

Agenda Supplement – Children, Young People and Education Committee

Meeting Venue:

Committee Room 1 – Senedd

Meeting date: 8 January 2020

Meeting time: 09.15

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 Agenda and Reports pack for this Meeting

4.1 Letter from the Deputy Minister for Health and Social Services – additional information following the meeting on 6 November

(Pages 1 – 2)

Attached Documents:

CYPE(5)–01–20 – Paper to note 1

4.2 Letter from the Deputy Minister for Health and Social Services – Children's Rights Impact Assessments (CRIAs)

(Page 3)

Attached Documents:

CYPE(5)–01–20 – Paper to note 2

4.3 Letter from the Deputy Minister for Economy and Transport – Learner Travel Guidance

(Page 4)

Attached Documents:

CYPE(5)–01–20 – Paper to note 3



4.4 Paper from Dr David Dallimore regarding Early Childhood Education and Care in Wales

(Pages 5 – 8)

Attached Documents:

CYPE(5)-01-20 – Paper to note 4

4.5 Letter from the Minister for Health and Social Services – Together for Children and Young People NHS Programme

(Pages 9 – 10)

Attached Documents:

CYPE(5)-01-20 – Paper to note 5

4.6 Letter from the Minister for Education – Elective Home Education

(Pages 11 – 12)

Attached Documents:

CYPE(5)-01-20 – Paper to note 6

4.7 Letter from the Minister for Education – Update on the Additional Learning Needs (ALN) programme

(Pages 13 – 15)

Attached Documents:

CYPE(5)-01-20 – Paper to note 7

4.8 Letter from the Chair to the Welsh Government – The emotional and mental health of children and young people – next steps for Mind over Matter

(Pages 16 – 18)

Attached Documents:

CYPE(5)-01-20 – Paper to note 8

**4.9 Letter from the Chair of the Committee on Assembly Electoral Reform –
Potential implications for Assembly committees**

(Pages 19 – 20)

Attached Documents:

CYPE(5)–01–20 – Paper to note 9

**4.10 Letter from the Minister for Education – Update on training in the education
sector from the Adverse Childhood Experiences (ACEs) Hub**

(Pages 21 – 23)

Attached Documents:

CYPE(5)–01–20 – Paper to note 10

**4.11 Letter from the Deputy Minister for Health and Social Services – Update on
Perinatal Mental Health**

(Page 24)

Attached Documents:

CYPE(5)–01–20 – Paper to note 11

**4.12 Letter from the Deputy Minister for Health and Social Services – Update on
Stage 3 amendments to the Children (Abolition of Defence of Reasonable
Punishment) (Wales) Bill**

(Pages 25 – 26)

Attached Documents:

CYPE(5)–01–20 – Paper to note 12

**4.13 Letter from the Deputy Minister for Health and Social Services to Strategic
Implementation Group – Update on Stage 3 amendments to the Children
(Abolition of Defence of Reasonable Punishment) (Wales) Bill**

(Pages 27 – 28)

Attached Documents:

CYPE(5)–01–20 – Paper to note 13

Agenda Item 4.1

CYPE(5)-01-20 - Paper to note 1

Julie Morgan AC/AM

Y Dirprwy Weinidog Iechyd a Gwasanaethau Cymdeithasol
Deputy Minister for Health and Social Services



Our ref MA-P/JM/2857/19

Llywodraeth Cymru
Welsh Government

Lynne Neagle AM

Chair, Children, Young People and Education

Committee National Assembly for Wales

Ty Hywel

Cardiff Bay

Cardiff CF99 1NA

25 November 2019

Dear Lynne,

I was delighted to attend the Children, Young People and Education Committee's Inquiry on 6th November. Thank you for chairing such a comprehensive discussion of children's rights. Following the evidence session, you requested further information on the number of Ministers who have received training on Children's Rights.

Welsh Government Ministers and officials are able to access a wide range of training, information and resources to help embed children's rights in the development of policy and the delivery of services. Ministers also receive comprehensive advice from their officials on the implications for children's rights of the policy advice they are considering. This advice represents considerable support for Ministers in this area – even if it does not constitute formal training.

In addition, Ministers receive significant input from stakeholders in the children's sector who emphasise the importance of children's rights matters. I meet the Children's Commissioner four times a year and I know that Professor Holland has regular meetings with many of my Ministerial colleagues. For example, the Children's Commissioner meets the First Minister each year to discuss her Annual Report.

We do not currently have a formal training programme in place for Ministers on children's rights but I would be happy to consider what might be appropriate with Ministerial colleagues.

Julie Morgan AC/AM

Y Dirprwy Weinidog Iechyd a Gwasanaethau Cymdeithasol
Deputy Minister for Health and Social Services

Canolfan Cyswllt Cyntaf / First Point of Contact Centre:
0300 0604400

Bae Caerdydd • Cardiff Bay
Caerdydd • Cardiff
CF99 1NA

Gohebiaeth.Julie.Morgan@llyw.cymru
Correspondence.Julie.Morgan@gov.wales

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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.

Julie Morgan AC/AM
Y Dirprwy Weinidog Iechyd a Gwasanaethau Cymdeithasol
Deputy Minister for Health and Social Services



Llywodraeth Cymru
Welsh Government

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

10 December 2019

Dear Lynne,

Children's Rights Impact Assessments (CRIAs)

Thank you for your letter of 13 November where you asked for a list of published CRIAs, apologies for the slight delay in responding. As I mentioned at the Committee the Children's Rights website has just been re-launched and I wanted to make sure that the relevant links to CRIA's were up and running before responding.

Please find attached a list of CRIAs published by the Welsh Government which can be found on our Children's Rights website under the section on Children's Rights legislation.
<https://gov.wales/childrens-rights-in-wales>

Yours sincerely

Julie Morgan AC/AM
Y Dirprwy Weinidog Iechyd a Gwasanaethau Cymdeithasol
Deputy Minister for Health and Social Services

Canolfan Cyswllt Cyntaf / First Point of Contact Centre:
0300 0604400

Bae Caerdydd • Cardiff Bay
Caerdydd • Cardiff
CF99 1NA

Gohebiaeth.Julie.Morgan@llyw.cymru
Correspondence.Julie.Morgan@gov.wales

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Agenda Item 4.3

CYPE(5)-01-20 - Paper to note 3

Lee Waters AC/AM
Dirprwy Weinidog yr Economi a Thrafnidiaeth
Deputy Minister for Economy and Transport



Llywodraeth Cymru
Welsh Government

LW/55/19

Lynne Neagle AM
Chair
Children, Young People and Education Committee

10 December 2019

Dear Lynne,

Thank you for the Children, Young People and Education Committee letters of 12 November and 15 November regarding learner travel.

With regards to your letter of the 12 November, you requested an update on our commitment to review and consult on the Learner Travel Guidance this year. We have completed our review but because of our intention to review Post 16 Learner Travel and the possible impact the outcome of this exercise could have on the Guidance, we will delay the consultation until the Post 16 Learner Travel review has been concluded.

The review of the Post 16 Learner Travel scope and timetable are currently being drafted by officials and I have requested they ensure the matters you have raised in your letter of 15 November are within scope. Unfortunately I cannot state a firm completion date, until we quantify the extent of work to manage what is in scope. However, we are looking at 12 months to complete the final recommendations.

I would be pleased to receive further input from the Committee, following their scrutiny of the learner travel legislation.

Yours sincerely

Lee Waters AC/AM
Dirprwy Weinidog yr Economi a Thrafnidiaeth
Deputy Minister for Economy and Transport

Canolfan Cyswllt Cyntaf / First Point of Contact Centre:
0300 0604400

Bae Caerdydd • Cardiff Bay
Caerdydd • Cardiff
CF99 1NA

Gohebiaeth.Lee.Waters@llyw.cymru
Correspondence.Lee.Waters@gov.wales

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.

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CYPE(5)-01-20 – Paper to note 4

Comments on the response of the Deputy Minister for Health and Social Services to the Chair of the Children, Young People and Education Committee regarding Early Childhood Education and Care

The response of the Deputy Minister and the accompanying Written Statement from Welsh Government on their approach to Early Childhood Education and Care is likely to be welcomed across the sector in providing some clarity to what has become in recent years, a particularly confused and complex policy area.

The letter and accompanying Statement sets out a number of clear principles and it is encouraging to see a commitment to long-term change (10 years+) as opposed to the short-term view of ECEC that seems present in the current election campaign (see [LSE Blog 'Free' childcare: the party manifestos and the extensive privatisation of childcare](#)). Nonetheless (and understandably) the response is currently short on detail around how the many aspirations will be taken forward. However, there are a number of themes evident within the Statement that require closer scrutiny and in some cases, clarification or questioning.

1. Children's Rights

The Statement makes a brief reference to early years policy and the UN Convention on the Rights of the Child. It also refers to systems that are 'child centred' and services that focus on child development. This does provide some insight into Welsh Government's view of childhood, but it could be argued that this is not necessarily a full commitment to a children's rights approach to policy where for example, young children are actively involved in decisions that affect them (Article 12).

The Statement seems to support children's rights *to* ECEC but it might be argued does not go far enough in supporting the rights of the child *in* ECEC. Certainly, access and participation are key planks in the Statement, and Article 29, which says children have the right to achieve their educational potential, should provide a strong argument for free, universal provision of early childhood services. Yet, while there is a focus on quality of provision and child development within the Statement, these could be seen as things that are *done to children*, rather than things that *children participate in*.

2. Early Childhood Education and Care

Possibly the most fundamental change set out in the Statement is the use of the term *Early Childhood Education and Care* to describe what have previously been the policy areas of 'childcare' and 'early education'. This unified approach with equal status given to 'care' and 'education' has the exciting potential to change attitudes and foster a whole-child approach across services. However, it would be helpful to have a clear interpretation of Welsh Government's definition of ECEC (see [Research Paper 1](#), p.2) that clarifies the services included, and any excluded (e.g. informal carers, home educators, unregistered settings operating for less than 2 hours) from policy intervention. In particular, the sentence in the Statement that *'The type of setting they attend is irrelevant if they are being supported and*

nurtured as they need' (page 2, para 1) requires a clarification that sets out the responsibility of the state and the responsibility of families in supporting and nurturing young children.

While the Statement mentions a 'single approach' to ECEC there is no detail around what a single approach will look like, particularly in its governance. While the approach to 'provider neutrality' and a 'single funding' framework is essential in developing a coherent approach to ECEC in Wales, the current position is highly complex involving two government departments, two regulators, 22 local authorities with varying policies, and a myriad of provision operating within a number of legislative frameworks. However, it is encouraging to see that in principle the Deputy Minister seeks to remove *'...artificial divides between education and care'* and the Statement is clear that there will be no 'schoolification' of the early years with education dominating the agenda.

3. Quality

The Statement makes a number of welcome commitments to the provision of quality across ECEC, and the main policy announcement contained in the Statement is to develop a much-needed Quality Framework.

As set out in [ECEC Briefing 2, p.11](#), *'...the evidence that poor quality ECEC provision offers very few benefits to children, families and society – and could actually have a negative impact – makes it important for policy makers to focus on the characteristics of provision that are associated with good quality.'*

Steps to agreeing a Quality Framework will need to bring about a clearly defined model of quality that is recognised, agreed and understood by all ECEC stakeholders. As the Statement suggests, this needs to be the centrepiece of developing ECEC in Wales but will need to incorporate a number of strands including ECEC pedagogy, workforce development, quality assurance and incorporation of quality across all areas of ECEC policy.

Ideally this would see changes to the law, although it could exist within separate legislative frameworks should policy leadership and a shared value system bring the divergent approaches together.

4. Access to services

The Statement accepts that in Wales the availability of ECEC services is highly variable and that *'...parents are restricted in where they can access early education and childcare.'* However, the subsequent commitment *'...to ensure all providers can choose which services they offer, and parents can have a full and open choice of where to access those services'* will not necessarily address the geographical inequalities in current ECEC service provision across Wales (see [Briefing Paper 3 p.7](#)). This is likely to require a fundamental re-evaluation of how ECEC is funded and a move away from the current demand-driven approach to the childcare market which has been shown to create less provision, especially in less well-off areas.

The commitment to ensuring that children with additional needs can access ECEC without any inequalities is to be welcomed given [evidence](#) that many ECEC providers currently find it difficult to afford the additional support children may require.

5. Welsh Language

Welsh Government's Statement commits to increasing the amount of Welsh-medium and bi-lingual ECEC settings, but only '*...to ensure parents can access ECEC in the language of their choice.*' (my emphasis).

Many across the sector would like to go further (see [ECEC Symposium Communiqué](#)) in aspiring to standardised bi-lingual ECEC programmes across Wales. While this might be a long-term aspiration, as a first step – and as recommended by the Welsh Language Commissioner – consistent definitions and data regarding current language provision are needed in order to make realistic policy judgements.

6. Funding of ECEC

Despite evidence suggesting that the best outcomes for children – especially those from the most disadvantaged homes – do better when ECEC provision is mixed and universally available, neither the response nor the Statement sets out what Welsh Government sees the eventual reach of state-supported ECEC to be. The Deputy Minister says that in principle, Welsh Government want to make it '*...easier for parents and families to navigate the complex and wide range of provision of support available to them*'. In the short-term parents certainly need additional support and guidance in accessing funding, but a clearer statement about how Welsh Government sees ECEC being funded in the longer-term is critically important – especially given the breadth of ambition set out in the Principles. This is unlikely to be the same as the 'single funding model' referred to in the Deputy Minister's letter (although some clarification would help). While it is understandable that Welsh Government is currently unable to commit long-term spending plans, some security in knowing how ECEC is to be funded in the future will be crucial in getting existing stakeholders on-board across a period of what will be extensive and significant change.

7. Building on existing structures

The Deputy Minister's response is clear in looking to build on existing successful structures, high quality provision and good pedagogical practice including the Foundation Phase. Yet, in many cases there is a knowledge vacuum around what works well, and what does not in early years practice. There is also a lack of evidence to discern what quality is, and means to different stakeholders across ECEC. For the principles outlined by the Deputy Minister to become practice, policy development therefore needs to be accompanied by robust research and evaluation.

In summary, the Deputy Minister's response and accompanying Welsh Government Statement is a constructive step in developing a much more positive environment for ECEC in Wales. It undoubtedly provides a good starting point for discussions with a broad range of stakeholders that will help shape the development of progressive ECEC policies.

David Dallimore, Bangor University

5th December 2019

Dr David Dallimore

Research Officer - Honorary Research Associate (School of
History, Philosophy and Social Sciences), Bangor University

21 November 2019

Dear Dr Dallimore,

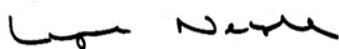
Early Childhood Education and Care

I write to thank you for your contribution to our ongoing work on Early Childhood Education and Care (ECEC). We were particularly grateful to you for the papers you have written as part of your Academic Fellowship with the Assembly's Research Service, and for the presentation you gave us last month. Both the papers and the briefing have provided a rich source of information for our scrutiny of this important policy area, including our session with the Deputy Minister for Health and Social Services, Julie Morgan AM, on 2 October 2019.

Further to the Committee's session with the Deputy Minister, we wrote to request a clearer statement of the Welsh Government's overarching vision for ECEC. Our aim in asking for this was to enable us to measure progress against the Welsh Government's vision, and to create a clearer framework within which we can hold the Welsh Government to account for its policy, legislation and expenditure in this area.

The Deputy Minister provided a response to our letter earlier this month. Following our own consideration of this letter, Members were keen to invite you to share any comments you may have on it.

Yours sincerely,



Lynne Neagle AM
Chair



CYPE(5)-01-20 - Paper to note 5

Vaughan Gething AC/AM
Y Gweinidog Iechyd a Gwasanaethau Cymdeithasol
Minister for Health and Social Services



Llywodraeth Cymru
Welsh Government

Ein cyf/Our ref MA-P/VG/5725/19

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

9 December 2019

Dear Lynne,

Extended Together for Children and Young People NHS Programme

In my letter of 22 October 2019 to the Committee I outlined the draft proposals for an extension of the Together for Children and Young People Programme (T4CYP) and confirmed an 'in principle' agreement to this extension. I am writing now to provide the Committee with more detail about the extended programme and the final decision I have now taken.

I have agreed the T4CYP extension until March 2021. However, I have also provided provision to continue through to March 2022, subject to agreement by a new government. This letter provides the Committee with an outline of where I expect the programme to focus its effort until 2021/22.

The contributions from the T4CYP Expert Reference Group and the wider Programme Board have been very valuable in providing the evidence and direction for where the NHS and the cross-Government partnerships need to continue the focus to drive an improved service provision/support for the emotional and mental health of children and young people.

The outline work programme I have agreed will include:

- The delivery of a framework which describes the **early help and enhanced support** to be available across all areas of Wales. The framework will build resilience and support mechanisms as part of a whole system approach for children, young people and their families. It will also seek to describe the linkages to initiatives and services being put in place through the work with schools and more specialist mental health services in both primary and secondary care. This will involve close working between T4CYP and the NHS CAMHS Network, alongside the Whole School Approach Team and Social Services Improving Outcomes Team based in Welsh Government.

Canolfan Cyswllt Cyntaf / First Point of Contact Centre:
0300 0604400

Bae Caerdydd • Cardiff Bay
Caerdydd • Cardiff
CF99 1NA

Gohebiaeth.Vaughan.Gething@llyw.cymru
Correspondence.Vaughan.Gething@gov.wales

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.

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- Working with wider partners through Regional Partnership Boards to develop the **early help and enhanced support framework and then supporting its adoption at an RPB level**. This work will align with the direction of travel already signalled by Welsh Government on the future strategic role RPBs should play in this important multi-agency agenda. This T4CYP workstream will include the identification of models and approaches that can be implemented across Wales by facilitating the sharing of good practice and learning from projects supported by the Transformation Fund.
- Supporting the development of a **whole system approach for children and young people with neurodevelopmental conditions**. This work stream will develop a future vision and policy for neurodevelopmental support services in Wales, key to steering the work to ensure the needs of all children (whether within or below the current threshold for specialist services) can be met. This will be undertaken by closely working with Welsh Government officials and linking with the implementation of the Additional Learning Needs Act 2018.

The extended programme will also continue to work closely with HEIW and SCW, where necessary, in considering the workforce implications of the three work strands.

The T4CYP programme will require a formal Programme Board and the two new workstream areas focussing on early help and enhanced support, will report progress into both the Ministerial Task and Finish Group for Whole School Approach and the Outcomes for Children Ministerial Advisory Group. This arrangement will continue to strengthen the links with Welsh Government policy whilst providing transparency and visibility to the progress of improvement for stakeholders.

The third work stream area focussing on Neurodevelopmental provision will report into the Ministerial Task and Finish Group for Whole School Approach. This will provide cross sector oversight by a Ministerial level group which includes health, education, local authority and wider stakeholders.

To maintain strong, system wide engagement and support the required strategic oversight, the Chair of the T4CYP will continue to be a member of the Ministerial Task and Finish Group for the Whole School Approach. Similarly, the NHS Wales National Programme Director for Mental Health has been included as a new member of the Outcomes for Children Ministerial Advisory Group. I will keep proposed governance arrangements under review as the work of the programme progresses, particularly following the creation of the NHS Executive function in order to ensure arrangements remain fit for purpose and are the most appropriate vehicle for oversight.

I trust this information provides the Committee with the assurance that the valuable work to date already undertaken by the T4CYP programme will continue, and will in turn make a difference to young people across Wales.

Yours sincerely,



Vaughan Gething AC/AM

Y Gweinidog Iechyd a Gwasanaethau Cymdeithasol
Minister for Health and Social Services

Kirsty Williams AC/AM
Y Gweinidog Addysg
Minister for Education



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Welsh Government

Eich cyf/Your ref
Ein cyf/Our ref

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

11 December 2019

Dear Lynne

Thank you for your letter of 19 November regarding home education and correspondence received by committee members about the recent consultation on statutory guidance for local authorities on home education.

In relation to the legal advice you refer to in your letter, my officials are currently considering and analysing the consultation responses including those that raise matters regarding points of legal interpretation and clarification. Whilst I am not yet in a position to provide you with clarification on the points raised, my ministerial statement on the 11 December confirmed that we are taking time to consider all of the complex issues that the consultation has identified.

The statement also outlined that both the statutory guidance and the database regulations¹ will be subject to robust processes and scrutiny, such as a data protection impact assessment, integrated impact assessment and a regulatory impact assessment. I can confirm the regulations will also be the subject of a plenary debate in due course.

I acknowledge the concerns of the committee, and I assure you the intention remains unchanged, and that is to ensure that home-educated children and young people in Wales receive a suitable education. The best interest of the child is paramount and I am committed to ensuring that children are supported to be the best that they can be, whether in mainstream education or home educated.

¹ Children Act 2004 Education Database (Wales) Regulations 2020 and the Education (Information about Children in Independent Schools) (Wales) Regulations 2020

Canolfan Cyswllt Cyntaf / First Point of Contact Centre:
0300 0604400

Bae Caerdydd • Cardiff Bay
Caerdydd • Cardiff
CF99 1NA

Gohebiaeth.Kirsty.Williams@llyw.cymru
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Yours sincerely

A handwritten signature in black ink, reading "Kirsty Williams". The signature is written in a cursive style with a large initial "K" and a long, flowing "S" at the end.

Kirsty Williams AC/AM
Y Gweinidog Addysg
Minister for Education

CYPE(5)-01-20 - Paper to note 7

Kirsty Williams AC/AM
Y Gweinidog Addysg
Minister for Education



Llywodraeth Cymru
Welsh Government

Ein cyf/Our ref: MA/KW/5702/19

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

SeneddCYPE@assembly.wales

13 December 2019

Dear Lynne,

During your Committee's scrutiny of the Additional Learning Needs and Education Tribunal (Wales) Bill, a commitment was made to provide regular updates on the Additional Learning Needs (ALN) transformation programme. This letter is the eighth of these updates.

1. Legislation and statutory guidance

On 17 September, I announced changes to the intended timescale for implementation of the Additional Learning Needs and Education Tribunal (Wales) Act 2018 ('the Act'). The ALN Code and regulations will now be laid for Assembly approval in 2020 and implementation of the new ALN system will commence on a phased basis from September 2021, with the statutory roles created under the Act commencing in January 2021.

I'm extremely grateful to those who responded to the consultation. The feedback received from stakeholders, learners and families will shape policy decisions on a range of difficult topics. Given the scale and complexity of the work required to make amendments to the Code and draft regulations in the light of the feedback we will now be laying the Code and regulations for Assembly approval in 2020. We will also be considering how the Code might be improved to ensure it is as clear as possible, for those with functions under the Act to fully understand their statutory obligations and how to operate the new system.

Bae Caerdydd • Cardiff Bay
Caerdydd • Cardiff
CF99 1NA

Canolfan Cyswllt Cyntaf / First Point of Contact Centre:
0300 0604400

Gohebiaeth.Kirsty.Williams@llyw.cymru
Correspondence.Kirsty.Williams@gov.wales

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Furthermore, rolling out the new system from September 2021 will ensure that there is sufficient time for services to prepare before the new system comes into force, which will hopefully lead to a smoother and more successful implementation. Equally, commencing the statutory roles in January 2021 will allow the people appointed to the roles additional time to properly prepare themselves and their respective organisations to take on their duties from 1 September 2021.

2. Implementation / transition support

The ALN Transformation Leads submitted regional and further education implementation plans and communications plans for 2019-20 earlier this year. The plans set out how each region is preparing for implementation of the new system. My officials met with the Transformation Leads individually over the summer to discuss their plans in detail.

We are continuing to meet with the ALN transformation leadership group on a bi-monthly basis. Prior to the meetings the Transformation Leads prepare highlight reports which detail progress made against objectives set out in the respective implementation plans. We are content that good progress is being made across the regions in delivering the objectives.

In line with the decision to extend the timeframe for implementation of the Act, a decision has now been made to also extend the timeframe for the ALN Transformation Leads' posts by one year until March 2022.

3. Workforce development

Working with our ALN Transformation Leads, we are delivering an extensive package of training, core skills development and ongoing professional development for all practitioners. Part of this work includes the development of a specific professional learning offer for Additional Learning Needs Co-ordinators (ALNCos) to provide them with the opportunity to develop or enhance skills that will be necessary for them to effectively carry out the role. A project manager, who started work on the programme in November, will manage the development and implementation of this learning offer.

Students in Initial Teacher Education (ITE) Programmes will play a critical role in delivering the new ALN system and the Health and well-being Area of Learning and Experience (AoLE). The accreditation criteria for ITE programmes in Wales sets out a requirement for partnership providers to develop a student teacher's knowledge and understanding of the health and well-being of pupils and ALN. Whilst we do not prescribe the specific content and resources to be used, we are working with universities to support their efforts to make ALN and health and well-being learning resources and opportunities available to enhance the main programmes of study in ITE and beyond. As such we are overseeing a project to develop resources in a number of areas including; neurodevelopment and pedagogy, child development, emotional and mental wellbeing, ALN and adverse childhood experiences. It is intended that the resources will be available for use from September 2020.

4. Awareness raising

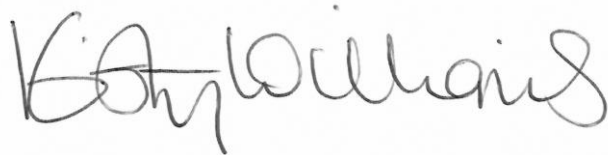
Since the 17 September announcement referenced in section 1 of this letter, the Welsh Government have been updating their online material to reflect the changes to the implementation timeline. An updated FAQ document has been published on the Welsh Government website, and new publications to target different stakeholders are in the process of being developed. Work is ongoing with Eliesha Cymru who are

helping the Welsh Government to develop ALN implementation training and awareness raising materials. An approach has been agreed for ensuring training is accessible and consistent for all stakeholders and delivery partners.

In addition, we will shortly be consulting on elements of the code and regulations that we were not able to consult on previously. These relate to parents of children and young people lacking capacity and the list of Independent Special Post-16 Institutions (ISPI). They are crucial elements of the overall code and regulations and we will target communications to alert stakeholders in order that they are able to engage and respond appropriately.

We anticipate that the ISPI regulations will affect a discreet group of stakeholders and we hope to launch this consultation early in the new year. The regulations relating to parents of children and young people lacking capacity and corresponding Code chapter will have a much wider anticipated audience, therefore to ensure equity of access we are also preparing easy read and young person friendly versions of this consultation and this we hope to launch in February 2020.

Yours sincerely

A handwritten signature in dark ink, appearing to read 'Kirsty Williams', written in a cursive style.

Kirsty Williams AC/AM

Y Gweinidog Addysg
Minister for Education

Agenda Item 4.8

CYPE(5)-01-20 - Paper to note 8

Cynulliad Cenedlaethol Cymru
Y Pwyllgor Plant, Pobl Ifanc ac Addysg

National Assembly for Wales
Children, Young People and Education Committee

Vaughan Gething AM
Minister for Health and Social
Services Kirsty Williams AM
Minister for Education

12 December 2019

Dear Ministers,

The emotional and mental health of children and young people – next steps for Mind over Matter

Thank you for the Minister for Health and Social Service's letter of [9 December 2019](#), confirming his final decision about the future focus of the Together for Children and Young People Programme (T4CYPP).

Our meeting of 4 December

At our meeting on 4 December, we considered your joint response of **22 October 2019** to the findings of our follow-up work on our Mind over Matter report (published **8 August 2019**). To inform our next steps, we also considered a detailed analysis of the information you have provided to update us on progress in relation to our original and follow-up recommendations. I was also able to share my perspective on the important work that is being taken forward through the Joint Ministerial Task and Finish Group on the Whole School Approach where I feel steady progress is being made.

We recognise the work that is underway across services to improve support for children and young people. However, following our consideration of the latest available information, we remain concerned that a significant distance remains to be travelled, particularly in relation to health and social care services.

As a Committee we have stated clearly and repeatedly our belief that the development of a whole-school approach to mental health must take place within the context of system-wide reform. This was why we recommended as part of our follow-up work that the T4CYPP should continue in order to ensure a strategic, cross-sector focus.



Next steps for the Together for Children and Young People Programme

Further to the Minister for Health and Social Service's letter of 9 December, we remain concerned that the proposals for a considerably smaller T4CYPP will make system-wide reform harder to deliver. With important work remaining to be done across the wider health and social care system, we believe this risks fragmentation that could impede the pace and oversight required to deliver meaningful change for our children and young people.

We note your intention to "maintain strong, system wide engagement and support the required strategic oversight" by ensuring that the T4CYPP reports progress to both the Joint Ministerial Task and Finish Group on the Whole School Approach, and the Outcomes for Children Ministerial Advisory Group. We would be grateful for confirmation of the scope of the Outcomes for Children MAG given its understandable focus to date on looked after children. We would further suggest that consideration should be given to widening the scope of the Joint Ministerial Task and Finish Group to encompass the whole-system change that is required.

In light of your decision about the future of the T4CYPP's focus, and our concerns about the risk of fragmentation, it is our intention to monitor the impact the proposed changes on cross-sector progress in this area.

Our next steps as a committee

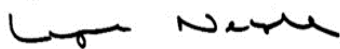
You will be aware that we made a commitment in our original report not to allow this significant issue to be passed, yet again, to a successor committee with repeated conclusions of "more work left to be done". In light of this commitment, we intend to hold a stakeholder workshop in February 2020 to label progress against each of our original and follow-up recommendations with a red/amber/green status. We will also draw on that session to identify what more we need to press for as a Committee by the end of this Assembly.

While we were disappointed that each of our follow-up recommendations did not receive an individual response in your letter of 22 October, we would be happy to receive more detail – in advance of our stakeholder session – to inform our work. We would be pleased to receive that before the end of January 2020.

Finally, to mark the second anniversary of our Mind over Matter report in April 2020, we intend to request a plenary debate. In keeping with our long-standing commitment to listen to the voices of children and young people in all that we do, we also intend to invite the Welsh Youth Parliament and the T4CYPP's National Youth Stakeholder Group to contribute to our work.



Yours sincerely,

A handwritten signature in black ink, appearing to read 'Lynne Neagle'.

Lynne Neagle AM

Chair

Cc Carol Shillabeer, Chair, Together for Children and Young People Programme



Cynulliad Cenedlaethol Cymru
Y Pwyllgor ar Ddiwygio Etholiadol y Cynulliad

—
National Assembly for Wales
Committee on Assembly Electoral Reform

Committee Chairs
National Assembly for Wales

16 December 2019

Dear Chair,

Committee on Assembly Electoral Reform

As you will be aware, the **Committee on Assembly Electoral Reform** was established by the National Assembly for Wales in September 2019 with a remit to examine the recommendations of the **Expert Panel on Assembly Electoral Reform**. I am writing to invite your views on the potential implications for Assembly committees of any change in the size of the Assembly.

In particular, we would welcome the views of your Committee on:

- Whether the current size of the Assembly has given rise to any implications or limitations for your Committee's work or the way in which you approach policy, legislative and financial scrutiny of the issues within your remit.
- How any recent or anticipated changes to the Assembly's powers or responsibilities, or the broader constitutional context, might affect your Committee's remit or how you undertake your role.
- Any implications an increase in the size of the Assembly might have for the work of Assembly committees, including the support services they receive.

We would also welcome information about how your Committee assesses the impact of its scrutiny work, and examples of effective scrutiny or missed opportunities. It would be helpful to receive your response **by Monday 27 January 2020**.



Cynulliad Cenedlaethol Cymru
Bae Caerdydd, Caerdydd, CF99 1NA

✉ SeneddDiwygio@cynulliad.cymru
☎ 0300 200 6565

National Assembly for Wales
Cardiff Bay, Cardiff, CF99 1NA

✉ SeneddReform@assembly.wales,
☎ 0300 200 6565

I will be making an oral statement in Plenary on Wednesday 8 January 2020 to provide an update on the Committee's work. In the meantime, if you have any questions about the work of the Committee, or would find it helpful to meet to discuss these issues, please contact the Committee clerk, Helen Finlayson, at seneddreform@assembly.wales or on 0300 200 6341.

Yours sincerely,



Dawn Bowden AM
Chair, Committee on Assembly Electoral Reform

Croesewir gohebiaeth yn Gymraeg neu Saesneg.

We welcome correspondence in Welsh or English.



CYPE(5)-01-20 - Paper to note 10

Kirsty Williams AC/AM
Y Gweinidog Addysg
Minister for Education



Llywodraeth Cymru
Welsh Government

Ein cyf/Our ref: MA/KW/5877/19

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

17 December 2019

Dear Lynne

On 1 July I wrote to you with information on the number of schools and teaching staff who have received training on adverse childhood experiences (ACEs) from the ACE Hub. This followed a request for this information during my evidence to Committee on 20 June.

My letter noted that the information provided by the Hub required further work to refine the data as, at that point, the Hub did not fully capture data on how many staff receive training, which operates on a cascade basis, in each area of Wales. To obtain this information the Hub needed to ask individual trainers, schools and consortia and I undertook to write again once the Hub had collated this information, which I have now received and which I attach for your information.

I understand you recently visited the Hub to discuss their work with schools. I hope you found the meeting informative and now have a clearer picture of the work of the Hub, its impact and the links between ACEs and our wider whole school approach to emotional and mental wellbeing activity.

I am copying this letter to the Minister for Health and Deputy Minister for Health and Social Services for information.

Yours sincerely

Kirsty Williams AC/AM
Y Gweinidog Addysg
Minister for Education

Canolfan Cyswllt Cyntaf / First Point of Contact Centre:
0300 0604400

Bae Caerdydd • Cardiff Bay
Caerdydd • Cardiff
CF99 1NA

Gohebiaeth.Kirsty.Williams@llyw.cymru
Correspondence.Kirsty.Williams@gov.wales

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.

Update on training in the education sector from the ACE Hub

Background

The Adverse Childhood Experiences (ACE) Hub has been delivering training to primary and secondary schools across Wales. Funding from Welsh Government Education Department has provided for one education lead, who has developed and delivered the training using a cascade model. This has been the only way to ensure that training can be offered to all schools in Wales (the commitment in the Hub's 2019-20 delivery plan), and to create a sustainable model that will ensure that delivery is embedded.

The Hub convened an expert panel to advise on the methodology of the roll out of this training. This panel advised that the four Education Consortia should be engaged to support the roll out. The EAS consortia was identified as the main pilot site from which the primary school training could be evaluated. For secondary schools, three schools were identified to pilot the approach.

Information comprises the current numbers, by consortia area, of schools trained up until July 2019. These figures make the assumption that all trainers deliver at their own school setting as a minimum. However, some trainers deliver to a cluster of schools so these figures are likely to be much higher. The Hub estimates that two thirds of schools across Wales have received training.

What else has the Hub achieved?

The Hub has also trained other workforce in this sector including 140 Estyn Inspectors and over 120 youth workers, who are now trained trainers to deliver to that sector.

Research has already proven that trauma informed practice in schools reduces absence, and increases attainment and, anecdotally, we are seeing that evidenced in the schools that have received the training.

Going forward the Hub will continue to deliver training for the rest of this year, and if future funding is agreed, continue to develop the phase 3 of the training to ensure that the learning is embedded into the schools through action plans. The Hub will also progress the work to ensure that this training forms part of PGCE and teacher training qualifications. The Hub is working with Higher Education institutions across Wales to embed learning in courses and relevant modules¹.

Headline Numbers

Total numbers of Train the Trainers and Spectrum (Domestic Abuse) Staff trained – 432

Total number of schools - Approx 610 (likely to be much higher as some trainers deliver to a whole cluster of schools).

¹ NB the Welsh Government is also working with universities to develop ITE and existing teacher training materials as part of its whole school approach. The work of the Hub to-date will inform and be subsumed within that work.

Consortia specific numbers

EAS

All 252 schools have now received Phase 1 (ACE awareness)

All primary and secondary schools will have completed Phase 2 (Trauma Informed Practice) by the end of spring 2020

Train the Trainer- Approximately 65 trainers are now trained to deliver across their cluster to ensure sustainability for the future.

CENTRAL SOUTH CONSORTIA

Train the Trainer- 109 trainers have now been trained to deliver at schools in Merthyr, Rhondda Cynon Taff, Vale, and Bridgend. CSC includes over 400 schools.

Cardiff- Train the Trainers 72 to train the primary and secondary schools. 3 further train the trainer dates are booked for October. Expected that all Cardiff schools will have received Phase 1 by spring 2020.

All CSC Challenge Advisors have received delivery of Phase 1.

Healthy Schools Co-ordinators - 12 trainers able to deliver Phase 1 at their supported schools in CSC.

Whole school delivered by ACE Lead – 3 schools- Sir Richard Gwyn Secondary, All Saints Primary Barry and Cwmdare Primary Aberdare.

Merthyr Schools- Phase 1 delivered at 12 schools in the LA. Pen-Y-Dre Secondary, Afon Taf Secondary, Bishop Hedley Catholic Secondary, Cyfarthfa High School, Heolgerrig Primary, Twynyrodyn Primary, Ysgol Y Graig Primary, Santes Tudful Primary, Caedraw Primary, St Aloysius Catholic Primary and Coed-Y- Dderwen Primary and Greenfield Special School.

ERW

52 Cluster Leaders of Learning trained to deliver Phase 1 and 2 at their own school settings.

Neath/ Port Talbot- 65 Designated Safeguarding Officers able to deliver at their own school settings in both Phase 1 and 2.

Powys- 39 trainers able to deliver at their own school settings in both Phase 1 and 2.

Penygaer Primary Llanelli trained by ACE Lead in whole school Phase 1 and 2.
Pembrokeshire schools train the trainer booked for November.

GWE

All GWE staff have received Phase 1.

Denbighshire- Prestatyn High School and all 9 feeder primaries received Phase 1 training – 320 staff in total 10 schools.

Conwy and Wrexham schools train the trainer booked for the autumn.

Agenda Item 4.11

CYPE(5)-01-20 - Paper to note 11

Vaughan Gething AC/AM

Y Gweinidog Iechyd a Gwasanaethau Cymdeithasol

Minister for Health and Social Services

Ein cyf/Our ref MA-VG-5938-19

Lynne Neagle AM

Chair, Children, Young People and Education

Committee National Assembly for Wales

Cardiff Bay

CF99 1NA



Llywodraeth Cymru
Welsh Government

19 December 2019

Dear Lynne,

Thank you for your letter of 27 November. I note the additional scrutiny you will be undertaking in this important area, and look forward to providing further updates.

As you are aware, the major milestones in this area are that perinatal mental health community services should meet the All Wales Perinatal Mental Health Standards by March 2020 and should meet the relevant Royal College of Psychiatrists' quality standards by March 2021. Each of these milestones have a number of standards which health boards are working towards.

I would also like to take this opportunity to provide an update on the key milestone of the development of a Mother and Baby Unit in Wales. At the time of my previous update I set out my concern that the timetable for a six bedded Mother and Baby Unit to be hosted by Swansea Bay University Health Board had slipped and that I had asked officials to explore options to accelerate planning or for an interim solution. Unfortunately, it has not been possible to accelerate timescales for the permanent six bedded unit, so officials are now prioritising an interim solution to ensure that there is a level of provision within Wales as soon as possible. Please be assured that I will provide an update on the timings for an interim solution as soon as I am in a position to do so. I can confirm that Welsh Government remains committed to establishing a permanent Mother and Baby Unit in Wales at the earliest opportunity.

I can also confirm that I will be providing my next 6 monthly update in April 2020. At this time I will be able to provide information on the next round of perinatal mental health data received from health boards, alongside updates on progress against our key milestones and the work streams being managed by the Perinatal Mental Health Network.

Yours sincerely,

Vaughan Gething AC / AM

Minister for Health and Social Services

Y Gweinidog Iechyd a Gwasanaethau Cymdeithasol

Canolfan Cyswllt Cyntaf / First Point of Contact Centre:
0300 0604400

Bae Caerdydd • Cardiff Bay
Caerdydd • Cardiff
CF99 1NA

Gohebiaeth.Vaughan.Gething@llyw.cymru
Correspondence.Vaughan.Gething@gov.wales

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.

Julie Morgan AC/AM
Y Dirprwy Weinidog Iechyd a Gwasanaethau Cymdeithasol
Deputy Minister for Health and Social Services

Ein cyf/Our ref MA/JM/5128/19



Llywodraeth Cymru
Welsh Government

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

11 December 2019

Dear Chair,

I would like to thank the Committee for their continuing scrutiny on the Children (Abolition of Defence of Reasonable Punishment) (Wales) Bill.

During the Committee's Stage 2 scrutiny on 24 October 2019, I offered to work with Members with a view to Stage 3 amendments in respect of the timing and publication of post implementation review reports.

I was pleased to have a positive discussion with Suzy Davies AM and Janet Finch Saunders AM about the post implementation review. We were able to come to an agreement on having both an interim and final post implementation review, which will be both laid before the Assembly and published that will be tabled as a Stage 3 amendment to the Bill.

We also discussed the Members' other amendments tabled at Stage 2, which sought to add detail of what should be included in a post implementation review report on the face of the Bill.

I remain of the opinion that this level of detail is not necessary for the Bill itself. However, I understand the importance of ensuring a comprehensive post implementation review that reports on the effectiveness of the legislation and its impact on front line services and will be writing to the Chair of the Strategic Implementation Group, copied to the Co-Chairs of the Data Collection and Monitoring Task and Finish Group.

I will be asking the Groups to discuss the likely content of the post implementation review and to consider the practicality of covering the issues raised in the Stage 2 amendments tabled by Janet Finch Saunders AM.

I will forward a copy of the letter to the Strategic Implementation Group to the Committee for information.

The next meetings of the Strategic Implementation Group and the Data Collection and Monitoring Task and Finish Group are scheduled for early February. I will ask the Groups to respond, copying the letter to the Committee, as soon as possible after their discussions.

Canolfan Cyswllt Cyntaf / First Point of Contact Centre:
0300 0604400

Bae Caerdydd • Cardiff Bay
Caerdydd • Cardiff
CF99 1NA

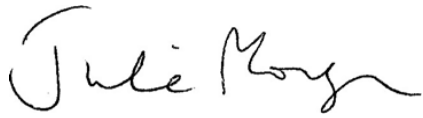
Gohebiaeth.Julie.Morgan@llyw.cymru
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We welcome receiving correspondence in Welsh. Any correspondence received in Welsh will be answered in Welsh and corresponding in Welsh will not lead to a delay in responding.

I look forward to continuing to work with Members as the Bill progresses through the Assembly scrutiny process and will provide further information in relation to a post implementation review as it becomes available.

Yours sincerely,

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

Julie Morgan AC/AM

Y Dirprwy Weinidog Iechyd a Gwasanaethau Cymdeithasol
Deputy Minister for Health and Social Services

Julie Morgan AC/AM

Y Dirprwy Weinidog Iechyd a Gwasanaethau Cymdeithasol
Deputy Minister for Health and Social Services

Ein cyf/Our ref MA/JM/5128/19



Llywodraeth Cymru
Welsh Government

Karen Cornish

Chair

Strategic Implementation Group

Children (Abolition of Defence of Reasonable Punishment) (Wales) Bill

11 December 2019

Dear Karen,

I would like to thank the Strategic Implementation Group, and its Task and Finish Groups, for their detailed work on plans for implementation of the Children (Abolition of Defence of Reasonable Punishment) (Wales) Bill, assuming it receives Royal Assent.

During the Children, Young People and Education Committee's Stage 2 scrutiny of the Bill, there were a series of Non-Government amendments that sought to add detail of what should be included in a post implementation review report on the face of the Bill. The amendments were not agreed.

I do not consider this level of detail is necessary on the face of the Bill, but I do understand the importance of ensuring a comprehensive post implementation review that reports on the effectiveness of the legislation and its impact on front line services.

I would appreciate the Strategic Implementation Group's views on the potential content of a post implementation review report, together with information on the practicality of including the effect the changes to the law by the abolition of the defence of reasonable punishment may have on the issues highlighted in the unsuccessful Stage 2 amendments to the Bill:

- Number of people prosecuted for corporal punishment of a child taking place in Wales;
- Numbers of children who are being looked after by a local authority in Wales;
- Number of reports made to the police of corporal punishment of a child taking place in Wales and the number of such reports made by members of the public;
- Number of reports made to local authority social services departments in Wales of corporal punishment of a child taking place in Wales and the number of such reports made by members of the public;
- Costs incurred by any devolved Welsh authority (as set out in the Government of Wales Act 2006¹) as a consequence of changes to the law;
- Costs incurred by any devolved Welsh authority for the training of employees as a consequence of these changes to the law; and

¹ <http://www.legislation.gov.uk/ukpga/2006/32/schedule/9A>

Canolfan Cyswllt Cyntaf / First Point of Contact Centre:
0300 0604400

Bae Caerdydd • Cardiff Bay
Caerdydd • Cardiff
CF99 1NA

Gohebiaeth.Julie.Morgan@llyw.cymru
Correspondence.Julie.Morgan@gov.wales

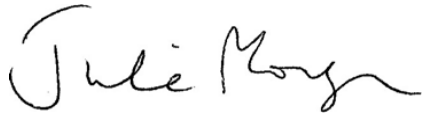
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We welcome receiving correspondence in Welsh. Any correspondence received in Welsh will be answered in Welsh and corresponding in Welsh will not lead to a delay in responding.

- Number of persons employed by any devolved Welsh authority who have attended training as a consequence of these changes to the law.

I am copying this letter to the Co-Chairs of the Data Collection and Monitoring Task and Finish Group and will also provide a copy of this letter to the Children, Young People and Education Committee for information.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Julie Morgan', with a stylized, cursive script.

Julie Morgan AC/AM

Y Dirprwy Weinidog Iechyd a Gwasanaethau Cymdeithasol
Deputy Minister for Health and Social Services