only one parent participated in this research and so it can be difficult to draw conclusions on the impact of having a deaf child and being Welsh speaking.

		<p>Welsh speaking homes being educated in English medium resource bases.</p> <p>The research explored what stakeholders considered the implications of deaf children from Welsh-speaking home being educated in EM settings to be, what the perceived challenges are, what the perceived benefits are and how stakeholders feel CYP could best be supported.</p>	<p>from a primary resource base, two teachers of the deaf from a secondary resource base, four peripatetic teachers of the deaf, one teaching assistant based in a secondary resource base and two EPs. All participants were female and five identified as fluent Welsh speakers. Two interviews took place in Welsh.</p> <p>Each participant engaged in one semi-structured interview (parents and professionals</p>	<p>The Welsh language was highlighted as supporting belongingness and culture with parents expressing how difficult it was for them to make a choice regarding language. A teacher of the deaf also shared how having someone to converse with through Welsh (like herself) is important for Welsh-speaking families. However, she is the only WM teacher of the deaf in the county. On participant highlighted that speaking English can lead to shifts in the family dynamic and on occasion could lead to isolation and exclusion from some family members who speak Welsh predominantly.</p> <p>Participants highlighted themselves as a 'minority in a minority' as being deaf is a minority disability alongside speaking Welsh which is</p>	<ul style="list-style-type: none"> • Participants were from Mid and South Wales. These are areas with fewer Welsh speakers than in North Wales and so findings may be different for those living in areas with larger Welsh-speaking communities. • This research supports EPs in understanding the perspective of stakeholders which can better inform their work with them. The research questions also consider what is important to and for
--	--	--	--	--	---

			<p>engaged in different interviews). Thematic Analysis was used to gather findings.</p>	<p>a minority language. For CYP who then use Welsh sign language they are an even smaller minority.</p> <p>Lack of choice was also highlighted by participants with regards to language and having needs met. Participants expressed that often services, resources, provisions and teaching assistants are EM. There is also no longer a teacher of the deaf course in Wales which may impact the level of WM support available.</p>	<p>families and CYP rather than only considering the barriers in the system. This strengths-based approach can be helpful to implement change.</p>
Ratheram, E., & Kelly, C.	2021	Provide an overview of the literature exploring influence of EP practice with minority cultural and linguistic communities in the UK.	<p>PRISMA and a systematic search was used to identify relevant literature. Databases searched included ASSIA, Cinhal Plus, Eris, Ethos, ProQuest, PsychInfo and Web of Science. Further</p>	<p>Factors influencing EP individual practice were outlined as: appreciation of service users' cultural values, knowledge, skill and values. One research paper discussed how an EP could be used as an interpreter and this can be difficult to manage without support of the principal EP. The author also suggested that an EPs ontological</p>	<ul style="list-style-type: none"> • The authors do not provide information on how the research included was critically evaluated. • Questions around the definition of 'minority culturally and linguistic' as this included 'origin other

		<p>The research questions considered what the literature tells us about EP practices with minority culturally and linguistic communities and what influences their practice.</p>	<p>searches on Google Scholar and BPS periodical Educational and Child Psychology were used.</p>	<p>and epistemological stance may also impact how they work with minority cultural and linguistic communities.</p> <p>Individual CYP and family factors that influenced work with EPs included a willingness to participate and their level of English.</p> <p>Ethos of school, national agendas and discourse, legal frameworks and priorities of the EPS also influenced EPs practice with individuals from minority culturally and linguistic backgrounds.</p>	<p>than White British' but when discussing the search terms the authors mentioned that Welsh could have been included. The authors did not discuss how these findings could be generalised to minority language communities within Britain who may be 'white British'.</p> <ul style="list-style-type: none"> • Researcher has reflected on own biases which have, in turn, impacted my decision making and inclusion and exclusion criteria. This tied into the implications for EPs
--	--	--	--	---	--

					<p>where the authors discussed being aware of their own cultural awareness.</p> <ul style="list-style-type: none"> • Whilst implications for EPs are outlined there is no framework offered to support EPs when working with these communities.
Lye, C.B.	2015	To explore the impact of Welsh-medium education on the language ability (Welsh and English) of children with moderate learning difficulties.	Data collected from five counties in Wales (four of which were in North Wales and one in South Wales). Participants were from both Welsh-medium and English-medium schools. One hundred and ninety-eight pupils made up the typically	Bilingual children with MLD did not 'catch up' in their second language by 10-11 years old. Children with MLD are reaching developmental age-appropriate language levels despite using a second language at home. Children with MLD performed better than their developmental age-appropriate counterparts in English but not in Welsh. Language exposure seems to impact language proficiency in CYP with learning	<ul style="list-style-type: none"> • Four children were present in the room when being assessed. It is possible that there may have been an impact on a child's cognitive load during this time meaning they are not performing as well as they could.

			<p>developing sample whilst 77 children made up the MLD sample.</p> <p>The children's cognitive and language ability was measured using a variety of tests.</p> <p>Vocabulary measures included: British Picture Vocabulary Scale, Prawf Geirfa.</p> <p>Reading accuracy and comprehension measures included: Neale Analysis of Reading Ability and Profion Glannau Menai.</p> <p>Executive Functioning assessments included: Opposite-</p>	<p>needs. The more exposure to a language a CYP receives the greater their proficiency will be. The authors suggest there is no evidence to suggest executive functioning advantage in bilingual participants.</p>	<p>Additionally, if a child is being assessed in a language that they feel less competent in then it could be possible that having others in the same room may impact on their self-esteem and consequently their results.</p> <ul style="list-style-type: none"> • Verbal fluency test was conducted in English for all learners. As previous research has highlighted, this might not be a true representation of child's ability as it might be in their weaker language.
--	--	--	---	--	---

			<p>Worlds Task, Verbal Fluency Test, Numerical Stroop Task, Sustained Attention to Response Test, Flanker Task, Bags Only, Aeroplan Only, Bags & Aeroplanes.</p> <p>All measures were conducted in Welsh with the exception on the British Vocabulary Picture Scale and the fluency task.</p> <p>For every child who took place in the study parents completed a background questionnaire that</p>		<ul style="list-style-type: none"> • This research provides a useful insight with regards to working with ML and also LM as it suggest that language exposure is key to language development. For EPs working I Wales with English speaking families whose child is educated in Welsh this might provide helpful guidance for parents to support with language development.
--	--	--	--	--	--

			covered language use, socio-economic status, child's special educational needs and parent attitudes towards the Welsh language and Welsh education. It was not required that parents return this questionnaire for their child to be included in the study.		
Ward, R., & Sanoudaki, E.	2021	To examine the language abilities of Welsh-English bilingual children with Downs Syndrome (in both English and Welsh) in comparison to monolingual children with Downs	Forty children took part in this research, with 10 in each group (monolingual DS, bilingual DS, monolingual TD, bilingual TD). Lifetime language exposure was considered a measure	Results suggest that bilingual children with DS showed no further delays or language impairments or delays on the language measures (receptive and expressive language). There was no negative impact of bilingualism for any of the language measures including phonological awareness, receptive language, expressive language and	<ul style="list-style-type: none"> • Researcher states that TD were required to have no 'known' language impairments or developmental disorders and this was based on teacher report. It is possible that some

		<p>Syndrome (DS) and typically developing (TD) bilinguals and monolinguals.</p> <p>Their research questions consider the performance of monolingual children with DS compared to bilingual children with DS on language tests, the performance of bilingual children with DS compared to TD bilingual children on language tests, if children with DS show a phonological awareness advantage, and the</p>	<p>for bilingualism and was self-reported by parents. This was determined by parents reporting what percentage of language exposure their child had to each language.</p> <p>Cognitive and linguistic abilities were measured in one-to-one sessions with the first author.</p> <p>Assessments included:</p> <ol style="list-style-type: none"> 1. Cognitive assessment: KBIT-II non-verbal subtest 2. Working memory: 	<p>core language. The authors conclude that bilingualism does not appear to impact language development negatively for CYP with developmental disorders.</p> <p>The bilingual children with DS's language ability was comparable to that of monolingual children with DS. Suggesting that the children in both groups had similar language profiles.</p> <p>Authors suggest that working memory is the best predictor for language development for children with DS and Welsh language retention appears to be related to lifetime exposure. The authors suggest that the amount of current input in Welsh relates to Welsh receptive vocabulary, however, the same results were not seen in</p>	<p>needs were missed which may have impacted performance for some CYP.</p> <ul style="list-style-type: none"> • The PA assessments created have not been researched or validated yet and so may not provide a truly accurate view of a child's phonological awareness. This further highlights the difficulties with ML assessments as highlighted by Murtagh and Ware. • Only raw scores could be used for Welsh language assessments as
--	--	--	--	--	---

		<p>role of age, socioeconomic status (SES), working memory (WM), non-verbal cognitive abilities and language exposure on the language abilities of children with DS.</p>	<p>forward digit span recall</p> <p>3. English language ability: seven main tests of the CELF-P-2.</p> <p>4. Phonological Awareness (PA): specially designed for this research with tasks on PA, rhyme, syllables and phoneme isolation (a Welsh version was also created)</p> <p>5. Welsh language assessment:</p>	<p>English. This might be because Welsh is a ML and therefore there are not as many incidental Welsh language encounters.</p>	<p>participants were outside of the age ranges for standardised scores. As with the PA assessment, this might suggest that this test is not a true representation of a child's Welsh language awareness. For EPs this further highlights the creative ways they might choose to work to elicit information about a child's language ability. This also suggests the importance of triangulation of data in practice to ensure</p>
--	--	--	--	---	---

			<p>Prawf Geirfa-receptive vocabulary assessment.</p> <p>Practice effect was accounted for as all participants did the English measures first.</p>		<p>robust and valid conclusions are drawn regarding a child's ability.</p>
<p>Mary, B., Williams, K. & Prendeville, P.</p>	<p>2020</p>	<p>Aims to investigate the current trends in SEN provision in Irish medium schools, to identify the needs of learners with SEN and to explore the training needs of teachers in Irish medium schools with SEN learners. The research also</p>	<p>Mixed methods questionnaire in Irish. The questionnaire was distributed to all Irish-medium primary schools in the Republic of Ireland. Ninety-two schools responded with only 50 of them completing the whole survey.</p>	<p>There are roughly 15 learners per school with a diagnosed SEN. There were a variety of needs reported including Attention Deficit Hyperactivity Disorder, ASD, Emotional and Behavioural Difficulties and Developmental Coordination Disorder. English was the subject where students were supported the most followed by Mathematics. Irish was the least supported subject with teachers citing lack of guidance and</p>	<ul style="list-style-type: none"> • Response from schools in the areas that speak the most Irish were low. This is interesting considering these are the areas most immersed in the language. This might suggest that these schools do not consider SEN an area of importance

		<p>aims to explore the benefits and challenges arising from Irish immersion education for learners with SEN.</p>		<p>resources provided for them to do this. Seventy six percent of respondents felt it was important for the EP supporting the school to be fluent in Irish. The majority of respondents felt that EPs needed a better understanding of the Irish-medium education system.</p> <p>The authors suggests that the needs of bilingual students with SEN needs to be further looked at in Initial Teacher Education and CPD for teachers.</p> <p>The authors suggest that large majority of Irish-medium schools are engaging in good practice when considering SEN such as providing intervention support as well as in class support where required.</p>	<p>for them. This might be due to lower levels of SEN learners.</p> <ul style="list-style-type: none"> • These schools also reported higher levels of students with specific language impairments in their schools. This might suggest that, as these are areas where a majority speak the language, that a CYP must have difficulties with language if they struggle with Irish. • Only 50% completed the full survey but all responses were used. This queries
--	--	--	--	---	--

					<p>whether the conclusions of this research are valid.</p> <ul style="list-style-type: none">• Whilst the mixed methods approach allows for collection of statistical information regarding the amount of needs in schools it does not fully allow for the schools' perceptions of the benefits and challenges to be collected. A questionnaire might not allow for participants to expand on their ideas due to the limited box size or time constraints of
--	--	--	--	--	--

					<p>completing the questionnaire.</p> <ul style="list-style-type: none"> • Similar findings to Ware who suggests that there is need for a greater focus on SEN in initial teacher education.
Dammeyer, J., & Ohna, S. E.	2021	<p>To analyse the last 30 years of educational planning for deaf and hard of hearing (DHH) children in Denmark, Sweden and Norway.</p> <p>The purpose of this was to understand how children are currently being supported in these countries, how they</p>	<p>Searches for literature (namely policies relating to Deaf educational planning in the identified countries) were carried out on PsychInfo, national library databases, online websites of relevant non-governmental organisations, relevant governmental department sites.</p>	<p>Denmark</p> <ul style="list-style-type: none"> - Until 2005, the bilingual-bicultural approach was used when teaching DHH children in Denmark. This approach includes children learning and using sign language alongside spoken language as well as being introduced to Deaf culture through Deaf clubs, sports and churches. After the rise of Cochlear Implants (CI) in the 2000s Denmark's education for DHH children moved 	<ul style="list-style-type: none"> • An exclusion and inclusion criteria for which policies were selected for the review was not included in the paper despite the authors recognising that they have not included all policies found. • Little information is provided regarding how authors critically reviewed each other

		<p>were previously supported and the factors that may have influenced the changes in educational provision.</p>	<p>Snowballing and searches of reference lists were also used. Literature from between 1990-2020 was included. The authors stated that they did not use all policies from this time period but rather a sample that covered perspectives from all three countries.</p> <p>Three key features influenced the analysis of this research, these included: spoken language versus sign language, mainstream education versus specialist Deaf</p>	<p>towards speech training and Auditory Verbal Therapy (AVT) to develop speech. At the present, almost all DHH children in Denmark are educated in local community schools (using assistive technology where required). Parents are offered AVT and sign language (or visual communication) is not used. Despite this, in 2014 Danish Sign Language was recognised as an official minority language.</p> <p>Norway</p> <ul style="list-style-type: none"> - Similarly to Denmark, before the 2000s a bilingual-bicultural education was offered for DHH children. An 'adapted education' approach was adopted 	<p>during the thematic analysis process.</p> <ul style="list-style-type: none"> • Whilst the research provides some information of how DHH children are supported in these countries from a policy level there is no information regarding what is happening in the microsystem and exosystem for these children. • The research does provide information on how minority languages may be valued. Whilst Denmark recognised Danish Sign Language as a
--	--	---	--	--	--

		<p>education and Deaf culture and identity versus new hearing technologies. These features were decided on by the researchers following initial exploration of the research and history of Deaf education in Scandinavia.</p> <p>These key features were used to guide the thematic analysis of content used by the authors. The first author carried out the analysis of the Danish and Swedish policies whilst the second analysed the Norwegian policies.</p>	<p>where children were given access to the support they needed to learn (similar to the current system in Wales). Schools and centres for DHH children were opened to support them with meeting their educational needs prior to the 1990s, however, White Papers suggested that Deaf education was not special education and needs should be met in mainstream schools. With the rise of CI, education for DHH children changed with 90-95% of DHH children receiving CI. Whilst policies from the 1990s have remained unchanged, since CIs there has been a decrease in application for Deaf schools leading to closures.</p>	<p>minority language, it is not recommended for use when educating DHH children. This might suggest that some minority languages are only valued by their perceived use to society.</p>
--	--	--	---	---

			<p>Authors carried out reliability checks by reviewing and discussing their thematic analysis which each other throughout the process.</p>	<p>Sweden</p> <ul style="list-style-type: none"> - In the first half of the 20th century Sweden used speech training to support DHH children with it moving to 'total communication' and introducing Swedish Sign Language in the 1960s. The bilingual-bicultural approach was adopted. - Sweden was the first country in the world that recognised sign language as a language in its own right. - DHH children were recognised as bilingual in 1981. - The reform of the curriculum in Sweden in 1994 stated that all DHH children should be bilingual by time they leave school (can read and 	
--	--	--	--	---	--

				<p>express themselves in both sign language and Swedish). It was argued that bilingualism would support with human communication, the formation of identity and the personal development of students.</p> <ul style="list-style-type: none"> - Despite the rise of CI, Deaf schools still exist in Sweden, and they continue to practice a bilingual-bicultural approach. However, approaches have become more pluralistic with a larger focus on spoken Swedish. - Sweden does have AVT centres for parents who require it. <p>Education has changed for DHH in all three of these countries and they have largely been driven by socio-</p>	
--	--	--	--	---	--

				political factors as well as medical advancements. Sign language continues to be recommended for use in Norway and Sweden but not Denmark.	
Davies, E. N.	2023	<p>To explore the potential systemic disadvantages for CYP with ALN who speak Welsh in Wales.</p> <p>This discussion piece draws on Bronfenbrenner's Bioecological theory to explore the impact of the microsystem and exosystem on meeting the needs of Welsh speaking</p>	<p>No methodology is outlined. There is no reference to a search strategy with regards to exploring the literature and nor is an inclusion or exclusion criteria outlined.</p>	<p>CYP with ALN in Wales might be impacted by the potential limited access to Welsh-medium education, a lack of Welsh-speaking specialist teachers, obscurity in the labelling of Welsh-medium and bilingual schools and a lack of teaching assistants.</p> <p>Davies also suggests that parent-child attachment may be impacted by the "forced monolingualism" perspective adopted both by some professionals but also the systems around CYP with ALN (due to the perceived lack of teachers and schools).</p>	<ul style="list-style-type: none"> • As a methodology is not referenced it might suggest that the findings are biased. As this is an opinion piece this might be expected. • There is currently a lack of research (which this research hopes to address) on the current Welsh-medium ALN system in Wales and so many of Davies' claims are unreferenced and have not been

		CYP with ALN in Wales.		<p>Davies suggests that EPs could support CYP, families and schools by raising awareness of the current perceived systemic disadvantages in Wales. Alongside this, non-Welsh-speaking EPs might work with Welsh speaking EPs to better understand the potential disadvantages Welsh speaking CYP and their families might face. Davies also suggests multidisciplinary working with ALNCOs and school staff to support the development of IDPs where Welsh medium provision is required.</p>	<p>researched. This might make it difficult to draw reliable and valid conclusions from this opinion piece.</p>
--	--	------------------------	--	--	---

Appendix 3- Interview schedule

Warm Up

Thank you for agreeing to take part in my research. As you may know I am interested in exploring EPs and TEPs perceptions of Welsh-medium ALP in Wales. I'm hoping to do this through semi-structured interviews that also include a 'rich-picture' task where I ask participants to show their perceptions in a drawing.

Just before we start, I wanted to run through the key definitions with you.

INFOGRAPHIC.

Before we start with the drawing portion of the interview, I was hoping you could tell me a little about yourself.

1. What is your role?
2. In what area of Wales do you work?
3. Could you remind me of your experience of working with Welsh-medium provisions?
4. Do you speak Welsh?

Questions

1. As previously mentioned, I am interested in your perception of Welsh-medium additional learning provision in Wales. To begin I am hoping to use a 'rich-picture' task to help gather your perceptions. Using any of the resources in front of you, could you please draw a picture showing your perceptions of Welsh-medium ALP in Wales? There is no 'correct' way or limits to this drawing, you can include whatever you want including pictures and words.
You have around 10-15 mins to complete this but please let me know if you need longer. If you finish early then please feel free to let me know.
2. Thank you. Would you be able to tell me a bit about what you have drawn and what your drawing means? As we discuss your drawing feel free to add or expand on it.

Potential prompts and further questions

- a. *Why?*
- b. *How?*
- c. *When?*
- d. *What does this mean?*

- e. *Can you tell me more about that?*
 - f. *What does that tell us about Welsh-medium provision?*
 - g. *Do you think this is something specific to the area in which you work?*
3. What kind of Welsh-medium additional learning provision is available in your area?
- Potential Prompts and further questions*
- a. *What is the structure of this provision? Is it within mainstream provision? How many children and young people attend the provision? What needs are met through this provision?*
 - b. *How are decisions made about which children and young people **have access** to these provisions?*
 - c. *Can you tell me more about that?*
4. As someone who **does/doesn't speak Welsh**, can you tell me about your experiences of working with Welsh speaking children and young people with additional learning needs **who need ALP**?
- Potential Prompts and further questions*
- a. *What type of provision did these children and young people attend?*
 - b. *Can you tell me more about that?*
5. What do you think the facilitators and barriers are to Welsh-medium ALP?
- Potential prompts and further questions*
- a. *Do you think there are systemic influences?*
 - b. *Can you give me an example?*
 - c. *Could you tell me more about this?*
6. Do you have anything else to add that we haven't already discussed and you thought would come up?

Appendix 4- Email sent to PEPs across Wales

Prynhawn da,

My name is Molly Griffiths and I am a year 2 Trainee Educational Psychologist at Cardiff University. I am currently recruiting participants for my thesis research and would be grateful if you could please pass this email on to anybody you feel would like to take part in the research.

My research is exploring the perceptions of educational psychologists (EPs) and trainee educational psychologists (TEPs) of Welsh-medium Additional Learning Provision (ALP) in Wales. I am looking to recruit participants who are trainees or fully qualified Educational Psychologists who are working with or have worked with Welsh-medium settings in the last 2 years. There is no requirement for the participants to be able to speak Welsh themselves, only that they have worked with a Welsh-medium setting. Taking part in the research would include an approximately 1 hour long semi-structured interview, either face to face or via Microsoft Teams. During this interview, you will be asked to engage in a drawing-based activity as well as asked some questions. Please note that the purpose of this research is not an evaluation of participants drawing ability or an evaluation of participants' practice but rather an exploration of EPs and TEPs perceptions of Welsh-medium ALP in Wales.

If you would like to register your interest in taking part in this research, please could you complete the survey (<https://forms.office.com/r/XBzw39rg9z>).

Please note that your email address will only be known to the researcher and the research supervisor and will only be used to contact you regarding the research.

Thank you for taking the time to read this email.

Cofion cynnes,

Molly Griffiths

Appendix 5- Survey questions

1. When working with Welsh medium settings where in Wales did you predominantly work? Please select from the options below.
 - a. North
 - b. South
 - c. East
 - d. West
2. When was your last involvement with a Welsh medium setting? Please specify below.
3. If you are interested in taking part in this research then please provide your email address below. Please note that your email address will only be known to the researcher and the research supervisor and will only be used to contact you regarding the research.

Appendix 6- Participant Information Sheet

Information sheet

Exploring Educational Psychologists' and Trainee Educational Psychologists' perceptions of Welsh- Medium Additional Learning Provision in Wales.

I would like to invite you to participate in the following study. Please take the time to read the following information and decide if you would like to participate.

If you have any questions regarding the research study then please the email address provided below:

- Molly Griffiths, Researcher & Trainee Educational Psychologist,
(GriffithsME2@cardiff.ac.uk)

1. What is the purpose of the study?

The purpose of this research is to explore the perceptions of Educational Psychologists (EPs) and Trainee Educational Psychologists (TEPs) of Welsh- Medium Additional Learning Provision (ALP) in Wales. I am interested in exploring:

- EPs and TEPs perceptions what Welsh-Medium ALP is like in Wales.
- What EPs and TEPs believe the facilitators for and barriers to Welsh-Medium ALP are.

2. Why have I been invited?

The reason you have been asked to participate in this study is because you are either an EP or TEP who has worked with a Welsh setting in the last two years.

3. Do I have to take part?

Participation in this research study is completely voluntary and you can withdraw at any time, including after completing the interview. If you would like to withdraw from the research then please email me within three weeks of the date of your interview (please see email at top and bottom of the information sheet) and your responses will be destroyed.

4. What will I have to do?

If you wish to take part in this research then please complete the consent form and email it back to the researcher (please see researcher email at the top and bottom of the information sheet). I will then contact you to arrange an interview date and time that is convenient for you. Interviews will take place in person and will be audio recorded for transcription. Please be advised that signing the consent form and/or arranging an interview time does not mean that you are obliged to take part in this research study. You may withdraw your participation at any time.

At the beginning of the interview, you will be asked to take part in a 'Rich Picture' drawing task. A Rich Picture is an "*evolving diagram that collects together and portrays key information and impressions about a complex situation in a loosely structured way*" (Cline & Fredrickson, page 236). Following the rich picture task you will be asked some questions by the researcher. Please see the end of the information sheet for more information on the structure of the interview and the rich picture task.

Please note that I am only interested in your perceptions of Welsh- medium ALP in Wales and am not evaluating your practice and how you work to support Welsh-medium settings and CYP.

5. Will my taking part in the study be kept confidential?

Please note that you will be identified by a participant code (and not by name) and any data will be kept in a locked file on a password protected computer. The audio recording will be stored securely in the researcher's password protected electronic files. Information will be shared only with the researcher and research supervisors. The recording will remain untouched for three weeks following your interview. After this week transcription will begin. During this process your interview will be anonymised. This will be done through the anonymisation of your personal information and ensuring that your identity cannot be linked to any data shared to ensure you cannot be identified. After I have analysed the information, the audio recordings of the interviews will be destroyed.

6. What will happen to the results of the research study?

The results of this research will be used to create a large 'rich picture' containing the findings from this research. This, along with an accessible poster, will be disseminated to local

Authorities in Wales as well as the Welsh Government highlighting the findings of this research. It is hoped that the results of this research study will contribute towards an increased level of Welsh- Medium ALP in Wales.

7. What if there is a problem?

If you have any questions relating to the research, please contact me on the email address provided below. I have also provided contact details for the research supervisor, Dr Joanna Hill.

Contact Details:

- Molly Griffiths, Researcher & Trainee Educational Psychologist,
GriffithsME2@cardiff.ac.uk
- Dr Joanna Hill, Research Supervision, HillJ21@cardiff.ac.uk

Any complaints may be made to:

Secretary of the Ethics Committee

School of Psychology

Cardiff University

Tower Building

Park Place

Cardiff

CF10 3AT

Tel: 029 2087 0360

Email: psychethics@cardiff.ac.uk

Cardiff University is the Data Controller and is committed to respecting and protecting your personal

data in accordance with your expectations and Data Protection legislation. The University has a Data

Protection Officer who can be contacted at inforequest@cardiff.ac.uk. Further information about Data

Protection, including your rights and details about how to contact the Information Commissioner's

Office should you wish to complain, can be found at the

following: <https://intranet.cardiff.ac.uk/staff/supporting-your-work/manage-use-and-protect-data/data-protection>

INTERVIEW INFORMATION

Key terms definitions and information on the interview schedule.

KEY TERMS DEFINITIONS

ADDITIONAL LEARNING NEEDS

Additional Learning Needs (ALN) are defined as needs that impact learning which calls for additional learning provision (these could be learning difficulties or disabilities arising from medical conditions) (Welsh Government, 2021). A child or young person (CYP) are considered to have an ALN if they have “significantly greater difficulty in learning than the majority of others of the same age” or has a disability as outlined in the Equality Act 2010 which impacts their ability to access training or facilities of the kind that CYP of the same age may access in a mainstream provision (Welsh Government, 2021, p. 28.).



ADDITIONAL LEARNING PROVISION

Additional Learning Provision (ALP) is defined as “education or training provision that is additional to, or different from, that made generally for others of the same age in mainstream maintained schools in Wales” (Welsh Government, 2021, p.29). This may include a setting, intervention, resources or access to a professional such as a teaching assistant (TA) or Educational Psychologist.



WELSH-MEDIUM

The definition for 'Welsh-medium' has been taken from the Welsh Governments 'Defining school according to Welsh-medium provision' document (2007). Welsh-medium "Welsh is the language of day-to-day business". When referring to resources 'Welsh-medium' can be considered as a resource written and communicated through the Welsh language.



REFERENCES

Welsh Assembly Government (2007). Defining schools according to Welsh-medium provision. Retrieved from: <https://gov.wales/sites/default/files/publications/2018-02/defining-schools-according-to-welsh-medium-provision.pdf>



Welsh Government (2021). The Additional Learning Needs Code for Wales. Retrieved from: <https://gov.wales/sites/default/files/publications/2021-03/210326-the-additionallearning-needs-code-for-wales-2021.pdf>

RESEARCHER CONTACT DETAILS

Molly Griffiths, Researcher & Trainee Educational Psychologist,
(GriffithsME2@cardiff.ac.uk)

INTERVIEW INFORMATION

Key terms definitions and information on the interview schedule.

THE 'RICH PICTURE' TASK

A rich picture is an “evolving diagram that collects together and portrays key information and impressions about a complex situation in a loosely structured and evocative way” (Cline & Fredrickson 2015, page 236). The Rich Picture derives from Soft Systems Methodology and is used to explore the complexity of human relationships and interactions (Checkland, 2000). Checkland (2000) argues that pictures are a better medium to express these complexities as pictures can be used to encourage holistic thinking about situations.

EXAMPLES OF 'RICH PICTURES'

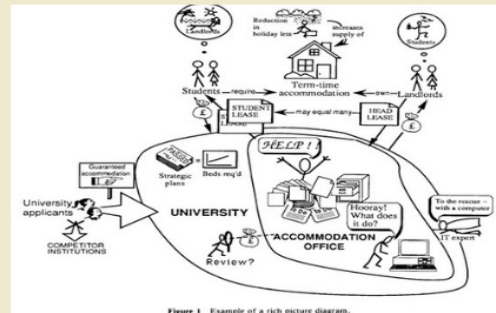
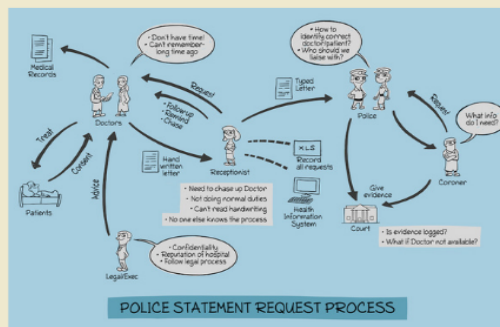


Figure 1 Example of a rich picture diagram.

IN THE INTERVIEW

1. You will be given a large sheet of A3 paper and will be given a choice of drawing materials including pencils and coloured pencils and pens (Theron, Mitchell, Smith & Stuart, 2011; Parrott, 2019).
2. After you have drawn your ‘rich picture’ we will explore what you have drawn together. Theron et al. (2011) book on using pictures in research suggests that when using drawing in the researcher that it is complemented by verbal research methods that allow for collaborative meaning-making and gives a voice to what the drawing was intended to convey.
3. After this you will be asked some interview questions to explore topics that may not have been covered in your drawing but that may be relevant to the research.

REFERENCES

- Checkland, P. (2000). *Soft Systems Methodology: A Thirty Year Retrospective*. Systems Research and Behavioural Science, 17.
- Fredrickson, N., & Cline, T. (2015). *Special educational needs, inclusion and diversity*. McGraw-Hill Education (UK).
- Theron, L., Mitchell, C., Smith, A. & Stuart, J. (2011). *Picturing Research: Drawing as Visual Methodology*. Rotterdam: Sense Publishing

Appendix 7- Participant Consent Form

Participant Consent Form

Exploring Educational Psychologists' and Trainee Educational Psychologists' perceptions of Welsh- Medium Additional Learning Provision in Wales.

I would like to thank you for your interest in this research. If you would like to continue and participate in the interview process, please read over this consent form and indicate below whether you are comfortable with the terms stated. Please remember, participation is voluntary and there are no repercussions for declining at any stage.

- ❖ I have been informed of the nature, format and intent of this study and I consent to taking part.
- ❖ I understand that my participation is voluntary and that I have the right to withdraw at any time before or during the interview and that I do not need to give a reason for this.
- ❖ I understand that my interview will be anonymised following transcription and stored securely and confidentially on a password-protected computer until it has been transcribed by the researcher, at which point the audio recording will be deleted.
- ❖ I understand that the picture I draw in the interview, both a visual and the content, may be used in the discussion, write up and dissemination of this study, but that these will be anonymised.
- ❖ I understand that the conversation from my interview including quotations may be used in the discussion and write-up of this study, but that these will be anonymised.
- ❖ I understand that I can withdraw my data from the study at any point within three weeks of the date of the interview. I understand that after this my confidential and anonymised interview may be used as part of the findings of the research, and as such would be unretractable.
- ❖ I have had the opportunity to ask any questions I may have about the research, and I know who I can contact if I have any further questions, concerns, or comments.

Signature:

Date:

Participant code (Please create your own participant code and note it down below):

For queries relating to the research, please contact the researchers via the below email address:

Molly Griffiths, Researcher & Trainee Educational Psychologist (GriffithsME2@cardiff.ac.uk)

Supervisor contact details:

Dr Joanna Hill, Research Supervisor, (HILLJ21@cardiff.ac.uk)

Any complaints may be made to:

Secretary of the Ethics Committee

School of Psychology

Cardiff University

Tower Building

Park Place

Cardiff

CF10 3AT

Tel: 029 2087 0360

Email: psychethics@cardiff.ac.uk

Cardiff University is the Data Controller and is committed to respecting and protecting your personal

data in accordance with your expectations and Data Protection legislation. The University has a Data

Protection Officer who can be contacted at inforequest@cardiff.ac.uk. Further information about Data

Protection, including your rights and details about how to contact the Information Commissioner's

Office should you wish to complain, can be found at the

following: <https://intranet.cardiff.ac.uk/staff/supporting-your-work/manage-use-and-protect-data/data-protection>

Appendix 8- Participant Debrief Sheet

Participant Debrief Sheet

Exploring Educational Psychologists' and Trainee Educational Psychologists' perceptions of Welsh- Medium Additional Learning Provision in Wales.

Thank you very much for taking part in this research. Your contribution has been greatly appreciated.

What was the purpose of the study?

The purpose of this research is to explore the perceptions of Educational Psychologists (EPs) and Trainee Educational Psychologists (TEPs) of Welsh- Medium Additional Learning Provision (ALP) in Wales. I am interested in exploring:

- EPs and TEPs perceptions what Welsh-medium ALP is like in Wales.
- What EPs and TEPs believe the facilitators for and barriers to Welsh-Medium ALP are.

What will happen to my information?

The information collected via interviews will be stored securely in the researcher's electronic password protected files. Information will be shared only with the researcher and research supervisors. The recording will remain untouched for three weeks following your interview. After this week transcription will begin. During this process your interview will be anonymised. This will be done through the anonymisation of your personal information and ensuring that your identity cannot be linked to any data shared to ensure you cannot be identified. After I have analysed the information, the audio or video recordings of the interviews will be destroyed. Any information that is then reported in the research project will be anonymous and confidential.

I hope that by gaining your voices I can raise awareness of what Welsh-medium ALP looks like in Wales and what factors influence Welsh-medium ALP. I will create an accessible poster version of the findings for your interest.

Should you feel you no longer want your interview to be part of this research, the researcher on the details below within three weeks of the date and time of your interview. Please provide your participant code in doing so. If you have any questions relating to the research, please

contact on the contact details provided below. If this research has raised any difficult emotions for you then please contact the researcher (my email is noted below) to discuss this.

Thank you again for your time.

Researcher Contact Details:

- Molly Griffiths, Researcher & Trainee Educational Psychologist (GriffithsME2@cardiff.ac.uk).

Any complaints may be made to:

Secretary of the Ethics Committee
School of Psychology
Cardiff University
Tower Building
Park Place
Cardiff
CF10 3AT

Tel: 029 2087 0360

Email: psychethics@cardiff.ac.uk

Cardiff University is the Data Controller and is committed to respecting and protecting your personal

data in accordance with your expectations and Data Protection legislation. The University has a Data

Protection Officer who can be contacted at inforequest@cardiff.ac.uk. Further information about Data

Protection, including your rights and details about how to contact the Information Commissioner's

Office should you wish to complain, can be found at the following:

<https://intranet.cardiff.ac.uk/staff/supporting-your-work/manage-use-and-protect-data/data-protection>

Appendix 9- Coding and analysis examples



Codes	Quotes
<p>Location matters</p> <p>Priority of LAs.</p>	<p>SIWAN: is that available like as in all counties in Wales, or, or what's maybe, you know, what is out there really, I guess? That might be influenced by geography or location, you know, is it feasible, I don't know? I'm just thinking of, like, rural counties, really, I guess isn't there where perhaps it could be like an hour travelling.</p> <p>SIWAN: I guess is nowhere would be the best location or, you know, do you really want people travelling over an hour to get to, you know, to get to Welsh medium provision.</p> <p>BRANWEN: I think, just in local authority in general, I think, considering the amount of Welsh medium provisions within this local authority that I work with, actually, there doesn't seem to be huge, well, I know that they always have targets and local authorities, but I haven't seen as many people or services, as potentially there could be</p> <p>CADI: That it is isolated. That it is maybe undervalued. That there's sort of a lack of priority for Welsh medium and that for young people with ALN to get support in Welsh medium it's usually done through English medium.</p> <p>CADI: Just lack of funding into Welsh medium.</p> <p>LENA: local authorities are encouraging more and more schools to become bilingual and Welsh medium. So but naturally that's happening in [NAME] then anywhere but it's happening, generally more. So in terms of that the settings would be bilingual, and therefore enable Welsh medium as well as English medium provision, etc to take place quite easily.</p>

LENA: Welsh speaking child in an English medium provision, what we would do in our local authority then is try to ensure that there's Welsh medium staff in that setting for that child even though it can't be a Welsh medium setting,

LENA: So the speech therapists we've got lots of bilingual speech therapists in our LA, so Welsh medium children can have easy access to you know, that therapy in the language

LENA: as the ELSA training is available in Welsh.

LENA: the fact that the Welsh Government has said that ALP should be provided in Welsh I don't think that's, I'm not sure how much of a difference that is would be making in an authority such as [NAMES OF WELSH SPEAKING LAs] or whatever

LENA: our local authority, you know, it's Welsh first.

OSIAN: So a facilitator might be being within a community of a lot of Welsh speakers, so be geographically placed. And if I break that down to what that means, I guess it means that where the people who speak any language not just Welsh, but we are just using Welsh for this example, where the people who speak any language have a greater voice, then there's more likely to be provision that caters to their language.

OSIAN: maybe work within that local authority would speak Welsh and would be able to pick up on exclusionary practices that were coming through in English etc, and challenge those to a greater extent.

HAFINA: especially with counties that are more English speaking. You're going to get those questions about why are we spending money on this when you know not many people speak Welsh

<p>Demand= supply</p>	<p>SIWAN: see that there's a need out there based on I guess, the number of pupils that that would need a Welsh medium provision or, or who have requested it, I guess, as well. I'm just thinking like that, then the year groups and things like that, I guess if it's a smaller number of pupils, how would that look like in in a Welsh medium additional provision I guess as well.</p> <p>SIWAN: It's cost based, I guess, as well, or the number of pupils or, or the need or the demand for it.</p> <p>BRANWEN: I know that this cluster don't access ELSA. However, I know that we don't provide ELSA in Welsh as well. So I don't know if that's... I don't know enough about it to know. Is that why they're not accessing it? Or is that why we're not providing it? Because none of them are accessing it?</p> <p>LENA: we had a conversation as National Association of PEPS with NFER with regards to developing Welsh medium psychometrics and they said no, because you know, there's the market is too small you know.</p> <p>LENA: we're not going to do this because it's not in Welsh. Well, that then is a facilitator.</p> <p>OSIAN: if they had access to a Welsh medium speech and language base, they might have gone on to develop better Welsh language skills. Welsh language communication and speech skills than the base that they've accessed, which means that fewer people speak Welsh again.</p> <p>HAFINA: especially with counties that are more English speaking. You're going to get those questions about why are we spending money on this when you know not many people speak Welsh.</p>
---------------------------	---

	<p>HAFINA: we don't get many because that's the other thing is, at the moment, we don't get many parents who want Welsh language provisions like specialist provision.</p> <p>HAFINA: So that's in the, the children are struggling and maybe they've moved to the area so they know they don't speak Welsh or so that is an option for them, or they opt for an English medium. You've got that kind of weird divide sometimes. And then you have Welsh schools sometimes who say 'this child would be better in an English medium'. They've got this kind of funnelling of, of needs into an English medium as well as they're trying to manage that as well.</p>
<p>You have to ask.</p>	<p>SIWAN :see that there's a need out there based on I guess, the number of pupils that that would need a Welsh medium provision or, or who have requested it.</p> <p>HAFINA: we don't get many because that's the other thing is, at the moment, we don't get many parents who want Welsh language provisions like specialist provision.</p>
<p>Availability of Welsh-speaking staff.</p>	<p>SIWAN: Welsh speaking members of staff and I guess availability as well, you know, for, for staff to be in specialist settings as well.</p> <p>SIWAN: And if all services have Welsh-speaking EPs and even speech and language therapists that sometimes comes up as well really, I guess, in terms of availability of staff to you know, to be able to assess through the first language of the pupil as well.</p> <p>SIWAN: access to staff or all professionals that are able to speak Welsh as well really, isn't it? I think that's yeah, I don't know. I'm thinking of when I did the course, you know, there wasn't a huge amount of Welsh speaking trainee EPs so I wouldn't know how many Welsh speaking EPs there are across Wales.</p>

SIWAN: Often, you know, is there a therapist available to do the assessments you know, they have CELF and things like that through the medium of Welsh but is there someone available to be able to do them through the medium of Welsh

BRANWEN: But I think that there is just a lack of Welsh speaking specialist professionals available in general and I don't know if that's just especially in South Wales, but I do think that so we're kind of supporting but they're kind of working as a cluster and we're sort of like trying to support but we don't we're not using the language ourselves.

BRANWEN: is actually the fact that there's hardly any Welsh speaking EPs available in general or being trained.

BRANWEN: for example, if you sort of to think, right, we're going through this IDP process, we've had all their information in Welsh, we are Welsh speaking, the school is Welsh speaking, where Welsh speaking here, who are the outside professionals who are coming to be involved? Oh, they don't speak Welsh.

EFA: consultations were offered in Welsh, all EPs in the service are Welsh speaking. So, anything to do with children and young people with additional learning needs, where parents or schools needed consultations, they were in Welsh.

EFA: I know that I'm going to be joining a team when I've qualified where I'll be the only Welsh speaking EP.

EFA: and everyone always says Welsh speaking EPs are like gold dust.

CADI: And so I think there's something there about everyone not being at the table to contribute to the discussion, so they were lucky with the respect that the advisory teacher was Welsh speaking and could attend and then she had to feedback to me because this delay in support I felt...

CADI: Another barrier, I would say is not enough practitioner, external practitioners who speak Welsh.

LENA: After having said that, there is a shortage of EPS let alone Welsh speaking EPS

ANWEN: we've got limited Welsh Speaking EPs.

ANWEN: the barriers are that we haven't got enough Welsh speaking Ed psychs because I do genuinely think you could have better conversations if everybody was speaking a language that they were comfortable with

ANWEN: the lack of Welsh speaking TAs.

OSIAN: But that is that you know, is that out of desperation, bless them as they don't, they're not they don't have a choice. I'm not giving them a choice because I can't speak another language until you come along. It's yeah, so I'm going to put compelled, compelled to work in English sometimes.

OSIAN: I think greater efforts need to be made to find Welsh speakers to have a voice at this level as well.

OSIAN: I say, I'm really sorry that I can't speak Welsh is it okay if we have this meeting in English, but it's a sort of bit of a redundant question, isn't it because they don't have a choice?

	<p>HAFINA: lack of Welsh speaking. But again, it doesn't have to be an Ed Psych. But just having somebody that kind of can support the school in in that way.</p>
<p>Lack of Welsh assessments.</p>	<p>SIWAN: if we're assessing English medium pupils or Welsh-medium pupils in terms of the assessments, that's available, because it's obviously a lot more limited maybe through the medium of Welsh than with the medium of English.</p> <p>SIWAN: Similar in our conversations, or perhaps that work would be through the medium of Welsh it's, there's no standardized assessments, I guess through the medium of Welsh so like cognitive assessments and things like that, that can be a little bit more difficult really, because, you know, for example, the BAS that's not available through the medium of Welsh so sometimes, um, that has to be considered in terms of standardised assessments.</p> <p>BRANWEN: So the British ability scales this year, and it's not in Welsh so kind of, I haven't seen it as a barrier for the children's English. So they've been able to talk to me quite freely in English so they seem to be quite bilingual being able to speak to me in English but I do think that potentially reflects the kind of referrals I get are the children that they think are struggling with the Welsh.</p> <p>CADI: And in one of my memory assessments that I did, the little girl was responding in part Welsh part English.</p> <p>CADI: I suppose, is if you manually yourself translated in assessment, yeah, there's an issue with standardisation and all of that as well and how could you interpret those results?</p> <p>ANWEN: the fact that the assessment tools within schools are limited in that a lot standardise with English populations and then some of the Welsh medium tests that they do have are quite dated.</p>

	<p>HAFINA: so I think assessments is the other thing in Welsh languages that you haven't got any Welsh assessments.</p>
<p>Belonging to Welsh and Wales.</p>	<p>SIWAN: something else that's important and it's just in terms of friendships or belonging and culture and the Welsh culture I guess, you know, is that something that maybe is missed if you have Welsh- medium pupils but maybe there's no such medium provision and and perhaps instead, they might attend English medium provision?</p> <p>HAFINA : But then I think this I kind of wanted to show that it's more than just a language though. It's kind of it's being part of the community. So a lot of the Welsh medium schools, you know, the within a community and they can access this, they tend to, that some of the schools that work with are really small so there's strong links there with community so it's not just about the language is about accessing that and having that as an option, which again, comes back to choice but it comes back to equalities are given the same opportunities</p> <p>HAFINA: even if the child doesn't, you know, or doesn't acquire the language as much as we'd like they're still accessing this or benefiting from having that sense of culture. Yes, it's being inclusive.</p> <p>HAFINA: It's just isn't it's more than just the language, isn't it? It's part of community.</p> <p>HAFINA: So that's why I mean, it's just kind of this comfort in that this kind of sense of there's an old language as well, isn't it like it's part of the country and part of being Welsh so there's part of belonging to the country being proud of that and a sense of citizenship maybe.</p>

<p>Impact on identity, culture and community (chronosystem).</p>	<p>SIWAN: something else that's important and it's just in terms of friendships or belonging and culture and the Welsh culture I guess, you know, is that something that maybe is missed if you have Welsh- medium pupils but maybe there's no such medium provision and perhaps instead, they might attend English medium provision?</p> <p>SIWAN: so things like the Urdd or Eisteddfod or things like that you know, is that obviously that's something that's really important to the Welsh culture and I guess, you know, pupils, having access to those opportunities.</p> <p>CADI: And if they can't communicate with their peers who have fluently Welsh speaking, there's something wrong and the way to fix that isn't to stop teaching them Welsh.</p> <p>CADI: The kids are all playing and they're chatting and Welsh talking to each other and there's just children who don't, who can't access any of that.</p> <p>CADI: Say you know, getting this taxi by yourself to go to like half an hour 40 minutes away. Like that doesn't create a sense of community either.</p> <p>SIAN: because the language that someone grows up using it's very, it's a very important part of their identity and it's something that needs to be protected and well, it's not just protected but also promoted in Wales I think. Yeah, yeah. I wish more Welsh people spoke Welsh.</p> <p>OSIAN: the parent whose entire family speaks Welsh, and would love that child to be included in the same way and learning Welsh is compelled for their child to go to an English speaking school, which then makes it a self-fulfilling prophecy in a way of...not self-fulfilling prophecy...it makes it, well I'll just call it a self-fulfilling prophecy because I think you know what I mean,</p>
--	--

	<p>that the child will then not go on to learn English and not go on to learn Welsh in school, and then to some extent, not being included in the family to the same amount because they can't understand all the conversations that are going on. And I think that's quite sad.</p>
<p>Everything is English (English-centric)</p>	<p>SIWAN: Welsh-medium resources so you know, availability or the translation, or even IDPs are written in Welsh as well to be able to, you know, to meet the needs of the children and parents as well.</p> <p>BRANWEN: But the EOTAS settings are all English based in my experience. So they have the sort of resource base in the Welsh medium secondary but there isn't a Welsh speaking sort of separate provision.</p> <p>BRANWEN: but how much of that training on reflection is actually provided through the Welsh language?</p> <p>BRANWEN: so I guess another issue that has come up and later to question is actually there's a really long queue for getting things translated, which I think is really difficult. So they can't, and actually, some schools have just said to me, just send it in English. Because we just don't want to wait.</p> <p>BRANWEN: And actually one of my schools always arrange for it to be an English lesson when I come in, which I think is really sweet.</p> <p>EFA: And so yeah, whereas obviously there's just like an abundance of English language materials and resources to help children and young people with literacy difficulties.</p>

	<p>CADI: What I kind of feel with Welsh as well is that basically you've got the option of if it's a specialist provision level children can't access anything unless you do so in the medium of English. So for English medium schools, they've got this external option here, but Welsh- medium are now having to sort of do that in house. So when the XXXXX, for example, they had a unit that they deemed a PRU, and they had a SRB within the school, which I know is common in other places, but that's their only option.</p> <p>CADI: I found it hard when I was in Welsh provision just speaking about the interventions that are used a lot of them seem to be quite old, as well. Every single one we're doing like 'Tric a Chlic' or 'dyfal donc'. But it felt as though if they wanted to access anything more recent it would have to be through English medium.</p> <p>CADI: they would offer the things like ELSA, precision teaching, but again, it's all English intervention.</p> <p>LENA: we've got several you know, PRU type, you know, SEBD type provisions as well, none of those are Welsh medium.</p> <p>OSIAN: And the other thing is, that I don't like but I definitely contribute to because of capacity and all that stuff is that we don't necessarily provide resources in Welsh or training in Welsh.</p>
Impact of the ALN code.	<p>SIWAN: Then to say about the code and the new code because, you know, that mentioned sort of reasonable adjustments and to provide a bilingual service is obviously something that's really important for us to consider as EP is but also you know, it's in the code as well really, I guess, isn't so really important for local authorities to consider as well when we are thinking of it.</p>

	<p>SIWAN: with the new act as well, you know, mentioning the bilingual service or the reasonable adjustments as well hopefully that that might make a difference as well, in terms of, because it's noted in the code, you know, that might sort of raise awareness as well, in terms of, you know, throughout the different systems,</p> <p>LENA: the fact that the Welsh Government has said that ALP should be provided in Welsh I don't think that's, I'm not sure how much of a difference that is would be making in an authority such as [NAMES OF WELSH SPEAKING LAs] or whatever.</p>
<p>The choice of language (Welsh).</p>	<p>SIWAN: in the heart of it all is the rights of the child to have access to education through, through the language of their choice really, and whether or not if that's English all through Welsh but to have, I don't know, to, to have that choice, I guess really, isn't it, to, to, the language that they choose to have their education through?</p>
<p>Lack of choice of provision in Welsh.</p>	<p>SIWAN: there's probably potentially a lack of choice because, just in terms of experience, I guess, just thinking that, you know, through the medium of English, you might have, you know, provision for different areas. And so that could be ASD it could be moderate learning difficulties you know, behaviour or social, emotional, behaviour whereas I guess, you know, maybe for Welsh-medium then perhaps it is that lack of choice may be available and yeah, maybe less options.</p> <p>BRANWEN: And I think as well, we could be spoke about at the start as well about actually specialist provision not being provided in Welsh.</p> <p>CADI: What I kind of feel with Welsh as well is that basically you've got the option of if it's a specialist provision level children can't access anything unless you do so in the medium of English. So for English medium schools, they've got this external option here, but Welsh medium are now having to sort of do that in house. So when the XXXXXX for example, they had a unit that they deemed a PRU, and they had a SRB within the school, which I know is common in other places, but that's their only option</p>

	<p>CADI: Which is also why it's frustrating that when external services are needed, like bases or whatever that they've all English medium in in the local authority that I worked, which means that families do need to make a compromise after all of that time in Welsh medium education, they lose that. That bit of their core.</p> <p>CADI: And the family were really devastated because they wanted him to continue learning, he was only a year eight. So they wanted him to carry on learning in Welsh medium, but there was no Welsh medium provision here anymore. So they were really disappointed because that journey had come to an end for something that was out of their control. They haven't decided that they wanted to move into English medium. Welsh medium, said, you're done. And they were no other options.</p> <p>LENA: we've got several you know, PRU type, you know, SEBD type provisions as well, none of those are Welsh medium.</p> <p>OSIAN: Parents and their whole family have been speaking Welsh. And in one case, the ALNCo was wondering whether this pupils needs could be met in the Welsh medium secondary school because they don't have an actual SRB an 'actual SRB' and actually, would they be better off going to the special needs school within the local authority, which absolutely, which is English medium. And that's unfair in its own way.</p>
<p>Welsh provision is more general.</p>	<p>SIWAN: there's probably potentially a lack of choice because, just in terms of experience, I guess, just thinking that, you know, through the medium of English, you might have, you know, provision for different areas. And so that could be ASD it could be moderate learning difficulties you know, behaviour or social, emotional, behaviour whereas I guess, you know, maybe for Welsh-medium then perhaps it is that lack of choice may be available and yeah, maybe less options.</p> <p>CADI: What I kind of feel with Welsh as well is that basically you've got the option of if it's a specialist provision level children can't access anything unless you do so in the medium of English. So for English medium schools, they've got this external</p>

	<p>option here, but Welsh medium are now having to sort of do that in house. So when the XXXX for example, they had a unit that they deemed a PRU, and they had a SRB within the school, which I know is common in other places, but that's their only option.</p> <p>LENA: sort of just say that so that is there's language slash ASD for the primary key stage 2 Welsh medium, and then in English, and I think we've got one language unit English medium, we've got a couple of ASD and ASD is a growing category, I would say.</p> <p>ANWEN: Whereas the Welsh medium are sort of more generic so there isn't...so if you were autistic and needed a small class provision you would either stay in a generic Welsh medium or if you wanted to move to an autism specific you'd have to then be taught through the medium of English as the main, so it isn't ideal.</p> <p>OSIAN: However, in the Welsh, the Welsh medium SRB they don't have- it feels like they don't have all those options. So all of those pupils, access the same provision together.</p> <p>OSIAN: And in that sort of catch all system, it could be argued that, that some pupils aren't getting the same level of intervention as they might in the English speaking, English medium SRB's which is problematic because it means then the pupils who access the Welsh medium SRB in the in the, in the county context that I'm that I'm in, it could be argued that they're not getting the same as they might have if they had been English speaking. Which is unfair.</p>
Equity of provision.	<p>SIWAN: there's probably potentially a lack of choice because, just in terms of experience, I guess, just thinking that, you know, through the medium of English, you might have, you know, provision for different areas. And so that could be ASD it could be moderate learning difficulties you know, behaviour or social, emotional, behaviour whereas I guess, you know, maybe for Welsh-medium then perhaps it is that lack of choice may be available and yeah, maybe less options.</p>

	<p>SIWAN: So children would have access to you know, if they have a statement or an IDP, potentially, you know, a teaching assistant maybe in mainstream schools. And, you know, there is an additional provision available on the secondary level.</p> <p>CADI: What I kind of feel with Welsh as well is that basically you've got the option of if it's specialist provision level children can't access anything unless you do so in the medium of English. So for English medium schools, they've got this external option here, but Welsh medium are now having to sort of do that in house. So when the XXXX for example, they had a unit that they deemed a PRU, and they had a SRB within the school, which I know is common in other places, but that's their only option.</p> <p>CADI: But what I mean is that it's, it's being equal isn't it is making sure that they've got the opportunity that they they need.</p> <p>LENA: The primary one is more a general one, but a secondary one I would say that it's a similar provision to the English medium provisions but the English provision region provisions would be more in an area.</p> <p>OSIAN: And in that sort of catch all system, it could be argued that, that some pupils aren't getting the same level of intervention as they might in the English speaking, English medium SRB's which is problematic because it means then the pupils who access the Welsh medium SRB in the in the, in the county context that I'm that I'm in, it could be argued that they're not getting the same as they might have if they had been English speaking. Which is unfair.</p>
Lack of assessments= different ways of working.	<p>SIWAN: But other assessments obviously can be done through through the medium of Welsh. So and even observation of the classroom observations. So you had observations and I think it's quite nice, obviously I understanding as to be able to maybe pick up on you know, the language of the class or or, you know, the, the communication skills, I guess, in in those situations as well, which might be a bit more difficult if I wasn't Welsh speaking- I don't know.</p>

	ANWEN: the willingness to be creative and to find solutions.
Interventions and resources are homegrown.	<p>SIWAN: things like Tric a Chlic or those types of you know, those types of interventions are available through the medium of Welsh.</p> <p>SIWAN: But I think resources wise, it's probably is developing, you know, Cardiff University have developed that Welsh reading tests as well so I guess there's, there's work sort of being you know, being carried out perhaps in the background, so that's really brilliant.</p> <p>EFA: And I know that sorts of university tutors are currently trying to create more standardised materials for sort of assessing children, young people in terms of their well reading and whatever in in the Welsh language.</p> <p>CADI: there's a lot of in house in the school.</p>
Welsh speaking professionals = awareness.	SIWAN: I guess it's that awareness. I don't know because because I am Welsh-speaking or because I went Welsh-medium education is something that I'm quite passionate about anyway. And I think, and I think it is something that I consider, you know, through my work, because I work with Welsh medium schools. And it's probably something that's, you know, at the forefront of my thinking all the time.
Lack of awareness.	SIWAN: isn't it maybe that awareness or that there is a need there potentially, you know, for for more, Welsh-medium specialist settings.
Impact of Welsh Government.	SIWAN: with the new act as well, you know, mentioning the bilingual service or the reasonable adjustments as well hopefully that that might make a difference as well, in terms of, because it's noted in the code, you know, that might sort of raise awareness as well, in terms of, you know, throughout the different systems.

	<p>SIWAN: I think with the Welsh Government initiatives need to have 1 million was medium speakers by 2050 and things like that, yeah just to raise that awareness of the Welsh language, I hopefully, facilitate some changes as well.</p> <p>BRANWEN: I think as well, the fact that actually things that come directly from Welsh Government is accessible in Welsh. Yeah, I think that that's the facilitator. So actually, that all that information around things around the PCPs, the code, all of that has come can be accessed from the medium of Welsh and for par- and the parent information from that as well. So I think that's a facilitator just to create that understanding of the process</p>
<p>Welsh schools work together.</p>	<p>BRANWEN: work working within the Welsh medium is that there's lots of information sharing and cluster working.</p> <p>BRANWEN: But I think that there is just a lack of Welsh speaking specialist professionals available in general and I don't know if that's just especially in South Wales, but I do think that so we're kind of supporting but they're kind of working as a cluster and we're sort of like trying to support but we don't we're not using the language ourselves</p> <p>BRANEN: I think the fact that they are, that they work closely as a cluster, is definitely what they consider that to be a huge pro of their work. And the fact that they sort of share information that training and resources is sort of shared, and they share information.</p>
<p>Welsh is only for the able.</p>	<p>BRANWEN: quite a few of them have come from the English medium and a lot of the concerns raised about the level of Welsh is it is it for example.</p> <p>BRANWEN: found that it's actually more like the English families because they're not speaking at home. The young person's then getting confused and find it hard to pick up one and they're not really doing both of the languages as well as they would have liked. So they've tended to be like, Okay, we'll try here over here...</p>

BRANWEN: So the British ability scales this year, and it's not in Welsh so kind of, I haven't seen it as a barrier for the children's English. So they've been able to talk to me quite freely in English so they seem to be quite bilingual being able to speak to me in English but I do think that potentially reflects the kind of referrals I get are the children that they think are struggling with the Welsh.

BRAWNEN: And it is interesting, because I think you can sort of be like, look at all this positive movement, they're now doing this and are doing this, and then they always come back to, but they're not really speaking enough Welsh.

BRANWEN: And they kind of just, they see it as a massive barrier and the real concern, if they're not picking up the Welsh

BRANWEN: my sister has Down syndrome. And she was, well my parents were advised by a paediatrician that they shouldn't speak Welsh to her- my mother's English speaking but my dad, bilingual Welsh and English- so they didn't and then this had a knock on effect on me being the youngest sister because then English was the main language of the home and then my dad didn't feel like he, well, it was quite hard to try and teach me Welsh when he hadn't taught my sister and then my mUm hadn't then learnt Welsh when she was originally going to kind of thing and that was over 20 years ago though, and I know now, no one would be sort of, it would be really off for anyone to be advised not to, not to speak a second language or to teach second language to a child with ALN.

EFA: that parents are sometimes left wondering as to what's best, you know, when they're there, you know, when their child you'll you when the child has a, you know, maybe additional learning needs that are a bit more profound, what they should do in terms of whether they should introduce Welsh to them.

EFA: So they want to be able to provide that but then they don't feel like there's adequate resources for them that they like or maybe, maybe we should just focus on English. Or they're still this like rhetoric of maybe it's just bilingualism in general, but like, oh, is bilingualism too complex for a child or young person with ALN or will that like, will that hinder them rather than facilitate their progress?

CADI: What I kind of feel with Welsh as well is that basically you've got the option of if it's a specialist provision level children can't access anything unless you do so in the medium of English. So for English medium schools, they've got this external option here, but Welsh medium are now having to sort of do that in house. So when the XXXX for example, they had a unit that they deemed a PRU, and they had a SRB within the school, which I know is common in other places, but that's their only option.

CADI: I also found that with young people with ALN, and it was the case of Welsh language was the first thing to go in terms of priorities.

CADI: Oh, well, she's causing stress so let's drop the Welsh expectation first, because they're not speaking to us in English so let's not worry about the Welsh, which I think raises like another question around Welsh medium and ALN.

CADI: I think as soon as ALN is identified, especially speech and language, Welsh is written off.

CADI: And I think that happens quite a lot is kind of slipping into English when the Welsh is too difficult. Which kind of says to me, there's not enough support with Welsh.

	<p>CADI: And if they can't communicate with their peers who have fluently Welsh speaking, there's something wrong and the way to fix that isn't to stop teaching them Welsh.</p> <p>CADI: But yeah, I don't know it just feels a bit that for, if you can get it and you can keep up with it, then great. But if you struggle with it, then we'll just teach you in English. Or we'll provide intervention in English.</p> <p>HAFINA: it's about giving everyone the same opportunities and being inclusive, but are we going to really say that this child is having difficulties, so you we're going to limit their opportunities further?</p> <p>HAFINA: So you've got this kind of middle class Welsh.</p> <p>HAFINA: So that's in the, the children are struggling and maybe they've moved to the area so they know they don't speak Welsh or so that is an option for them, or they opt for an English medium. You've got that kind of weird divide sometimes. And then you have Welsh schools sometimes who say 'this child would be better in an English medium '. They've got this kind of funnelling of, of needs into an English medium as well as they're trying to manage that as well.</p>
<p>Access to the language is limited.</p>	<p>BRANWEN: And then we try and translate things and, and everything like that, but especially if we're thinking about the Welsh speaking families going into it, how accessible are things?</p> <p>BRANWEN: so I guess another issue that has come up and later to question is actually there's a really long queue for getting things translated, which I think is really difficult. So they can't, and actually, some schools have just said to me, just send it in English. Because we just don't want to wait.</p>

	<p>BRANWEN: And also my reports are all written in English. They're not written in Welsh. And they're not translated either. So, again, I don't know if that's potentially a barrier for some families. I guess it hasn't been with the ones I've worked with, but doesn't mean it couldn't be a barrier.</p> <p>CADI: It is us and then there's everyone else. And if you want what they've got, you've got to do it in English.</p> <p>LENA: we had a conversation as National Association of PEPS with NFER with regards to developing Welsh medium psychometrics and they said no, because you know, there's the market is too small you know.</p>
<p>Translation isn't equitable.</p>	<p>BRANWEN: so I guess another issue that has come up and later to question is actually there's a really long queue for getting things translated, which I think is really difficult. So they can't, and actually, some schools have just said to me, just send it in English. Because we just don't want to wait.</p> <p>BRANWEN: Obviously, the barrier about being things being translated, so even if like, you're trying to help them through the medium of English, but you know, you try and then and support them, if things are taking months to be translated, then they haven't got those resources, or they have it in English.</p> <p>OSIAN: because translation services within a local authority are overstretched or they have to prioritise other things other than ALP</p> <p>HAFINA: when it comes to adapting ALP or suggestion ALP within Welsh mainstream it's about translating things and so all the resources that are available in Welsh, then if you think about that, which role is that? Is that ours? Is that the counties? Is that the schools? Is that the ALNCOs?</p>

<p>Welsh is compromised.</p>	<p>BRANWEN: And actually one of my schools always arrange for it to be an English lesson when I come in, which I think is really sweet.</p> <p>BRANWEN: for example, if you sort of to think, right, we're going through this IDP process, we've had all their information in Welsh, we are Welsh speaking, the school is Welsh speaking, where Welsh speaking here, who are the outside professionals who are coming to be involved? Oh, they don't speak Welsh.</p> <p>EFA: then got scenarios where EPs are coming into schools and they're not able to speak Welsh, and then that, you know, that I think though, in Wales, mostly parents and teachers just accept that because they're just kind of like, well, that's what it is, isn't it? So they just sort of go, oh, yeah, no, no, we can do it in English. And I just think, how ethical is that? When their first language maybe Welsh or they may be more comfortable speaking Welsh as maybe their child is like I just, yeah, sort of question the ethics of it.</p> <p>CADI: I'd say there's an element to me as well about either feeling like Welsh medium have to compromise their values. Or not get any of the support or get the same level of support that everybody else does.</p> <p>CADI: Which is also why it's frustrating that when external services are needed, like bases or whatever that they've all English medium in in the local authority that I worked, which means that families do need to make a compromise after all of that time in Welsh medium education, they lose that. That bit of their core.</p> <p>CADI: I did an observation, and the teacher said, the teacher said, 'I'm going to deliver this lesson in English today. Because Cadi's here'.</p>
------------------------------	---

	<p>CADI: And I think that happens quite a lot is kind of slipping into English when the Welsh is too difficult. Which kind of says to me, there's not enough support with Welsh.</p> <p>ANWEN: some of the school have opted to do an English lesson when I've gone in and in one case.</p> <p>OSIAN: But that is that you know, is that out of desperation, bless them as they don't, they're not they don't have a choice. I'm not giving them a choice because I can't speak another language until you come along. It's yeah, so I'm going to put compelled, compelled to work in English sometimes.</p> <p>OSIAN: Welsh medium provision are compelled to work in English sometimes.</p>
<p>Welsh speaking staff are facilitators for Welsh ALP.</p>	<p>BRANWEN: And also access to things like the advisory teacher team is a facilitator, and the advisory teacher that supports most of them, is a Welsh speaker and I think that's a facilitator.</p> <p>EFA: consultations were offered in Welsh all EPs in the service for Welsh speaking. So, anything to do with children and young people with additional learning needs, where parents or schools needed consultations, they were in Welsh.</p> <p>CADI: there's a lot of in house in the school.</p> <p>LENA: if there is a Welsh medium staff in a school working with children working through the medium of Welsh and needing a ALP through the medium of Welsh, and there's a Welsh medium member of staff that makes it so much easier to start with.</p>

	<p>LENA: as the ELSA training is available in Welsh.</p> <p>LENA: the fact that the Welsh Government has said that ALP should be provided in Welsh I don't think that's, I'm not sure how much of a difference that is would be making in an authority such as [NAMES OF WELSH SPEAKING LAs] or whatever.</p>
<p>Lack of training for Welsh speaking EPs.</p>	<p>BRANWEN: There's only one educational psychology course in Wales, as well. And it's only sort of recently that that's going to change. So EPs have to work in Wales for two years before that, they could just sort of go back to England, whereas in England, they have to train them for two years.</p> <p>BRANWEN: And I don't know if that's just because there's not as many people coming into this profession with the Welsh language.</p> <p>OSIAN: the training courses in Cardiff, if it's in a majority Welsh speaking community, would you have a greater number of applicants or greater people exposed to educational psychology if if there was a hub elsewhere, for example, or training going on elsewhere? Such as in Bangor?</p>
<p>Inequality between Welsh and English.</p>	<p>BRANWEN: And I think it does put a little bit of a barrier between the service, the external services in the LA ,and the school, because I think that they almost feel like why aren't we being supported in our language, the English medium schools have been supporting their language, why aren't we?</p> <p>CADI: It is us and then there's everyone else. And if you want what they've got, you've got to do it in English.</p>

	<p>LENA: sort of just say that so that is there's language slash ASD for the primary key stage 2 Welsh medium, and then in English, and I think we've got one language unit English medium, we've got a couple of ASD and ASD is a growing category, I would say.</p> <p>LENA: The primary one is more a general one, but a secondary one I would say that it's a similar provision to the English medium provisions but the English provision region provisions would be more in an area.</p> <p>ANWEN: Whereas the Welsh medium are sort of more generic so there isn't...so if you were autistic and needed a small class provision you would either stay in a generic Welsh medium or if you wanted to move to an autism specific you'd have to then be taught through the medium of English as the main, so it isn't ideal.</p> <p>OSIAN: but at the moment, it just feels like the Welsh school isn't getting what the English schools all have access to.</p>
<p>The nuance is missed in translation.</p>	<p>BRANWEN: And that's your sort of language and actually try word finding and things like that. And actually, if I'm coming in, as professionals, some things I might be explaining, you know, they might not necessarily have a direct translation, if that makes sense. So actually, there could be that sort of barrier of that understanding. Because actually thinking lots of things don't translate directly.</p> <p>ANWEN: translation isn't always like for like and I think some of the work that we do together is into those real subtleties of language and I think that is difficult in some of the discussions.</p> <p>ANWEN: does that word then translate into the English well enough that I get the meaning they intended from the Welsh word.</p>

	<p>OSIAN: important information and experiences that are lost through translating.</p> <p>HAFINA: . And because I think it's not always, because the thing with translating as well- it's not always about translating. So it's the thing about Google Translate you know, if you possibly Google Translate, and it comes out in Welsh then it is not always reflective of the meaning.</p> <p>HAFINA: I think resourcing as in actually having Welsh resources and that is translating as well but not just translating the language, but it's in translating meaning.</p>
<p>Lack of Welsh resources.</p>	<p>ELYN: But I found that schools and teachers just from the resource, the research, though, from what they've communicated to me when I've been on placement, that there's a lack of resources, particularly to help children and people with literacy difficulties.</p> <p>EFA: We don't really have any Welsh language resources and when I've like looked at, like, sort of handbook gives suggestions and I've sent those over, they've been like, they've been tried to go on that link, and then I have subsequently myself, and they're not then available so that I don't know if they're outdated or if they're just not out there.</p> <p>CADI: And you've got to think is must be so frustrating for staff and Welsh medium to want to provide for young people in the medium of Welsh but not have the tools to do that. And that so many training opportunities are offered. But there aren't any resources in Welsh or it's not delivered in Welsh.</p> <p>LENA: 'but if I bring them back, she said, they're not Welsh, we can't use these, they are not Welsh'.</p>

	<p>OSIAN: I think there's a greater pressure on Welsh medium provision to have to spend more time and their own resources adapting everything that seems to be provided in English as default into Welsh and with schools already have capacity issues. I don't think that's when it's not fair. And it's not inclusive.</p>
<p>Lack of ALN guidance for Welsh speakers.</p>	<p>EFA: that parents are sometimes left wondering as to what's best, you know, when they're there, you know, when their child you'll you when the child has a, you know, maybe additional learning needs that are a bit more profound, what they should do in terms of whether they should introduce Welsh to them.</p> <p>CADI: And so I think there's something there about everyone not being at the table to contribute to the discussion, so they were lucky with the respect that the advisory teacher was Welsh speaking and could attend and then she had to feedback to me because this delay in support I felt...</p>
<p>No Welsh CPD for professionals.</p>	<p>EFA: it's not like allocated time within the curriculum of everything we need to learn in terms of teaching Welsh to say people in the cohort that aren't even from Wales, they've not had any background knowledge of the Welsh language.</p>
<p>Competencies of EPs in Welsh.</p>	<p>EFA: I've always not confident to say that so if someone's only had a GCSE experience, they probably are like, yeah, no, I can't. I can't speak Welsh. And they think they'll be saying, oh, yeah, I can't I can't do that so I won't do that kind of thing. Maybe, you know, because it might be embarrassing or they feel they're not competent in that area.</p> <p>CADI: I felt as though I couldn't reach my full potential of meeting and the school's needs without speaking the language.</p> <p>OSIAN: Because I think that being able to work with those schools, it's more inclusive to be able to speak the language that they speak</p>

	<p>OSIAN: I'm doing an observation in a classroom for example, a Welsh medium classroom I'm missing the entirety of the content I have to pick up on the total communication.</p> <p>OSIAN: I wanted to give the young person a voice that I couldn't necessarily give them through my own ability.</p> <p>OSIAN: I say, I'm really sorry that I can't speak Welsh is it okay if we have this meeting in English, but it's a sort of bit of a redundant question, isn't it because they don't have a choice?</p> <p>HAFINA: But I'll speak it but I'm happier speaking Welsh. So I give it in Welsh. Some of my summaries even, not always because I feel more confident writing in English but they are given in Welsh.</p>
<p>Negative attitudes to Welsh.</p>	<p>EFA: I do think there is sort of an undercurrent attitude that is maybe not averse, avert, of like, of people thinking that English, prioritise English, English is what you know what people what they need to learn because that's the language that is the main language but I think that and then there's not sometimes I think, with the proliferate, it's hard to basically when I was in school, I didn't feel that Welsh was very prioritised.</p> <p>EFA: there's almost that, sometimes, that negative unhelpful attitude about Welsh and then people then thinking oh, yeah, like maybe it is pointless and, and we don't need to develop all this.</p> <p>CADI: I'd say there's like an entrenched attitude of Welsh being separate.</p> <p>LENA: the Welsh language is actually has got as much legal status as English language, you know, that hasn't, you know, it's not filtering through everywhere.</p>

	<p>LENA: along the years, we've had to adapt things through the medium of Welsh and so it doesn't show so much respect for the Welsh language.</p> <p>OSIAN: And then within even within that Welsh Government, you've got a divide between the Welsh speakers who would really advocate for that and the English speakers who some some of whom don't necessarily see it as an important thing. I don't know who those people are anything but that...</p>
<p>Welsh is secondary to English.</p>	<p>CADI: But I feel as though all the money kind of goes to English. In terms of opportunity to develop ALP especially, and that not a lot is actually going into Welsh especially delivered in Welsh medium.</p> <p>OSIAN: I think there's a greater pressure on Welsh medium provision to have to spend more time and their own resources adapting everything that seems to be provided in English as default into Welsh and with schools already have capacity issues. I don't think that's when it's not fair. And it's not inclusive.</p> <p>OSIAN: but at the moment, it just feels like the Welsh school isn't getting what the English schools all have access to.</p> <p>OSIAN: And in that sort of catch all system, it could be argued that, that some pupils aren't getting the same level of intervention as they might in the English speaking, English medium SRB's which is problematic because it means then the pupils who access the Welsh medium SRB in the in the, in the county context that I'm that I'm in, it could be argued that they're not getting the same as they might have if they had been English speaking. Which is unfair.</p> <p>OSIAN: it's not supported or thought about to the same extent that the English speaking, English speaking provisions are.</p>

	<p>OSIAN: A lot of what they have to do involves catching up or adapting to the English way of being.</p> <p>HAFINA: but I think it's England, English is kind of prioritise more than Welsh is.</p>
Welsh is isolated.	<p>CADI: But I feel as though all the money kind of goes to English. In terms of opportunity to develop ALP especially, and that not a lot is actually going into Welsh especially delivered in Welsh medium.</p> <p>CADI: That is isolated. That it is maybe undervalued. That there's sort of a lack of priority for Welsh medium and that for young people with ALN to get support in Welsh medium it's usually done through English medium.</p> <p>CADI: I'd say there's like an entrenched attitude of Welsh being separate.</p> <p>CADI: It is us and then there's everyone else. And if you want what they've got, you've got to do it in English.</p>
Welsh has had to fend for itself.	<p>CADI: What I do like about Welsh medium is that I feel as though they've created systems for themselves. And their passion for preserving the language I think is really important. I've got a lot of respect that what I find tricky is that that kind of creates a self-sustaining system that maybe doesn't need outside influence or support because they feel like they've got it covered, which is why it wasn't a priority for me to go to those meetings.</p> <p>CADI: there's a lot of in house in the school.</p>
Impact of lacking on families.	<p>CADI: Which is also why it's frustrating that when external services are needed, like bases or whatever that they've all English medium in in the local authority that I worked, which means that families do need to make a compromise after all of that time in Welsh medium education, they lose that. That bit of their core.</p>

CADI: And the family were really devastated because they wanted him to continue learning, he was only a year eight. So they wanted him to carry on learning in Welsh medium, but there was no Welsh medium provision here anymore. So they were really disappointed because that journey had come to an end for something that was out of their control. They haven't decided that they wanted to move into English medium. Welsh medium, said, you're done. And they were no other options.

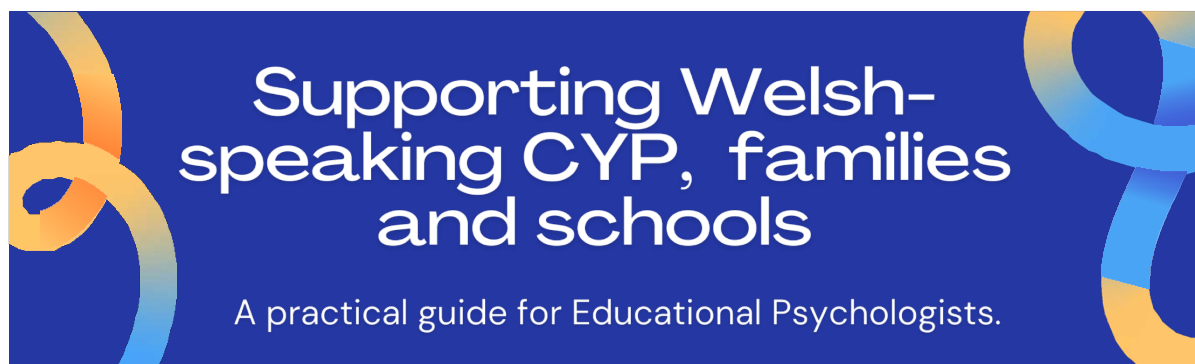
OSIAN: because a lot of parents have if they want their pupil to their child to attend a Welsh medium SRB because they want them to be immersed in the Welsh language like they have like their entire family have etc., then they're faced with a dilemma.

OSIAN: I don't speak Welsh, but I definitely empathise with what that must feel like to to not be able to pursue the dream that you want for your for your child.

OSIAN: Parents and their whole family have been speaking Welsh. And in one case, the ALNCo was wondering whether this pupils needs could be met in the Welsh medium secondary school because they don't have an actual SRB an 'actual SRB' and actually, would they be better off going to the special needs school within the local authority, which absolutely, which is English medium. And that's unfair in its own way.

OSIAN: the parent whose entire family speaks Welsh, and would love that child to be included in the same way and learning Welsh is compelled for their child to go to an English speaking school, which then makes self-fulfilling prophecy in a way of...not self-fulfilling prophecy...it makes it, well I'll just call it a self-fulfilling because I think you know what I mean, that the child will then not go on to learn English and not go on to learn Welsh in school, and then to some extent, not being included in the family to the same amount because they can't understand all the conversations that going on. And I think that's quite sad.

	<p>HAFINA: with specialists and Welsh languages versus English language specialist provision it allows for choice for the families for the individual but then the flip side of that is that it can be too much or maybe it's kind of it's just an additional thing that the parents have to consider.</p> <p>HAFINA: how does that feel that you know that when one of your children's is going to maybe speak in a different language or are not going to be taught a language that you speak at home?</p>
Welsh is prioritised.	<p>LENA: Welsh speaking child in an English medium provision, what we would do in our local authority then is try to ensure that there's Welsh medium staff in that setting for that child even though it can't be a Welsh medium setting.</p> <p>LENA: But I think that there's more respect and recognition for the fact that Welsh medium education and you know, ALP, then is, is a right.</p>
Welsh is a right.	<p>LENA: And and the recognition of Welsh as being you know, of equal legal status to the English language.</p> <p>HAFINA: It's just very complicated and it would, just give the resources in English and I... but then there's kind of there's a right to be given something in the language of your choice as well isn't it.</p>
Positive attitudes to the Welsh language.	<p>LENA: there's a lot of goodwill towards the Welsh language as well, which isn't necessarily hasn't been necessarily all along.</p>



WM- Welsh-medium.

ALN- Additional learning needs.

ALP- Additional learning provision.

LA- Local authority.

CYP- Children and young people.

EP- Educational Psychologists.

The Welsh-medium ALN Context

- ◆ There are currently estimated to be 538,300 Welsh speakers (aged three and over) in Wales, which equates to 17.8% of the Welsh population (Welsh Government, 2022).
- ◆ Of all CYP who have ALN in Wales, 22.7% are believed to be educated through the medium of Welsh (StatsWales, 2023).
- ◆ The ALN Code promotes a bilingual system in Wales where CYP can have access to WM ALP where required (Welsh Government, 2021).

What does the research say?

- ◆ There are a lack of WM assessments, interventions and resources to
- ◆ support WM CYP with ALN. There are a lack of WM EPs to support WM CYP and families.
- ◆ The Welsh language is important to some CYP and their families as it helps promote
- ◆ their sense of belonging to Wales. WM ALP varies between local authorities in Wales, depending potentially on the amount of people who speak Welsh in the area.
- ◆ There are still negative attitudes towards the Welsh language with some people
- ◆ considering it 'pointless'. Shared meaning making and shared understanding can be lost as nuance in language. It can be missed through translation.

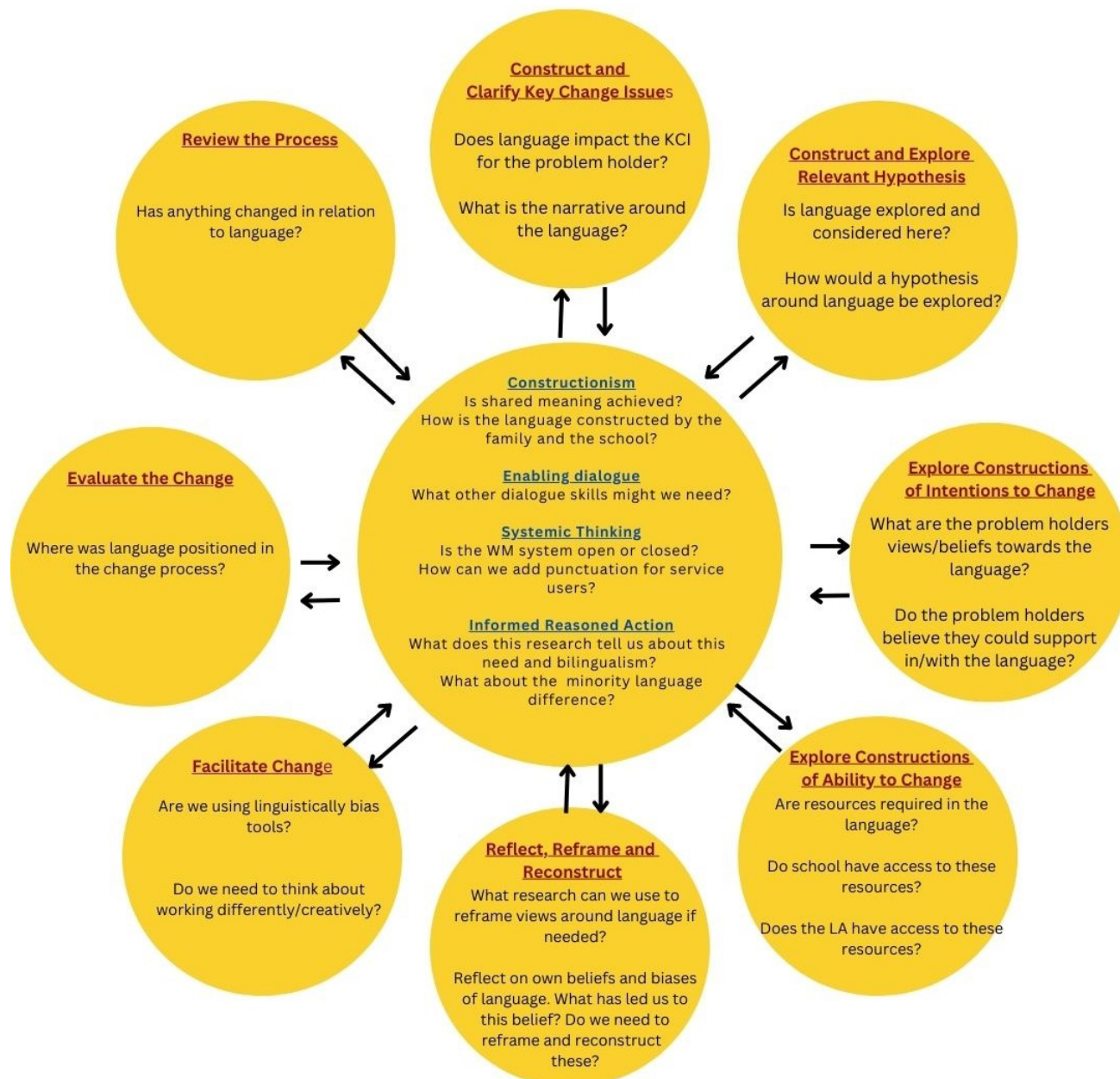
How can EPs support WM settings?

Understand the WM context in your LA.	Consider the message from the LA about the importance of the Welsh language to the area. Consider the funding for WM ALP in your area.
Creative working is key.	Dynamic assessments and triangulation may be more suitable for WM CYP (Goodrich et al., 2022).
Understand that Welsh is more than just a language.	The Welsh language can help foster a sense of belonging to Wales as well as allowing access to some communities.
Keep social constructionism in mind.	To ensure shared meaning making explore language in more depth. If there is no literal translation for a word then explore what is important about that word and what it conveys.

COMOIRA for working with WM settings.

The Constructionist Model for Informed and Reasoned Action (COMOIRA) (Gameson & Rhydderch, 2008, 2017) was developed at Cardiff University. The core theoretical principles (found in the middle) of the model are constructionism, systemic thinking, enabling dialogue and informed and reasoned action. The key decision points are in the outer circles. It is considered an executive framework and can be used in any sequence desired.

Below is an adapted version with suggested questions to reflect on and consider in the core and at each key decision point. The term 'language' is used so that EPs working with CYP who speak a variety of languages might use this.



References

- Gameson, J., & Rhydderch, G. (2008). The constructionist model of informed and reasoned action (COMOIRA). *Frameworks for practice in educational psychology: A textbook for trainees and practitioners*, 94-120.
- Gameson, J., & Rhydderch, G. (2017). The Constructionist Model of Informed and Reasoned Action (COMOIRA). In B. Kelly, L. M. Woolfson, & J. Boyle (Eds.), *Frameworks for Practice in Educational Psychology* (2 ed., pp. 123- 150). Jessica Kingsley.
- Goodrich, J. M., Fitton, L., Chan, J., & Davis, C. J. (2022). Assessing Oral Language When Screening Multilingual Children for Learning Disabilities in Reading [Article]. *Intervention in School and Clinic*. <https://doi.org/10.1177/10534512221081264>
- StatsWales. (2023). *Pupils with additional learning or special educational needs in primary, middle and secondary schools by year, Welsh/English Medium and type of provision*. <https://statswales.gov.wales/Catalogue/Education-and-Skills/Schools-and-Teachers/Schools-Census/Pupil-Level-Annual-School-Census/Special-Educational-Needs/senpupils-by-year-welshenglishmedium-senprovision>
- Welsh Government. (2021a). *The Additional Learning Needs Code for Wales 2021*.
- Welsh Government. (2022e). *Welsh language in Wales (Census 2021)*. Retrieved from <https://www.gov.wales/welsh-language-wales-census-2021.html#:~:text=On%20Census%20Day%2C%2021%20March,points%20lower%20than%20Census%202011.>

Appendix 11- Draft blog post for Edpsych blog.

Wales is a bilingual country with two official languages, Welsh and English (National Assembly for Wales, 2011). There are estimated to be 538,300 (17.7%) Welsh speakers aged three and above in Wales (Welsh Government, 2022). With the Welsh Government's aim to reach one million Welsh speakers by 2050 through introducing Cymraeg 2050 (Welsh Government, 2017) the Welsh language is a topic of importance within Wales.

Of the 69,100 children and young people (CYP) in Wales, 22.7% are educated through the medium of Welsh (StatsWales, 2023). The new Additional Learning Needs (ALN) Code in Wales outlines the need of a 'bilingual system' where Welsh-medium (WM) provision must be provided for learners who require it- such as those 22.7% of WM ALN learners in Wales (Welsh Government, 2021, p. 37). Despite this, there has been limited research into how the needs of WM CYP with ALN are met in Wales and so there is little information on how and if the bilingual system exists in Wales.

My thesis research into the perceptions of EPs and TEPs of WM ALN support in Wales aimed to explore the current WM additional learning provision (ALP) available in Wales, the benefits and challenges of WM ALP and the barriers to and facilitators for WMALP. Using semi-structured interviews and reflexive thematic analysis the findings of this research presented the first insight, to the knowledge of the researcher, into the current WM ALP within and across Wales.

What is the current picture in Wales according to the EPs and TEPs?

Firstly, the findings from the research suggests that Wales currently has an inequitable system where, depending on your location in Wales, your needs might be met differently. For example, in South Wales CYP might not have access to as many WM EPs and specialist provision compared to CYP in North Wales.

Secondly, there are a lack of WM assessments, resources and interventions to support CYP with ALN. This means that often CYP might be assessed through the medium of English and their responses may be misinterpreted due to a lack of knowledge of the Welsh language. The lack of resources and interventions mean that schools must either create their own resources, spend time translating English resources, or deliver interventions and use resources in English. Alongside this, there are also a lack of Welsh speaking EPs to support WM schools, CYP and their families. Participants shared how this could lead to shared understanding and

meaning not being achieved due to families and schools having to translate their views into English. Translation is not word for word and on occasion nuance might be missed. This suggests that in some areas in Wales WM CYP with ALN and their families do not have access the same level of support as their English-speaking peers.

Participants expressed that the reason for this lack in provision might be because of a perceived lack in demand for it from CYP, parents and schools. Whilst there is no research into the demand for WM ALP, people may believe that there is limited demand for it. Due to this limited demand, there is in turn a limited supply. As some local authorities (LAs) continue to believe that there is a lack of demand for WM ALP in their area they decide not to invest in it and provide a supply. As a result, there are fewer people who can access WM opportunities and in turn creating fewer Welsh speakers in the area. As a result, this might create less of a demand for WM provision. This research hopes to be a point of punctuation in the cyclical pattern of demand and supply.

As a result of this lack of provision, resources, and interventions, CYP and their families must choose between being Cymreig (belonging to Wales) or having needs met. Participants shared that the Welsh language is often at people's core as it can foster their sense of belonging and identity. If CYP are not able to access Welsh due to a lack of provision, then this may impact their belongingness to being Welsh.

The Welsh Government and Welsh speaking professionals were recognised as facilitators by participants. The creativity of schools to find ways to meet needs and the Welsh language being a right has supported opportunities for CYP to access the Welsh language. Alongside this, participants shared that in LAs with a higher number of Welsh speaking professionals there were greater Welsh language opportunities for CYP.

What can EPs do to better support WM CYP with ALN?

The Health and Care Professions Council (HCPC) state that practitioners psychologists, including EPs, should "be aware of the impact of culture, equality and diversity on practice" (Health and Care Professions Council, 2022, p. 4). One participant shared that if an EP worked within a LA with greater numbers of Welsh speakers, then perhaps they "*would be able to pick up on exclusionary practices that were coming through in English etc, and challenge those to a greater extent.*" (Osian-EP). Through raising awareness of the inequity faced by some WM CYP with ALN alongside the benefits of accessing WM ALP it is hoped that both Welsh-

speaking and non-Welsh speaking EPs are able to challenge exclusionary practices that they may encounter in their work with WM schools, settings and also within LAs.

Alongside this, a reflection document was created from the findings of this research to be used as an aid memoir by EPs when working with WM CYP who speak minority languages, including the Welsh language. This reflection document is based on the Constructionist Model of Informed and Reasoned Action (COMOIRA) (Gameson & Rhydderch, 2008, 2017; Rhydderch & Gameson, 2010). Questions are presented in the core and at each decision point for EPs and TEPs to consider in their practice. This document can be found here. This document was created as a blanket best practice guidance could not be created due to the variety in Welsh speakers and available provision between LAs.

More research is needed into this topic that consider the views of CYP, their families and school staff on the current WM ALP in Wales. Through this it is hoped that greater awareness is drawn to the current picture in Wales and steps can be taken to ensure equitable support and provision for all WM CYP with ALN in Wales.

References

- Gameson, J., & Rhydderch, G. (2008). The constructionist model of informed and reasoned action (COMOIRA). *Frameworks for practice in educational psychology: A textbook for trainees and practitioners*, 94-120.
- Gameson, J., & Rhydderch, G. (2017). The Constructionist Model of Informed and Reasoned Action (COMOIRA). In B. Kelly, L. M. Woolfson, & J. Boyle (Eds.), *Frameworks for Practice in Educational Psychology* (2 ed., pp. 123- 150). Jessica Kingsley.
- Health and Care Professions Council. (2022). *The standards of proficiency for practitioner psychologists*. <https://www.hcpc-uk.org/standards/standards-of-proficiency/practitioner-psychologists/>
- National Assembly for Wales. (2011). *Welsh Language (Wales) Measures 2011*. Retrieved from <https://www-legislation-gov-uk.abc.cardiff.ac.uk/mwa/2011/1/section/1>
- Rhydderch, G., & Gameson, J. (2010). Constructing a flexible model of integrated professional practice: Part 3—the model in practice. *Educational Psychology in Practice*, 26(2), 123-149.
- StatsWales. (2023). *Pupils with additional learning or special educational needs in primary, middle and secondary schools by year, Welsh/English Medium and type of provision*. <https://statswales.gov.wales/Catalogue/Education-and-Skills/Schools-and-Teachers/Schools-Census/Pupil-Level-Annual-School-Census/Special-Educational-Needs/senpupils-by-year-welshenglishmedium-senprovision>
- Welsh Government. (2017). *Cymraeg 2050: A million Welsh speakers*.
- Welsh Government. (2021). *The Additional Learning Needs Code for Wales 2021*.
- Welsh Government. (2022). *Welsh language in Wales (Census 2021)*. Retrieved from <https://www.gov.wales/welsh-language-wales-census-2021->

[html#:~:text=On%20Census%20Day%2C%2021%20March,points%20lower%20than%20Census%202011.](#)

