

# Agenda – Children, Young People and Education Committee

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Meeting Venue:	For further information contact:
Hybrid – Committee room 1&2 Senedd and video Conference via Zoom	Naomi Stocks Committee Clerk
Meeting date: 12 July 2023	0300 200 6565
Meeting time: 09.30	<a href="mailto:SeneddChildren@senedd.wales">SeneddChildren@senedd.wales</a>

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## 1 Introductions, apologies, substitutions and declarations of interest (09.30)

## 2 Papers to note (09.30)

### 2.1 Do disabled children and young people have equal access to education and childcare?

(Pages 1 – 2)

Attached Documents:

Additional information from TSANA following the meeting on 7 June –  
CYPE(6)–21–23 – Paper to note 1

### 2.2 Do disabled children and young people have equal access to education and childcare?

(Pages 3 – 5)

Attached Documents:

Additional information from Disability Wales following the meeting on 7 June  
– CYPE(6)–21–23 – Paper to note 2

### 2.3 Forward work programme

(Pages 6 – 7)

Attached Documents:

Letter from the Chair of the Legislation, Justice and Constitution Committee –  
CYPE(6)–21–23 – Paper to note 3



**2.4 Pre- appointment hearing of the Chief Executive for the Commission for Tertiary Education and Research**

(Pages 8 – 9)

Attached Documents:

Letter from the Chair of the Children, Young People and Education Committee to the First Minister – CYPE(6)–21–23 – Paper to note 4

**2.5 Mental Health support in Higher Education**

(Pages 10 – 11)

Attached Documents:

Letter from the Chair of the Children, Young People and Education Committee to the Minister for Education and Welsh Language – CYPE(6)–21–23 – Paper to note 5

**2.6 Mental Health support in Higher Education**

(Pages 12 – 14)

Attached Documents:

Letter from the Chair of the Children, Young People and Education Committee to Welsh Universities –CYPE(6)–21–23 – Paper to note 6

**2.7 Welsh Government Draft Budget 2024–25**

(Pages 15 – 17)

Attached Documents:

Letter from the Chair of the Finance Committee to the Minister for Finance and Local Government – CYPE(6)–21–23 – Paper to note 7

**3 Motion under Standing Order 17.42(ix) to resolve to exclude the public from the remainder of this meeting and for the whole of the meeting on 14 September**

(09.30)

- 4 Services for care experienced children: exploring radical reform – consideration of the Welsh Government's response**  
(09.30 – 10.30) (Pages 18 – 41)

Attached Documents:

Welsh Government Response – CYPE(6)-21-23 – Paper

- 5 Committee strategic planning session**  
(10.30 – 10.45)

## CYPE(6)-21-23 – Paper to note 1



— Cynghrais Anghenion —  
Ychwanegol y Trydydd Sector  
Third Sector Additional  
Needs Alliance —

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PLANT YNG NGHYMURU  
CHILDREN IN WALES

### Evidence from Mudiad Meithrin / TSANA

Contact: Menna Machreth, Lead Officer for Diversity, Equality and Inclusion

In response to a question relating to options regarding Welsh-medium ALN provision for parents and carers, and specifically any childcare and education barriers faced by children with additional learning needs or disabilities:

1. With regard to the experiences of parents and carers of children with additional learning needs or disabilities, it is fair to say that provision remains inconsistent, depending on where the child is located. We support the [recent calls](#) made by the Welsh Language Commissioner and the Children's Commissioner for Wales, who stated that the following actions are necessary:
  - *In accordance with Section 63 of the Additional Learning Needs Act 2018, developing the evidence base and contributing to the planning of the Welsh Ministers' 5-year review of ALN provision in Welsh.*
  - *Ensuring that all local authorities have fully reviewed their Welsh medium ALN provision this year.*
  - *Ensuring that the process of reviewing Welsh-medium ALN provision locally is used as a basis for shaping and directing plans for strengthening Welsh-medium ALN provision, whether it be through the WESPs or wider ALN strategic plans.*
  - *Developing proposals for formalising effective collaborative arrangements between local authorities on a regional basis.*
  - *Based on local and national reviews of Welsh-medium ALN provision, leading the process of developing national interventions in areas such as workforce planning, resources, and professional learning.*



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2. According to one parent from Powys, the process of accessing Welsh language treatment from a language therapist is a postcode lottery. 'We are being punished because of where we live,' the parent said. Very often, parents will have to make difficult decisions about where their autistic child will be educated, and it is often the case that the child must be placed in English provision. For one parent, having to make that decision was 'one of the most heartbreaking and stressful experiences of my life...my son had the right to be educated in Welsh and Welsh was his first language. At the same time, he needed more specialised education, and so he had to go to an English-medium secondary school with a special unit. I felt like I was fighting on two fronts at the same time.' In this case, the child was able to continue speaking Welsh with his family, even though the language medium of his education had changed. But that is not the case for many families, and this is a situation that causes additional suffering, by denying autistic children the right to develop Welsh language skills.
3. For a parent in Cardiff, it is necessary to go to Abercynon to get special provision: 'Dafydd\* attends a specialist nursery in Abercynon two afternoons per week, but it is an English nursery. There is nothing similar available in Welsh.' The failure to access ALN education through the medium of Welsh often feels like an additional burden for parents with an autistic child, who may be facing a situation where the language used by the family has to change because the education is not available in Welsh.
4. The experience of parents is that there are much more obvious problems in terms of health provision through the medium of Welsh. Again, a great deal more research is needed to understand the situation on the ground. We know of children (between the ages of 7 and 12) who are assessed for an ADHD diagnosis on Zoom through the medium of English, even though they are in Welsh-medium education, they are in a local authority that has Welsh-medium ALN services, and their main language is Welsh. Again, we need to garner a better understanding of what is happening in Wales at the moment in order to understand why children and parents continue to have experiences like this.
5. We need to normalise and mainstream Welsh-medium services in the early years. We need to give specific consideration to ensuring that the percentage of Welsh language places within specific schemes, such as Flying Start settings, increase to levels that are at least comparable to the number of children that are in Welsh education in Year 2 in the primary school sector. Local authorities are required to consider the percentage and number of places available through the Flying Start programme in Welsh-medium settings.



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6. The ALN Code is clear about the fact that additional provision needs to be delivered in the language that is best for the child. As has been mentioned previously, this can cause problems for Welsh provision if the child's IDP states that the additional provision should be delivered through the medium of English. We are also concerned that there is a lack of planning regarding how children will receive clinical care or services when these are needed through the medium of Welsh. We continue to hear about children being assessed for various conditions through the medium of English.
7. One of the issues that is bound to affect ALN provision in childcare, play and early years settings is the current crisis in terms of workforce recruitment. Recently, we heard from one Cylch Meithrin that was concerned that it would not be able to appoint an ALN assistant after receiving 'extra hands' funding from the county to support a child with ALN. Again, this placed additional pressure on practitioners and was very likely to lead to further losses in the workforce due to the associated stress. Childcare settings are ready to accept and support all children and their families, but we must ensure that they receive the support to be able to provide appropriately for the child's needs.

Mudiad Meithrin  
16.6.23

# Agenda Item 2.2

## **CYPE(6)-21-23 – Paper to note 2**

Thank you for the opportunity to give evidence about education for disabled children and young people.

I just wanted to follow up and explain a bit about the project I have been leading. The “Rights here, Rights now” Curriculum project has sought to assist education providers with the obligations the Welsh Government has put on the Education sector in promoting the United Nation Convention on the Rights of Disabled People. This is done with a practitioner pack which gives information about the convention, how it applies to the Curriculum for Wales, lesson ideas and material and activities that can be used in lessons.

The aim of the project is to promote the UNCRDP, disability rights and the social model of disability from someone with lived experience to education providers. They are then able to use this knowledge in their lessons to provide learners. The education setting then decides if they want me to go in and do some activities with the learners, this is usually around barriers and solutions after they have had some information in an assembly. I have found that the children and young people respond well to this activity, and it gets them thinking about different impairments not just focusing on one. They are then given the opportunity to ask any questions they may have, this interaction breaks down barriers as often outside the family they have never met a disabled person and two of the disabled children I met with had never met a disabled adult they could identify with (both wheelchair users).

The work I have undertaken in education settings is as follows:

Training has been delivered to three settings successfully, this was delivered to eight practitioners in the following settings:

### **Newtown HS (across two campuses) – Powys**

Six participants

### **Crossgates PS – Powys**

One participant

### **Tre Uchaf Primary School – Swansea**

One participant

The visit to **Tre Uchaf** took place before the end of March, it included an assembly with KS2 and two activities. There were two disabled children in this session that commented on never having met a disabled adult that they could identify with. Approximately 100 children were involved.

### **Eirias High School – Conwy**

Training will be delivered to practitioner's face to face at the end of June.

### **Ysgol Llannon – Ceredigion**

A whole day was spent a day at **Ysgol Llannon** and had 2 sessions with KS1 and KS2. This was a setting with 2 classes. The morning was for KS1 and the youngest in this class was 4. This session was giving the learners information about disability and rights, some information about technology and then inviting the learners to ask questions. The project officer also showed the learners their car. The second session was with KS2 and followed a similar pattern to the morning session, however it was also followed by an activity on Impairments, barriers and solutions. This activity really gets the learners thinking about multiple impairments.

The following settings were not on the Rights here, Rights now project; however, the project officer visited these establishments and delivered two assemblies, three lessons, one information session and one career fayre:

### **Ysgol Bro Gymraeg Morganwyg – Vale of Glamorgan**

The project officer delivered two assemblies with approximately 500 young people in each. The topic of these was about bullying and the effects it has on disabled children and young people.

### **Libanus PS – Caerphilly**

Three lessons on how mechanics and technology has helped disabled people, each class had 30 children within. After a talk of approximately 25 minutes the children were given the opportunity to ask questions to the project officer. After the lessons had been delivered the children were invited by the project officer to look at their adapted vehicle and continue to ask questions.

Working with Libanus PS has been extremely successful, since the visit the children have:

- Audited their local town of Blackwood,
- Written to Caerphilly Council on access issues,
- Created a petition for the Senedd requesting that private businesses follow the same access laws as public businesses,
- They are viewing of the Principality Stadium with access in mind – the project officer was invited but cannot go and sent a list of questions to ask.
- The petition was debated at the petitions committee on the 5<sup>th</sup> of June.

The project officer went back to the setting and attended a career fayre with the learners.

### **Cradoc County Primary School – Powys**



A joint assembly with years 4 to 6 on technology, disability and disability rights. This was followed by an activity with year 4 to look at the barriers different impairments could face and to come up with technology solutions. The children were invited to invent something that could be useful for someone with the impairment they were working on. The second session was with years 5&6 who were given the same activity however, they asked the project officer more questions.

Since sitting on the panel, the project officer has been invited to attend the following settings:

### **The Bishop of Llandaff CiW High School – Cardiff**

This is a protected characteristics day and the project officer has been invited to attend to give information on disability. There is a strong possibility of being invited back to give more information and facilitate activities with the learners.

### **Ysgol Gymraeg Sant Baruc – Vale of Glamorgan**

To provide workshops, lived experience and activities to primary school aged learners.

Feedback from practitioners has been extremely positive with the headteacher of Ysgol Llannon feeding back with – “Your presentations and interaction with all the pupils (from four to eleven year olds) were excellent” and that “the staff and I thought that the whole experience was superb as you were very honest and had the kind of personality that made the work very engaging for the pupils”.

The work that has been undertaken within education settings has been rewarding and insightful. Rewarding – by seeing how information is processed and used by the children and young people and insightful – in the realisation that a lot needs to be learnt.

There is a need to carry on this project as the benefits to the educators, children and young people are significant. However, unless funding can be secured this project is at risk of being abandoned. The first year was a pilot to assess need, test and refine materials and build networks. The need and desire for this project has been established and overwhelming.

Thank you once again and for taking the time to read this follow up email. Please do get in touch with me if I can be of any further assistance.

Cofion cynnes

Kat Watkins

Swyddog Datblygu CCUHPA/UNCRDP Development Officer

# Agenda Item 2.3

CYPE(6)-21-23 – Paper to note 3

**Y Pwyllgor Deddfwriaeth,  
Cyfiawnder a'r Cyfansoddiad**

**—  
Legislation, Justice and  
Constitution Committee**

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Jayne Bryant MS  
Chair, Children, Young People and Education Committee

4 July 2023

Dear Jayne,

The Welsh Government's Elective Home Education Guidance

As you will be aware, our Committee received a number of items of correspondence in relation to the publication of the Welsh Government's Elective Home Education Guidance.

Please find attached in the annex to this letter an example of the response we have sent to those who wrote to us, following our consideration of this issue at our meeting on 12 June.

Yours sincerely,



Huw Irranca-Davies  
Chair

## ANNEX

Thank you for your e-mail of xx May/June regarding the publication of the Welsh Government's Elective Home Education statutory guidance on 12 May 2023. We considered e-mail correspondence on this matter at our meeting of 12 June 2023.

As you may be aware, one of the functions of the Legislation, Justice and Constitution Committee is to report on subordinate legislation laid before the Senedd by the Welsh Government. In so doing, the Committee's scrutiny is guided by the requirements set out in the Senedd's Standing Orders (specifically Standing Orders 21.2, 21.3 and 21.7).

In accordance with the Standing Orders, we are able to consider any subordinate legislation related to home schooling that is laid before the Senedd. We may also consider any legislative matter of a general nature within or relating to the competence of the Senedd of the Welsh Ministers.

The guidance in question does not constitute subordinate legislation. In addition, I would add that there is no requirement for the guidance to be laid before the Senedd; the only requirement in the *Education Act 1996* is that guidance is published by the Welsh Ministers in such manner as they think fit. They have chosen to do this by publishing the guidance online.

Any decision regarding the lawfulness of the guidance is a matter for the courts.

I understand that the Children, Young People and Education Committee will be writing to the Minister for Education and Welsh Language about the guidance and I have therefore drawn this correspondence to the attention of Jayne Bryant MS, the Chair of that Committee.

# Agenda Item 2.4

## CYPE(6)-21-23 – Paper to note 4

### Y Pwyllgor Plant, Pobl Ifanc ac Addysg

### Children, Young People and Education Committee

Mark Drakeford MS  
First Minister

6 July 2023

### Ministerial appointments

Dear First Minister,

We recently held a pre-appointment hearing for preferred candidate for the Chief Executive of the new Commission for Tertiary Education and Research. This was not a public appointment as listed in the agreement between the Senedd and the Welsh Government. However, we held a pre-appointment hearing following a commitment given by the Minister for Education and Welsh Language during Stage 2 and 3 scrutiny of the then Tertiary Education and Research (Wales) Bill. We appreciated the Minister's commitments and the opportunity for our involvement in this appointment.

More generally, we have consistently highlighted our concerns about the limited role of Senedd committees in the public appointment process, and in particular the limitations of the pre-appointment hearings since the start of this Senedd. These are outlined in our [recent correspondence to the Public Accounts and Public Administration Committee](#).

We are writing to seek more information on ministerial appointments. This was a ministerial appointment in which Senedd committees do not usually play a role. We believe that our involvement in this appointment has helped put more information in the public domain about the recruitment process. This was particularly important for this role because of the decision to move to a direct appointment after the public recruitment process was not successful.

As a result, the Committee would like more information about the approaches taken in relation to ministerial appointments. We would therefore appreciate information about the different approaches that have been taken for such appointments. Please could you provide us with the total number of ministerial appointments broken down by:

- ministerial portfolio;

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- whether an open recruitment process was carried out in relation to the appointment;
- whether the open recruitment process was successful (if applicable);
- whether the appointment was a direct appointment; and
- the reason why the appointment was a direct appointment (if applicable).

Please can you also provide details of all posts to which a direct appointment was made, irrespective of the reason for which the direct appointment was made. We would like this data to cover the period of the last five years.

I am copying this letter to Mark Isherwood, Chair, Public Accounts and Public Administration Committee in light of the Committee's ongoing inquiry into public appointments.

We would appreciate a response by 14 September 2023.

Yours sincerely,



Jayne Bryant MS  
Chair

Cc: Mark Isherwood, Chair, Public Accounts and Public Administration Committee

Croesewir gohebiaeth yn Gymraeg neu Saesneg.

We welcome correspondence in Welsh or English.

# Agenda Item 2.5

## CYPE(6)-21-23 – Paper to note 5

### Y Pwyllgor Plant, Pobl Ifanc ac Addysg

### Children, Young People and Education Committee

Jeremy Miles MS  
Minister for Education and Welsh Language

6 July 2023

#### International students

Dear Jeremy,

As you will be aware, during our recent work looking at mental health support in higher education we raised issues around support for international students. We were pleased to see this recommendation accepted by the Welsh Government.

As my fellow Committee Member Buffy Williams MS raised in the [debate in Plenary on 14 June](#), we have some broader concerns about the support for international students. Other Committee members have also had similar issues which have come to light through their own casework.

We are concerned that for some international students there is a significant disconnection between the promises that may be made to students prior to them moving to Wales, and the reality of what is available on arrival. We are particularly concerned about the promises made in relation to accommodation. While we understand that higher education institutions are autonomous institutions, can you outline what steps, if any, the Welsh Government can take to address these issues?

Those who are accompanied with their families may face additional challenges. We are aware that the UK Government has recently [announced](#) it will restrict the ability to bring dependents to only those students who are on post-graduate research programmes. However, we are aware that some students and their families are currently facing destitution in Wales right now, and that because of their immigration status they have no recourse to public funds.

We are incredibly concerned about the impact this destitution could have on the students' dependents, in particular their children. We understand that there can be varying practice across local authorities as to whether these children can access other support such as free school meals. While we acknowledge that the Welsh Government is currently rolling out universal free school meal provision in primary schools, this offer is not yet available across all primary years and does not cover children

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and young people in secondary schools. This means there are children and young people in Wales who are unable to access this much needed support. These are families whose only support may come from foodbanks and other voluntary support so being able to access free school meals could make a significant difference to them. What are your views on ensuring that access to free school meals is available to this cohort of children across Wales? What steps can the Welsh Government take to ensure all local authorities provide this support?

Can you outline what actions the Welsh Government can take to ensure that these students and their families are able to access some level of financial support to ensure they are not living in substandard accommodation, facing food and fuel poverty, and can fully maximise the opportunities that studying in Wales should provide for them?

We will be writing to all the universities in Wales to highlight these issues, and in particular the support they can provide to international students. We will copy you into this correspondence.

We are copying this letter to the Minister for Social Justice because of her responsibilities for mitigating child poverty.

We would appreciate a response by 14 September 2023.

Yours sincerely,



Jayne Bryant MS  
Chair

Croesewir gohebiaeth yn Gymraeg neu Saesneg.

We welcome correspondence in Welsh or English.

Cc: Minister for Social Justice

# Agenda Item 2.6

## CYPE(6)-21-23 - Paper to note 6

**Y Pwyllgor Plant, Pobl Ifanc  
ac Addysg**

**Children, Young People  
and Education Committee**

Vice Chancellors

Welsh Universities

7 July 2023

### **International students**

During our recent work on mental health support in higher education we heard concerns about the support that is available to international students. We heard this directly from international students, as well as from a range of organisations. As a result, we made this recommendation, which we are pleased was accepted by the Welsh Government:

*"Recommendation 2. The Welsh Government, HEFCW, the incoming Commission, higher education providers and student representatives need to work together to set a base level of provision for international students, taking into account the specific needs of the different groups which make up the international student community. This may involve the development of specific peer networks for groups of international students. This base level of provision should not be too prescriptive, as each provider will need to tailor their provision to meet the specific needs of their cohort, and takes account of their own institutional circumstances, but it should ensure that there is a clear minimum of support that all international students across Wales know they can access. This framework should be clearly publicised in ways that will reach the different parts of the international student community, from pre-application right through to post graduation."*

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However, we are aware that international students can face wider challenges. During the debate on our report in Plenary, our Committee member, Buffy Williams MS highlighted some of these issues. The issues she raised chime with other Committee Members who have heard similar stories during their casework.

A key concern is the disconnection between the promises that may be made to some students prior to them moving to Wales, and the reality of what is available on arrival. They then must secure their own accommodation, often struggling to find affordable and suitable accommodation. For those students who bring their families, these challenges can be even more significant. They have no recourse to public funds and cannot not take paid employment. They and their families can find themselves destitute and often reliant on food banks and other voluntary support.

We would like to see universities in Wales do more to ensure that all international students thinking of studying in Wales know what support they can expect from an institution, and the financial implications of their studies. We know for many students coming to study in Wales is a positive, and can be a life changing opportunity, and we want to ensure this is the case for all students.

There are also some additional issues and challenges faced by those students who are accompanied by their families. We are aware that the UK Government has recently announced it will restrict the ability to bring dependents to only those who are on a post-graduate research programme. However, we are aware that some students and their families are currently facing destitution in Wales right now, and that they have no recourse to public funds, because of their immigration status. We think it is important the universities provide sufficient support, guidance and advice to ensure students and their families can make the most of the opportunities available that comes from studying in Wales.

We are writing to all Welsh universities to ensure you are aware of our concerns and to ask that you do everything you can to ensure international students have the right information pre-application as well as ensuring they have timely and effective support once they move to Wales.

We are also writing to the Welsh Government to raise our concerns. A copy of this letter is attached.

Yours sincerely,

*Jayne Bryant*

Jayne Bryant MS

Chair

Enclosure: Letter to Minister for Education and Welsh Language

Croesewir gohebiaeth yn Gymraeg neu Saesneg.

We welcome correspondence in Welsh or English.



# Agenda Item 2.7

## CYPE(6)-21-23 - Paper to note 7

### Y Pwyllgor Cyllid

### Finance Committee

Rebecca Evans MS,  
Minister for Finance and Local Government

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7 July 2023

## Draft Budget Timetable 2024-25

Dear Rebecca,

The Committee noted your proposed timetable for the 2024-25 budget at its meeting on 6 July 2023.

We consider this approach to be highly disappointing: As a Committee we have regularly called for sufficient time to be provided for the scrutiny of the Welsh Government's budgetary proposals, and for that to be in line with the Budget Process Protocol ('the Protocol'), which was agreed on a cross-party basis in 2017.

We have written to you on a number of occasions about the practical difficulties that shortened timescales pose to Committees in fulfilling their scrutiny functions, as well as the pressures it puts on stakeholders who wish to submit evidence and engage with our work, particularly when three weeks of that period falls over Christmas recess.

Most recently, I wrote to you on 23 June 2023 noting the concerns expressed by the vast majority of Committee Chairs regarding the timeliness of the budget process and the lack of time available for proper scrutiny. We are therefore extremely disheartened that these views were not reflected when this timetable was proposed. Furthermore, although we very briefly touched upon the budget timetable towards the end of our meeting on 20 June, we did not discuss specific dates, as indicated in your letter, and there was no opportunity for me to raise concerns given the lack of information shared at that point regarding your proposals.

## Insufficient reasons for delay

Paragraph 11 of the Protocol states that a “budget/financial year will not be “normal” when there is significant uncertainty in respect of the Welsh Government’s future financial position”. It adds that:

*“Although this list is not exhaustive, examples would include when there are no future budget figures provided by the UK Government; there is a UK fiscal event such as a Comprehensive Spending Review or Emergency Budget; or a significant change in the overall fiscal outlook such as an economic shock or changes affecting UK tax policy.”*

We have, in each of the past four years, accepted the arguments that there were significant levels of funding uncertainty to delay the laying of the draft budget. Whilst we acknowledge that the Chancellor of the Exchequer has not yet published the date of the fiscal event in the autumn, we do not consider this to be a compelling reason in itself to delay the publication of the Welsh Government’s budgetary proposals and do not agree that this is the only prudent choice available to you.

As you point out, indicative budget allocations are already available to the Welsh Government, and whilst we accept that inflationary pressures remain high, they are sadly unsurprising and do not, in our view, amount to “significant uncertainty” in your funding position which necessitates a diversion from the ‘normal’ process outlined in the budget protocol.

We neither accept that the delay is wholly as a result of matters that are outside your control. As Minister responsible for the budget, you have significant discretion to decide when the Welsh Government’s spending plans are published which, in turn, dictates how much time Senedd Committees have to conduct the scrutiny required.

As you are aware, this is the fifth year in a row that the two stage process set out in the Protocol has not been followed and the request to delay the budget process again this year, suggests that there are few circumstances that could be considered a “normal” year.

The protocol was intended to allow the Finance Committee to take an oversight role by allowing more time for policy committees to undertake scrutiny and enable them to take more evidence from stakeholders.

Your willingness to avoid following this process again calls into question your commitment to these agreed practices, given that the timing of budget scrutiny in recent years has not made this possible.

## Lack of consultation

We also note that you consulted the Committee on your decision to delay the publication of the Draft Budget 2023-24 last year. It is therefore regrettable that a similar approach was not adopted again.

In years when the Welsh Government considers delaying the publication of the Draft Budget and circumvents the two stage process outlined in the Protocol, the Committee expects mature discourse and meaningful consultation on such issues and not doing so casts doubt over commitments you have made previously to working constructively and in partnership to improve our budget processes.

## Next steps

I welcome your willingness to revisit the publication dates of the Draft Budget if the Chancellor's announcement regarding the dates of an autumn fiscal event was sufficiently early to allow additional time for its preparation and scrutiny.

We will keep a close eye on these developments and hope that further clarity on the timing of these issues will lead to more time for scrutiny of your budget proposals as soon as possible in the autumn term.

I am copying this letter to the Trefnydd and the Chairs of Senedd Committees, given its impact on their work programmes and in light of the concerns and comments previously expressed on these issues.

Yours sincerely,



Peredur Owen Griffiths MS, Chair of the Finance Committee

Croesewir gohebiaeth yn Gymraeg neu'n Saesneg.

We welcome correspondence in Welsh or English.

# Agenda Item 4

By virtue of paragraph(s) vi of Standing Order 17.42

Document is Restricted