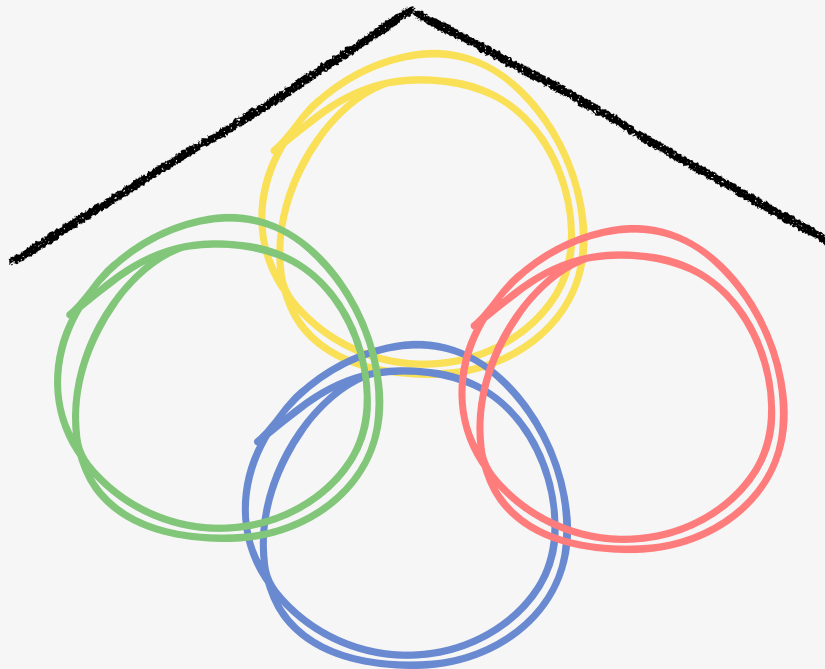


SCHOOL PROMOTION RESOURCE PACK

Cynefin - A Place to Belong



‘Belonging is essential to a sense of happiness and well-being. It shapes a learner's sense of who they are and who they can become, and should underpin the ethos of all schools and settings.’

Curriculum for Wales Guidance – Hwb

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A Simple Place to Start

You may wish to begin with a few simple, low-effort but high-impact changes that instantly improve how welcoming your school is to families.

Here are some potential starting points:

1. Add a reassuring message to your website and materials:
"No Welsh at home? No problem."
2. Consider sharing a few authentic photos this week:
 - children learning
 - staff interacting warmly
 - moments of joy and play
3. Share a short and relatable parent quote or story on social media.
4. Visibility: Check how easy it is for families to find information about visits or open events.

Tip:

Use it flexibly —
dip in, adapt, and
make it your own.

These are suggestions only, schools are best placed to decide what feels manageable and most relevant in their own context.

These small actions can make a big difference in helping families feel confident and welcomed.

This pack will help you:

- Build trust with families
- Address common worries
- Share what makes your school special
- Increase engagement and enquiries



Introduction

“The Welsh language belongs to every child.”

- Cymraeg i Bawb

This resource pack supports schools and settings across South-East Wales to promote Welsh-medium education in a way that is:

- warm and welcoming
- clear and practical
- grounded in real family experience

Tip:

Show how children feel, not just what they learn.

At the heart of this pack is a simple insight:
Families choose schools based on how they feel.

This pack is built around four key themes that shape how families experience school:

- **Belonging** – feeling safe, welcome and included
- **Joy** – positive, engaging learning experiences
- **Growth** – confidence, skills and progress over time
- **Connection** – relationships with people, language and community

These themes run throughout the pack and can be used to guide how you present your school to families.

This pack helps schools respond to those needs with clear, practical actions that build trust and confidence in Welsh-medium education.

This resource is offered as a support tool, not as a measure of school performance or expectation of additional workload. Schools are encouraged to use only what is helpful in their context.



Llywodraeth Cymru
Welsh Government



Using This Resource Pack

This pack is designed to support schools and settings to:

- Build confidence in Welsh-medium education
- Respond to common questions and concerns
- Share the wider benefits of bilingual learning
- Strengthen a sense of belonging and community
- Promote their school clearly and effectively

How to use this pack

- Start by reviewing your website and first impressions using the checklists in this pack
- Choose one or two areas to improve first
- Use the templates and examples to update your materials
- Share real photos and stories to bring your school to life
- Reassure parents clearly and consistently across all communications

Tip:

Don't try to use everything — start with one change that will have the biggest impact.

The resources in this pack can be:

- used as they are
- adapted to your school
- shared with staff and governors

Supporting WESP priorities

This pack also supports Welsh in Education Strategic Plan (WESP) targets by:

- increasing early awareness
- supporting transition to secondary
- strengthening community engagement
- promoting long-term value of bilingualism

Flexible and adaptable

All materials can be adapted to reflect your local context and community. Where possible, resources can also be shared in additional community languages.



Llywodraeth Cymru
Welsh Government

Cynefin - A place to Belong

Belonging

The precursor to developing ethical, informed citizens.

A strong sense of identity and community supports social responsibility and citizenship.





Understanding Parents

Please note that throughout this resource pack the term 'parent' is used broadly to encompass carers, guardians and/ or caregivers.

Whether they are expecting a child, new to the area, choosing a primary school, or navigating the transition to secondary, parents choosing a school or setting for their child tend to prioritise the overall wellbeing of their child when making decisions.

Parents want to ensure that their children will feel supported and connected in school. Emotional safety and having a sense of place and belonging is paramount. Furthermore, the wellbeing of parents themselves should be carefully considered, particularly if they are not Welsh speakers. They may feel intimidated or isolated as the language can be viewed as a barrier to engagement.

Schools and settings therefore have an important role in offering reassurance and creating an inclusive environment for families.

Parents' cares and concerns should be carefully considered. It is crucial that any misconceptions about Welsh-medium education are addressed promptly, ensuring that parents feel reassured and supported. Clear understanding builds confidence and supports families in making decisions that feel right for them.

The following resources are included to support this.

- [Myth-busting for parents](#)
- [Parent FAQ sheet](#)
- [Top Tips!](#) What to include in your parent information flyer.

Tip:
Implement 'Parent Ambassadors' to reduce the initial intimidation of the language barrier.



Myth Busting

Welsh-Medium Education

Here we address some of the most prevalent myths surrounding Welsh-medium education that parents and guardians frequently worry, deliberate and enquire about.

Myth 1 “None of us can speak Welsh at home so my child will probably fall behind.”

Busted! - A large proportion of children attending Welsh-medium schools do not speak Welsh at home with their families. The curriculum is thoughtfully designed to accommodate this reality, ensuring that all students regardless of their home language, quickly achieve fluency in Welsh.

Myth 2 - “I don’t speak Welsh. I’m not going to have a clue what’s going on and won’t be able to help with homework or anything like that.”

Busted! - We will always offer resources and guidance to help parents assist their children effectively, ensuring that homework is as successful and stress-free as possible! Staff at Welsh-medium schools are highly skilled in supporting both students and their parents, providing instructions and sharing information in both English and Welsh to aid comprehension.

Myth 3 - “If my child is putting so much effort into their Welsh, surely their attainment in English is going to suffer.”

Busted! - Research shows that pupils leaving Welsh-medium primary schools and moving on to secondary school reach the same level of English proficiency as their peers from English-medium schools. Once in secondary school, learners in Welsh-medium schools follow the same English curriculum at GCSE and A-level as those in English-medium schools, ensuring that they are equally equipped for academic success.

Myth 4: “Learning in two languages will confuse my child or slow down their progress.”

Busted! Research from Bangor University shows that bilingual learners develop strong literacy skills in both languages. Learning through two or more languages can strengthen thinking skills, problem-solving and language awareness.



Frequently Asked Questions

By answering these FAQs, we hope to address any queries or concerns with clarity and reassurance. We aim to support parents in making informed decisions about Welsh-medium education.

I am considering Welsh-language education once my toddler is old enough. What can I do in the meantime?

Introducing a new language to your child can be a wonderful and rewarding journey, even if you don't speak Welsh yourself. If there are Welsh speakers in your family or community, encouraging them to use Welsh regularly with your child can be a great starting point. You could consider Welsh-language nurseries or childminders when looking at childcare options. From six months onwards, you can join a local Cylch Ti a Fi, a parent-and-child group that will provide you with opportunities to socialise, build friendships and immerse yourselves in the Welsh language. As your child grows, you can consider Welsh-medium pre-school provision. For further information contact Mudiad Meithrin.

Will I still feel involved in my child's education, if I can't speak Welsh?

Yes! Welsh-medium schools and settings have expertly trained staff that will support you and all resources will be available bilingually to ensure parents understand what is going on. Your child will also take pride in interpreting Welsh for you. This ability to transfer ideas between languages is a major benefit of bilingualism which they can impressively showcase from early on.

Can I learn Welsh alongside my child?

Absolutely! Many parents who choose Welsh-medium education for their children find inspiration to learn Welsh themselves. This creates a wonderful opportunity to practice language skills together and bond over shared learning experiences. Welsh for Adults courses are available across Wales and cater for learners at all levels.

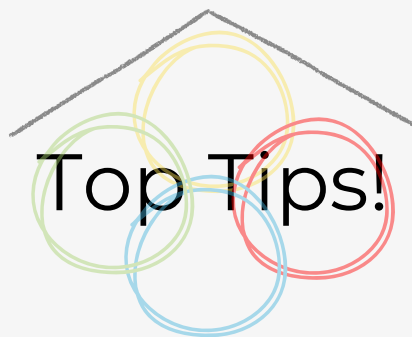
Check out: <https://www.gov.wales/welsh-language-support-and-services>

What else can I do alongside school to support my child's language development?

There are fantastic Welsh books available that have either an English transcript at the back or English text underneath the Welsh to support language learning. Your local library should be able to point you in the right direction. Welsh-language TV programmes and apps such as Cyw will help to bring the Welsh language into day-to-day life and most children's programmes on S4C have English subtitles.

Is Welsh a difficult language to learn?

Welsh is a Celtic language which differs in pattern and sentence structure to English which is a Germanic language, with many different influences from other European languages too. Many learners find Welsh easier to read and pronounce than English because it has a clear and consistent phonetic spelling system. There are fantastic resources available (such as the 'Say something in Welsh' app) to support learners with things such as pronunciation and mutation.



A flyer for new parents needs to be warm, eye-catching and reassuring. Its purpose is to help families imagine their child feeling happy and settled in your school or setting. Highlight the fact that children thrive regardless of home language and include images that show children laughing, playing and enjoying their experience at school.

Visual Elements:

Colours: Include your school/ provision colours. Keep the tone welcoming and warm. Natural colours such as greens, blues and yellow help to promote feelings of calm and connection.

Imagery: Include high-quality photos of children laughing, playing with their peers, being creative, and interacting with staff. More on photographs [here](#).

Dual Language: Text could be arranged in two columns or flip-side, with Welsh placed first or above English where possible.

Content:

Your Welcome Message: emphasise a friendly, nurturing, and secure environment. Include your school motto, a quote from the CfW or a quote from a famous philosopher/ author/ historian if it resonates with you and your school.

'No Welsh at home? No problem!' or similar: Explicitly state that staff support non-Welsh speakers and it is estimated that over 70% of children in Welsh-medium education come from homes where Welsh is not spoken.

This could be elaborated further, showing a clear timeline or diagram to demonstrate how Welsh immersion starts for all children from age three, and English is introduced around age seven. (Clickable - Welsh-medium journey infographic)

School Readiness Tips: Simple, actionable advice on preparing children (such as practicing putting on coats and using the toilet for primary-entry children or shared reading for primary/ secondary aged children)

Testimonials/Quotes: Short, encouraging quotes from parents of diverse backgrounds. Questionnaires are a helpful way to gather feedback and real experiences from families already within the school community.

Practical Information Parents Look For: Clear, accessible information about the day-to-day details that matter most to families when choosing a school. This should be easy to find on your website and included in any parent-facing flyer.

- Wraparound care (such as breakfast club or after school provision)
- Additional Learning Needs (ALN/SEN) support and a named contact person

Key Dates & Next Steps: Dates for open days, stay and play sessions or any community events that may be of interest to new families. Always provide clear contact details so parents know how to take the next step.



Welcoming Families

Welsh-medium educational settings play a crucial role in the preservation and longevity of the Welsh language. By creating a supportive and inclusive environment for all, they allow existing Welsh speakers to thrive whilst also encouraging non-Welsh families to flourish within Welsh-medium education. It is essential that non-Welsh-speaking parents feel comfortable and supported in choosing this educational route for their children, through:

- **Clear, open and supportive communication.** Regular meetings, workshops or information sessions that explain the benefits of Welsh-medium education are helpful and provide reassurance and the opportunity for asking questions or sharing concerns. Bilingual communication materials ensure that everyone can access the information shared, promoting inclusivity.
- **Creating an inclusive and welcoming environment.** Long-term trust and community is built when individuals feel they matter and can approach members of staff without judgement.
- **Practical support and reassurance.** Recommendations for translation apps, bilingual resources and where to go for additional support keeps non-Welsh-speaking parents informed and allows them to provide guidance for their child when at home.
- **Building connection and community.** Establishing a parent support network where experiences, tips and resources can be shared will ensure non-Welsh-speaking parents feel empowered. First-hand experience celebrating Welsh culture allows parents to truly see and experience the value of the Welsh language.
- **Listening to families.** Ongoing feedback shows that the school values parental input and is willing to adapt and develop to meet the needs of the children and their families.

By taking these steps, Welsh-medium schools and settings can help families feel part of a welcoming community. When parents experience **belonging, joy, growth and connection** within the school community, confidence in Welsh-medium education naturally grows.

- ["You don't need Welsh" leaflet](#)
- [Welcome letter template for new families.](#)





You do not need to speak Welsh...

to choose Welsh-Medium Education

Mae llawer o rieni'n poeni na fyddant yn gallu cefnogi eu plentyn os nad ydynt yn siarad Cymraeg. Rydym eisiau sicrhau nad yw hyn yn rhwystr i ddewis addysg cyfrwng Cymraeg.



Nid yw'r rhan fwyaf o deuluoedd yn siarad Cymraeg gartref. Nid ydych chi ar eich pen eich hun!

Mae data cenedlaethol yn dangos bod y rhan fwyaf o ddysgwyr mewn ysgolion cyfrwng Cymraeg yn dod o gartrefi lle nad yw Cymraeg yn iaith gyntaf.



Mae pob cyfathrebiad ar gael yn ddwyieithog, o wybodaeth gyffredinol i waith cartref.

Mae staff yn cefnogi rhieni bob cam o'r ffordd ac eisiau i chi deimlo'n rhan o'r broses.



Nid yw hi byth yn rhy hwyr i ddewis addysg cyfrwng Cymraeg.

Gall plant symud o addysg cyfrwng Saesneg i addysg cyfrwng Cymraeg ar wahanol adegau yn eu taith addysg. Mae gwasanaethau trochi hwyr ar gael ledled Cymru i helpu plant ddatblygu Cymraeg yn gyflym a magu hyder wrth ymgartrefu mewn ysgol cyfrwng Cymraeg. Gall eich plentyn ffynnu mewn addysg cyfrwng Cymraeg hyd yn oed os ydynt yn dechrau'n hwyrach.

Mae cymorth ar gael os hoffech chi ddysgu Cymraeg hefyd. Gall dysgu ychydig o Gymraeg agor byd newydd i'r teulu cyfan.

Many parents worry they will not be able to support their child if they do not speak Welsh. We want to reassure families that this is not a barrier to choosing Welsh-medium education.



Most families do not speak Welsh at home. You are not alone!

National data shows that the majority of learners in Welsh-medium schools come from homes where Welsh is not the main language spoken.



All communication is available bilingually, from general information to homework.

Staff support parents every step of the way and want families to feel included.



It is never too late to choose Welsh-medium education.

Children can move from English-medium education into Welsh-medium education at different stages of their educational journey. Late immersion services are available across Wales to help children develop Welsh quickly and build confidence as they settle into Welsh-medium education. Your child can thrive in Welsh-medium education even if they begin later.

Support is also available if you would like to learn Welsh yourself. Learning even a little Welsh can open a new world for the whole family.

Mae addysg cyfrwng Cymraeg yn ymwneud â chynhwysiant, nid allgáu.

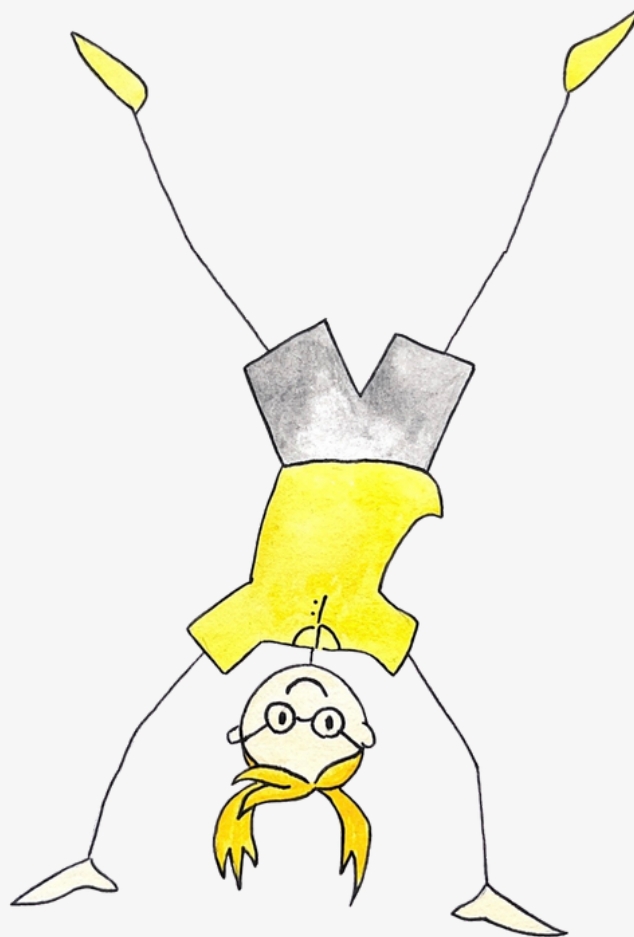
Welsh-medium education is about inclusion, not exclusion.

Cynefin - A place to Belong



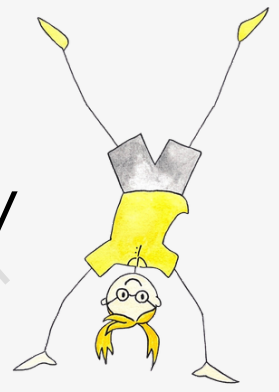
The precursor to developing healthy, confident individuals.

Children who enjoy learning are more likely to develop resilience, courage and a positive sense of self.





Telling Your School Story



Parents trust other parents and children's voices.

Parents are significantly influenced by peer reviews and the experiences of other families, as these insights help shape their perceptions and expectations. This communal aspect of decision-making underscores the importance of fostering a supportive environment where parents can share and learn from one another, ultimately guiding them towards the best educational choices for their children.

Research tells us that when deciding on their child's education, parents are driven by a wide range of motivational factors. They are interested not only in academic outcomes but in the overall experience a school or setting offers their child. The research highlights location/distance and recommendations from local friends and family as being the top factors influencing school choice.

Included are resources that can be used to tell your story, both via a pupil's voice and from a parents perspective. Sharing these will appeal to parents and families by providing real-life, personal accounts that are relatable and accessible.

One way of doing this is through providing existing parents with a questionnaire that encourages them to share their experiences to help others. Sharing the stories of existing parents with new parents helps Welsh-medium schools showcase what they have to offer in an authentic way. It focuses on breaking down language barriers, highlighting the benefits of bilingualism, and showcasing a welcoming, supportive community, even if parents don't speak Welsh at home.

- Parent Questionnaire - for existing parents
- Child Questionnaire - Primary (completed by or with the child)
- Child Questionnaire - Secondary

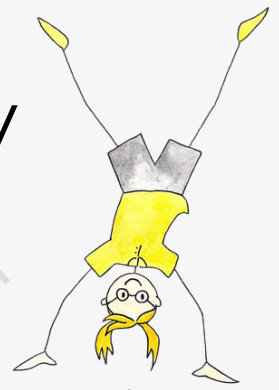
Tip:

Consider your own setting... which elements of school life are most likely to leave a lasting impression?





Telling Your School Story Continued



Schools can make use of the information gathered from questionnaires to create stories or journeys that inspire others. Included is an example of how quotes and feedback from parents can be used in a poster that positively advertises and advocates for the school :

● Example - Parent Story.

Leading with joy, belonging, connection and growth allows parents to imagine what their child's experience might feel like.

Feedback from parents tells us that seeing photographs from potential schools allows them a rare insight into the realities of school life. Seeing photos of school staff, children playing and interacting with their environment and day-to-day activities gives a clearer sense of what their child's experience could be like. This also minimises the amount of written information shared, reducing information overload.

When showcasing what Welsh-medium education can offer prospective families, photographs must move beyond static poses to capture the essence of **cynefin - the place where we feel we belong.**

This guidance checklist is designed to help schools document authentic moments of joy, connection, belonging and growth.

● Photo guidance and checklist for schools



Parent Questionnaire

Dear parent/ guardian,

Thank you for taking the time to fill in this questionnaire about your child's journey since starting at our school. We appreciate the opportunity to gather insights into our families' experiences and would be grateful for the chance to share your voice with prospective parents/ guardians in the future.

[Insert Name - Optional]:
Child/ Children's Year Group:
Length of time at the school:

Did you speak Welsh at home? (Yes/ No)

What made you choose this school?
.....
.....

Did you have any initial worries or concerns?
.....
.....

What has surprised you most?
.....
.....

How has your child grown since starting?
.....
.....

Would you recommend Welsh-medium education to other families? Why?
.....
.....

Any other comments you would like to share?
.....
.....

Permission tick box:

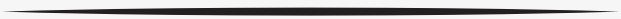
☐ I consent to my words being included anonymously on the school website/social media or to be shared directly with new parents.

Diolch yn fawr iawn. Many thanks for sharing your views.

What I like about my school

Dear parent/ guardian,

Thank you for supporting your child to fill in this questionnaire about their school. We appreciate the opportunity to gather insights into our families' experiences and would be grateful for the chance to share various voices with prospective parents/ guardians in the future.



[Insert Name - Optional]:

Year Group:

My favourite subject at school is
.....
.....

I feel happy at school when
.....
.....

I like speaking Welsh because.....
.....
.....

One thing I would tell a new pupil is
.....
.....

Something special about my school
.....
.....

Any other comments or drawings:

Permission tick box:
☐ I consent to this being included anonymously on the school website/social media or to be shared directly with new pupils and their families.

Diolch yn fawr iawn. Many thanks for sharing your views.

Settling in to Secondary School

Thank you for filling in this questionnaire about your journey from primary to secondary school. We appreciate the opportunity to gather insights into our pupils' experiences and would be grateful for the chance to share your views with prospective pupils in the future.

[Insert Name - Optional]:

Year Group:

My favourite subject at school is

.....

.....

.....

What helped you transition to secondary?

.....

.....

.....

How has being bilingual or multilingual helped you?.....

.....

.....

.....

What advice would you give younger pupils?.....

.....

.....

.....

Something special about my school:

.....

.....

.....

Any other comments:

.....

.....

.....

Permission tick box:

☐ I consent to this being included anonymously on the school website/social media or to be shared directly with new pupils and their families.

Our Welsh-Education Journey

Our Initial Thoughts

"As a non-Welsh speaking family, we were initially nervous about the language barrier and we were worried that our daughter would feel left out or fall behind."

"We have made friends already and find the community to be very welcoming."

Our Experience

"From the first day at Cylch Meithrin, the staff made us feel incredibly welcome and we didn't feel left out or different at all really. They explained everything to us and all correspondence has been bilingual so we felt well-informed from the very beginning."

"Within just a few months, our daughter was coming home singing Welsh songs and teaching us new words."

Overcoming Fears

"We have had lots of support throughout, including apps, resources, and advice for us as parents, even if we don't speak Welsh ourselves. Our daughter has started learning letter sounds and we have been using the Tric a Chlic app at home to help her."

"...We've both learnt a lot through her already!"

What We Love

"Seeing our daughter thrive in such a friendly environment is wonderful and she has made lots of friends. It's amazing to see her developing confidence and a sense of pride in being Welsh!"

"If you are thinking about it, just do it! Your child will pick it up instantly, and you'll find a supportive community ready to help you every step of the way."

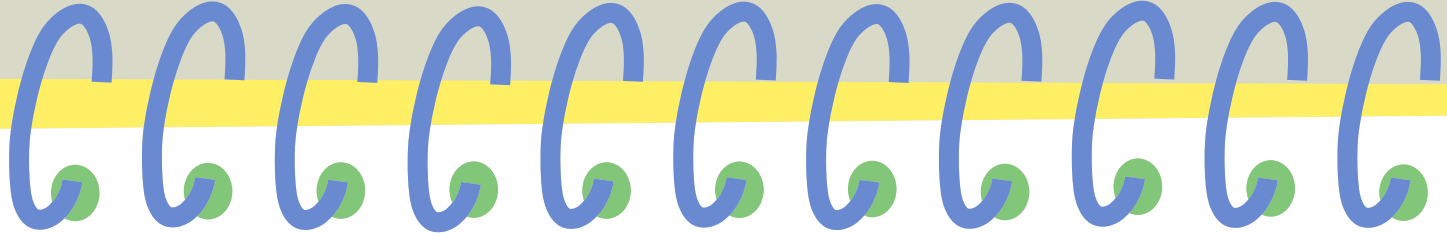


Photo Guidance

Depicting Belonging:

- ☐ **Small groups** - Working together in intimate groups demonstrates peer support and social connection.
- ☐ **Diversity** - Representation is incredibly important. Show off your inclusive community by sharing photographs of individuals from a vast range of different backgrounds and circumstances.
- ☐ **A homely environment** - Showing children enjoying and taking responsibility for their space demonstrates that they are comfortable, such as snuggling in a reading nook or tending to their class veg patch.

Capturing Joy:

- ☐ **Busy, active play** - Wonderfully messy moments such as enjoying sensory experiences with water, laughing and running around the school yard or climbing on play equipment.
- ☐ **Capturing creativity** - The focus and pride displayed during a musical, drama or art performance. Moments from the Eisteddfod would be ideal!
- ☐ **Genuine smiles** - Authentic and candid expressions evoke real emotion in others over forced or timed poses.

Visualising Growth:

- ☐ **Pride in their work** - Show off class projects and creations, perhaps photographing a group of children in front of a mural of their creation or holding sculptures that they have made.
- ☐ **Technology** - Show children confidently using tablets, Chromebooks or iPads, signaling a forward-thinking education.
- ☐ **The 'Leaver's' Journey** - Celebrate the Year 6 leavers assembly or pair a photo of a confident year 6 child with the image of a curious reception child to visually demonstrate growth.

Demonstrating Connection:

- ☐ **Staff-Student interaction** - Showing a lighthearted moment captured between a teacher and their pupil showcases the human bonds that make a school feel like a second family.
- ☐ **Supporting each other** - Photograph older children reading to or helping younger children.
- ☐ **Community events** - Shots of assemblies, shows, Eisteddfodau, fayres and the like all show the interconnectedness within your school as well as showing the school's scale and vibrancy.

Technical and safety considerations:

Never use a photo without explicit parental consent.

Follow a names-no-images/ images-no-names policy to protect children's identities and privacy.



Community and Culture



Welsh-medium schools aim to create an inclusive, engaging environment that appeals to all families, fostering a strong sense of community and identity. Engagement can be strengthened by thoughtfully considering how different cultures can be celebrated alongside Welsh customs and traditions. Showcasing diverse voices across the school community and developing thoughtful outreach strategies helps engage a wide range of families and enriching the school environment.

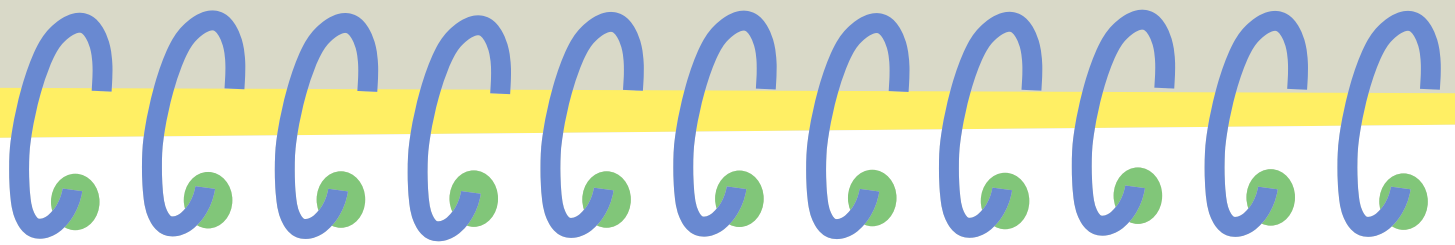
Welsh-medium education can act as a bridge between cultures, where the language ties us together and becomes a shared tool for belonging.

Alongside the support materials included in this resource pack, here are the key points to consider to ensure that the Welsh-medium education that is being promoted resonates with *everybody*:

- **Cultural understanding.** Sharing materials and resources that reflect the rich heritage of Wales.
- **Accessible and bilingual communication.** Bilingualism at all times to ensure accessibility, including any other languages spoken at home.
- **Community representation.** Showcasing the diverse voices within Welsh identity and reflecting the varied backgrounds of pupils and their families ensures representation.

Regular surveys allow schools and settings to gather valuable feedback and subsequently develop targeted outreach strategies within their local cohort. This allows them to engage with different community groups. This familial involvement helps build relationships and a sense of belonging. As does:

- Collaborating with local organisations such as libraries or community groups, creating joint events and fostering a sense of unity.
- Engaging with local businesses through collaborative programs such as sports competitions or sponsorship, enhancing community ties and visibility.
- Hosting events that invite families to participate such as storytelling sessions, gardening workshops and opportunities for volunteering and engagement.



Community Engagement Checklist

For playgroup leaders, school staff, governors, parent-teacher associations and local authorities. This checklist provides a simple set of criteria to ensure that provision and outreach is genuinely inclusive.

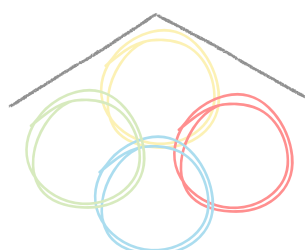
Representation Matters

- ☐ Ensure welcome signs are available in Welsh and English, and are inclusive of any other languages commonly spoken within the community.
- ☐ Ensure that welcome signs are accessible to those with additional needs, for example through braille or clear visual symbols.
- ☐ Consider providing visual guides and infographics for those not yet fluent in Welsh or English, or for neurodivergent learners.
- ☐ Check that the images and promotional materials used are representative of a diverse community of people. Ensure that they feature families from diverse ethnic and socio-economic backgrounds.

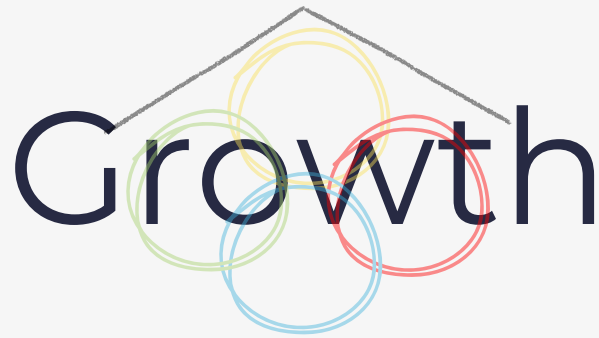
Think Local!

- ☐ Consider displaying promotional materials in community locations such as libraries, places of worship, community centres, cafés and local shops.
- ☐ Consider collaborating with local community groups, libraries, cafes and so on to ensure a broader and deeper community reach.
- ☐ Explore the various cultural festivals or events that could be celebrated alongside Welsh traditions such as Chinese New Year, Eid and Diwali.
- ☐ Think about inviting interesting individuals from the wider community to come and talk, share information and participate in day to day school life.

Considering these points will encourage genuine connections with the wider community and positively contribute to the feeling of cynefin - belonging.



Cynefin - A place to Belong



The precursor to developing ambitious, capable learners.

Progress, challenge and skill development reflect academic and personal growth.





The Journey Through Welsh-Medium Education



For many parents who do not speak Welsh, schools and settings often provide the first meaningful connection to Welsh language and culture, helping families develop that important sense of cynefin — belonging.

Recent data tells us that many parents were unaware of the possibilities of starting early through Welsh-language baby groups and community gatherings. This early immersion is perceived positively by parents and holds greater weight than longer-term opportunities related to universities or careers.

Nursery and primary settings are often approached by expectant parents, as they begin to plan the future that they hope to facilitate for their child.

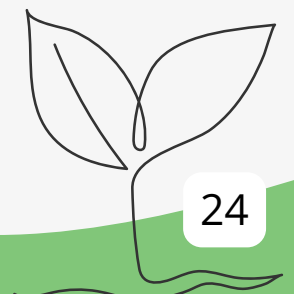
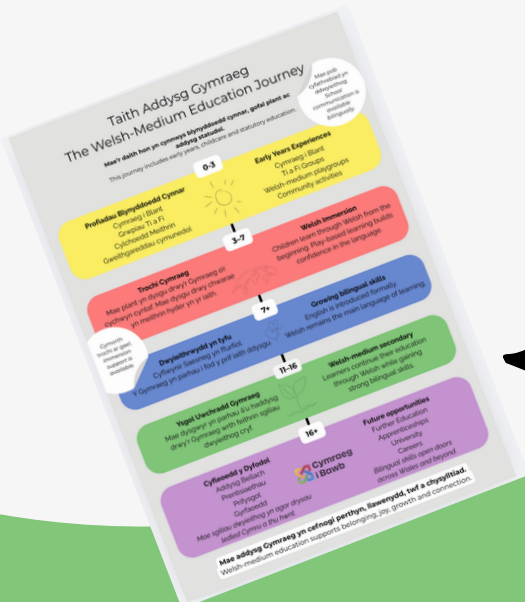
Supporting children who join later

While early immersion (ages 3–7) happens naturally in the classroom, some children join Welsh-medium education at a later stage.

In these cases, schools may work with regional immersion services to support children in developing their Welsh and settling into school life.

These approaches are designed to build confidence, support understanding and help children settle and integrate successfully.

This infographic of the Welsh-medium journey, from birth to adulthood allows expectant parents to make well-informed decisions and take the appropriate steps towards Welsh-medium education.





The Journey Through Welsh-Medium Education: Transitions



Understanding Transitional Phases:

Transitions can feel daunting for families — but with the right support, they are a positive and important step in a child's journey.

- **From nursery to primary school** - Parents may worry about language, learning expectations and making friends.
- **From primary to secondary school** - Larger environments can feel overwhelming, with new routines, subjects and social dynamics.
- **Moving between schools** - Change can feel emotional, so clear communication and support are essential.

Schools can support families by communicating early, repeating key messages, and offering clear points of contact.

- [Transition reassurance leaflet](#)
- [Careers pathways summary sheet](#)

Clear, consistent messaging about the long-term benefits of Welsh-medium education helps families feel confident about transition. These resources show how the journey supports growth, belonging, joy and connection throughout a child's education.



Taith Addysg Gymraeg

The Welsh-Medium Education Journey

Mae'r daith hon yn cynnwys blynyddoedd cynnar, gofal plant ac addysg statudol.

This journey includes early years, childcare and statutory education.

Mae pob cyfathrebiad yn ddwyieithog
School communication is available bilingually.

0-3

Profiadau Blynyddoedd Cynnar

Cymraeg i Blant
Grwpiau Ti a Fi
Cylchoedd Meithrin
Gweithgareddau cymunedol



Early Years Experiences

Cymraeg i Blant
Ti a Fi Groups
Welsh-medium playgroups
Community activities

3-7

Trochi Cymraeg

Mae plant yn dysgu drwy'r Gymraeg o'r cychwyn cyntaf. Mae dysgu drwy chwarae yn meithrin hyder yn yr iaith.



Welsh Immersion

Children learn through Welsh from the beginning. Play-based learning builds confidence in the language.

Cymorth trochi ar gael.
Immersion support is available.

7+

Dwyieithrwydd yn tyfu

Cyflwynir Saesneg yn ffurfiol.
Y Gymraeg yn parhau i fod y prif iaith ddysgu.



Growing bilingual skills

English is introduced formally.
Welsh remains the main language of learning.

11-16

Ysgol Uwchradd Gymraeg

Mae dysgwyr yn parhau â'u haddysg drwy'r Gymraeg wrth feithrin sgiliau dwyieithog cryf.



Welsh-medium secondary

Learners continue their education through Welsh while gaining strong bilingual skills.

16+

Cyfleoedd y Dyfodol

Addysg Bellach
Prentisiaethau
Prifysgol
Gyrfaoedd
Mae sgiliau dwyieithog yn agor drysau ledled Cymru a thu hwnt.



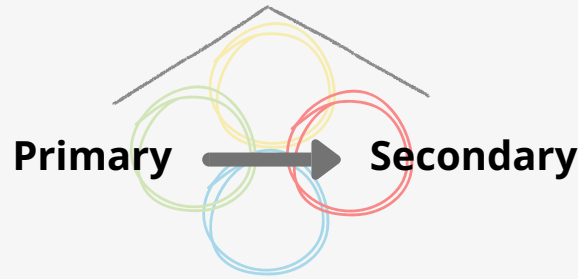
Future opportunities

Further Education
Apprenticeships
University
Careers
Bilingual skills open doors across Wales and beyond.

Mae addysg Gymraeg yn cefnogi perthyn, llawenydd, twf a chysylltiad.

Welsh-medium education supports belonging, joy, growth and connection.

Moving to a Welsh-Medium Secondary School



Moving on to a Welsh-medium secondary school is a positive and natural next step that helps protect continuity, confidence and opportunity.

Academic Continuity

The Curriculum for Wales is designed as a continuous 3–16 journey, meaning that learning builds smoothly from primary into secondary.

- Learning in Year 7 builds directly on Year 6
- The same curriculum is followed across English, Welsh and bilingual schools
- Additional immersion support is available where needed

Emotional Support

We understand that moving to secondary school can feel like a big change for both children and families.

- A strong focus on wellbeing and emotional support
- Transition days to help children feel familiar and confident
- Buddy systems to support friendships
- Ongoing communication with families

Cynefin - Belonging

Welsh-medium secondary schools build a strong sense of identity, belonging and community that continues beyond the classroom.

- A wide range of clubs and activities that support inclusion
- Opportunities to take part in cultural and sporting experiences
- A strong sense of pride in language and community

Choosing Welsh-medium secondary education supports long-term success. Pupils gain the same qualifications while developing valuable bilingual skills that open doors to future opportunities, careers and confidence.



Careers Pathways

Welsh-medium education opens doors, giving your child the same qualifications, with the added advantage of bilingual skills for life.

Where can Welsh-medium education lead?

Welsh-medium education follows the same curriculum and leads to the same qualifications as English-medium education. At the same time, learners develop confident bilingual skills that are increasingly valued across Wales and beyond.

Evidence shows that pupils in Welsh-medium education achieve similar or better outcomes, while also gaining the benefits of bilingualism.

Careers and opportunities

Welsh is increasingly valued in many careers, including:

- Education
- Healthcare
- Public services
- Media and creative industries
- Business and local government

Being bilingual can open doors to a wider range of opportunities and strengthen long-term employability.

Looking ahead

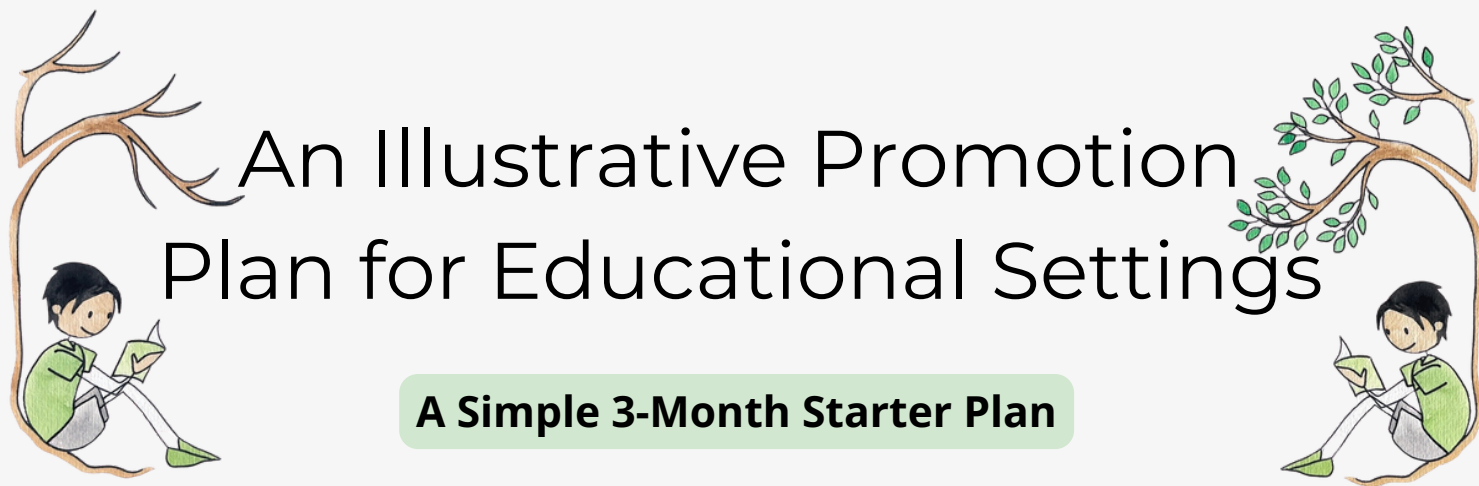
After secondary school, learners move on to A-levels, apprenticeships, further education or university, just like any other student. Their bilingual skills provide additional advantages — opening up opportunities both within Wales and beyond.

Cognitive benefits of bilingualism

Cognitive flexibility
Enhanced creative thinking
Communication sensitivity
Improved problem solving

Better phonetic awareness
Linguistic agility
Increased verbal memory
Improved multitasking ability

These abilities contribute to stronger metalinguistic awareness, making it easier for bilingual learners to acquire additional languages and opening further opportunities both within Wales and internationally.



An Illustrative Promotion Plan for Educational Settings

A Simple 3-Month Starter Plan

The outline below is offered as one possible approach for schools or settings that are launching or refreshing promotional activity. It is not intended as a checklist or expectation, but as a reference that schools may adapt, simplify or draw from as needed.

Month 1 – Foundations

Objective: Get clear, visible and consistent.

Actions

- Review the homepage and ensure important information is easy to find.
- Update prospectuses, leaflets or welcome materials for new families.
- Ensure entrance displays and reception areas are welcoming and bilingual.
- Review the school's social media accounts to ensure consistency in messaging and branding.
- Create a simple plan for what will be shared online throughout the term.
- Gather photographs of everyday school life, activities and learning.

Outputs

- A clearer and updated website
- Updated welcome materials
- Consistent messaging across social media
- A bank of photographs for posts and promotion
- Simple templates for newsletters, emails or posts

Month 2 – Visibility

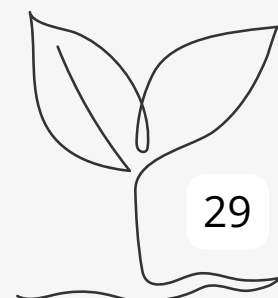
Objective: Increase awareness and engagement.

Actions

- Share weekly posts on social media.
- Share stories or photographs that show everyday school life.
- Publish a testimonial from a current parent.
- Hold an open morning, play session or virtual tour.
- Encourage current families to share information about the school with others.

Outputs

- Increased activity on social media
- More photographs and stories showing school life
- A parent testimonial for use online or in leaflets
- Photographs and information from school events
- Increased enquiries or family engagement





Illustrative Promotion Plan Continued



Month 3 – Community Engagement

Objective: Build trust and advocacy.

Actions

- Share learner successes and achievements.
- Publish short “staff spotlight” features to introduce staff members to families.
- Encourage current parents to share positive experiences with new families.
- Carry out a short survey asking families why they chose the school.
- Connect with a local business or community partner.

Outputs

- 1–2 learner success stories or celebration posts each week
- 1 “staff spotlight” post
- A short summary of parent feedback
- A new community partnership or collaborative activity
- Photographs or updates from community events
- Increased engagement on social media or attendance at events

Annual Promotion Cycle

Some schools may choose to focus on one area only, while others may find a lighter, ongoing approach more manageable throughout the year. Timing, pace and scale should reflect staff capacity, local context and current priorities.

Term 1 – Awareness and Recruitment

- Hold open days or visits for new families
- Share prospectuses, leaflets and clear online information
- Use social media to share everyday school life
- Share stories and photographs showing belonging, joy and learning
- Review and update the website to ensure information is easy to find

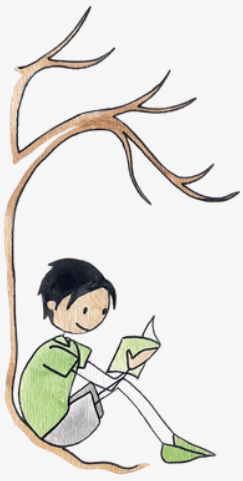
Term 2 – Engagement and Retention

- Hold workshops or information sessions for new and current parents
- Share learner achievements and experiences through photographs and stories
- Hold or support local community events
- Share mid-year parent testimonials to build confidence for new families
- Use newsletters to highlight school life, activities and achievements

Term 3 – Celebration and Reputation

- Celebrate learner achievements and successes
- Share a summary of the year’s impact and activities
- Highlight the experiences of learners moving on to the next stage
- Begin promotion for the next academic year
- Review what worked well and refine promotional approaches

A sustainable rhythm matters more than volume or frequency.



Roles for Staff and Governors



Clear responsibility prevents promotion becoming “no one’s job.”

Headteacher / Setting Leader

- Sets vision and tone
- Approves key messages
- Represents the school or setting publicly

Administrative / Communications Lead

- Manages website and social media
- Coordinates content calendar
- Tracks engagement data

Tip

Assign one named person to lead promotion — shared responsibility works best when someone is accountable.

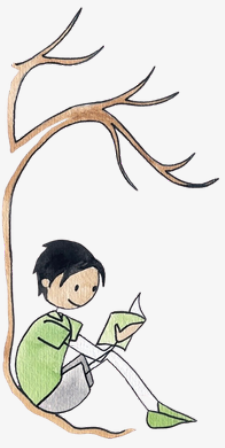
Teachers / Practitioners

- Provide classroom or learning stories
- Share learner success examples
- Encourage parental testimonials

Governors / Management Committees

- Act as ambassadors
- Share content within their networks
- Review impact data annually
- Support community partnerships





Measuring Engagement and Impact



Regular review helps schools understand what's working and make confident improvements.

Simple metrics to track:

Website:

- Page views
- Time on page
- Open day bookings

Admissions:

- Enquiries
- Applications
- Conversion rate

Social Media:

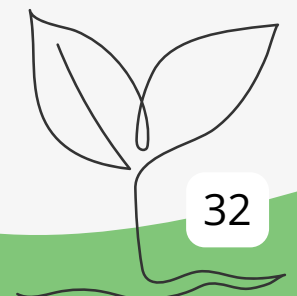
- Reach
- Engagement rate
- Shares
- Comments

Community:

- Event attendance
- Parent satisfaction feedback
- Referral numbers

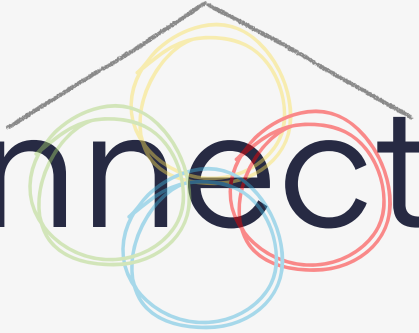
Why this matters

Tracking simple information helps schools understand what is working, build trust with families and strengthen long-term enrolment.



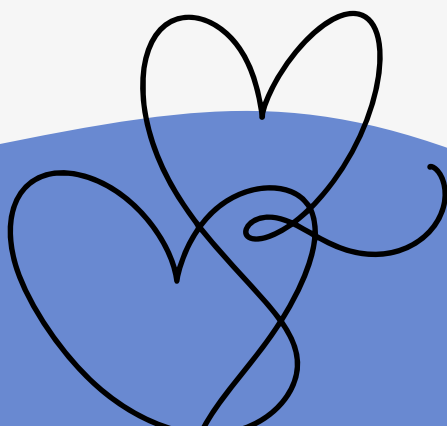
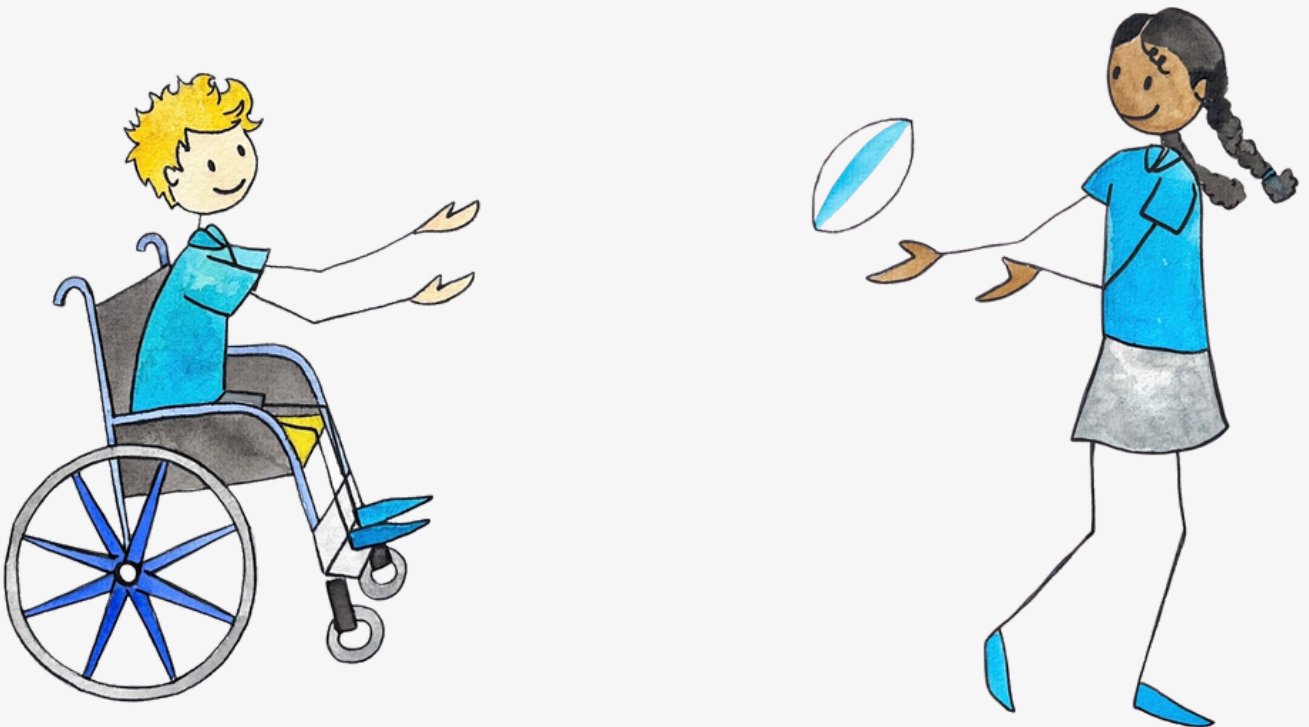
Cynefin - A place to Belong

Connection



The precursor to developing enterprising, creative contributors

Collaboration, communication and cultural connection underpin creativity and contribution.





Supporting Families In Person

First impressions matter. Positive, welcoming experiences — both in person and online — help families feel confident about choosing Welsh-medium education.

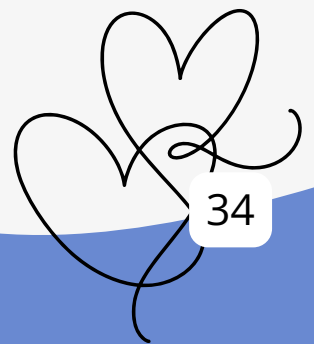
Face-to-face engagement

A warm welcome can make a lasting difference. Friendly, approachable staff help families feel comfortable, ask questions and begin to imagine their child in the setting.

- **Open Days** - Open days give families the opportunity to experience the school environment and see how their child could belong and thrive.
- **Visits and informal drop-ins** - Inviting families to visit at different times, including after school, helps create flexibility and builds trust through personal interaction.
- **Stay-and-play or early years groups** - Linking with local Ti a Fi or similar groups helps families build confidence, hear the language and feel part of a wider community.
- **Community events** - Taking part in local events increases visibility and helps schools connect with families beyond the school gates.

Helpful resources:

- [Open day planning checklist](#)
- [Editable open day poster \(Canva\)](#)





Supporting Children with Additional Learning Needs (ALN)

Welsh-medium schools and settings are committed to supporting all children and young people to feel safe, included and able to thrive.

Support for children with Additional Learning Needs (ALN) in Wales is person-centred, with families involved in decisions and support tailored through an Individual Development Plan.

Choosing a school can raise questions for parents and carers, but Welsh-medium education is an inclusive and supportive option, with appropriate support available for every learner.

Welsh-medium schools provide ALN support in line with national guidance, including early identification of needs, close collaboration with families, appropriate strategies, and regular review of progress.

Support is always tailored to the individual, reflecting each child's strengths and needs.

Working in partnership with families

Strong, open relationships between schools and families are central to effective support.

Where helpful, parents and carers may wish to:

- speak with the school's Additional Learning Needs Coordinator (ALNCo)
- ask questions about the support available
- share information about their child's needs and experiences

Ongoing communication helps ensure that support is consistent, coordinated, and provides reassurance to families.



Supporting Children with Additional Learning Needs (ALN)

Children with Additional Learning Needs (ALN) can successfully access and benefit from Welsh-medium education.

Accessing Welsh-medium education

Children with ALN can successfully access and benefit from Welsh-medium education.

Schools may use a range of approaches, including:

- visual and practical supports
- differentiated teaching
- small group or individual support

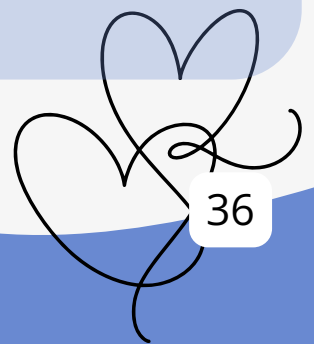
Communication is provided bilingually to ensure families feel informed and included.

Joining at different stages

Some children join Welsh-medium education later. In these cases, schools may work with regional immersion services to support language development and integration.

Reassurance for families

Every child's journey is unique. Welsh-medium education offers a caring, inclusive environment where children are supported to develop confidence, wellbeing and a strong sense of belonging.





Supporting Families Online

Using positive, uplifting language online alongside relevant visuals can significantly aid communication. Social media and school websites are one of the most effective ways in sharing information and inviting interest.

First impressions are incredibly important and can strongly influence families' decisions. Positive and welcoming impressions can be created both in person and online, helping families feel confident in taking their first step towards Welsh-medium education.

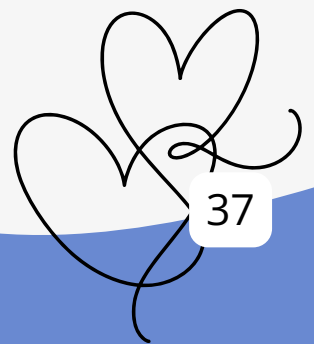
- **Social Media** - Regular, engaging updates that share what school life is *really* like will give parents a taste of what each school is like in real-time, creating genuine and authentic connections. Interactive elements such as polls and Q&A sessions encourage participation and shared experiences.
- **Websites** - Clear, bilingual websites allow schools and settings to present information in a way that is accessible and reassuring for modern families.

Resources to support online communication include:

- [Website Dos and Don'ts](#)
- [Social media post templates](#)
- [Caption bank \(bilingual\)](#)

Tip:

Post one real moment from your school each week — a smile, a story or a success.



Open Day Checklist

Hosting regular Open Days is an effective way to welcome prospective parents, showcase your school's ethos and strengths, and answer any questions or concerns. Consider what makes your school unique and what you would like visiting families to experience.

Promote your Open Day widely using your website, social media, flyers shared with feeder nurseries, and word of mouth from current parents. The following prompts reflect the four themes that underpin this resource pack.

- ☐ Do displays celebrate the work of all children, even when it is imperfect or exploratory?
- ☐ Do books, displays and materials reflect diverse cultures, languages and abilities? (Refer to Community Engagement Checklist)
- ☐ Are thoughtful supports in place to help children feel safe and cared for, such as spare clothing, wellbeing and personal care products or inclusive facilities?

- ☐ Are staff or older pupils available to greet visiting families warmly and guide them around the setting?
- ☐ Are there opportunities for families to see genuine moments of joy, such as children playing, creating art or exploring activities?
- ☐ If children are not present during the visit, do displays show photographs of children enjoying learning and school life?

- ☐ Can families see examples of both academic and non-academic achievements, such as Eisteddfod participation, sporting success or acts of kindness celebrated in assemblies?
- ☐ Are examples shared of how children from non-Welsh-speaking homes develop confidence in the language?
- ☐ Are families invited to share feedback so the school can continue to grow and improve?

- ☐ Are staff able to share their own positive experiences of working within the school community?
- ☐ Do staff take time to learn about visiting families' backgrounds, home languages and needs?
- ☐ Are there informal opportunities for parents to talk with one another and connect with the wider school community?

After the open day, remember to thank staff and pupils who helped take part. Feedback from visiting families can highlight areas for improvement but also reveal what parents valued most about the experience.

Website Dos and Don'ts

Your website is often the first impression a family has of your school or setting. Parents often look for information they are looking for reassurance.



Website Do's



Make your website easy to understand.

Use clear, simple language and avoid educational jargon. Explain what Welsh-medium education means in practice, and include visible reassurance for non-Welsh-speaking parents. Families should feel informed and confident, not overwhelmed.



Make key information easy to find.

Within one or two clicks, parents should be able to locate open day dates, admissions information, contact details, the prospectus, transition guidance and answers to common questions. If they have to search too hard, they may leave.



Use real photographs of your school.

Show children learning and playing, staff interacting warmly, classrooms and outdoor spaces, and moments from cultural or community events. Authentic images build trust far more effectively than stock photography.



Highlight belonging.

Parents are often asking themselves, "Will my child feel safe and happy here?" Make sure your website reflects supportive relationships, inclusive messaging and a strong sense of community.



Clearly reassure non-Welsh-speaking parents.

State openly that families do not need to speak Welsh at home, that communication is bilingual, and that support is available.



Keep the website up to date.

Remove outdated information, refresh photographs regularly, update staff pages and archive old news. An outdated website can unintentionally reduce confidence.

Website Dos and Don'ts

Your website is often the first impression a family has of your school or setting. Parents often look for information they are looking for reassurance.



Website Dont's



-  **Avoid overloading the homepage.**
Too many blocks of text, competing messages or banners can overwhelm visitors. Keep the homepage clean, focused and welcoming so families can quickly understand what matters.
-  **Do not hide admissions information.**
Open day dates, application details and contact information should be immediately visible. If parents cannot quickly see how to apply, they may look elsewhere.
-  **Do not assume prior knowledge.**
Families may be encountering terms such as immersion or curriculum models for the first time. Explain them clearly and simply.
-  **Avoid relying solely on policy language.**
Parents want to see warmth, real stories and genuine student experience, not just formal policy statements.
-  **Do not forget mobile users.**
Most families will view your website on a phone. Ensure text is readable, buttons are easy to click, links work properly and PDFs open smoothly.

Website Health Check

- Would a non-Welsh-speaking parent feel reassured here?
- Can open day information (or the important information relevant to the term) be found in under 30 seconds?
- Does the website reflect the warmth of the school community?
- Are real children and real experiences visible?

Your website does not need to be perfect. It needs to be clear, warm, reassuring and up to date, helping families see the joy, belonging, connection and growth that Welsh-medium education offers.



Signposting and Support

Clear signposting helps families find the right information and support at the right time.

Schools and settings are often the first place families turn for guidance on admissions, transition, transport, careers and language learning. A clear approach to signposting helps ensure information is accurate, consistent and easy to share.

Local and Regional Partnerships

Strong local relationships support both promotion and family engagement.

Menter Iaith (local branch)

Supports community engagement, family events and Welsh-language promotion. Useful for outreach work and cultural activity.

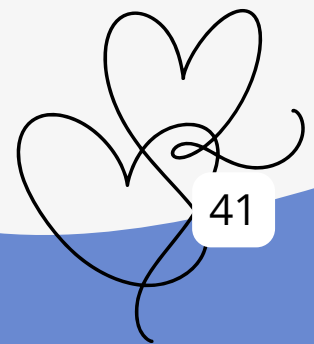
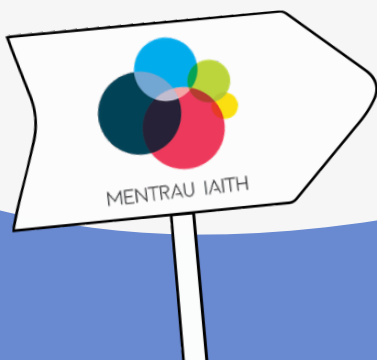
Local Authority Welsh in Education Team

Provides guidance on WESP priorities, admissions data, transport information and regional initiatives. Alignment ensures consistent messaging.

Cluster Primary and Secondary Schools

Joint transition events, shared open evenings and consistent messaging strengthen parental confidence and progression pathways.

It can be helpful to identify a member of staff to coordinate partnerships, share updates and keep information current.





National Organisations and Useful Contacts

These organisations can support your school and families at different stages of the Welsh-medium journey.

Mudiad Meithrin

Supports Welsh-medium early years provision and playgroups.

Cymraeg i Blant

Supports parents from birth with Welsh-language development.

Mentrau Iaith Cymru

Network of local language initiatives supporting community activity.

Urdd Gobaith Cymru

Provides sport, arts, residential experiences and youth activities.

RhAG

Parent-focused information and advocacy for Welsh-medium education.

Careers Wales / Gyrfa Cymru

Provides career guidance and labour market information, including Welsh-language career pathways.

National Centre for Learning Welsh

Supports adults wishing to learn Welsh.

Coleg Cymraeg Cenedlaethol

Supports Welsh-medium progression into further and higher education.

Welsh Government – Welsh Language Support and Services

Overview of Welsh language policy, guidance and services.

Clear signposting helps families access the right support at the right time and strengthens confidence in Welsh-medium education.

Tip:

Share these links with parents during open days or on your website.





Funding and Practical Support

Funding can support promotion, family engagement, inclusion and community activity. Here are some useful starting points:

School Essentials Grant

Financial support to help families with the cost of school items such as uniform, equipment and PE kits.

The National Lottery Community Fund

Community-based funding streams supporting wellbeing, inclusion and local engagement projects.

Community Foundation Wales

Provides a range of local and regional grant programmes supporting community initiatives.

Play Wales

Provides guidance and information on funding opportunities related to play and wellbeing.
<https://play.wales/funding>

Grants4Schools

A searchable database of funding opportunities for schools and education projects.
<https://www.grants4schools.info>

Children in Wales

Information on financial support and resources available to children, young people and families.

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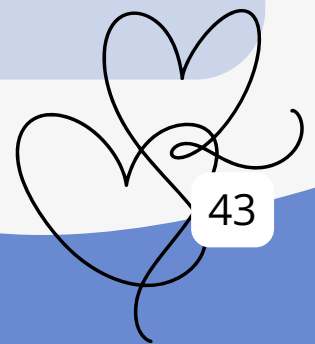
Information on funding and support for post-16 education providers in Wales.

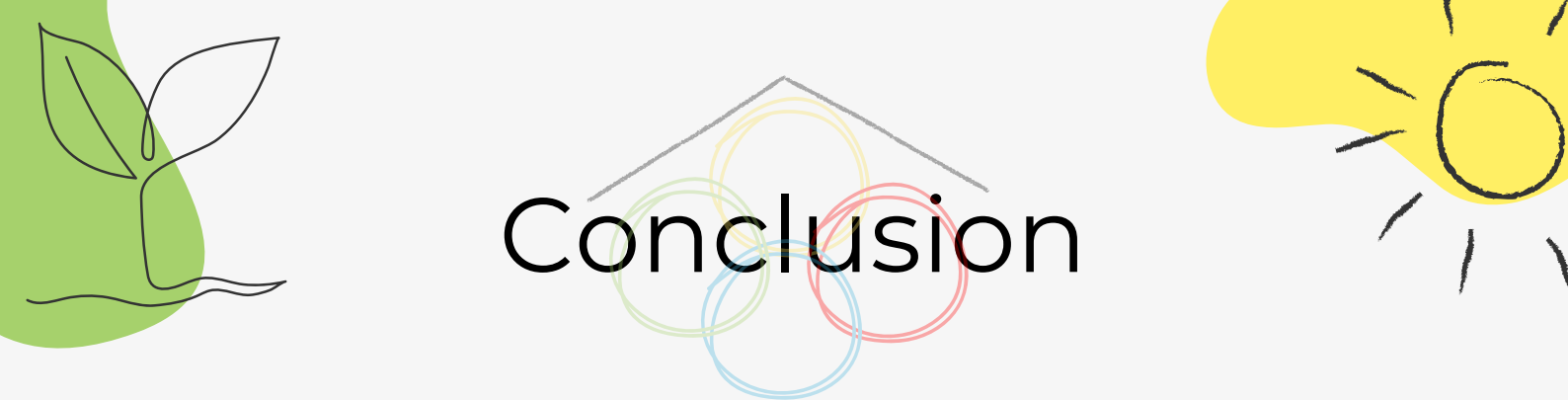
Tip:

Start small, one successful application can build momentum.

A simple funding checklist

- Identify a member of staff to lead on funding and promotion
- Keep a simple list of opportunities and key deadlines
- Link applications to school priorities and community engagement aims
- Review what support is already available through local partners
- Keep key information and contacts up to date





Conclusion

This resource pack has been developed to meet a clear need identified by the South-East Wales regional Cymraeg i Bawb Partnership, to support Welsh-medium schools to promote themselves confidently and to help parents feel enthusiastic about choosing their local school or setting.

It brings together practical tools, clear guidance and adaptable templates that schools and settings can use to raise awareness, showcase their strengths and dispel persistent myths and reassure families at key decision points including transition from primary to secondary education.

This resource pack reflects the everyday reality of Welsh-medium education, joyful learning, strong community ties, meaningful connection to language and culture, and steady growth in confidence and opportunity.

These experiences align naturally with the four purposes of the Curriculum for Wales and with local authority WESP ambitions to increase uptake and strengthen progression.

The intention is not to create pressure or add workload, it is to provide structure, clarity and confidence. Educational settings do not need marketing departments or large budgets to promote themselves well, they need authentic communication that makes visible the warmth, support and opportunity already present.

By strengthening how schools and settings share their story online, in open events and through everyday conversations, this resource pack helps build trust. When trust grows, more families feel reassured — and choosing Welsh-medium education becomes a positive and confident decision.

It is a practical bilingual resource that can evolve over time, respond to community needs and support the shared ambition of increasing uptake of Welsh-medium education.

Developed for childcare and educational settings in the South-east of Wales, this resource pack has been designed to be adaptable and suitable for wider application.



Gwnewch y pethau bychain.

Spring 2026 v1



"The Welsh language belongs to every child."
- Cymraeg i Bawb

