

Agenda Supplement – Children, Young People and Education Committee

Meeting Venue:

Committee Room 1 – Senedd

Meeting date: 20 September 2017

Meeting time: 09.00

For further information contact:

Llinos Madeley

Committee Clerk

0300 200 6565

SeneddCYPE@assembly.wales

Papers to note

Please note the documents below are in addition to those published in the main pack for this meeting

5 Paper(s) to note

(11.05)

5.1 Letter from Cabinet Secretary for Communities and Children – Statutory Advocacy Provision

(Pages 1 – 2)

At the debate on the Children, Young People and Education Committee's Report on its inquiry into Statutory Advocacy Provision, one of the agreed recommendations was that the Cabinet Secretary provides an update on progression of the national approach to Committee. This letter provides an update.

Attached Documents:

CYPE(5)–24–17 – Paper 4 – to note

5.2 Letter from Chair of the Finance Committee – Welsh Government Draft Budget 2018–19

(Pages 3 – 5)

The Finance Committee has agreed its approach to the budget scrutiny. Its Chair has written to all Committee Chairs to share their thinking, and to encourage committees to consider how you can contribute to delivering the most coherent and effective scrutiny of the Government's spending.

Attached Documents:

CYPE(5)–24–17 – Paper 5 – to note



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5.3 Letter from Cabinet Secretary for Education – Community focused schools

(Pages 6 – 8)

The Chair wrote to the Cabinet Secretary for an update on Community focused schools, which is provided in the letter.

Attached Documents:

CYPE(5)–24–17 – Paper 6 – to note

5.4 Letter from Llywydd – Youth Parliament

(Page 9)

This letter provides an update on the Youth Parliament project.

Attached Documents:

CYPE(5)–24–17 – Paper 7 – to note

5.5 Letter from the Cabinet Secretary for Health, Well-being and Sport to the Petitions Committee – CAMHS crisis care teams

(Pages 10 – 11)

The CYPE Committee has been copied into a response to the Petitions Committee regarding CAMHS.

Attached Documents:

CYPE(5)–24–17 – Paper 8 – to note

5.6 Letter from Chair of Public Accounts Committee – Regional Education Consortia

(Pages 12 – 37)

The Public Accounts Committee undertook a short inquiry into the findings of the Auditor General's memorandum on 'Achieving improvement in support to schools through regional education consortia – a review of progress'. A number of issues relating to the CYPE Committee's portfolio were raised and are summarised in this letter.

Attached Documents:

CYPE(5)–24–17 – Paper 9 – to note

5.7 Letter from Cabinet Secretary for Health, Well-being and Sport – Inquiry into Perinatal Mental Health

(Pages 38 – 40)

The Cabinet Secretary's response to the actions raised following the evidence session on 12 July.

Attached Documents:

CYPE(5)–24–17 – Paper 10 – to note

5.8 Letter from HM Senior Coroner for North Wales (East & Central) – Inquiry into Perinatal Mental Health

(Page 41)

The Coroner has responded to the Committee's request for information relating to an inquest drawn to the Committee's attention during its stakeholder event on perinatal mental health.

Attached Documents:

CYPE(5)–24–17 – Paper 11 – to note

5.9 Correspondence from Local Health Boards – Inquiry into Perinatal Mental Health

(Pages 42 – 56)

The Committee wrote to all Local Health Boards requesting additional information on psychological support for the inquiry. The letters give details of the information received.

Attached Documents:

CYPE(5)–24–17 – Paper 12 – to note

5.10 Letter from Minister for Lifelong Learning and Welsh Language – Youth Work

(Page 57)

The letter responds to the Chair's letter of 10 July and welcomes the Committee's intention to continue reviewing youth work across Wales and to closely monitor the work of the Welsh Government in this area.

Attached Documents:

CYPE(5)–24–17 – Paper 13 – to note

5.11 Letter from Cabinet Secretary for Economy and Infrastructure – Learner Travel

(Pages 58 – 59)

This letter provides an update on the development of learner travel in Wales and the compliance of Local Authorities with learner travel legislation and guidance.

Attached Documents:

CYPE(5)–24–17 – Paper 14 – to note

5.12 Letter from Cabinet Secretary for Health, Well-being and Sport – Revised School Nurse Framework

(Pages 60 – 61)

The Committee wrote to the Cabinet Secretary requesting clarification about school nurses' relationship with learners who have long-term or chronic health conditions, and querying the lack of a reference to existing healthcare needs guidance in the Revised Framework. This is a response to that letter.

Attached Documents:

CYPE(5)–24–17 – Paper 15 – to note

5.13 Letter from the Chair to the Llywydd – Programming forthcoming legislation

(Page 62)

The Committee discussed this at the meeting on 20 July. This is the response sent on behalf of the committee to Llywydd.

Attached Documents:

CYPE(5)–24–17 – Paper 16 – to note

5.14 Letter from the Llywydd to the Chair – Implementation of the Wales Act 2017

(Pages 63 – 65)

All the letters below refer to the date for the Principal Appointment day.

Paper to note 17 – Letter from the Chair to the Llywydd – Implementation of the Wales Act 2017

Paper to note 18 – Letter from the Llywydd to the Chair – Implementation of the Wales Act 2017

Paper to note 19 – Letter from the Llywydd to the Rt Hon Alun Cairns MP – Principal Appointed Day

Attached Documents:

CYPE(5)-24-17 – Paper 17 – to note

CYPE(5)-24-17 – Paper 18 – to note

CYPE(5)-24-17 – Paper 19 – to note

5.15 Follow up correspondence from scrutiny session with Cabinet Secretary for Communities and Children on 20 July

(Pages 66 – 79)

Response to the actions raised following the evidence session on 20 July.

Attached Documents:

CYPE(5)-24-17 – Paper 20 – to note

5.16 Additional Learning Needs and Education Tribunal (Wales) Bill – Correspondence and revised Regulatory Impact Assessment

(Page 80)

This correspondence gives details of the revised RIA published on 8 September and an update from the Minister on the implementation of the Additional Learning Needs Transformation Programme.

Attached Documents:

CYPE(5)-24-17 – Paper 21 – to note

5.17 Letter from the Chair to the Cabinet Secretary for Health Well-being and Sport – Inquiry into the Emotional and Mental Health of Children and Young People

(Page 81)

The Chair has written to the Cabinet Secretary seeking additional information for the inquiry.

Attached Documents:

CYPE(5)-24-17 – Paper 22 – to note

Carl Sargeant AC/AM
Ysgrifennydd y Cabinet dros Gymunedau a Phlant
Cabinet Secretary for Communities and Children

Ein cyf/Our ref: MA-P-CS-2397/71

Lynne Neagle AM
Chair
National Assembly for Wales
Children, Young People and Education Committee

20th July 2017

Dear Lynne

At the debate on the Children, Young People and Education Committee's Report on its inquiry into Statutory Advocacy Provision on 29 March 2017, one of the agreed recommendations was that I provide an update on progression of the national approach to Committee.

On 13 June, Welsh Government reconvened the Strategic Leadership Group (SLG) where the Welsh Local Government Association and Association of Directors of Social Services Cymru updated members on the significant progress that has been made by local authorities over recent months.

I am happy to report that all six regions have fully committed to implement the national Approach in full and all have arrangements in place to enable this. This was confirmed in a letter I received from the WLGA and ADSS on 22 June, a copy of which is enclosed and outlines progress to date across the regional collaboratives.

As you are aware the Welsh Government has committed to provide up to £550k to the regions to ensure the Active Offer is fully funded. . All regions have received their grant letters, and regular monitoring of the grant will enable the Welsh Government to keep abreast of expenditure for the first two years of implementation.

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Rydym yn croesawu derbyn gohebiaeth yn Gymraeg. Byddwn yn ateb gohebiaeth a dderbynnir yn Gymraeg yn Gymraeg ac ni fydd gohebu yn Gymraeg yn arwain at oedi.

We welcome receiving correspondence in Welsh. Any correspondence received in Welsh will be answered in Welsh and corresponding in Welsh will not lead to a delay in responding.

The approach also includes the National Independent Advocacy Standards and Outcomes Framework (NSOF). The Welsh Government consulted on the Framework as agreed at the Committee and the consultation closed on 23 June. My officials are now considering the responses and will update the framework to reflect the comments received.

As Wales is at the forefront of the advocacy agenda in the UK, it was agreed at the SLG meeting that the 4 year journey to get to where we are with the National Approach should not go unrecognised. I wholeheartedly agree with this, and my officials are considering the options for an official launch at the Senedd later in the year.

The Strategic Leadership Group agreed to review progress on the national approach in the Autumn. I will provide you with a further update following their meeting.

Yours sincerely

A handwritten signature in cursive script, reading 'Carl Sargeant'.

Carl Sargeant AC/AM

Ysgrifennydd y Cabinet dros Gymunedau a Phlant
Cabinet Secretary for Communities and Children

Chair, Children, Young People and Education Committee
Chair, Climate Change, Environment and Rural Affairs Committee
Chair, Culture, Welsh Language and Communications Committee
Chair, Economy, Infrastructure and Skills Committee
Chair, Equality, Local Government and Communities Committee
Chair, External Affairs and Additional Legislation Committee
Chair, Health, Social Care and Sport Committee

20 July 2017

Dear Committee Chairs

Welsh Government Draft Budget 2018–19

At our meeting on 19 July, the Finance Committee agreed its approach to the budget scrutiny. I am writing to all Chairs of subject committees to share our thinking, and to encourage your committees to consider how you can contribute to delivering the most coherent and effective scrutiny of the Government's spending plans.

As you will be aware this is the first year we will be scrutinising the draft budget under the revised Standing Orders and accompanying protocol. I discussed this with the Committee Chairs at the Chairs forum on 12 July.

Budget focus

We have agreed to continue the approach followed in previous years, whereby budget scrutiny is centred on the four principles of financial scrutiny: affordability, prioritisation, value for money and process. The principles are:

- **Affordability** – to look at the big picture of total revenue and expenditure, and whether these are appropriately balanced;
- **Prioritisation** – whether the division of allocations between different sectors/programmes is justifiable and coherent;
- **Value for money** – Essentially, are public bodies spending their allocations well – economy, efficiency and effectiveness (i.e.) outcomes; and



- **Budget processes** – are they effective and accessible and whether there is integration between corporate and service planning and performance and financial management.

Following a stakeholder event in North Wales, we have identified a number of areas which we would like to see the focus of the scrutiny, these are:

- *Financing of local health boards and health and social care services*
- *Approach to preventative spending and how is this represented in resource allocation (Preventative spending = spending which focuses on preventing problems and eases future demand on services by intervening early)*
- *Sustainability of public services, innovation and service transformation*
- *Welsh Government policies to reduce poverty and mitigate welfare reform*
- *The Welsh Government's planning and preparedness for Brexit*
- *How the Welsh Government should use new taxation and borrowing powers*
- *How evidence is driving Welsh Government priority setting and budget allocations*
- *How the Future Generations Act is influencing policy making*

We would encourage you to use some of these areas as the focus for your budget scrutiny.

Draft budget consultation

As has been the previous practice, we will be undertaking a consultation on behalf of all Committees over the summer recess and the responses will be shared with you in the Autumn in order to assist your scrutiny of the draft budget.

Timetable

As you will be aware by now the dates for the draft budget have been agreed and are:

- Outline Draft Budget Laid – 3 October
- Detailed Draft Budget Laid – 24 October
- Deadline for Finance Committee to Report – 28 November
- *Debate on the Draft Budget – 5 December*
- Annual Budget Motion tabled – 19 December



As you will be aware the provisions in relation to the reporting by policy committees has changed, and you are now able to report in your own right (if you so wish), and your reports can be used as a supporting document to the draft budget debate. As a Committee we are considering how we can maintain a strategic, oversight role of financial scrutiny, but in the meantime if you have any questions about any aspect of the draft budget process, please feel free to contact me or the Clerk to the Finance Committee, Bethan Davies, 0300 200 6372, Bethan.Davies@assembly.Wales

Yours sincerely

A handwritten signature in black ink, appearing to read 'Simon Thomas'.

Simon Thomas

Chair



Agenda Item 5.3

Kirsty Williams AM
Ysgrifennydd y Cabinet dros Addysg
Cabinet Secretary for Education



Llywodraeth Cymru
Welsh Government

Ein cyf/Our ref MA(P)KW/2659/17

Lynne Neagle AM
Chair - Children, Young People and Education Committee
National Assembly for Wales

24th July 2017

Dear Lynne,

Thank you for your letter of 26 June about the Children, Young People and Education Committee's forward work programme, asking about the current position regarding community focused schools in Wales.

You asked in particular about the funding provided by Welsh Government to support local authorities in developing community focused approaches in their areas. An element of the previous community focused schools grant was transferred into the School Effectiveness Grant (SEG) as part of the wider grant rationalisation process. The SEG was intended to establish and reinforce the community dimension that is essential to school effectiveness. The SEG was subsequently transferred into the Education Improvement Grant (EIG). The EIG in turn supports improved outcomes for all learners across the key stages and the majority of the funding is delegated to schools to support our national priorities and regional and local priorities in line with each school's school development plan. Expenditure relating to community focused and school projects remain eligible under the EIG where it supports improved outcomes for learners.

In addition, the childcare element of the Community Focused Schools Grant was renamed as the Out of School Childcare Grant (OSCG) in 2011/12. Since then we have provided an annual allocation of £2.3 million to local authorities through the OSCG to support local authorities in addressing gaps in out of school childcare provision in their areas. The grant is used in a number of ways and varies across local authorities depending on local need, for example it is used to fund the provision of assisted places, sustainability grants, and staff training.

I note the evidence given by the HM Chief Inspector of Education and Training in Wales. In my school visits across Wales, I have seen many examples of where this good practice takes place on a daily basis. The Welsh Government has long encouraged schools to take a strategic approach to community partnership working -

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We welcome receiving correspondence in Welsh. Any correspondence received in Welsh will be answered in Welsh and corresponding in Welsh will not lead to a delay in responding.

which has been proven to support schools' family engagement work, enrich school life and contribute to 'social capital' in many other important ways. This has not changed. Research shows that families of community school pupils have greater communication with teachers and school involvement, and parents/carers demonstrate a greater sense of responsibility for their children's learning success.

Family and community engagement is a cornerstone of the Welsh Government's Rewriting the future programme - our strategy to raise the attainment of learners from deprived backgrounds. If schools can help families and the wider community provide better learning environments and opportunities then they will be far better placed to help children achieve their potential, whatever their background.

Published in June 2015, our Family and Community Engagement (FaCE) guidance contains a toolkit of 25 practical resources for schools, including one on developing community partnerships. Each is designed to encourage reflection and action planning and to provide examples of what other schools have done. The FaCE guidance and toolkit links closely with the Welsh Government's Education Begins at Home campaign which this year has a specific focus how parents and carers can support their child's wellbeing. We will continue to work with consortia, local authorities and schools to promote best practice and consistency of approach in terms of family and community engagement in schools across Wales.

One of Estyn's thematic reviews for this year will focus the preferred communication routes of parents and consider how schools are working to improve their existing lines of communication with parents. A key objective of the report will be to support schools and families to improve pupils' standards and wellbeing by reducing barriers to communication through family engagement. Estyn's review will also share effective practice from schools on effective methods of communication and parental engagement to improve standards and wellbeing.

I am pleased to inform you that Band A of the 21st Century Schools and Education Programme will see a £1.4 billion investment in the rebuild and refurbishment of over 150 schools and colleges across Wales over the five year period ending in 2019. During Band A, which runs between 2014 and 2019, local authorities and other delivery partners are encouraged to think innovatively about the provision of services in their area and achieve the best value for money, for example, the opportunity to co-locate services. My officials have also been encouraging local authorities to consider opportunities for community use of assets, for example use of sports facilities.

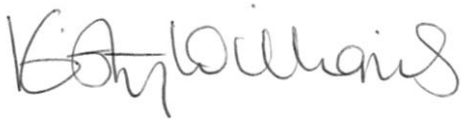
I am continuing to build on this work and in Band B of the Programme, which is currently under development and will run between 2019 and 2024, one of the two investment objectives is to optimise the use of infrastructure and resources, to deliver public services for our communities by 2024. This will include flexibility of our assets so that space and facilities available for our communities are maximised.

Our aspiration is for all facilities that receive investment commit to making assets available for community use if local demand exists.

In addition, a report 'Increasing the Use of School Facilities' was produced last year by the Public Policy Institute for Wales (PPIW) on how school facilities can be used more extensively by communities. My officials are working to take forward the report recommendations to promote the use of school facilities by communities.

I strongly support the wider community use of our assets, which will help us drive greater value from our investments. It is important that my officials continue to engage with colleagues across our portfolio departments, to ensure we do not overlook any interdependences or opportunities for joined up delivery of support and enabling effort.

Yours sincerely

A handwritten signature in grey ink, appearing to read 'Kirsty Williams'.

Kirsty Williams AC/AM

Ysgrifennydd y Cabinet dros Addysg
Cabinet Secretary for Education



Elin Jones AC, Llywydd

Cynulliad Cenedlaethol Cymru

Elin Jones AM, Presiding Officer

National Assembly for Wales

Agenda Item 5.4

Lynne Neagle AM
Chair
Children, Young People and Education Committee
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18 July 2017

Dear Lynne

Youth Parliament

I wanted to provide you with an update on the Youth Parliament project as the consultation phase recently closed on 28 June.

More than 5,000 young people completed the consultation which saw the Assembly's Education and Outreach team deliver over 150 workshops and consultation events with schools and youth groups across Wales. This is an overwhelming response, and young people from every local authority and from a number of hard to reach groups engaged with us, many for the first time.

Many other organisations and schools also conducted consultation workshops within their own networks, including some of those organisations who sit on our youth parliament steering group.

The data received from these consultation responses is now being analysed by an external, independent research company – Beaufort Research - and we expect to have some initial findings in August. Following this, a paper will be submitted to the Commission at the end of September where a decision will be taken on how to progress the project based on the outcomes of the consultation results.

We will of course keep you informed as the project develops.

Yours sincerely

Elin Jones AM
Llywydd

Croesewir gohebiaeth yn Gymraeg neu Saesneg / We welcome correspondence in Welsh or English

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Vaughan Gething AC/AM

Ysgrifennydd y Cabinet dros Iechyd, Llesiant a Chwaraeon
Cabinet Secretary for Health, Well-being and Sport



Llywodraeth Cymru
Welsh Government

Eich cyf/Your ref : P-05-754
Ein cyf/Our ref : VG/01470/17

David Rowlands AM
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25 July 2017

Dear David,

I am writing following the letter of 19 June following my response of 10 May regarding Petition P-05-754 and the Committee's further questions about CAMHS.

The committee asked '*whether it is typical across Wales for children with learning disabilities not to be able to access CAMHS crisis care teams*'. CAMHS crisis teams are for acute mental illness crisis. If a child has this then they should be seen, irrespective of whether they have a learning disability (LD) for an initial assessment and treatment if it is thought they have mental illness or disorder. All Health Boards have enhanced capacity for treatment of LD following additional funding in 2011.

The committee also asked '*whether there are any plans to expand access to these services*'. The Together for Children and Young People (T4CYP) Neurodevelopment work-stream is beginning to identify the support needed for LD children. We would hope that the evidence produced by the work-stream will be used by local multiagency planning groups to deliver their responsibilities to the families and children of this group, supported by Social Services and Wellbeing (Wales) Act and Wellbeing and Future Generations Act.

In addition to the work of T4CYP, the cross government learning disability transformation programme will review existing policies, frameworks and provision and develop proposals for action at local, regional and national level designed to strengthen service delivery and improve its sustainability. The review will look at health, social care, education, employment, skills and housing services for people with Learning Disabilities. It will also consider funding arrangements, commissioning and workforce themes for example and a detailed implementation framework will be produced.

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Rydym yn croesawu derbyn gohebiaeth yn Gymraeg. Byddwn yn ateb gohebiaeth a dderbynnir yn Gymraeg yn Gymraeg ac ni fydd gohebu yn Gymraeg yn arwain at oedi.

Pack Page 10

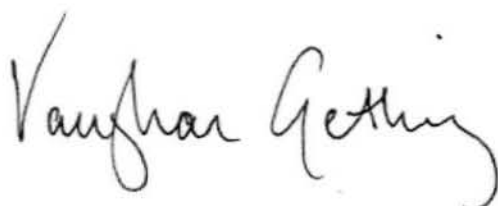
We welcome receiving correspondence in Welsh. Any correspondence received in Welsh will be answered in Welsh and corresponding in Welsh will not lead to a delay in responding.

Health Boards and local authorities will shape their care and support services based on the needs of their population. They have recently published the first combined population assessment reports on the health board footprint. These assessments provide a clear and specific evidence base to inform a range of planning and operational decisions, including in relation to needs for mental health services in an area.

Regional partnership boards, made up of the health board, local authorities, third sector and others in each region must prepare area plans by April 2018 setting out how they will respond to the care and support needs identified in the population assessment. This will include consideration of specific core themes including children and young people and mental health.

The needs of children with a learning disability, including mental health needs should be met where possible by generic services. Where these needs extend to more specialised or acute support there must be arrangements in place to facilitate access to that support. Through the Social Services and Well-being (Wales) Act we are driving integration across statutory partners to ensure the pathways to specialist health and social care are in place for individuals.

Yours sincerely,

A handwritten signature in black ink, reading 'Vaughan Gething'. The signature is fluid and cursive, with the first name 'Vaughan' and the last name 'Gething' clearly distinguishable.

Vaughan Gething AC/AM

Ysgrifennydd y Cabinet dros Iechyd, Llesiant a Chwaraeon
Cabinet Secretary for Health, Well-being and Sport

Lynne Neagle AM,
Chair – Children, Young People and Education
Committee,

26 July 2017

Regional Education Consortia

Dear Lynne,

The Public Accounts Committee undertook a short inquiry into the findings of the Auditor General's memorandum on [Achieving improvement in support to schools through regional education consortia – a review of progress](#), published on 3 November 2016. The Committee took evidence from the four regional consortia, Estyn and the Welsh Government.

This work was in part to inform the Committee's response to the Welsh Government's White Paper on 'Reforming Local Government: Resilient and Renewed', I have annexed an extract from that response which summarises the Committee's views on the consortia as a model for regionalisation.

In addition to this the Committee were keen to explore the issues raised in the Auditor General's report and the wider issues arising from the Estyn inspection reports.

The Committee raised a number of issues with the Deputy Permanent Secretary for Education and Public Services arising from the evidence session, which your Committee may wish to pick up as part of any work you do on the Regional Consortia.



The Role of the Consortia within the Leadership Academy

The Committee was particularly interested in the intended role of the consortia within the leadership academy. In response to our letter, the Deputy Permanent Secretary told the Committee that ‘it is too early in the scoping of the Academy to fully describe the future role that the Consortia may play within the organisation’. We believe that it is important that the Consortia are either included within this academy, with proper accreditation or an equivalent in-house model is developed to ensure that the Consortia have the necessary depth in leadership to be a success.

Challenge Advisors

The Committee raised concerns about there being a limited cohort of qualified and experienced challenge advisors within the consortia, and are concerned about the capacity of the Consortia to deliver on a strategic level. The Deputy Permanent Secretary said in his response to the Committee that the consortia’s ‘collective progress towards ensuring the quality and quantity of challenge advisors will remain a focus of review by Welsh Government, through the delivery of their business plans and during Challenge and Review meetings’. We believe that this may warrant further scrutiny as it essential the consortia can deliver on a strategic level.

Consortia Outcomes

The Committee found it was difficult to attribute outcomes to the Consortia, which made it difficult to illustrate their role and successes. The Deputy Permanent Secretary suggested that time is needed for the efforts of the consortia to strengthen the evaluation of their impact. It is important to be able evaluate the outcomes to ensure they are delivering and to be able to easily identify the outcomes of the consortia to make clear their role, purpose and value to the teaching profession and public.



I have attached the relevant correspondence between the Committee and the Deputy Permanent Secretary to this letter. I hope this is useful for your Committee, and I would be interested in receiving an update on any work undertaken by your Committee in this area.

Yours sincerely,

A handwritten signature in black ink, reading "Nick Ramsay". The signature is fluid and cursive, with a long horizontal flourish extending from the end of the name.

Nick Ramsay AM
Chair



Regional Education Consortia – a model for regionalisation

1. Following the publication of the Auditor General's memorandum which provided an update on progress in response to recommendations set out in his June 2015 report [Achieving improvement in support to schools through regional education consortia](#). The Committee agreed to look at the issues emerging from this, and to consider whether there were any lessons which could be learnt around regionalisation.
2. The Committee took evidence from all four consortia and Estyn at its meeting on 27 March. In addition to this, we undertook a survey with teaching professionals and received written correspondence from NASUWT Cymru. The Committee have a number of observations emerging from these sessions which we believe should be considered by the Cabinet Secretary when planning for regionalisation.

A Clear Mandate

3. The Committee were concerned that there has been a lack of clarity at the outset as to the role of the Consortia. While we recognise that there has been good progress in developing the role of the consortia since the last memorandum from the Auditor General, we were concerned by the evidence provided that the national direction for the consortia was not clear at the outset.
4. All the witnesses reflected that one of the key lessons to be learnt was that more time was needed at the start to set out aims and a direction for the regional bodies being established, as this had taken a substantial amount of time to address and had impacted on the ability to deliver.
5. When discussing what she thought could have been done differently, Hannah Woodhouse, Managing Director, Central South Consortium Joint Education Service told us:

... getting the national model really clear at the beginning, before September 2012, in terms of responsibilities, budget, governance, success measures, capacity expectations.

6. Simon Brown, strategic director for Estyn agreed that the national model had been helpful in improving and that:

... one of the issues with the national model when it first emerged in 2012 was it was a model that was developing quite quickly and some of that clarity wasn't there in the original model



7. The Committee agrees that there needs to be a clear national direction, but believes there should be flexibility within the system, rather than an overly prescriptive approach, on how to deliver the national picture. Each region has different challenges to address e.g. rurality, Welsh language provision and for regional working to be a success, but we believe flexibility under a national strategy is critical.
8. The Committee was concerned that during the initial period of establishing the consortia, there was a sense of competition between the bodies. While we welcome that they now work together with a sense of co-operation, we still are concerned about how the consortia are working together and sharing knowledge. For example, there appeared to be little cross consortia knowledge about the research projects ongoing within each consortia.
9. In moving forward with any regionalisation of further services, we believe that the lesson should be learnt from the experiences of the consortia and a clear guidance and frameworks should be established by the Welsh Government for those charged with delivering regionally to work towards at the outset.

The Regional Footprint

10. The Committee explored with witnesses about the risks and benefits of a change to the regional footprint for the consortia in any future changes to the regional structures in Wales.
11. The witnesses highlighted that there were a number of risks to changing the existing structures as this may erode the positive progress made by the consortia to educational improvements. Furthermore, there were concerns that changes may be made to the structure of regional educational consortia to address some of the issues in the local government structure, as the focus for any changes to the consortia should be based around educational improvement.
12. We heard evidence that there are significant concerns about the number of good school leaders and the potential risk of staff 'churn' due to an unstable environment, which is potentially destabilising. The Committee believes that it is important to set a clear path for the regional structure over the medium to long term to provide the necessary security, for those involved.
13. There was some agreement among the witnesses that there was a clear benefit to coterminousity with existing services in any regional model moving forward. The Committee received no clear evidence as to whether it



would be better to follow the local health board structure or the economic development regions- although Estyn did suggest there is some benefit to the utilising the economic boundaries, because:

...if you think of pre-16 education going through into post-16, and an alignment, so that you've got schools and post-16 providers mapping the skillset in a region to the economic skills of a particular region, using labour market information ultimately, the economic footprint on an economic model tends to make sense, because you're then developing learners who've got the necessary skills for the economic market within their region, assuming there's not a lot of cross-Wales movement of labour at the moment.

14. Given that the consortia have been established and appear to be improving and maturing, we believe there is value in maintaining this structure (while recognising there may be some small adjustments).

Governance and Accountability within a Regional Structure

15. The Committee raised a number of concerns about the relationship between local educational authorities and regional educational consortia, and whether there is enough clarity between their roles to allow for sufficient accountability to the electorate.
16. Leadership is key in order for regional working to be a success. It is essential that elected members are engaged with the process and understand their role in the scrutiny process.
17. The responses from the witnesses highlighted that this was a live issue which is still under consideration and development. As a Committee we would urge that thorough consideration is given to the governance arrangements to ensure that responsibilities are clear and that the responsibility of the local representatives to the electorate remains clearly traceable.
18. Estyn have not made any inspection judgements on the impact of the consortia, and during the evidence session, outlined a number of difficulties with separating the achievements of individual schools versus the impact of the consortia. They indicated that it would not be looking to do so in the near future.



19. We believe that consideration needs to be given to how to judge the success/impact of regional working where this still sits alongside local responsibilities. In the case of education, individual schools have a significant influence and are ultimately responsible for decisions, which makes identifying the impact of the regional consortia, at best, complicated.
20. In addition, the survey undertaken by the Committee highlighted that many within the teaching profession have little knowledge/appreciation of what the consortia deliver. While recognising the argument put forward by our witnesses that school improvement and positive results are what matters, we believe that in order for regional working to be a success it needs to be recognised as having a positive impact



Owen Evans,
Deputy Permanent Secretary, Education and Public
Services
Welsh Government
Cathays Park
Cardiff CF10 3NQ

22 May 2017

Regional Education Consortia

Dear Owen,

Thank you for attending Public Accounts Committee on 15 May 2017. The Committee found it an interesting and useful session. In addition to the action points which the Clerks have liaised with your office about, the Committee had a number of comments/questions after the meeting with regards to the Welsh Government's position on regional education consortia (the Consortia):

- The Committee welcomes the Cabinet Secretary's announcement on 16 May regarding the establishment of the National Academy for Educational Leadership. We would welcome further clarification on the role of the Consortia within the academy, in particular whether there will be Consortia advisors incorporated and a Consortia advisory accreditation. If the Consortia are not included in this way, is there an in house model within the Consortia?
- The Committee are concerned that there are a limited cohort of qualified and experienced challenge advisors within the Consortia. Given this challenge, we would welcome your views on the capacity of the Consortia to deliver on a strategic level and what can be done to improved quantity of qualitative challenge advisors.



- Given the evidence heard by the Committee that it was difficult to attribute outcomes to the Consortia, and that there was a lack of clarity about their role- is there a common public interface, with a clear, current data set for the Consortia, accessible to public across Wales, and if not, why not?
- The work of School Challenge Cymru is due to end at the end of the academic year 2016/17 and the Committee has requested data showing the percentage of improvement in the key GCSE subjects following the School Challenge Cymru programme. We would also like further information about the relative improved performance of those within School Challenge Cymru versus the non-School Challenge Cymru schools at GCSE.

I would be grateful if you could respond to these questions by 19 June 2017.

Yours sincerely,

A handwritten signature in black ink, reading 'Nick Ramsay'. The signature is fluid and cursive, with a long horizontal stroke extending from the end of the name.

Nick Ramsay AM
Chair



Owen Evans

Dirprwy Ysgrifennydd Parhaol / Deputy Permanent Secretary

Y Grŵp Addysg a Gwasanaethau Cyhoeddus
Education and Public Services Group



Llywodraeth Cymru
Welsh Government

Nick Ramsay AM
Chair of the Public Accounts Committee
National Assembly for Wales
Cardiff Bay
CF99 1NA

15 June 2017

Dear Nick

Further to my attendance at the Public Accounts Committee on the 15 May and in response to your letter dated the 22 May please find attached information from the regional education consortia which indicates the extent to which school to school working is taking place across the regions. Each region has provided a high level overview of their school to school working and I attach these at (Doc 1).

I also agreed to share with you the percentage improvement in the key GCSE subjects for Schools Challenge Cymru (SCC) schools compared with non SCC schools. I have attached these at (Doc 2).

The Committee also requested further information on the use of Moodle. Moodle is a private sector initiative and therefore the Welsh Government does not prescribe which services schools should procure and therefore we do not collate any information on usage or sign-up. Through the Learning in Digital Wales programme, Welsh Government provides a range of centrally funded digital technologies for all maintained schools across Wales. Through the wide range of digital resources and tools available via the Hwb platform, teachers are able to embed the appropriate use of technology to support the transformation of their classroom practices. The tools available are able to offer schools similar functionality to Moodle. Use of the Hwb platform has steadily increased since its launch in August 2014, and the site is now experiencing in the region of 28,000 logins per day and over 3.2m page views monthly. Over 84% of schools across Wales are registering 10 or more logins per month.



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Rydym yn croesawu derbyn gohebiaeth yn Gymraeg. Byddwn yn ateb gohebiaeth a dderbynnir yn Gymraeg yn Gymraeg ac ni fydd gohebu yn Gymraeg yn arwain at oedi.

We welcome receiving correspondence in Welsh. Any correspondence received in Welsh will be answered in Welsh and corresponding in Welsh will not lead to a delay in responding.

The Committee were also keen to hear more about our recent visit to Finland. I have attached the key headlines from our visit at (Doc 3).

In your letter of the 22nd May you requested further clarification on the role of the regional education consortia in the leadership academy. Currently the consortia are represented on the Shadow Board of the Academy by one of the consortia MDs – Debbie Harteveld of the Education Achievement Service (EAS). We are at an early stage in the development of the Academy as announced by the Cabinet Secretary on the 16th May. As outlined, a vision for the Academy has been developed by the Shadow Board and they have made a recommendation to the Cabinet Secretary that the Academy should be established as a company limited by guarantee.

This will enable a flexible governance structure which can better accommodate sector representation, have a legal form favoured by the Charity Commission, and employ staff in its own right. The Cabinet Secretary has agreed this recommendation and has asked officials to start scoping the timescale and resources needed to establish the Academy, in spring 2018, as a company limited by guarantee. The expectation is that the Academy will be a small and agile organisation with a small strategic board, led by a chief executive. Our aim is to continue to consult on the full role and remit of the Academy and test the timescales for the next steps. There will therefore be a series of regional roadshows during the week commencing 12th June. It continues to be our intention, based on the advice of the Shadow Board that the Academy will: broker and quality assure a range of programmes; have a role in ensuring provision across regions; support leadership at all levels; and work with others to identify and support current and future leaders. It is too early in the scoping of the Academy to fully describe the future role that Consortia may play within the organisation.

As the work progresses and the full range of functions for the Academy are determined we will be in a better position to describe how the Academy and key stakeholders such as consortia may interrelate. However, we and the Shadow Board are committed to the Academy working closely with stakeholders to ensure that it plays its role in ensuring coherence within the system. As we move forward and the Academy proper is formed, with the appointment of its formal company board and CEO, it will be for them as an independent organisation to determine many of these matters. The Cabinet Secretary has committed to keep Assembly Members updated.

I note your concerns about a perceived limited cohort of qualified and experienced challenge advisers. Whilst there is further work to do, I believe all four regions continue to make progress here and have strengthened their proposals. These proposals have been developed in view of our aim for a self-improving education system which requires a shift from dependence on central support for improvement towards a by-schools-for-schools model which builds capacity for collective improvement.

In this context, for example:

- Central South Joint Education Service (CSC) are reviewing their challenge adviser deployment and giving consideration to including more secondments from headteachers and deputies of effective schools. They are actively recruiting to their workforce and strengthening challenge adviser training going forward
- The Education Achievement Service (EAS) are continuing to build capacity to provide support and challenge, ensuring stability in deployment of challenge advisers to schools and embedding training and development to focus on key skills required of the role. Independent schools' surveys within the region show real improvements in

the work of challenge advisers and the support given to schools to help them improve.

- The Education through Regional Working (ERW) consortium has secured commitment across their local authorities to ensuring a full complement of Challenge Advisers who meet the required National Standards and adhere to ERW's Code of Conduct. In addition they are strengthening approaches to reduce variability in the work of individual challenge advisers, providing focused training, rolling out challenge adviser self-evaluation and reviewing their challenge adviser handbook and guidance to ensure a focus on the core competencies required of the role.
- The Gwasanaeth Effeithiolrwydd (GwE) consortium are similarly strengthening approaches to securing the capacity and quality of their challenge advisers, with a robust evaluation plan in place to assess the impact of their challenge and support programme, informing their approach going forward.

Consortia are working collaboratively and planning in partnership to learn from one another, sharing expertise and resource where appropriate. Their collective progress towards ensuring the quality and quantity of challenge advisers will remain a focus for review by Welsh Government, through the delivery of their business plans and during Challenge and Review meetings.

I am confident that consortia have the capacity and capability to deliver at a strategic level and we will continue to support their challenge advisers through a range of national training support.

With regards to your point about attributing outcomes to consortia, it is first important to recognise that improved outcomes are usually the collective result of all partners in the system. Furthermore, defining attribution to a single institution, in any evaluative model, is rarely achievable. Nevertheless, the role of consortia in supporting schools to improve, I feel, can not be understated or ignored. You heard that consortia are all strengthening their approaches to evaluating the impact of their work and I would argue that sufficient space and time is needed for these efforts to bear fruit. We will be monitoring their progress.

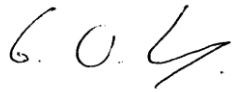
Regarding a perceived lack of clarity over the role of consortia, more must be done but this is an improving picture across Wales. The consortia need to keep doing more of what they are doing – increase their engagement with the sector. We know that they are doing this through a number of ways, including surveys, face to face discussions, events, newsletters, and social media. Each of them also have well-established Head teacher groups and school improvement networks that can be built on and extended to other parts of the profession. These steps will help improve branding and awareness of the work of the consortia within each region.

On the part of Welsh Government, and where there is remaining confusion over roles, responsibilities, and accountability, then the rewrite of the National Model and the fundamental review of our accountability systems present an opportunity to provide greater clarity. This will be done in collaboration with stakeholders at all tiers of the system.

In the meantime though, there are several mechanisms through which the public can access data sets in relation to the performance of schools within each region. These include Welsh Government sources such as MyLocalSchool, StatsWales, Statistical Releases, and bespoke data requests and through individual consortium websites.

May I thank you again for the Committee's interest and hope this provides the information requested.

Yours Sincerely

A handwritten signature in black ink, appearing to read 'O. Evans', with a stylized flourish at the end.

Owen Evans

High level overview of school to school working

Region: GwE

ASPECT	EXAMPLES OF SCHOOL TO SCHOOL MODELS EMPLOYED
School Improvement	<ul style="list-style-type: none"> • Self Evaluation Report and School Development Plan (SDP) workshops linked to new ESTYN framework and National / regional / Local Authority priorities. Headteacher's and Senior Leadership Teams in good practice sharing session and co-construction of documentation workshops. • Secondary School supporting primary school ESTYN post inspection action plan priorities i.e. Ysgol Bryn Elan with Ysgol Hen Golwyn and Ysgol Swn y Don. • Headteachers seconded / commissioned to work with Headteachers needing support i.e. Ysgol Trefriw Headteacher working a day a week with Ysgol Llanddoged / Ysgol Ysbyty Ifan Headteacher on school improvement issues. • (Group of Yellow Category schools) : Yr Hendre, Y Gelli, Cymerau, Dolbadarn. See Leadership below. This included the use of monitoring reports and strategic planning.
Curriculum Support	<ul style="list-style-type: none"> • Targeted sharing of school staff – identified individuals secondments into schools needing support i.e. Ysgol Bodafon deputy seconded into Ysgol Swn y Don to lead on Teaching and Learning / Behaviour. Teacher swap between several strong schools – sharing expertise. • Co-planning of schemes of work and implementation of literacy and numeracy framework i.e. Dyffryn Conwy and cluster schools. • Targeted intervention and support by identified practitioners or middle leaders with schools requiring improvement.
Leadership	<ul style="list-style-type: none"> • HT collaborative partnerships i.e. cross LA coastal alliance for schools looking at coastal town deprivation – linked to Blackpool academy chain. • Cluster collaborative working i.e. Rhyl Learning Community – CA part of group. Action Research based projects. • Collaborative PRU leadership group to look at school development, pedagogy and behaviour

	<p>strategies. Combined action plan to access common support needs.</p> <ul style="list-style-type: none"> • Cross LA Headteacher collaborative groups i.e. PDG tracking and evaluation of interventions – good practice sharing and creation of PDG tracking tool. • Mentoring of new SLT staff by established effective SLT members i.e. Rhyl High / Brynhyfryd • (Group of Yellow Category schools) : Yr Hendre, Y Gelli, Cymerau, Dolbadarn. Facilitated by CAs and based on: general SDP priorities – developing leadership. Meetings and tasks back at the school to improve leadership, monitor quality, reports etc. Governors included. • Various Development Programmes establishes school to school partnerships focusing on peer to peer leadership support networks.
Teaching and Learning	<ul style="list-style-type: none"> • Targeted assessment and planning groups. Primary schools co-assessing pieces of work to aid standardisation and to co-plan next steps. This taken place in Maths, English and Welsh. • Several action research collaborative groups meeting regularly to discuss interventions i.e Safmeds, headsprout, positive behaviour strategies. • Teaching Assistant collaborative project. OLEVI OTAP programme. TAs reciprocal visits and school based projects and inter-school presentations. • Outstanding Teaching collaborative projects. Reciprocal visits and school based projects and inter-school presentations. • Church School collaborative group looking at co-planning of literacy and numeracy in RE in church aided schools. • (2 schools) : Ysgol yr Hendre, Ysgol y Gelli: CAs facilitating close co-operation on a teaching and learning quality improvement project with specific focus on Assessment for Learning. • (Group of Green - Yellow Category schools) : (Eifion Wyn, Y Traeth, Bro Tryweryn, Talsarnau, Cefn Coch, Maenofferen). Activities, meetings with focus on improving specific aspects of teaching and learning.

- | | |
|--|---|
| | <ul style="list-style-type: none">• (Group of Green - Yellow Category schools) (Bryngwran, Y Ffridd, Goronwy Owen, Ffrwd Win, Parc y Bont) Activities, meetings with focus on improving specific aspects of teaching and learning / provision in the FP. Each school has held open days for visits from other members of the group. Follow on meetings to discuss the visits and to decide on action needed back in the individual schools.• Various Development Programmes establishes school to school partnerships focusing on peer to peer teaching and learning support networks. |
|--|---|

High level overview of school to school working

Region: ERW

ASPECT	EXAMPLES OF SCHOOL TO SCHOOL MODELS EMPLOYED
<p>School Improvement</p>	<p>Formal Partnerships, pairing schools for critical support. High-level, longer term, formal partnerships focused on driving school improvement involving senior leaders and middle leaders.</p> <p>Lead schools are high performing resilient schools supporting schools causing concern. All secondary schools causing concern engaged. Impact good, on both outcomes and capacity building in school.</p> <p>Formal, medium level collaborative improvement on raising standards led by ERW Professional Learning Schools.</p> <p>Lead Schools have key strengths in identified areas. Schools are funded to provide insets, training days, and support to other schools. Professional Learning Schools (PLS) are identified specifically in areas where ERW has limited capacity and identified need. The impact is mixed, as take up is variable.</p> <p>DOLEN is a knowledge tree style one-stop shop of effective practice and practice worth of sharing with is online for schools to access. It is a directory, which covers curriculum and teaching as well as leadership.</p>
<p>Curriculum Support/ Teaching and learning</p>	<p>Leaders of learning programme use credible current practitioners in schools to provide core subject support for all secondary schools.</p> <p>Same model used for science in Primary.</p> <p>Formal, medium level collaborative improvement on raising standards led by ERW Professional Learning Schools.</p> <p>Lead Schools have key strengths in their identified areas. Schools are funded to provide insets, training days, support to other schools. PLS are identified specifically in areas where ERW has limited capacity and identified need.</p> <p>Networks of support for all core and non-core subjects. All supported by Hwb based joint working areas and resources.</p> <p>DOLEN – see above</p>

	<p>Focused pairing of department and schools for subject level or departmental level collaboration is highly effective. This is especially true for those more isolated schools and teachers.</p>
<p>Leadership</p>	<p>Formal, medium level collaborative improvement led by ERW Professional Learning Schools (This will be a key area for increasing capacity in 2017-2018 in line with ERW Menu of Support.)</p> <p>The whole of the ERW middle and senior leadership training offer is led and facilitated by schools. Current school leaders designed and deliver the whole set of programmes for developing and aspiring groups. Impact is good and the feedback excellent, because of the credibility of effective leaders sharing current practice and real experience</p> <p>The design and delivery of HE modules for school leaders e.g. on Curriculum Design for SF. Similarly, also HR and performance management.</p> <p>ERW HT Board – part of the governance structure of ERW.</p> <p>DOLEN – see above</p> <p>Cross-region collaboration for 3-18 schools facilitates this key growth area. Schools are leading to ensure that all learning is coordinated and facilitated together.</p>

School to School Overview

Central South Wales Challenge		The Central South Wales Challenge is a partnership of over 400 schools that are working together to develop a self-improving system. The Central South Wales school improvement model is based on improvement being driven for schools by schools. In this model, central resources will, increasingly, be concentrated on more vulnerable schools while others will drive their own improvement and will be held to account for the impact of their work.
School Improvement Groups (SIGs)		All schools are in cross local authority improvement groups. The purpose of SIGs is to work together to identify best practice, develop and share it across all schools in a way that benefits all schools in the SIG. Each SIG is composed of schools from different local authorities, in different places on their learning journey and with different socio-economic intakes.
Pathfinders		Pathfinder pairs are brokered partnerships between two schools where one school supports another to improve. Improvement impact on both schools is measured. They are more intensive pairings of schools who are developing a specific area.
Peer Enquiry		A team of three senior school leaders – two headteachers and a senior leader – visit a host school for 2 days, celebrate effective practice and suggest 2 or 3 prioritised lines of enquiry linked to school improvement to help take the school forward. The enquiry is undertaken with a spirit of critical honesty and support.
Improvement Hubs	Professional Learning Hubs	<p>The role of professional learning hubs is to engage with the milestones of the professional learning continuum regarding learning and teaching and leadership. Areas of focus include:</p> <ul style="list-style-type: none"> Initial Teacher Education (ITE) pedagogy programme (delivered in lead schools, badged by higher education institutes (HEI)) NQT induction programme Developing/refining practice Future middle and senior leaders Headteacher programmes Core learning and teaching programmes Core whole school improvement programmes Strengthening links with Donaldson's Pioneers
	Curriculum Hubs	<p>To work in partnership to develop and deliver aspects of regional need within a curriculum area. Areas of focus:</p> <ul style="list-style-type: none"> Action research groups on areas of regional need Facilitation of leadership groups Participation in curriculum development groups Support for departments in red and amber schools Network meeting hosts Strengthening links with Donaldson's Pioneers
	Lead Practitioners	<ul style="list-style-type: none"> Lead practitioners are non core practitioners that have a proven background in their curriculum area and wish to deliver support to other teachers in the region Lead practitioners are commissioned by the Consortium's Strategic Adviser to support other schools in improving their provision, practice and outcomes in the subject Lead practitioners host network meetings for schools in the region to facilitate networking, subject updates and opportunities to share practice. Facilitation of enquiry led learning Supporting leadership development Participation in/facilitation of curriculum development groups Support for departments/teachers in red and amber schools Network meeting hosts/contributors Exploring links with Donaldson's Pioneer Schools

High level overview of school to school working

Region: Central South Consortium

ASPECT	EXAMPLES OF SCHOOL TO SCHOOL MODELS EMPLOYED
School Improvement	<p>Pathfinders: 42 schools involved in supporting 46 schools in cohort 4 partnerships focussed on specific areas of development. Cohort 5 is pending</p> <p>Peer Enquiry: 100 schools have had a peer enquiry</p> <p>Hubs: as part of their SLA hubs have provided over 170 days of support to red/amber schools</p>
Curriculum Support	<p>Curriculum Hub: 94 professional development opportunities offered by 43 schools.</p>
Leadership	<p>Leadership programmes offered by CSC 'hub' schools.</p> <ul style="list-style-type: none"> - Future Middle Leaders (Welsh medium primary) - Leading and Managing Change (early & middle leadership programme, cross phase) - Middle leadership development programme (secondary) - Aspiring Future Middle Leaders (secondary) - Existing middle Leaders (secondary) - Future Senior Leader Programme (secondary) - Getting to Good and on to Excellent - senior and middle leaders. (secondary) - Distributed Leadership – Building Capacity – for HT / SLT. (primary) - Aspiring Headteacher - Future Leaders - Primary - Future Leaders in Special Schools <p>Special/schools & PRUs operate as a single group to identify areas of effective practice in their sector; preparing learning/training programmes to offer to all schools (including mainstream)</p> <p>Gyda'n Gilydd Welsh medium secondary school hub. All region's WM secondary heads agree sector development needs (based on data and other intelligence); identify and fund school/practitioners with best practice to devise & deliver professional learning programmes which are then offered to all schools.</p> <p>'Gyda'n Gilydd' model to be piloted with 11 WM primaries</p>

	<p>in 17/18.</p> <p>CSC Peer Enquiry programme (enquiry process led by headteachers in colleague schools) 24% of CSC schools (100 schools) have hosted a peer enquiry. Follow up by enquiry team of host school one year after original enquiry.</p>
Teaching and Learning	<p>Professional Learning Hubs: 13 primary (some are in partnerships), and 12 secondary professional development opportunities have been offered by CSC schools. These support the development of pedagogy as well as the leadership of learning and teaching. The schools facilitate networks within this role.</p> <p>Professional Learning Pioneers: There are 14 primary and 9 secondary. These are piloting elements linked to Successful Futures, most notably the Professional Standards and Schools as a Learning Organisation. They also provide professional learning opportunities through the hub system to develop pedagogy. They facilitate various networks within this role.</p> <p>Lead creative Schools: There are 64 schools participating in the Creative Schools programme; a further 43 have been granted funding for the next academic year. These schools are engaged in exploring the use of creative processes and pedagogy, including engagement with external artistes, to deliver multi-disciplinary themes.</p>

Strategies that address a number of the above aspects:

School Improvement Groups (SIGs): 322 primary schools are involved in 32 SIGs, and 68 secondary schools are involved in 6 SIGs. They are focusing on a range of national and local priorities which include literacy, numeracy, wellbeing, successful futures pedagogy, DCF. These groups are cross LA and include schools from different context. At secondary level, they are also focusing on preparation for the new curriculum and the ensuing qualifications changes.

High level overview of School to School working

Region: Education Achievement Service (EAS) for South East Wales

ASPECT	EXAMPLES OF SCHOOL TO SCHOOL MODELS EMPLOYED
School Improvement	<p>Secondary Headteachers and SLTs all engaged in leadership development networks</p> <p>Primary Leadership Networks and Peer Review activity</p> <p>School Mentor Partnerships linked to specific school need</p> <p>All Clusters (including PRUs and Special Schools) have agreed plans for the development of key strategies e.g. literacy, numeracy, wellbeing, delivery of the new curriculum</p> <p>Primary Headteachers fulfilling the role of Challenge Advisers across the region.</p>
Curriculum Support	<p>56 Lead Network schools/practitioner support other schools in the development of:</p> <ul style="list-style-type: none"> • Primary: Literacy (English and Welsh medium), Numeracy, Science, STEM, Wellbeing and Equity, Foundation Phase • Secondary: All core subjects and many non-core subjects, Equity and Wellbeing, Global Futures and STEM • Welsh Baccalaureate support programme delivered by schools • The development of support for new GCSE qualifications <p>Curriculum Pioneer Schools supporting the roll out of the Successful Futures Agenda across the region.</p>
Leadership	<p>Bespoke mentoring and coaching provided by leaders for leaders (including Chairs of Governors)</p> <p>Professional Learning schools facilitate, design and deliver almost all leadership programmes for the region</p> <p>Peer support programmes as required</p>
Teaching and Learning	<p>Bespoke mentoring and coaching provided by teachers for teachers</p> <p>Professional Learning schools facilitate, design and deliver all teaching programmes</p> <p>Professional Learning schools facilitate, design and deliver programmes for teaching assistants (newly introduced)</p> <p>Collaborative best practice sharing events</p>

- Over 70% of the Professional Learning Offer for the region is delivered by schools for schools
- The above are examples of school to school activity. During 2016/2017 over 1500 activity strands took place between schools.

Percentage achievement of Mainstream secondary schools for key subjects, by

Based on pupils in year 11 for 2015/16, previous years are based on those aged 15 at the start of the academic year
Core Subject Indicator: A* to C in English or Welsh first language, Mathematics and Science

Year	Percentage of pupils achieving an A* to C in English		Percentage of pupils achieving an A* to C in Welsh		Percentage of pupils achieving an A* to C in Maths		Percentage achieving an A* to C in Science
	SCC schools	Non SCC schools	SCC schools	Non SCC schools	SCC schools	Non SCC schools	SCC schools
2014	56.1	70.7	56.3	74.2	51.3	66.0	79.8
2015	59.2	73.3	55.0	75.6	54.0	68.7	81.4
2016	61.5	74.2	68.2	75.7	59.2	71.6	78.1
Percentage point improvement between 2014 and 2016	5.5	3.5	11.9	1.5	7.9	5.6	-1.7

Percentage achievement of FSM pupils in Mainstream secondary schools for key subjects, by

Year	Percentage of pupils achieving an A* to C in English		Percentage of pupils achieving an A* to C in Welsh		Percentage of pupils achieving an A* to C in Maths		Percentage achieving an A* to C in Science
	SCC schools	Non SCC schools	SCC schools (a)	Non SCC schools	SCC schools	Non SCC schools	SCC schools
2014	34.5	43.7	40.0	48.8	28.9	38.5	67.0
2015	38.2	50.0	40.0	51.8	32.9	43.6	70.1
2016	41.2	51.3	40.0	51.0	40.1	46.7	68.1
Percentage point improvement between 2014 and 2016	6.7	7.6	0.0	2.2	11.2	8.2	1.1

(a) Take care when interpreting these figures as they are based on small cohorts (between 5 and 10 schools)

School Challenge Cymru (SCC) status.

ear

Percentage of pupils achieving an A* to C in the subject	Percentage of pupils achieving the Core Subject Indicator	
	Non SCC schools	Non SCC schools
	86.3	57.6
	88.3	60.0
	87.0	62.8
	0.7	5.2

Source: Welsh examination database

by subjects, by School Challenge Cymru (SCC) status

Percentage of pupils achieving an A* to C in the subject	Percentage of pupils achieving the Core Subject Indicator	
	Non SCC schools	Non SCC schools
	76.1	30.1
	79.7	33.2
	76.0	36.5
	-0.1	6.4

Source: Welsh examination database

students)

Headlines of Study Visit by Welsh Government officials to Finland 18-20 January 2017

The education system was planned as follows:

0-5 Early Childhood Education and Care – provided in a mix of public and private Child care settings with a focus on learning through play. The curriculum is loose but includes developing children so they are ‘ready to learn’. This includes building concentration, team work, resilience, confidence as well as basic numbers, letters etc.

6 Pre-primary education – more intense preparing to learn but still with no formal reading/writing and maths. It is widely understood, however, but both parents and schools that children are generally expected to be able to read, write and count to some degree before they start basic education.

7-16 Basic Education – delivered through primary and lower secondary settings. Formal education begins at 7 years old. Differentiated learning is strong and there is a real emphasis on not letting any children fall behind. Social services, Health and the schools work closely at a school level and involve parents significantly where a child is at risk. Use is also made of the local Universities, who provide basic courses in certain subjects for parents of under performing children to be able to master the topics so that they might assist their children. No official testing occurs until children are 15, at which point they sit a matriculation exam to decide what form of upper secondary education to pursue. The vast majority of children enter the upper second level (post 16). At sixteen, children, depending on their academic performance or abilities, have the option to take an additional year of basic education. Again, people do not leave school without the ability levels required.

Post 16+ After the matriculation examinations, children move on to upper secondary schools (academic) or to the equivalent of further education colleges. At these technical colleges they will study vocational qualifications and gain work experience (similar to our apprenticeship approach). Children from both sides of the educational split then have the option to continue to University (all free) either to study at academic or Universities of Applied Sciences. Both types of university have degree awarding powers but only the academic universities have the ability to undertake doctoral training.

Key aspects of the Finnish Education System

The performance of Finnish students in the international PISA assessments has been high in comparisons with other countries for the last 3 cycles. As a result the country has attracted considerable interest. The key features the Finnish National Agency for Education set out as contributing to these successes are:

- A very strong focus on equity - in relation to both access and quality
- A strong early years programme – Kindergarden

- Teaching is seen as a very attractive profession (only 10% of applicants are accepted)
- Teachers are all highly trained (Masters level and commitment to ongoing research with HE), which allows for decreased accountability.
- Focus on learning rather than testing – no school rankings sampling of achievements at national level.
- Instruction time is low compared to other countries – space for teachers' preparation and planning
- Curriculum Framework with little prescription and local flexibility
- Flexible groupings with very low levels of setting by ability
- A very flat management structure with few middle leader roles in schools
- Relatively very low levels of teaching assistants
- Every child has a school lunch
- Class sizes ranging from 20 to 24 in both primary and secondary.
- Annual expenditure per student is below the UK in all phases
- Well-being is emphasised through support programmes in all phases

Finnish teachers have a strong commitment to equity and encouragement, individual student support, strengthening pupils' thinking skills, and developing pupils' self-confidence, tolerance and resilience. In the OECD international survey of teachers (TALIS 2013) 90% are satisfied in their job and 70% would choose teaching again. Whilst pre primary teachers have lower salaries than the UK in Primary and secondary schools salaries are higher in Finland.

Particular application of findings to our Welsh education reform journey

- The level of flexibility that needs to be maintained in our new curriculum.
- The importance of innovation/research and collaboration and the critical role of higher education.
- The impact that the absence of assessment for accountability at school and teacher level has a marked impact on teachers' attitudes and well being but is based on stronger academic requirements.
- The strength of our Foundation Phase matches the Kindergarden experience.
- We need to review the practice of teaching assistants.
- We need to continue to strengthen our focus on pupils' well being.



Llywodraeth Cymru
Welsh Government

Our ref: MA - P/VG/2155/17

Lynne Neagle AM
Chair
Children, Young People and Education Committee

1 August 2017

Dear Lynne

Thank you for the invitation to meet with the Committee on 12 July as part of your inquiry into perinatal mental health. There were some matters on which I agreed I would write to you following the session.

Data Collection

The All-Wales Perinatal Mental Health Steering Group (AWPMHSG) has established a Pathways and Outcomes sub-group, which is supporting the collection of consistent data. As you know, some figures for the number of referrals are already being collected by some health boards, but this will be refined. I expect all community perinatal mental health teams to be collecting the agreed data in the new year, with reliable reporting data available in March 2018, in line with Public Health Wales' work plan.

Access to Psychological Therapies

Access to psychological therapies for women with perinatal mental health illnesses is available in both primary and secondary mental health care. Work is underway to develop national standard measurements for access to more specialist psychological therapies through the Welsh Information Standards Board (WISB). Health boards will be expected to report on their waiting times from December 2017. We are now exploring the ability to use this data source to measure access for women with perinatal mental health problems with the AWPMHSG and the Community of Practice.

Supervision of psychologists

We also discussed the supervision of specialist perinatal mental health professionals. As community perinatal mental health teams are embedded in health boards, the longer term training and supervisory needs of the teams will be supported by the AWPMHSG. The AWPMHSG includes a sub-group tasked with addressing training needs. It also includes representation from every health board's community team, with psychologists among its membership.

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Rydym yn croesawu derbyn gohebiaeth yn Gymraeg. Byddwn yn ateb gohebiaeth a dderbynnir yn Gymraeg yn Gymraeg ac ni fydd gohebu yn Gymraeg yn arwain at oedi.

We welcome receiving correspondence in Welsh. Any correspondence received in Welsh will be answered in Welsh and corresponding in Welsh will not lead to a delay in responding.

Regarding the need for supervision from outside of Wales, I understand this refers to training supervision, rather than clinical supervision.

WHSSC Tier 4 Review

On 25 July, a paper was presented to the WHSSC Joint Committee regarding Tier 4 Specialist Perinatal Mental Health in Wales. The paper included three shortlisted options for the Joint Committee to consider, as follows:

- Option 1: Perinatal Mental Health Tier 4 Services provided using the IPFR process through a secured contract
- Option 2: A single regional Mother and Baby Unit established for Wales
- Option 3: A regional Mother and Baby Unit established in South Wales and services contracted in England for North Wales.

The full paper can be found at the link below:

<http://www.whssc.wales.nhs.uk/sitesplus/documents/1119/2017.07.25%20WHSSC%20Joint%20Committee%20papers%20%28Web%29.pdf>

I understand the Joint Committee has asked for further information before reaching a decision. My officials are now in discussions with WHSSC to ensure the Joint Committee is in a position to reach a decision as soon as possible.

Research on Postnatal Depression

The Committee asked for any information we may have on research available on the links between being unable to breastfeed and postnatal depression. *Breastfeeding and Postpartum Depression: An Overview and Methodological Recommendations for Future Research*, by Pope and Mazmanian (2016), provides opposing views. There is some research evidencing the protective factors associated with breastfeeding and others expressing an increase in rates of depression if there is perceived 'failure'. Two of these papers are below:

<http://lib.education.vnu.edu.vn/bitstream/DHGD/6782/1/Clinical137.pdf>

<https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4842365/>

The UNICEF Baby Friendly Initiative pages also offer some recent research on links between mental health and infant feeding outcomes:

<https://www.unicef.org.uk/babyfriendly/news-and-research/baby-friendly-research/maternal-health-research/maternal-health-research-mental-health/>

The Welsh Government will continue to monitor evidence in this area but recognises and prioritises the broad health benefits breastfeeding provides for mothers and babies. As part of the annual performance boards, the Welsh Government obtains feedback from health boards on breastfeeding rates and practices in place to support mothers and families. Public Health Wales and Welsh Government are collaborating to address the static growth of breastfeeding in Wales and are setting up a task and finish group to explore practices across Wales and look at strategic direction. Both are committed to improving

breastfeeding rates and support in Wales and seeking to normalise and promote breastfeeding through all its areas of work.

In line with the UNICEF UK Call to Action, Public Health Wales is providing senior strategic leadership to the work as a means of making a bigger and more sustainable impact through a systems approach to normalising breast feeding. This involves a move away from interventions which focus solely on breastfeeding being the responsibility of the woman, to a more societal approach to ensure population level improvement. The goal is not to put pressure on women to breastfeed, but to remove practical, emotional and cultural barriers that currently stop women who want to breastfeed from doing so.

Each health board in Wales has designated Infant Feeding Co-ordinators and provides local support for mums and their families. There are over 100 breastfeeding groups across Wales that offer support in local venues. The support groups provide an excellent source of encouragement, support and information for breastfeeding mums or pregnant women who'd like to find out more. The Health Challenge Wales website provides information on Breastfeeding Support Groups across Wales.

In line with the Together for Mental Health Delivery Plan 2016-19, health boards and Public Health Wales are required to ensure women are offered good information and support. Welsh Government programmes such as Flying Start, Families First and Healthy Child Wales, as well as resources such as Bump, Baby and Beyond, which help support positive health and wellbeing and promote healthy attachment.

Thank you again for my invitation to meet with the Committee and I look forward to reading the findings of your inquiry in due course.

Yours sincerely

A handwritten signature in black ink that reads "Vaughan Gething". The signature is written in a cursive, flowing style.

Vaughan Gething AC/AM

Ysgrifennydd y Cabinet dros Iechyd, Llesiant a Chwaraeon
Cabinet Secretary for Health, Well-being and Sport



Agenda Item 5.8

Crwner Gogledd Cymru (Dwyrain a Chanol)

North Wales (East and Central) Coroner

FAO Lynne Neagle AM
Chair of Committee into Perinatal Mental Health

18 August 2017

Dear Ms Neagle,

Thank you for your letter of the 7th of August.

I am very pleased to note the inquiry by the National Assembly regarding perinatal mental as you have of course already been made aware of the inquest which I conducted in relation to the death of Mr Stephen Priestley's daughter Shanice.

Whilst it would be inappropriate for me to make comment upon matters which may stray into the political arena I can confirm that in the course of my investigation it became clear that there were considerable shortcomings in the provision of support to young women such as Shanice at an incredibly difficult time in their lives. I raised the concerns of both myself and her family with the Health Board in relation to the action which was being taken by them to address the problems and they provided me with certain reassurances around recruitment and the formation of a specialist panel to seek to assist with these problems.

Once the inquest had been concluded they continued (at my request) for a short period to update me on a monthly basis in relation to this matter and as a result it was not necessary for me to issue a regulation 28 report for the prevention of future deaths. In general terms however my conclusion at the time was that more work, resources and personnel would be required if a robust service was to be established and maintained and I welcome the committee's interest in and hopefully their support for such a service.

It must always be remembered that in cases such as Shanice's there was the loss of not one, but two lives and I firmly believe that had help and support been available, then her death and that of her unborn child may have been avoidable.

Please do not hesitate to contact me if I may be of any further assistance.

Yours sincerely,

JOHN GITTINS

HM Senior Coroner for North Wales (East & Central)

John A. Gittins, Prif Grwner E.M., Swyddfa'r Crwner, Neuadd y Sir, Ffordd Wynnstay,
Rhuthin, LL15 1YN Ffôn 01824 708047 Ffacs 01824 708048 DX 21839

John A. Gittins, H.M. Senior Coroner, H.M. Coroner's Office, County Hall, Wynnstay Road,
Ruthin, LL15 1YN Tel 01824 708047 Fax 01824 708048 DX 21839

24 July 2017

Dear Chief Executive

Inquiry into Perinatal Mental Health

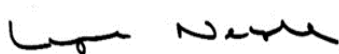
As you will be aware the Children, Young People and Education Committee is conducting an **inquiry into perinatal mental health**.

As part of the inquiry the Committee has been taking evidence on access to – and waiting times for – psychological therapies. The Committee is keen to understand what provision is available in each Health Board. To inform the Committee's conclusions and recommendations, it would be useful if you could provide the following information:

- the process for a woman who needs psychological therapy support to access it;
- waiting times for access to psychological therapy services;
- the number of individual and group perinatal clinical psychological sessions provided by your Health Board weekly;
- a breakdown of the proportion of time spent by each of your psychologists on providing:
 - (a) 1-to-1, and
 - (b) group,psychological therapy sessions for women requiring perinatal support [please provide disaggregated data for (a) and (b)].

The Committee would very much welcome this information by 24 August 2017.

Yours sincerely,



Lynne Neagle AC / AM
Cadeirydd / Chair



In response to your letter of 24 July, regarding the inquiry into Perinatal Mental Health the following summarises the Health Board's position relating to your specific questions.

The Perinatal Mental Health Team for Aneurin Bevan University Health Board has been operational since October 2016. The service accepts referrals for women with moderate to severe mental health problems from conception until they are 6 months postnatal.

We currently have one Principal Clinical Psychologist in post for 18.5 hours per week. Until June we also had a full time temporary Assistant Psychologist in post, but as other members of the specialist multi-disciplinary team have been appointed with the monies provided by Welsh Government, the service has recently appointed an Assistant Psychologist for 18.75 hours per week.

1. The process for a woman who needs psychological therapy support to access it:

Following referral the clients are assessed by a borough clinician from the Peri-natal team within 28 days of referral to the team. If the team member and the client believe they would benefit from group intervention, the client will be offered a space in the next available group therapy programme. Currently as the newly appointed Assistant Psychologist has yet to commence post, the only group available is for Acceptance and Commitment Therapy (ACT) which is offered to any mothers residing in the 5 boroughs of Aneurin Bevan but is delivered in Newport. Previously the Assistant Psychologist was co-facilitating the ACT group and running two mindfulness groups, one in Newport and one in Caerphilly.

If the team member feels individual psychological intervention is needed then the team member will discuss the client in the multidisciplinary team meeting or arrange a consultation with the psychologist. The psychologist will either support the clinician, through supervision, to provide a psychological intervention or offer an assessment appointment either individually or jointly with the borough clinician. Following assessment, the psychologist then decides whether direct intervention is required from the qualified or assistant psychologist or whether the team clinician can deliver a psychological intervention with support through supervision with the qualified psychologist.

For birth trauma the mental health midwife is also able to offer REWIND therapy following her assessment appointment.

2. Waiting times for access to psychological therapy services:

There is not a waiting list for access to psychological services. However due to only offering one group at present, some clients may have to wait up to three months to start a group. When the assistant psychologist was in post all women requiring psychological intervention were offered a group intervention within a month of their assessment.

For individual therapy, the qualified psychologist will offer an assessment within a month of the referral from the team member. The longest wait for individual intervention with the qualified psychologist is approximately two months.

For birth trauma, the mental health midwife is able to offer REWIND therapy within 1-2 weeks of a referral.

3. The number of individual and group perinatal clinical psychological sessions provided by your Heath Board weekly:

The Principal Clinical Psychologist provides:

1 session group intervention

1.5 individual sessions (assessment or intervention)

4. A breakdown of the proportion of time spent by each of your psychologists on providing a) 1-to-1, and b) group, psychological therapy sessions for women requiring perinatal support [please provide disaggregated data for (a) and (b)]

Principal Clinical Psychologist:

a) 1-1 16%

b) Group 11%

Assistant Clinical Psychologist (when in post):

a) 1-1 8%

b) Group 16%

The Health Board aims to provide psychological intervention to all women who need this support. The Health Board does not hold a waiting list for psychological interventions as this would be unhelpful to mothers prenatally, moreover, it would also be detrimental to the infant if their mothers mental health goes untreated. Therefore, where psychology staff have no capacity to deliver the intervention directly there is support and supervision to other clinicians to provide a timely approach to psychological intervention. The specialists are investing time in providing supervision, consultation and training to develop the skills of other clinicians to ensure a wider group of mothers are given effective psychological advice and support.

There are unmet needs within this population. Within the perinatal team we can only offer brief and time limited interventions due to limited capacity. This means clients' needs may only be partially met if they require longer term interventions. Clients with longer term needs can be referred onto secondary care Adult Mental Health services, though the Health Board recognises there are long waits for psychological intervention in many of these services.

The demand for psychological therapies is immense and growing. The service would like to further develop therapeutic groups focusing on the infant-parent attachment (e.g. the evidence based Watch, Wait and Wonder groups) and Dialectical Behaviour Therapy groups to address mothers with emotional dysregulation. The Health Board would also like to develop an antenatal mindfulness group for couples and consider the provision of crèche facilities to make these services more accessible.

This will all be considered in are part of the development of the next Health Board's Integrated Medium Term Plan for prioritisation for additional funding.

I hope this answers your questions and reflects the commitment of our clinicians to support mothers who require psychological therapies. If you would like any further information please do not hesitate to contact me.

(1) The process for a woman who needs psychological therapy support to access it.

Women are referred to the Perinatal Community Mental Health Service by their Midwife/Obstetrician/GP/Health Visitor/Another secondary care mental health service (e.g. a CMHT). Following the initial assessment by a member of the team a care and treatment plan is devised in collaboration with the service user. If a psychological therapy is indicated then a referral is made to the psychology team within the service. The intervention could either be an intervention that is delivered on an individual basis or in a group setting (or both).

(2) Waiting times for access to psychological therapy services.

Since the Welsh Government investment in the Perinatal mental health services in Wales the maximum waiting time a service user has experienced has been 14 weeks for individual therapy and 12 weeks for a group delivered psychological intervention.

(3) The number of individual and group perinatal clinical psychological sessions provided by your Health Board weekly;

We have 9 sessions of qualified Clinical Psychology provision within the service per week (0.9 wte). In addition we have 6 sessions of an Assistant Psychologist within the service (0.6 wte).

(4) A breakdown of the proportion of time spent by each of your psychologists on providing:

For our qualified Clinical psychology sessions approximately 80% of the clinicians' time is allocated to the provision/delivery of 1-to-1 psychological interventions and related activities (e.g. supervision, writing case notes, administration, travel, preparation for sessions, service development etc). The remaining 20% of time is allocated to the delivery of group based psychological interventions.

For the assistant psychology sessions approximately 40% of time is allocated to the delivery of group based psychological interventions, 30% to 1-to-1 individual psychological interventions and 30% to other duties (e.g. service development projects, research, administration, supervision etc).

1. Process for access to psychological therapies: For women presenting with a specific perinatal mental health issues Le. birth trauma, severe anxiety/depression (related to pregnancy), psychological therapy is accessed via the PRAMS generic assessment pathway I.e. women referred directly to PRAMS -seen for mental health needs assessment by a perinatal team clinicians (nurse/OT/psychiatrist) if psychological therapy is indicated internal referral to PRAMS clinical psychologist.

Where there is a need for psychological therapy but presenting difficulty is not perinatal specific i.e. presentations such as chronic/long term OCD, childhood trauma, part of a pre-existing severe mental illness women are signposted/referred to most appropriate existing service i.e. LPMHSS to access psychological based therapies. If mental health presentation requires referral to secondary MH services this will be facilitated by PRAMS following initial PRAMS assessment and a recommendation shared regarding need for psychological therapy.

2. The waiting time from internal referral (need for clinical psychology input being identified) to direct contact with PRAMS clinical psychologist approximately 8 weeks. Due to the limited resource and limited cross cover working arrangement within psychology waiting times are intermittently impacted by annual leave, training or sickness absence.
3. Current provision of clinical psychology inadequate to meet needs of current service and the guidance of CCQI standards. Further development work needed to clearly identify service needs and additional investment. Current provision is 0.2WTE band 8a clinical psychology (1 day per week across all 3 localities for approx 6000 live births).
4. Currently no specific clinical psychology input to group work due to limited resources and this being directed to individual therapy. Clinical psychologist has been involved in developing the group programmes which are delivered by PRAMS nurses/Occupational Therapists which does increase the scope of the service.

The Clinical Psychologist for PRAMS is currently providing the team with group reflective supervision and case discussion on a bi-monthly basis to support the development of the psychologically informed approaches within the service and provide direct case consultation.

I trust this information will assist but should you require any further information please do not hesitate to contact me.

The process for a woman who needs psychological therapy support to access it:

Funding which was made available to each Health Board in 2015 has been utilized to develop specialist community based teams within each Health Board in order to provide support to women, their infants and families. The challenge faced by these new teams, is the provision of care and treatment required for women with moderate to severe perinatal mental health problems, whilst liaising with and providing training for staff in primary care. The Health Board has successfully developed a Perinatal Mental Health Service and has recruited a multidisciplinary team which includes a Perinatal Consultant Psychiatrist (0.3wte), Perinatal Specialist Lead Nurse (1.0wte), Occupational Therapist (0.5wte), Psychology Assistant (0.5wte), Perinatal CPN (1.4wte) and a Clinical Psychologist (0.2wte).

All women within the Health Board area, upon the receipt of their All Wales Handheld Antenatal notes, will also be provided with a Health Board Perinatal leaflet clearly outlining the purpose of the service. The leaflet contains details of any relevant contact numbers and useful websites. The leaflet also aims to normalise Perinatal Mental Health problems by its use of language and discussion on how every woman has the propensity to be affected by the increase in hormone levels during the perinatal period. It also clearly outlines what is offered by the service and how this is achieved.

There is a clear pathway for accessing Psychological Therapy within the Health Board. The Integrated Perinatal Service is fully functioning in Pembrokeshire and will be fully operational in September 2017 across Carmarthenshire and Ceredigion.

Specialist Perinatal interventions are offered within Primary Care, with priority given to all Perinatal clients, in order that they may receive intervention in a timely manner. Within the Health Board's Therapeutic Day Service, the 'Emotional Coping Skills' module from Dialectical Behaviour Therapy (DBT) has been specifically adapted, with assistance from Midwifery and Health Visiting, to offer a pertinent range of coping skills during the perinatal period for women who experience emotional dysregulation. Within the local Primary Mental Health Support Service, a specialist antenatal template for group work to utilising the principles of Cognitive Behaviour Therapy (CBT) has been created. The purpose of this group is to alleviate antenatal anxiety. Work is currently progressing to create a group for Perinatal post natal problems and the team plans to initiate a specialist group, the focus being to enhance the 'first attachment relationship' between mother and infant.

Women with a diagnosis of a serious mental illness (SMI), can be offered an assessment by the Perinatal Clinical Psychologist, the resulting formulation, (a theoretically-based explanation of the information obtained from a clinical assessment), is then shared with the psychology team in each Community Mental Health Service (CMHS). All young women under 18 years of age, if they meet the criteria of a mental health disorder which may require intervention, medication or

both, and are assessed to be in need of Perinatal Service assistance alongside S-CAMHS intervention and support, will receive Care Coordination in S-CAMHS.

The Primary Care Service within the Health Board provides the majority of the Perinatal Service's psychological interventions, which have been created in collaboration with the Health Board Midwifery and Health Visiting services. All Perinatal women are given priority to ensure timely intervention in order to help prevent problems occurring or reduce further deterioration.

Where Psychological assessment is needed following an initial psychological intervention at a low intensity level (Matrix Cymru 2017), a referral will be made to the Integrated Psychological Therapy Service (IPTS). The IPTS includes a range of psychological modalities such as Cognitive Behavior Therapy, Psychodynamic Psychotherapy, Systemic Psychotherapy or Integrative Psychotherapy. These therapies are usually delivered as a high intensity intervention for complex presentations.

Waiting times for access to psychological therapy services

Within the Perinatal Mental Health Service there is access to a Specialist Perinatal Clinical Psychologist (0.2wte) and a Psychology Assistant (2.5wte). There is no waiting list for assessment and intervention within the Perinatal Mental Health Service. The Perinatal Service works in collaboration with Local Primary Mental Health Services and the Integrated Psychological Therapy Service for the provision of Psychological Therapy, as due to the limited clinical resource, the Clinical Psychologist prioritises assessment and support to the multidisciplinary team.

Referrals for Psychological interventions are directed to Primary Mental Health Services and the Integrated Psychological Therapy Service for more complex presentations, where a specific intervention such as CBT or Systemic Psychotherapy is required.

Within the Integrated Psychological Therapy Service (IPTS), waiting times vary according to the therapy modality. The waiting time for psychodynamic therapy is 18 months; however The Health Board has recently appointed three CBT therapists in addition to Integrative Therapists to the team which will lead to a reduction in this waiting time.

The number of individual and group Perinatal clinical psychological sessions provided by your Health Board weekly

The following individual and group Perinatal clinical psychological sessions are offered within the Health Board:

- Individual Perinatal Clinical Psychology sessions, 2 sessions per week offered.
- Individual sessions by Psychology Assistant, 5 sessions per week offered.
- Baby in Mind CBT Group Sessions, 22 patients have been referred, there is no waiting list for this.
- Emotional Coping Skills -Low Intensity Group, 18 people have been referred, there is currently no waiting list.

In addition to the Specialist Perinatal Psychologist and Psychology Assistant, the Adult Psychology Service also provides psychological interventions where there is co morbidity and or complex presentation.

A breakdown of the proportion of time spent by each of your psychologists on providing:

a. 1-to-1,

In the Health Board the proportion of time spent by the Clinical Psychologist in the provision of one to one treatment is 25%, and the Assistant Psychologist is 25%.

b. Group, psychological therapy sessions for women requiring Perinatal support.

In the Health Board the proportion of time spent by the Clinical Psychologist in the provision of group psychological therapy sessions for women requiring Perinatal support is 25%, and the Assistant Psychologist: 25%.

Additional Comment

Three members of the Health Board Perinatal team have received training in the Introduction to Video Interactive Guidance (VIG); however VIG cannot be delivered until the clinicians have completed Levels 1 and 2, and specialist supervision is in place. This, therefore, would seem to be a key priority for the Committee to support, in respect of increasing access to further training and supervision on a national level.

I hope that this information on the provision and waiting times for services in the Health Board is sufficient for your inquiry.

- The process for a woman who needs psychological therapy support to access it

Psychological Therapy is accessed via other professionals in the Perinatal Mental Health Team, who request advice or ask for Dr Stella Swift, the Clinical Psychologist, to become involved. The practice is that referrals are made via conversation with this individual, which enables her to do a number of things including assessment of suitability and appropriateness of the referral, possibly signpost to other Cwm Taf services or agencies, possibly offer advice and consultation to the staff member, possibly arrange to meet the client with the staff member and / or possibly offer a series of psychology sessions.

For those women who access other Cwm Taf services for a psychological therapy such as courses or 1: 1 work, a referral is made by the Perinatal Mental Health Team and a conversation is usually made with the receiving team to discuss the appropriate treatment. In some circumstances a joint appointment is made between the women, the Perinatal Team and Community Mental Health Team (CMHT).

- Waiting times for access to psychological therapy services

Most perinatal clients receive a psychological therapy in one of our Primary Care Mental Health Teams and under the Mental Health Measure we would aim to deliver treatments within 28 days of assessment.

With regards to those women who receive a psychological therapy within the Perinatal Team, psychology does not operate a waiting list within the Perinatal Mental Health Team. Instead, staff in the Perinatal Team know that Dr Swift has a (limited) number of psychological therapy slots that they can refer for. In consultation with the member of staff (as the referrer), Dr Swift then advises about access to psychology in groups or 1: 1 within Primary Care or the CMHT and likely wait times. For example, a perinatal MH client may be living anywhere within the UHB so could potentially access a psychologically informed therapeutic group in their local area. The psychologist also offers a consultation meeting once a month to prioritise perinatal requests.

When Dr Swift is on leave, urgent requests will of course be managed by an appropriate consultant psychologist member of the team.

- The number of individual and group perinatal clinical psychological sessions provided by your Health Board weekly.

Dr Swift has one session per week, which she consolidates to offer one day a fortnight. On that day, she offers four individual appointments, plus a team consultation session.

- A breakdown of the proportion of time spent weekly by each of your psychologists on providing 1: 1 and group sessions:

We provide 1 to 1 sessions for 4 hours per week including travel time for home visits -so just over 10.5% of the week's activity. We do not currently offer group sessions.

I hope that this information answers your questions, I would be happy to clarify or provide more information as needed.

Process

In BCUHB, the process for women requiring access to psychological therapy for significant mental health difficulties is through a single point of access to their local mental health teams. These are multidisciplinary teams, whose staffing includes psychiatric nurses, psychiatrists, social workers, occupational therapists, clinical psychologists, and psychological therapists. After an initial assessment (part 1 of the Mental Health Measure), a woman may be either offered an intervention in primary care mental health services or if her difficulties are moderate to severe she will be stepped up to secondary care.

As Clinical Psychologists and psychological therapists are limited in number they focus direct care input at secondary care Community Mental Health Team (CMHT) level (moderate to severe needs), although supervision and training is offered to primary Care practitioners.

Waiting times

Unfortunately we have some significant waiting times for psychological therapy in general adult mental health services. Despite some improvements with recent initiatives, waiting times can vary from 3 months to 36 months depending on area and CMHT team working. This is largely due to limited resource and increasingly high demand, and meeting Matrics Cymru recommendations on the delivery of evidence based psychological therapies will require more investment in specialist resource psychology staffing levels and full implementation of stepped care in services.

Number of individual and group sessions offered by the clinical psychologist in BCUHB Perinatal Service

Due to funding constraints, BCUHB currently has a limited amount of perinatal clinical psychology time.

This was agreed as 0.6 Whole Time Equivalent (WTE) of an 8a for the whole of North Wales.

The service has been able to recruit an experienced clinical psychologist to work this part time post, and she has been working with the rest of the staff team to develop the service. While the demand and needs are still being clarified in North Wales, her job plan will be required to be multifunctional for a wide reach to service users and include both direct input and supervision/training and consultation to others for indirect reach. For accessibility, the team is also required to travel between appointments to see clients, which in such a large area can significantly reduce clinical time.

Although still developing according to need and demand, a broad breakdown outline of her 0.6 WTE time is:

0.1 WTE administrative tasks which includes formal report writing, replying to email consultations to staff, and telephone calls;

0.3 WTE providing direct input to clients which currently is made up of individual sessions but with developments will include group. Depending on the location of clients, this equates to around 5-7 individual clinical slots depending on whether assessment or type of intervention. Assessment is recommended as a 1 Y, slot, as are some interventions such as EMDR;

0.2 WTE clinical meetings, perinatal team meetings, providing supervision and training to others.

Proportion of time spent by each psychologist on providing 1: 1 and group psychological therapy sessions for women requiring perinatal support

Due to the lack of reliable data, it is difficult to give a proportion of time which generic adult mental health psychologists spend in providing therapy sessions for women requiring perinatal support. The demand on psychology time in generic services is very high, with a small number of psychologists working in generic adult mental health services. The psychologist role is multifunctional, and has a broad indirect reach for service users through the provision of supervision and training of Multidisciplinary Team (MDT) colleagues in lower step psychological work. This has included supervision and guidance to health visitors around perinatal issues.

On average, a psychologist will spend 75% of their time providing direct clinical input to clients but in adult mental health services this is to people across the age range and across multiple high risk clinical populations. This includes individual and group skills work, such as compassionate mind and DBT skills groups. The rest of their time is spent in team meetings, clinical meetings, administration and report writing, and indirect reach for clients through training, supervision, and consultation to others. Within BCUHB women requiring perinatal support have received input from psychologists in CMHTs and the inpatient units, but these women will tend to have come up

through the pathway and are presenting with severe difficulties including acute psychosis where group interventions are less likely to be appropriate.

To date, numbers of women in each CMHT area ready and able to attend group have been low, but this needs more attention and a wider geographical perspective to scope out.

I trust this information is helpful to the committee. Please do not hesitate to contact me again should you require further detail.

1. The process for a woman who needs psychological therapy support to access it:

The process for a patient seeking psychological therapy support is via a referral from the Patients GP Community Mental Health Team or Midwifery/Health Visiting Services to Local Primary Mental Health Support Service. Following referral, an assessment is undertaken, followed by a course of therapeutic intervention.

2. Waiting times for access to psychological therapy services:

Our recording systems do not currently enable us to disaggregate patients waiting times for perinatal psychological support from psychological interventions due to other mental health conditions.

The vast majority of people (87%) accessing psychological therapies do so within 26 weeks. There are however some people (13%) waiting longer and we have an active improvement programme in place to ensure no-one waits more than a maximum of 26 weeks by January 2018.

Importantly, we are using technology to support people with mild to moderate depression. Our mastermind "Beating the Blues" programme of internet based CBT, offers people with mild to moderate depression a computerised package of therapy supported by primary care and our mental health services.

3. A breakdown of the proportion of time spent by each of your psychologists on providing:

(a) 1 to 1, and

(b) Group

Psychological therapy sessions for women requiring perinatal support.

Our data recording systems do not currently enable us to specifically measure the time Psychologists spend supporting women requiring perinatal support on a one to one basis.

Currently, within Powys, no dedicated group work is undertaken specifically for perinatal psychology. This is due to the very small number of women requiring this type of intervention, and the wide geographical area that Powys covers.

Where women require these services, they are either delivered directly by the Powys Psychology service or a specialist support service is commissioned to deliver a specific intervention.

Alun Davies AC/AM
Gweinidog y Gymraeg a Dysgu Gydol Oes
Minister for Lifelong Learning and Welsh Language



Llywodraeth Cymru
Welsh Government

Ein cyf/Our ref: MA-P/ARD/2614/17

Lynne Neagle AM
Chair of the Children, Young People and Education Committee
National Assembly for Wales
Cardiff Bay

1 August 2017

Dear Lynne

Thank you for your letter dated 10 July regarding the Committee's ongoing interest in youth work in Wales.

I recognise the importance and value of good quality youth work. I am therefore pleased to hear the Committee's intentions to continue reviewing youth work across Wales and to closely monitor the work of the Welsh Government in this area. I understand that you will be seeking to arrange a formal scrutiny session for the New Year as an opportunity for me to update you on progress.

As we develop statutory direction and guidance for our Youth Support Services in Wales, informed by stakeholders, your views and the views of the Committee are crucial. With this in mind, I welcome the opportunity to meet in the autumn to discuss the issues that have been raised with you by stakeholders. I have therefore asked my diary secretary to contact you to arrange a date.

Yours sincerely,

Alun Davies AC/AM
Gweinidog y Gymraeg a Dysgu Gydol Oes
Minister for Lifelong Learning and Welsh Language

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We welcome receiving correspondence in Welsh. Any correspondence received in Welsh will be answered in Welsh and corresponding in Welsh will not lead to a delay in responding.

Agenda Item 5.11

Ken Skates AC/AM

Isgorffwrdd y Cabinet dros yr Economi a'r Seilwaith
Cabinet Secretary for Economy and Infrastructure



Llywodraeth Cymru
Welsh Government

Ein cyf/Our ref MA – P/KS/2482/17

Lynne Neagle AM

Chair - Children, Young People and Education Committee

26 July 2017

Dear

Lynne

Thank you for your letter of 5 July 2017 regarding the Committee's interest in examining the development of learner travel in Wales and the compliance of Local Authorities with learner travel legislation and guidance.

Welsh Government is committed to ensuring the safety of learners on their home to school journey as well as promoting their well-being through a healthy active lifestyle.

The Learner Travel Measure was made in 2008 and since that time Welsh Government has made further legislation which interacts with the Measure, in particular the Active Travel Act 2013 and the School Standards and Organisation (Wales) Act 2013. In 2014, Welsh Government also developed new guidance for the risk assessment of walked routes to school which extended the criteria by which walked routes are judged to be unsafe. We have continued to monitor the effectiveness of the risk assessment guidance are currently reviewing the Travel Behaviour Code. There was a full scale consultation as part of this review which actively sought the views of learners.

The guidance is subject to continual monitoring. Where this identifies that revisions are required, the guidance is updated and re-issued. This happened most recently in January 2016, to make minor improvements. My officials will be reviewing the guidance again shortly in the light of the Additional Learning Needs legislation and subsequent guidance to ensure a consistent approach.

The Travel Behaviour Code, which is a statutory measure under the Learner Travel Measure, aims to promote good behaviour on the home to school journey in the interests of safety and pupil well-being. During the review of the learner travel guidance it became apparent that learners were not aware of the current Code and as a consequence Welsh Government have been preparing a refreshed version to raise awareness of expected behaviour, reporting mechanisms and sanctions against breaches of the Code. Learners have been actively engaged in the review of the learner travel behaviour code.

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We welcome receiving correspondence in Welsh. Any correspondence received in Welsh will be answered in Welsh and corresponding in Welsh will not lead to a delay in responding.

I have now launched the new All-Wales Travel Behaviour Code, which includes the behavioural standards expected of learners. It is accompanied by revised Travel Behaviour Code statutory guidance which includes the framework of actions to enhance the effectiveness of the Travel Behaviour Code. I have also issued a parental Guide to the Travel Behaviour Code to help parents support safe and comfortable journeys for learners.

The 'Active Journeys' and 'Walk to School in Wales' projects also support schools to review and improve active travel options in their areas. A Toolkit has been produced to allow schools, local authorities and community groups to independently carry out reviews of the walking routes in their area, offering a sustainable way of assessing and identifying ways of improving the active travel infrastructure in Wales. This will give learners more opportunities to travel actively to and from school, enabling them to obtain the health and well-being benefits of physical activity.

With regards to compliance, following the previous Minister's correspondence to Local Authorities reminding them of their duties under the Learner Travel (Wales) Measure I am satisfied that all Local Authorities are complying with their duties. My officials last conducted a survey of how local authorities carried out risk assessments for walked routes to schools in June 2016. I intend to hold another survey over summer 2017 to monitor how local authorities are considering the walked to school elements of learner travel.

Where I have received an indication that there may be non-compliance, for example, in a letter from a parent raising concerns, I have written to the local authority in question to remind them of their duties and obligations and seek assurances from the local authority that they have followed the relevant guidance and legislation. The responses that have been provided to me by the local authorities have assured me that the final position they have adopted complies with their obligations and duties.

There are several options open to me in the event of non-compliance, including a power of Direction under s.15 of the Learner Travel Measure. I have considered making a Direction in a small number of cases, but in each case the situation has been resolved through correspondence and/or the local authority's own procedures.

Yours ever,

Ken

Ken Skates AC/AM

Ysgrifennydd y Cabinet dros yr Economi a'r Seilwaith
Cabinet Secretary for Economy and Infrastructure



Llywodraeth Cymru
Welsh Government

Ein cyf/Our ref: MA-(P)/VG/1381/17

Lynne Neagle AM
Chair
Children, Young People and Education Committee
National Assembly for Wales
Cardiff Bay
Cardiff
CF99 1NA

9 August 2017

Dear Lynne,

Thank you for your letter of 12 July regarding the Revised School Nursing Framework 2017 and clarification of the school nurses' relationship with learners who have long-term or chronic health conditions, or existing healthcare needs guidance.

The framework has been set out to ensure inclusivity for all learners within mainstream education. This will be further enhanced later in the year with the launch of a School Nursing Framework for Special Schools.

The framework reflects the structure of the Healthy Child Wales Programme to include universal, enhanced and intensive provision of care. This was mirrored to ensure that a seamless transition could occur between health visitor and school nursing services, with transfer of any complex issues and healthcare needs. The framework states:

Intensive – further interventions, built upon ongoing assessment and analysis of greater need. The school nurse, when involved with the health needs of a child or young person, will work in partnership with other agencies and contribute appropriately to deliver the agreed plan.

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We welcome receiving correspondence in Welsh. Any correspondence received in Welsh will be answered in Welsh and corresponding in Welsh will not lead to a delay in responding.

The Intensive service provision will therefore enable the school nurse to act as a facilitator between education, health and specialist services, to minimise any disruption to the learner's experience. In doing so, we would expect regard be given to the 'Supporting Learners with Healthcare Needs' guidance. The guidance emphasises the need for a collaborative approach from education and health professionals, placing the learner at the centre of decision making.

Yours sincerely,

A handwritten signature in black ink that reads "Vaughan Gething". The script is cursive and fluid, with the first name and last name clearly distinguishable.

Vaughan Gething AC/AM

Ysgrifennydd y Cabinet dros Iechyd, Llesiant a Chwaraeon
Cabinet Secretary for Health, Well-being and Sport

National Assembly for Wales
Children, Young People and Education Committee

Elin Jones AM

Llywydd and Chair of the Business Committee,
National Assembly for Wales

21 July 2017

Dear Elin,

Programming forthcoming legislation

Thank you for your letter of 12 July. The Committee considered the matter at its meeting yesterday. It is content for the forthcoming Bill on Childcare Offer Application Processing to be referred to the Committee once introduced. At this point Members do not foresee any issues in terms of the Committee's capacity to consider the Bill.

The Committee is grateful to you and the Business Committee for consulting on the legislative programme at this early stage in order to assist our forward work planning.

Yours sincerely,



Lynne Neagle AC / AM
Cadeirydd / Chair



Elin Jones AM
Llywydd
National Assembly for Wales

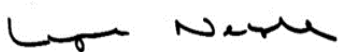
26 July 2017

Dear Llywydd,

Implementation of the Wales Act 2017

Thank you for your letter dated 11 July 2017. The Committee considered your letter at its meeting on 20 July 2017 and agreed that – regarding matters within the Committee’s remit – it had no objections to the Secretary of State’s proposal for the principal appointed day.

Yours sincerely,



Lynne Neagle AC / AM
Cadeirydd / Chair





Elin Jones AC, Llywydd

Cynulliad Cenedlaethol Cymru

Elin Jones AM, Presiding Officer

National Assembly for Wales

Committee Chairs
National Assembly for Wales
Cardiff Bay
CF99 1NA

18 August 2017

Dear Committee Chair

Implementation of the Wales Act 2017

Thank you for the consideration by your Committee of the Secretary of State for Wales' consultation on the above.

Please find attached my response to the Secretary of State for Wales. In light of comments received from the Finance Committee and discussions with Welsh Government officials, I have suggested changing the day on which the reserved powers model will come into effect from 6 April 2018 to 1 April 2018, to coincide with the date on which the new devolved taxes will come on stream. The Secretary of State for Wales will specify the Principal Appointed Day in Regulations.

I will keep you informed of any further correspondence from the Secretary of State for Wales on this matter.

Yours sincerely

Elin Jones AM
Llywydd

Enc

Croesewir gohebiaeth yn Gymraeg neu Saesneg / We welcome correspondence in Welsh or English

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Elin Jones AC, Llywydd

Cynulliad Cenedlaethol Cymru

Elin Jones AM, Presiding Officer

National Assembly for Wales

The Rt Hon Alun Cairns MP
Secretary of State for Wales
1 Caspian Point
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Cardiff Bay
CF10 4DQ

Your ref: 250SUB 17
Our ref: PO210/EJ/HG

18 August 2017

Dear Alun

Thank you for your letter dated 10 July proposing 6 April 2018 as the Principal Appointed Day on which the reserved powers model for Wales will come into effect.

I have considered the proposals you put forward, and consulted the Assembly's committees. On this basis, I agree with you that the new arrangements should come into effect in April 2018 on the same date as the new devolved taxes take effect - the Land Transaction Tax and Landfill Disposals Tax. I am advised that this will happen on 1 April 2018. I would therefore suggest that the PAD should be 1 April 2018. This would mean that the reserved powers model would come into effect on Easter Sunday.

You also indicated in your letter that your officials were considering whether the two year parliamentary session would give rise to any implications for the Legislative Consent Motions which might be required. I look forward to receiving this further information in due course.

Yours sincerely

Elin Jones AM
Llywydd

cc Chairs of Assembly Committees

Croesewir gohebiaeth yn Gymraeg neu Saesneg / We welcome correspondence in Welsh or English

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Carl Sargeant AM
Cabinet Secretary for Communities and Children

8 August 2017

Dear Carl,

Follow up from general scrutiny session on 20 July

Thank you for your time in Committee at the end of term. During the course of the meeting you undertook to provide additional written information on the areas below, to supplement your oral evidence:

- The Child's Rights Impact Assessment (CRIA) process, including the system in place to monitor its use and examples of changes to policy which have occurred as a result of a CRIA;
- The relative independence of Wales' statutory commissioners model as compared with those in other countries (focusing on the Children's Commissioner in particular);
- The timescales to which Children First pioneer areas are working;
- An update on when the childcare workforce strategy will be delivered, and further detail on its content and plan for implementation;
- A note on the work being undertaken by your team in relation to children and young people in preparation for the UK's withdrawal from the EU;
- Details on recent (academic) evaluations of Flying Start and other similar post-code based schemes, with specific comparisons of outcomes for those children who access the schemes and those who do not.

During the course of the session you also undertook to provide early in the autumn term a definitive response to the question of whether you will re-establish a stakeholder advisory group on Advocacy. The Committee looks forward to receiving this information once available.



Further to the session the Committee also wanted to follow-up on the following specific areas:

Child poverty

As discussed in Committee, progress in tackling child poverty at a Wales level will now be assessed using the **46 National Indicators** underpinning the *Wellbeing of Future Generations (Wales) Act 2015*, in addition to a report every three years on the extent to which objectives in the Child Poverty Strategy have been achieved, as required by the *Children and Families (Wales) Measure 2010*.

In response to the consultation on the National Indicators during the Fourth Assembly, as Minister for Natural Resources, you issued a written statement which stated:

In terms of the responses around ensuring we are capturing the well-being of children, we accept that this is important for understanding the well-being of future generations... However, many of the areas of subjective well-being are captured through the National Survey for Wales which does not cover children, and it will be for the next government to consider options for how this can be collected in the future. **(17 March 2016)**

As Child Poverty now resides within your Cabinet portfolio, the Committee would welcome further information on action taken by the Welsh Government to address this discrepancy, to ensure the collection and analysis of children's subjective well-being informs the approach to empowering resilient communities.

Childcare offer

The Committee noted the steps being taken to deliver the manifesto pledge relating to the childcare offer in Wales. As a Committee we intend to keep a close eye on the extent to which delivery of this pledge will impact on other important policy priorities for children and young people.

Communities First

Since our general scrutiny session you have received the recommendations made by the Equalities, Local Government and Communities (ELGC) Committee's Inquiry into learning the lessons from Communities First. Recommendation 1 of that report aligns with our discussion in Committee, which explored how the Welsh Government is working with local authorities to support the continuation of the most effective Communities First programmes for children and young people.

As you are aware, the Child Rights Impact Assessment (CRIA) undertaken during the decision making process to phase out Communities First highlights that 207



of the 647 (32%) Communities First projects in 2016-17, are focused particularly on children and young people. The CRIA further states that to mitigate the impact following the decision to phase out Communities First, local authorities will be expected to produce exit strategies and Welsh Government officials will work closely with them on developing and delivering these strategies to maintain valued services, including those for children, young people and their families.

Where there is evidence of existing Communities First projects benefiting children and young people, the Committee believes that all opportunities should be taken by the Welsh Government to ensure that their activity continues. The Committee was concerned to hear you say in your evidence that the continuation of projects currently delivering services for children and young people will be a matter for the local authority to deal with locally. We concur with ELGC Committee's recommendation that the Welsh Government should work with local authorities to identify all programmes currently delivered by Communities First which should be delivered by other statutory bodies, and that responsibility for those programmes which are successful and are valued by local communities is transferred to the relevant statutory body.

Where there is no obvious statutory provider to deliver services, we also support recommendation 11 from ELGC Committee's report, which encourages adjustments be made to relevant Welsh Government programmes to mitigate against unintended consequences from the closure of Communities First. The Committee would welcome an update on your response to the ELGC Committee's recommendations in those areas which relate to children and young people.

Children's rights

The continued importance of embedding and strengthening children's rights across all government policy and legislation remains a key concern for the Committee. We remain to be convinced that:

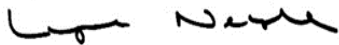
- the Wellbeing of Future Generations Act (WFGA) alone is sufficient for ensuring that due regard is paid to the rights of children, especially as it does not include an explicit legal duty of due regard to the United Nations Convention on the Rights of the Child (UNCRC);
- the UNCRC does not need to be extended to domestic legislation, such as the Additional Learning Needs and Education Tribunal (Wales) Bill currently before the Committee. As set out in the [Committee's Stage 1 report](#) on the Bill (paragraph 282 and recommendation 31), the Committee believes that it is vital that the UNCRC filters down through policies to those responsible for delivery 'on the ground', and that the principles of the Convention are understood in the delivery of duties. The Committee believes that the Bill should include a specific duty on relevant bodies to have due regard to the UNCRC.



During our session you noted that you maintained an open mind on amending existing legislation if it was identified as an issue in the January 2018 Compliance Report on the children's rights scheme. We look forward to receiving an update on developments in this regard once the Compliance Report is available.

The Committee would be grateful for a response by **Tuesday 12 September** to inform its work over the next term. I will share a copy of this letter with the ELGC Committee given the relevance of certain aspects to its portfolio.

Yours sincerely,



Lynne Neagle AC / AM
Cadeirydd / Chair





Eich cyf/Your ref
Ein cyf/Our ref: MA- P/CS/3044/17

Lynne Neagle AM
Chair
Children, Young People and Education Committee
National Assembly for Wales
Cardiff Bay
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14 September 2017

Dear Lynne

Thank you for your letter of 8 August, following my attendance at Children, Young People and Education (CYPE) Committee on 20 July. As set out in your letter, during the session I agreed to write to the Committee to provide further detail on a number of points. This information is set out below.

Child's Rights Impact Assessment (CRIA) Process

With respect to the Child's Rights Impact Assessment (CRIA) process, including the system in place to monitor its use and examples of changes to policy which have occurred as a result of a CRIA, the purpose of the CRIA is to help Welsh Government officials to consider the impact of any proposed law, policy or budgetary decision on children and their rights. This is as set out in the United Nations Convention on the Rights of the Child (UNCRC). Officials are therefore able to fully brief Welsh Ministers on these impacts. The CRIA process helps to ensure that the best interests of children and young people are a primary consideration in all Ministerial decisions which affect them.

The process includes completion of a template, which prompts officials to consider key questions around analysing the impact of the proposal on children and young people, and setting out whether and how the proposal supports and promotes children's rights. There is a high level of awareness across Welsh Government of the need to complete a CRIA wherever there are potential impacts on children and young people. The Children's Rights team within Welsh Government ensures that officials have access to up to date advice, guidance, UNCRC E-learning and examples of good practice for undertaking the CRIA process.

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We welcome receiving correspondence in Welsh. Any correspondence received in Welsh will be answered in Welsh and corresponding in Welsh will not lead to a delay in responding.

Regular related news items on the Welsh Government intranet, staff departmental newsletters and poster campaigns in Welsh Government offices ensure continued awareness raising.

The Children's Rights team also facilitate staff to draw on children's rights expertise outside of the Welsh Government which contributes to a better understanding of the application and interpretation of the UNCRC within their work.

There is a dedicated mailbox which staff are required to forward all completed CRIAs to for advice and guidance. All CRIAs received via the mailbox are logged on a central database which provides a record of CRIAs undertaken.

The Children's Rights team also monitors the Welsh Government's legislative programme and consultation webpage to ensure that CRIAs have been undertaken on all the key pieces of work. Where this cannot be established there is a follow-up procedure.

All CRIA documents relating to legislation are published on the Welsh Government website, alongside the relevant piece of work. For non-legislative decisions, all completed CRIA titles are listed in a quarterly CRIA Newsletter which are available upon request via the CRIA mailbox. The Newsletter provides a cumulative record of all completed CRIAs. To date the Children's Rights Team has received 24 requests for copies of CRIAs from external stakeholders who are on our distribution list for the CRIA newsletter.

An evaluation of the CRIA process was undertaken in 2015 and an updated CRIA template document is currently being piloted.

Changes to Policy Which Have Occurred as a Result of the CRIA

The Children's Commissioner for Wales' response to the CRIA for the Active Travel Bill (now Act) is an example of a situation where the CRIA prompted concerns and enabled discussion and a participative approach to working in the best interest of children, resulting in the development of new statutory guidance.

The Children's Commissioner's comments on the CRIA highlighted concerns about the personal safety of children and young people when walking to school. While traffic safety issues had been considered, a wider range of factors that might affect personal safety needed to be taken into account. These were issues such as whether a route was well-lit, contained isolated areas or areas known for anti-social behaviour by older children or adults. The Commissioner was of the opinion that article 19 of the UNCRC was not adequately being taken into account.

Although the Bill itself was not amended, the then Minister for Economy, Science and Transport pursued this point and as a result developed new statutory guidance on the risk assessment of walked routes to school which Local Authorities are now required to consider. The subsequent guidance included specific provision for personal safety which was informed by the views of children and young people, in addition to expectations regarding their participation in implementing the guidance.

Statutory Commissioners Model

At Committee we discussed the relative independence of Wales' statutory Commissioners model as compared with those in other countries (focusing on the Children's Commissioner in particular).

As my remit relates to children and young people, I have focused below on the position with regard to the role of Children's Commissioners.

The model in Wales is that the Children's Commissioner is appointed by the First Minister and funded by the Welsh Government. The Commissioner has corporate sole status and is an independent human rights institution. This is fundamental to the operation of the Commissioner's remit. The Commissioner's work programme is set by the Commissioner, in compliance with the legislative obligations, and no areas of the work plan (including statutory reviews or examinations) require the approval of Ministers.

This model is essentially the same as that for the roles of the Children's Commissioner for England (CCE) and the Northern Ireland Commissioner for Children and Young People, which are both also sponsored by government departments.

In contrast, the Children and Young People's Commissioner Scotland (CYPCS) is appointed by Her Majesty on the nomination of the Parliament and is funded by and accountable to the Scottish Parliament. The models which exist in Belgium and in the Netherlands are closer to the Scottish model. In Belgium the office of the Children's Rights Commissioner is a public independent agency, funded by and reporting annually to the Flemish Parliament. In the Netherlands, an Ombudsman for Children function is embedded in the National Ombudsman office and under legislation a Deputy Ombudsman was designated the first Ombudsman for Children. Both the National Ombudsman and the Ombudsman for Children report directly and independently to the Dutch Parliament.

In Northern Ireland the Commissioner is appointed by the First Minister and deputy First Minister. There have been two reviews of the Commissioner's legislation (2006 and 2013) and both recommended that to be [Paris Principles](#) compliant (the principles around the independence of public bodies involved in human rights), NICCY should be independent of government and report to the Northern Ireland Assembly rather than a government department. These reports identified critical constraints in the NICCY legislation that impact on the ability of the Commissioner to fully exercise her legal powers. The NI Executive has not implemented any of these recommendations or required changes to date.

The former Minister for Communities and Tackling Poverty commissioned an independent review into the current legislative and governance frameworks supporting the Children's Commissioner for Wales, which reported its findings in December 2014. The review made 42 recommendations, including that the Welsh Government should transfer the appointment and funding of the Children's Commissioner to the National Assembly.

In the Welsh Government's view, the current model protects the Children's Commissioner's independence. While the First Minister appoints the Commissioner and funds her office, she has independent status as a sole corporation, and sets her own agenda. Further, it is the National Assembly for Wales, not the First Minister or Welsh Government, which holds her to account. Dividing responsibility for appointment and funding on the one hand and for scrutiny on the other, between the Welsh Government and the National Assembly for Wales, helps to ensure both the independence and the accountability of the Commissioner.

Children First Pioneer Areas

You asked about the timescales to which Children First pioneer areas are working. The Pioneer areas will be developing a range of approaches for Children's First over the next 12 months. Their focus for the first year will be upon the Pioneer areas engaging with their communities to develop a strategic plan.

Each Pioneer area will develop a Theory of Change, which will provide a clear vision of their planned activities and how these relate to outputs and short-term and long-term outcomes, as well as the linkages between each stage. Data from the Pioneer areas will be gathered during the summer of 2018 and will be used to evaluate the different approaches taken by the Pioneer and inform any decision about whether to roll it out to other communities.'

Delivery of the Childcare Workforce Strategy

I agreed to provide the Committee with details of my plans for publishing the childcare, play and early year's workforce plan and how I intend to take forward its implementation.

As I stated at Committee, I want to ensure the plan is right and that it meets the needs of the sector. In my ongoing discussions with the sector, they have raised a number of concerns with me regarding the rising costs of childcare provision, in particular the impact of the National Minimum Wage and meeting cost increases such as business rates and premises costs. As part of finalising the workforce plan, it is crucial that we support the sector to build its capacity and capability, not only to deliver the roll out of the childcare offer but to also support the longer term aspirations of the workforce plan.

I have discussed with the Cabinet Secretary for Economy and Infrastructure and the Minister for Skills and Science and our officials are currently considering what additional business and skills support can be provided to the sector in taking forward the work to finalise the plan. I anticipate this work being completed shortly. In the meantime, the Cabinet Secretary for Economy and Infrastructure has recently announced £100,000 to help childcare businesses to offer more places. This funding will also be made available within the Local Authority early implementer pilot areas to test how best to support the sector moving forward.

In terms of taking forward the implementation of the workforce plan, it's important to note that this work is already well underway in a number of areas. For example, in meeting the aspirations of the plan, it will be key for the sector that the new suite of qualifications are ready for teaching in September 2019. A significant amount of progress has already been made to ensure this will be delivered. In addition, Progress for Success has been developed alongside the workforce plan, with the main purpose of increasing the levels of recognised childcare and play qualifications held by the existing workforce. The current programme is due to end in October 2018, and as at the end of July 2017, there were 823 participants accessing the programme.

It is vitally important Welsh Government's policies and programmes align to ensure we are able to fully support the sector. I hope the above provides the Committee with an update on progress and I look forward to publishing the final workforce plan in the autumn.

UK's Withdrawal from the EU: Children and Young People

You also asked for a note on the work being undertaken in relation to children and young people in preparation for the UK's withdrawal from the EU. A young person's summary document of ["Securing Wales' Future - Moving from the European Union to a new relationship with Europe"](#) has been developed and published on the Welsh Government's campaign website alongside the [White Paper on Securing Wales' Future](#). This document has been shared widely both with officials and external stakeholders including the children's participation workers across every Local Authority, Children in Wales, Unicef and the Wales Observatory on the Human Rights of Children.

I have agreed funding to procure the services of an external organisation(s) to deliver a series of workshops across Wales to enable children and young people to have a voice and have their views taken into account on the European Union, and to develop an online consultation to begin in this financial year.

I have also agreed to setting up an advisory group of young people who will ensure the views collected through the workshops and consultation, are passed on to the European Advisory Group and given serious consideration by Welsh Government.

Any young persons' working group or representatives would feed into the Welsh Government's European Advisory Group. My officials are currently taking this work forward. I will provide further details in due course.

Evaluations of Flying Start and Similar Post-code Based Schemes

An Impact Evaluation of Flying Start was published in 2013:

<http://gov.wales/docs/caecd/research/131205-national-evaluation-flying-start-impact-report-en.pdf> . The report is based on the findings of the second wave of a longitudinal survey of 2,116 families with children aged between two and four living in Flying Start delivery areas and non-Flying Start comparison areas. To estimate the impact of the programme, respondents in Flying Start areas were matched with respondents in the comparison group on a range of factors such as age, family size, education, type of housing, lone parent status and other socio-economic variables. While this method accounts for a number of observed differences between the two groups, it cannot overcome all underlying differences. The evaluation concluded that it is possible that Flying Start has had a positive impact on parent and child outcomes. This conclusion is based on the assumption that families living in the Flying Start areas started from a lower 'base' than those in the comparison group before the programme was introduced. There is some evidence that the matching process could not fully adjust for all underlying differences. Therefore, the lack of a statistically significant difference suggests that Flying Start may have brought about improvements, with families' outcomes now being on a par with their less disadvantaged counterparts.

A report [was](#) published in February 2017 which presents the findings of an analysis of the educational outcomes of children living in Flying Start areas using existing datasets:

<http://gov.wales/docs/caecd/research/2017/170208-flying-start-educational-outcomes-en.pdf>

The analysis found that the attendance rates of children who were potentially eligible to receive at least two years of Flying Start support, is higher than those who lived in the same area before the introduction of Flying Start. Their attendance was also found to have improved at a more rapid pace than children living in non-Flying Start areas.

We are currently piloting an approach to collecting individual level data on engagement and outcomes for Flying Start children. It is anticipated that this will lead to a more robust analysis of outcomes for Flying Start children compare with those for similar, non-Flying Start children, including both eligible children not in receipt of entitlements and children living in non-eligible areas.

Annex 1 to this letter lists other relevant studies commissioned by the Welsh Government.

Other Issues

Your letter also raised a number of points on which the Committee wanted to follow-up. Responses are set out below.

Advocacy

I will update the Committee on Advocacy in due course.

Child Poverty

Welsh Government recognises the importance of capturing the well-being of children and young people from their own perspective and for this to inform policy development and evaluation.

The Welsh Government already publishes and utilises the [Health Behaviour in School-aged Children \(HBSC\) Wales](#) survey which allows for analysis of key trends in health outcomes, behaviours, and the social context on a national level. This is used to report on the national well-being indicators for Wales arising from the Well-being of Future Generations (Wales) Act 2015 – indicator 5, percentage of children with fewer than two healthy lifestyles (composite indicator using data on smoking status, alcohol consumption, physical activity and fruit/vegetable consumption).

In addition, we have recently provided additional funding, approved by the Cabinet Secretary for Education and Skills, to boost the HBSC survey to include data on child well-being and children's rights in Wales. The data from this additional research will be reported alongside the National Indicators, with the potential for being adopted formally as part of the suite of indicators.

The HBSC study offers a platform to collect and analyse these data for young people of secondary school age in the first instance. This study is being administered via the School Health Research Network (SHRN) hosted in Cardiff University. The additional funding is supporting the development, testing, collection, analysis and dissemination of data on subjective wellbeing. This is provided by a variation of an existing grant to SHRN via the National Centre for Population Health and Wellbeing Research (funded by the Research and Development Division in the Department for Health and Social Services).

The fieldwork for the HBSC survey, along with additional subjective well-being questions, will be undertaken during the Autumn/Winter of 2017/18, with reporting in the spring of 2018.

Over and above this work, the Welsh Government also regularly undertakes qualitative and quantitative research with children and young people as part of other survey work and policy specific studies. Examples include:

- the Evaluation of the Foundation Phase;
- the Wales boost to the Millennium Cohort Study;
- Understanding the educational experiences and opinions, attainment, achievement and aspirations of looked after children in Wales

All these studies are published on the Welsh Government's Statistics and Research webpages: <http://gov.wales/statistics-and-research/?lang=en>

Further background about HBSC and SHRN

The main objectives of the Health Behaviour of School Aged Children (HBSC) study are:

- to provide an in-depth understanding of young people's health and well-being, including the social determinants of health;
- to inform policy and practice to improve young people's lives;
- to disseminate findings to various groups, for example Welsh Government policy makers, local government, the NHS, teachers, parents, young people and researchers; and
- to initiate and sustain national and international research on health behaviour and the social context of health among young people.

The School Health Research Network (SHRN) extends to more than 50% of secondary schools in Wales, the largest network of its kind in the world, with some 39,000 pupils. The network is well on its way to achieving 100% during the 2017/18, with plans to extend the work to primary schools. The Network provides a strong infrastructure on which to build the evidence base about wellbeing. Each school in the network completes a bilingual electronic Student Health and Wellbeing Survey every two years. The survey is based on the World Health Organization's collaborative Health Behaviour of School-aged Children Survey to allow integration of the two surveys every four years and is accompanied by a School Environment Questionnaire, which allows relationships between school policies and practices and student health to be investigated. The surveys provide a flexible and responsive infrastructure to collect data on school practice, emerging and policy-relevant issues and provide a cost effective infrastructure to conduct school-based surveys, research studies and natural experiments of new policies. Utilising an existing network increases the efficiency of the work and reduces burden on schools with the added benefit of bringing together health and education funding to support children's well-being across portfolios.

Childcare Offer

I welcome the Committee's continued interest in the development of a Childcare offer and its impact on related policies, and I will keep members updated on progress.

Children's Rights

The Rights of Children and Young Persons (Wales) Measure 2011 was a milestone and this Government's commitment to the UNCRC remains absolute. As my evidence on the CRIA process demonstrates, the Welsh Government is committed to placing children's rights at the centre of our policy and decision-making.

The Well-being of Future Generations (Wales) Act provides a stronger governance framework for public bodies to improve how they serve the interests of children and young people. The Act provides for better decision making by ensuring that public bodies look to the long term; help prevent problems occurring or getting worse; take an integrated and collaborative approach; and involve people of all ages – including children and young people.

The First Minister has written to the Children's Commissioner outlining our position on the due regard duty, and our position has not changed. We do not agree that there is a need to place a general duty to have due regard to the UNCRC in all primary legislation relating to children and young people.

The Welsh Government, as required by the 2011 Measure, considers children's rights and ensures they are built into the development of legislation. By complying with these duties, service providers and practitioners will give effect to the rights described in the Convention. A general due regard duty on service providers would not itself lead to improved outcomes for children and young people. It would not guarantee a particular action or result and there is no evidence it would have a positive impact in terms of improved outcomes.

If we were to place a due regard duty directly on those exercising statutory functions, we risk distracting frontline practitioners by creating layers of red tape and bureaucracy – meaning professionals have to evidence that they have taken the convention into account in their interactions with all children and young people.

The duty would put organisations with functions under an Act at risk of litigation on grounds of procedural failures. Protecting themselves against such risks creates an additional layer of bureaucracy, and may take up time and resources which might otherwise have been spent on supporting children and young people and improving outcomes.

I hope you find this information helpful.

Yours sincerely

A handwritten signature in grey ink, appearing to read 'Carl Sargeant', with a stylized flourish at the end.

Carl Sargeant AC/AM

Ysgrifennydd y Cabinet dros Gymunedau a Phlant
Cabinet Secretary for Communities and Children

Evaluations of Flying Start and Similar Post-code Based Schemes

The following list includes studies Welsh Government have commissioned which are all published on the Welsh Government's Statistics and Research webpages in accordance with our Principles for Research and Evaluation:

<http://gov.wales/statistics-and-research/?lang=en>

It should be noted that making comparisons between outcomes for those children who access or are affected by schemes and those who do not concerns the strength of the analysis possible given data availability and practicality. For instance, arguably randomised controlled trials methodology would provide stronger evidence of impact, whilst before and after measures or comparisons of outcomes between areas have weaknesses limiting the analysis of causality between intervention and outcomes. Nevertheless, the Flying Start research listed below has used the best methods available and practicable to understand the contribution of Flying Start and other area-based programmes to children's outcomes. By way of comparison, the evaluation of the Welsh Government's Free Breakfast programme did use randomising of clusters of schools to demonstrate impact of the programme on participating children compared to those who didn't participate. The following is a list of evaluations of the most relevant programmes (i.e. those that targeted at children on an area based approach). It excludes other studies of area based interventions (e.g. European programmes such as Leader) that are not directly aimed at children but may have an indirect effect.

National Evaluation of Flying Start

The Welsh Government has undertaken a programme of research into Flying Start resulting in a series of reports starting in 2010 with the most recent analysis of educational outcomes published in February 2017. All the reports are available at:

<http://gov.wales/statistics-and-research/national-evaluation-flying-start/?lang=en>

- Flying Start evaluation: Educational outcomes
- Qualitative research with Flying Start Families: Wave 2
- Qualitative research with Flying Start Families: Wave 1
- Flying Start: Synthesis report
- National evaluation of Flying Start: Impact report
- National evaluation of Flying Start: Area case study synthesis report
- Flying Start: Qualitative research with high need families – interim report
- Evaluation of Flying Start: Findings from the baseline survey of families
- Interim Evaluation of Flying Start

Communities First

The Communities First programme has been operational since 2001 and a series of evaluations commissioned by the Welsh Government has helped identify changes that would reform and improve the programme. The latest study is reported here:

<http://gov.wales/statistics-and-research/evaluation-communities-first/?lang=en>

Previous studies of Communities First including analysis of educational outcomes for children is reported here:

<http://gov.wales/statistics-and-research/evaluation-communities-first/?tab=previous&lang=en>

Free Breakfasts

The Welsh Government's own evaluation and other academic studies have provided a rich source of evidence on the differential impact of free breakfasts for participating pupils:

<http://webarchive.nationalarchives.gov.uk/20140409093431/http://wales.gov.uk/topics/educationandskills/schoolshome/foodanddrink/breakfast/evaluation/?lang=en>

Cardiff University follow-up study of the effect of free breakfast on attainment:

<http://www.cardiff.ac.uk/news/view/162112-good-breakfast,-good-grades>

Child Poverty Strategy Evaluation

The Welsh Government commissioned this study in 2012 which includes a meta-review of the effectiveness and impact of a sample of key Welsh Government programmes, whose aims are relevant to the three core objectives of the Child Poverty Strategy. The final report is available here:

<http://dera.ioe.ac.uk/20483/1/140709-child-poverty-strategy-wales-final-en.pdf>

**Additional Learning Needs and Educational Tribunal (Wales) Bill –
Correspondence available on the website**

- The revised Regulatory Impact Assessment
- Letter from the Minister and a copy of an external review
- Letter from the Minister which provides an update on the implementation of the Additional Learning Needs Transformation Programme

<http://www.senedd.assembly.wales/mgIssueHistoryHome.aspx?IId=16496>

Vaughan Gething
Cabinet Secretary for Health, Well-being and Sport
Welsh Government

8 September 2017

Emotional and Mental Health of Children and young People

Dear Vaughan,

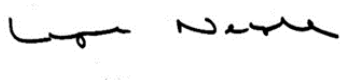
As you will be aware, the Children, Young People and Education Committee is currently undertaking an inquiry into the '**Emotional and Mental Health of Children and Young People**'. The Inquiry will consider whether the Together for Children and Young People Programme is on track to deliver the 'step-change' in CAMHS services that is needed.

We will, of course, formally invite you to provide oral evidence at the end of the inquiry, and will write in due course in this respect. At that time we will request a formal paper to help inform that session. In advance of our oral evidence sessions, the Committee may also seek an update from you on progress under each of the strands of T4CYP programme, and will write to you separately with regard to this. However, at this stage, in order to help inform the Committee's early considerations for the inquiry, I would be grateful if you could provide the following information.

- Can you please confirm when the T4CYP programme will formally end?
- Can you please provide a paper outlining how responsibilities for CAMHS are shared across Cabinet portfolios, and explain how those responsibilities are managed by you, the Cabinet Secretary for Education and the Cabinet Secretary for Communities and Children?

I look forward to your early response.

Yours sincerely



Lynne Neagle AC / AM
Cadeirydd / Chair

