

Agenda – Children, Young People and Education Committee

Meeting Venue:

Committee Room 1 – Senedd

Meeting date: Wednesday, 14 June
2017

Meeting time: 09.30

For further information contact:

Jon Antoniazzi

Committee Clerk

0300 200 6565

SeneddCYPE@assembly.wales

Pre-meeting 09.15 – 09.30

1 Introductions, apologies, substitutions and declarations of interest

(09.30)

2 General Scrutiny Session with Cabinet Secretary for Education

(09.30 – 11.00)

(Pages 1 – 26)

Kirsty Williams AM – Cabinet Secretary for Education

Steve Davies – Director, Education Department

Huw Morris – Director – Skills, Higher Education and Lifelong Learning

Attached Documents:

Research Brief

CYPE(5)-18-17 – Papur | Paper 1

3 Paper(s) to note

Letter from the Minister for Lifelong Learning and Welsh language – 1. Additional Learning Needs and Education Tribunal (Wales) Bill Regulatory Impact Assessment (RIA)

(Pages 27 – 29)

CYPE(5)-18-17 – Paper 2 – to note



Cynulliad
Cenedlaethol
Cymru

National
Assembly for
Wales

**Letter from the Chair to the Minister for Lifelong Learning and Welsh Language –
2. Additional Learning Needs and Education Tribunal (Wales) Bill Regulatory
Impact Assessment (RIA)**

(Pages 30 – 31)

CYPE(5)-18-17 – Paper 3 – to note

**Letter from the Chair of the Finance Committee – 3. Additional Learning Needs
and Education Tribunal (Wales) Bill Regulatory Impact Assessment (RIA)**

(Pages 32 – 33)

CYPE(5)-18-17 – Paper 4 – to note

**Letter from the Chair of the Finance Committee to the Business Committee – 4.
Additional Learning Needs and Education Tribunal (Wales) Bill Regulatory Impact
Assessment (RIA)**

(Pages 34 – 35)

CYPE(5)-18-17 – Paper 5 – to note

**Letter from the Minister for Lifelong Learning and Welsh Language – 5. Additional
Learning Needs and Education Tribunal (Wales) Bill Regulatory Impact Assessment
(RIA)**

(Pages 36 – 37)

CYPE(5)-18-17 – Paper 6 – to note

**Letter from the Cabinet Secretary for Health, Wellbeing & Sport and Minister for
Lifelong Learning and Welsh Language – Additional Learning Needs Health Expert
Group**

(Pages 38 – 42)

CYPE(5)-18-17 – Paper 7 – to note

Letter from the Cabinet Secretary for Health Wellbeing and Sport – Revised School Nursing Framework for Wales

(Page 43)

CYPE(5)-18-17 – Paper 8 – to note

Letter from the Chair of the Petitions Committee

(Pages 44 – 46)

CYPE(5)-18-17 – Paper 9 – to note

Letter to the Minister for Lifelong Learning and Welsh language – Youth Work

(Pages 47 – 49)

CYPE(5)-18-17 – Paper 10 – to note

4 Motion under Standing Order 17.42(ix) to resolve to exclude the public from the meeting for the remainder of the meeting and the meeting on 22 June

(11.00)

Break (11.00 – 11.15)

5 Consideration of Committee forward work programme

(11.15 – 11.45)

(Pages 50 – 69)

Attached Documents:

CYPE(5)-18-17 – Papur | Paper 11

Document is Restricted

WRITTEN EVIDENCE PAPER TO THE CHILDREN, YOUNG PEOPLE AND EDUCATION COMMITTEE

Introduction

1. The purpose of this paper is to provide the Committee with an update on educational improvement, focusing on specific areas of interest to the Committee.

Refreshed Educational Improvement Plan

2. We will be publishing the refreshed educational improvement plan to succeed Qualified for Life at the most appropriate time for the profession. It will include the Government's response to the OECD's Rapid Policy Assessment, and our plan to raise standards and reduce the attainment gap. Effective implementation of the new curriculum will be at its heart.

Progress against my ten education priorities

3. Taking each of the priorities in turn, I am providing the Committee with an update on each of the ten priorities for education in Wales, which I have agreed with the First Minister, and which are included in *Taking Wales Forward*.

Reducing infant class sizes.

4. Class sizes remain a major concern for parents and teachers. On 24 January I announced a new £36 million fund to address infant class sizes. This investment (capital and revenue) linked to the wider education reform strategy, seeks to improve early years' attainment, target those from disadvantaged backgrounds, and support teachers to be innovative and increase pupil engagement.
5. Funding will be targeted at classes with more than 29 pupils. International research and evidence shows us that a reduction in class sizes makes the most difference for the youngest pupils and particularly those from poorer and/or minority language backgrounds. The criteria for the grant funding therefore reflects this best practice.

Ensuring every child gets the best start in life through an expanded Pupil Deprivation Grant (Now the Pupil Development Grant) (PDG).

6. Over £90m will be invested through the PDG in 2017-18 to help education services close the attainment gap for our disadvantaged learners. In March, I announced new arrangements for the extended PDG that include the Early Years PDG for learners in the Foundation Phase being doubled to £600. The grant has also been extended to support three year old looked after children at the same rate as all other looked after learners and

to fund learners who are in education other than at school (EOTAS). Previously only those who are in pupil referral units have received funding. Recognising the grant supports a broader cohort of learners to achieve equity it has been renamed the Pupil Development Grant.

Prioritising schools' access to super-fast broadband within the national programme.

7. Delivery of improved connectivity to eligible schools under the Learning in Digital Wales (LiDW) Grant was completed in Summer 2016 and broadband upgrades were successfully provided to over 960 schools in Wales. The remaining 33 primary schools required alternative solutions (such as fibre to the cabinet, satellite and wireless), which has now been provided. All eligible schools in Wales now have connections of at least 10Mbps for primary schools and 100Mbps for secondary.
8. A further £5 million has been allocated under LiDW – Investment in Broadband which was announced in November 2016. This funding has been allocated to remove technology limitations at 340 schools which cannot easily increase bandwidth to support future requirements such as the Digital Competence Framework and developments in the Hwb platform.
9. My officials have been working with local authority colleagues and the Public Sector Broadband Aggregation (PSBA) supplier to finalise the scope and commercial arrangements. Orders for the new services have started to be placed with the first delivery of new circuits expected early in the academic year 2017/18.

Incentivising, recognising and promoting teaching excellence so that we raise standards across the board.

10. The OECD has recognised our approach to co-construction and noted that the “commitment to improving the teaching and learning in Wales’ schools is visible at all levels of the education system”.
11. From September 2019 we will introduce a system where all ITE programmes will be accredited by the Education Workforce Council’s Initial School Teacher Training Committee (The Board). The new accreditation criteria, published in March, makes it clear the requirements for an increased role for schools, a clear role for universities; joint ownership of the ITE programme; structured opportunities to link school and university learning; and the centrality of research. The Board will also give consideration to how the programmes will raise the quality of provision e.g. attract the right people with the right skills, qualifications and an aptitude for teaching, to enter the profession.

12. We are committed to developing a National Approach to Professional Learning that builds capacity from ITE and is embedded in evidence-based research in the self-improving school system. The development of a National Approach to Professional Learning is being led by regional consortia, Estyn, pioneers and partner schools to ensure all practitioners, including support staff, work based learning providers and FE practitioners are able to develop the skills in pedagogy and leadership to successfully deliver the requirements of the new curriculum.
13. Enhanced digital professional learning support will be available this year, and a fully integrated National Approach to Professional Learning implemented by September 2018. The new digital professional learning approach has been tried and tested by digital and professional learning pioneers to provide a continuum to embed the Digital Competence Framework.
14. Wales is also one of four countries leading on international research led by the OECD to transform schools into learning organisations. Pioneer schools are driving this innovative project, working to develop a 'Made in Wales' Schools Learning Organisations (SLO) Model. An SLO Survey targeting a 20% sample of schools across Wales will be launched in June 2017. OECD will host a national event for pilot schools in July to focus on initial outcomes of the SLO study.
15. The consultation on new professional standards for teaching and leadership closed on 4 May. There was overall support for the standards structure, content and implementation timescale. This is consistent with feedback received from many individual teachers and leaders who have welcomed the new standards, commenting positively on how they support effective classroom practice and leadership and how they provide a focus for career-long professional learning. Newly qualified teachers will work with the new standards from September. All other teachers will be required to adopt the new standards by September 2018 allowing them a year in which to move from the current standards and are intended to be an integral part of the evidence required for the award of Qualified Teacher Status.
16. In Wales, the Graduate Teacher Programme (GTP) provides an opportunity for overseas trained teachers who do not hold QTS, but who wish to become fully recognised teachers in Wales, to be employed in schools to consolidate their existing teaching experience and skills against the requirements of the QTS Standards in Wales and be assessed against those standards at the end of an agreed programme. The length of the training programme can be as short a period as three months full-time/one school term for well-qualified, experienced teachers depending on their previous experience.
17. On 16 May I gave an update on the National Academy of Educational Leadership in the Senedd. It will be up and running by Spring 2018, although work will continue apace before then, so that the Academy will be

able to broker and quality assure a range of programmes; have a role in ensuring provision across regions; support leadership at all levels; and work with others to identify and support current and future leaders

Promoting and enhancing both academic and vocational routes into and through further and higher education, and the national, international and civic roles of our educational institutions. This includes both full and part-time opportunities that will benefit learners of all ages, employers and communities.

18. Through regular dialogue, and in my recent remit letter(s) to HEFCW, I have challenged the higher education sector in particular, to meet the challenges in this priority.
19. The sector's constructive engagement in my Brexit Working Group and through other forums has been welcome. I have been able to confirm that students from the EU will be eligible for financial support in both 2017/18 and 2018/19 academic years when studying in Wales.
20. As part of the £20 million made available through HEFCW to support strategic change, HEFCW invited institutions to come forward with higher level apprenticeship plans in key areas, working across sectors.
21. My response to the Diamond Review emphasised our "whole system" approach to a progressive and sustainable student support system. From 2018/19 we will deliver a unique system that delivers parity in support for full-time and part-time undergraduates, and post-graduate students.
22. An Adult Learning policy is being developed alongside a review of the delivery structure and funding model of adult learning to ensure that our hardest to reach learners, and those with basic skills and ESOL needs, have the necessary skills to progress into further learning or employment. We are also supporting the further education sector to develop its provision for More Able and Talented (MAT) learners.

The impact of current policy on surplus school places is reviewed, with emphasis on rural schools, to better take account of future growth trends.

23. Last November I announced my strategy for rural and small schools, which recognises that schools in different parts of Wales face different challenges as we move forward with our reforms. As part of this I will consult, shortly, on strengthening the School Organisation Code in respect of a presumption against closure of rural schools. We are also developing the first-ever list, and designation, of rural schools.
24. This does not mean that rural schools will never close. However, the case for closure must be strong and all viable options to close must be conscientiously considered, including federation. Our funding will

encourage and support the development of federations, build effective leadership, support greater school to school working, and the use of new technologies.

25. Welsh medium education must be a key consideration in the planning of school places. Ensuring the availability of early years through to primary and secondary schools needs to be planned through the local Welsh Medium Education Fora. The Welsh in Education Strategic Plans therefore will be central to this work ensuring collaboration between key stakeholders and a clear and coherent strategy for Welsh medium education.

Consulting further on the specific recommendations of the Hazelkorn review.

26. A full consultation on Post Compulsory Education and Training (PCET) system reform will be published before the summer recess. This will take forward the Government's response to the Hazelkorn Report which I delivered in the Senedd earlier this year. Based on Professor Hazelkorn's recommendations, we will consult on proposals for establishing a single, strategic authority, responsible for overseeing all aspects of post-compulsory education and training.

Exploring a potential expansion of the remit of the Coleg Cymraeg Cenedlaethol to include further education.

27. In August 2016, I announced the establishment of a task and finish group to review the future role of the Coleg Cymraeg Cenedlaethol. I have asked the group as part of their work to consider whether the Coleg's remit should extend to the post-16 sector (further education and work based learning), and if so, to provide me with potential options on how to take this forward. The work of the group is nearing completion and they will be providing me and the Minister for Lifelong Learning & Welsh Language with a final report and recommendations in the near future.

Prioritising support for enhanced links between education and industry, enabling innovation and entrepreneurship across our public and private sectors in collaboration with our universities and colleges.

28. I remain committed to supporting the Regional Entrepreneurship Acceleration Program (REAP) that draws on partnerships and the experience of five stakeholder groups including academia, corporate business and entrepreneurs to develop an innovation driven entrepreneurship strategy in Wales. As part of their engagement, REAP are holding a major stakeholder event in June for leaders from the five stakeholder groups and I have agreed to host a University Symposium with the Vice Chancellors and Business School Deans to discuss opportunities for collaboration between academia and the business

community.

29. I have also met with key stakeholders to explore how to create the right environment to maximise the commercialisation opportunities that arise from academic knowledge. Programmes such as SMARTExpertise offer financial support and encourages innovative collaboration projects between industry and Welsh research organisations.

The recommendations of the Diamond Review are considered, with a view to early implementation where appropriate, but there will be no negative effect on the higher education budget if there are any changes.

30. It is the Government's intention to implement, with only minor modification, the full Diamond Package, whilst also delivering a future dividend for further and higher education.

31. Our response to the Review outlined a phased approach towards implementing accepted recommendations from 2018/19 onwards. The work necessary to enable implementation is well underway. Adopting a phased approach has allowed there to be a focus on those areas where work is needed most urgently.

32. At the same time, I launched a consultation to capture the views of interested parties on the implementation of proposed changes to student support funding. At the heart of the Diamond Review recommendations are proposals for reforming higher education funding arrangements and, in particular, for re-working the student support package - to move to a simpler system that recognises the holistic costs of higher education study to the students and directs the highest level of support to those who are most in need. We will be publishing a summary report on the consultation responses in due course.

Summary of changes to prioritisation or expected output within the Education portfolio.

33. You have requested details on the latest Budget Expenditure Line (BEL) allocations within the Education MEG and any changes made since the 2017-18 Final Budget. Due to the timing of the First Supplementary Budget, there has been no change to the Final budget BEL tables, which were published on 20 December 2016.

34. Compared to the Final Budget 2017-18 allocations there will be a recurrent decrease in Resource DEL allocation for Education by £18 million in financial year 2017-18 and decrease in AME non cash by £6 million. The decreases relates to the two transfers mentioned below:

a) *Careers Wales*

35. A Resource DEL transfer out of £18.8 million from the Education MEG to the Economy and Infrastructure MEG. The funding of £18.8 million supports Careers Wales delivery of careers information, advice and guidance services. The careers service has a key role in supporting and improving the alignment between the learning pathways and qualifications which individuals pursue and the needs of employer and the wider labour market. Careers Wales is a delivery vehicle for a number of employability related programmes such as the Individual Skills Gateway, Jobs Growth Wales and ReAct. Transferring the funding of Careers Wales to the E&I MEG will reduce complexity and help align wider funding decisions.

36. An AME non cash transfer out of £6 million from the Education MEG to the Economy and Infrastructure MEG. The funding relates to the movement in pension provision. It is necessary to make provision for the AME non cash transfer since this is directly based on the valuation of the CCDG pension liabilities.

b) NHS Bursary Scheme

37. A transfer in of £0.800 million from the Health, Well-being and Sport MEG to the Education MEG in respect of providing students support due to changes arising from the NHS Bursary scheme in 2017/18. This increase in funding will become part of the Welsh Government Learning Grant BEL 4704. I have worked collaboratively with the Minister for Health and Social Services to agree the support that is available to students who would have received the NHS Bursary.

38. All transfers outlined above will feature in a future supplementary budget in 2017-18 and will be subject to scrutiny by the Finance Committee and approval by the Assembly in plenary. Other than these, at present, there are no further changes to the allocations or reprioritisation of funding planned for a Supplementary Budget in the future.

Ein cyf/Our ref: MA-L/ARD/0334/17

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

Simon Thomas AM, Chair
Finance Committee

National Assembly for Wales
Ty Hywel
Cardiff Bay
CF99 1NA

SeneddCYPE@assembly.wales
SeneddFinance@assembly.wales

25 May 2017

Dear Lynne and Simon,

In line with the commitments I made to the Children, Young People and Education Committee in my letters dated 21 March and 11 April, I am writing to provide an update on the anticipated changes to the Additional Learning Needs and Education Tribunal (Wales) Bill Regulatory Impact Assessment (RIA), in response to concerns raised with the Committee by SNAP Cymru.

As I said previously, the information used in the RIA relating to the cost associated with disagreements and appeals was based on data provided by SNAP Cymru. My officials met with representatives from SNAP at the end of March to discuss their concerns and have subsequently worked with the organisation to make changes to the RIA following receipt of revised information. SNAP Cymru provided new information that reflected both a reduction in the number of cases of dispute resolution (around 50%) and the cost to local authorities of services for resolving disagreements (of around 75%).

The revised figures have had a substantial impact on the cost of the Bill estimated in the RIA. A significant amount of work has also been required to undertake the necessary drafting changes. Whilst this work is well advanced, it is not yet complete as I wish to ensure sufficient time to undertake detailed quality assurance.

Bae Caerdydd • Cardiff Bay
Caerdydd • Cardiff
CF99 1NA

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

Gohebiaeth.Alun.Davies@llyw.cymru
Correspondence.Alun.Davies@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.

Therefore, whilst I am in a position to provide the Committee with the latest best estimates as a result of the changes, these are still subject to change following the necessary internal checking and clearance process. This work will continue over the coming months and be reflected in the next iteration of the RIA, which I will lay before the Assembly ahead of Stage 3 in September.

In addition to the changes flowing from the revised information from SNAP Cymru, we have also taken the opportunity to review the RIA in the light of other changes since December 2016. Specifically, the instance of double counting, which I wrote to the Committees about in February, and the commitment the Government made in February to direct over £20m of funding towards implementation of the ALN Transformation Programme during the current Assembly.

Taking all this into consideration:

1. estimated ongoing savings are expected to reduce from £14,182,920 (as published in the RIA in December 2016), over the four year period (to which the RIA refers), to £3,675,240 – so from around £3.5m per annum to around £900k per annum;
2. the estimated overall cost of the Bill is expected to change from a saving of £4,828,480 (as published in the RIA in December 2016) over the four year period to a cost of £8,279,250.

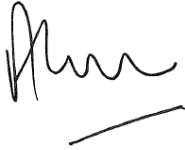
I am grateful to SNAP Cymru for the constructive way that they have worked with my officials on this matter.

Overall, whilst there will be a cost associated with implementation of the Bill, this will be incurred by the Welsh Government and covered by the £20m implementation funding package that I announced in February. Once implemented, the new system is expected to realise savings, which will continue beyond the period of transition. But this is not what these reforms are about; they are about improving outcomes for children and young people. This reform process is not and never has been about cost savings. It has been driven by a determination to deliver the best possible outcomes for learners.

Changes of this scale are disappointing and risk partners being anxious about the robustness of the Government's projections as regards the cost of implementation of the Bill and wider Transformation Programme. However, the Government's position on the financial implications of these important and necessary reforms has been clear. A cost associated with transition was both expected and necessary to ensure service providers are prepared and equipped; however, following the transition period, the new system was expected to be cheaper to deliver. This remains the Welsh Government position, and this is borne out by the local authorities already operating many elements of the new system, and is supported still by the RIA.

I hope that the Committees find this information helpful.

Yours sincerely

A handwritten signature in black ink, appearing to read 'Alun', with a horizontal line underneath.

Alun Davies AC/AM

Gweinidog y Gymraeg a Dysgu Gydol Oes
Minister for Lifelong Learning and Welsh Language

Alun Davies, AM
Minister for Lifelong Learning and Welsh Language

26.05.17

Dear Alun

Thank you for your letter of 25 May. I am disappointed that this letter was sent the day after the stage one reporting deadline, which has prevented this information forming part of the Finance Committee's consideration.

The changes to costs and savings you outline in your letter are substantial and have a significant impact on the Regulatory Impact Assessment (RIA). The information outlined in your letter changes the overall financial implications of the Bill from a saving to a cost. Further to this the cost is notable at £8,279,250 (over the period of implementation). Clearly, these changes have not been included in the stage one scrutiny by the Finance Committee, but would have formed a key part of the Committee's considerations.

You suggest in your letter that this cost will be incurred by the Welsh Government and will be covered by the £20 million implementation funding package announced in February. This raises further questions as to what the purpose of the £20 million funding package is. In your letter to the Finance Committee on [13 March 2017](#) you outlined how this funding would be apportioned. I assume this will need to be revisited and would therefore seek clarity on this matter.

I understand that these changes have been made following the concerns raised by SNAP Cymru during stage one scrutiny, but this does not mean these changes should not be scrutinised. These changes, along with the additional £20 million announced in February and the costing errors identified shortly before your appearance at the Committee, mean that stakeholders, and Assembly Members cannot be assured of the validity of the Governments costings.



I am also concerned that you note in your letter that the estimate you provided is “still subject to change” and that we therefore may still not have a complete picture of the net costs of the Bill. I also note in your letter that you intend to update the RIA after stage two proceedings, prior to stage three proceedings. However, I believe that a revised RIA should be published before the stage one debate, and should this not be possible, in the very least you should delay moving a financial resolution in respect of this Bill until an updated summary of costs has been provided and an opportunity for scrutiny has taken been allowed. Should you be willing to delay moving the financial resolution I would like to invite you to Committee on Wednesday 7 June at 11.30 to address these issues.

I will be writing to the Business Committee regarding this issue and I am copying this letter to the Chair of the Children, Young People and Education Committee.

Yours sincerely

A handwritten signature in black ink, appearing to read "Simon Thomas". The signature is written in a cursive, flowing style.

Simon Thomas
Chair



Alun Davies, AM
Minister for Lifelong Learning and Welsh Language

26 May 2017

Dear Alun

Additional Learning Needs and Education Tribunal (Wales) Bill: Revised Costs

Thank you for your letter of 25 May, and for the update on the anticipated changes to the Regulatory Impact Assessment, following concerns raised with the Committee by SNAP Cymru.

As highlighted in our Stage 1 Report on the Bill, the Committee was already extremely concerned about the robustness of the Regulatory Impact Assessment. One of our recommendations is that you revisit and provide clarity on the cost and saving estimates before bringing forward a revised Explanatory Memorandum following Stage 2.

The changes to the potential costs and savings, set out in your letter, are very significant and represent a massive increase in the overall costs of the Bill. It is very disappointing that these revised figures were not available during the Committee's Stage 1 scrutiny, so that they could be fully considered and factored into our conclusions and recommendations.

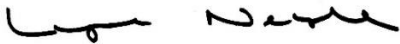
In the short time available before the Stage 1 debate, and consideration of the financial resolution, I appreciate that it may not be possible to publish a fully revised Regulatory Impact Assessment. Therefore, to help inform the Assembly's considerations, it would be of great benefit if you could publish a detailed summary of the changes, clearly outlining the revised best estimate of the costs and savings for the Bill.



Clearly, the Committee would not wish to cause any further delay to the legislative timetable for the Bill, but it is important that the Assembly understands the costs of the Bill before moving forward to Stage 2.

I have copied this letter to Simon Thomas, Chair of the Finance Committee.

Yours sincerely



Lynne Neagle AC / AM
Cadeirydd / Chair



Elin Jones, AM

Chair of the Business Committee

26.05.17

Dear Elin

I write to draw the attention of the Business Committee to my concerns about the scrutiny of the Additional Learning Needs and Education Tribunal (Wales) Bill (the Bill), which is scheduled to have the Stage 1 debate on Tuesday 6 June.

The deadline for Stage 1 reporting was Wednesday 24 May. On Thursday 25 May the Minister for Lifelong Learning and Welsh Language sent a letter to the Finance and Children, Young People & Education Committees regarding the anticipated changes to the Regulatory Impact Assessment (RIA) which accompanies the Bill.

The cost implications identified within the letter are significant, with the projected savings reduced, and costs increased. The changes in costs, as set out in the Minister's letter, are:

- Estimated ongoing savings are expected to reduce from £14,182,920 (as published in the RIA in December 2016), over the four year period (to which the RIA refers), to £3,675,240 – so from around £3.5m per annum to around £900k per annum;
- The estimated overall cost of the Bill is expected to change from a saving of £4,828,480 (as published in the RIA in December 2016) over the four year period to a cost of £8,279,250.

As this letter was published after the Stage 1 reporting deadline, shortly before half term recess, I will not have the opportunity to discuss these changes with the Finance Committee before the Stage 1 debate. I find it alarming that these costs have been sent through at this late stage, and there is no opportunity for scrutiny.



I have written to the Minister and I have requested that based on this change, the substantial costs and the other financial issues which arose during the course of the Stage 1 scrutiny, that he delays moving a financial resolution to allow the Committee the opportunity to consider these costs more fully.

I would be grateful if Business Committee could consider whether this lack of opportunity for scrutiny of such substantial costs is acceptable.

I am copying this letter to the Chair of the Children, Young People and Education Committee.

Yours sincerely

A handwritten signature in black ink, appearing to read "Simon Thomas". The signature is written in a cursive style with a large initial 'S' and 'T'.

Simon Thomas AM
Chair





Llywodraeth Cymru
Welsh Government

Ein cyf/Our ref MA-L/ARD/0334/17-2

Assembly Members
National Assembly for Wales
Ty Hywel
Cardiff Bay
CF99 1NA

6 June 2017

Dear Assembly Members,

I am writing to inform you about my intention to postpone the financial resolution for the Additional Learning Needs and Education Tribunal (Wales) Bill until after the summer recess.

The financial resolution had been tabled for a vote in the National Assembly today (June 6). However, following a request from the chair of the Finance Committee, I have decided to delay the procedure.

My officials are currently working on revisions to the Bill's regulatory impact assessment (RIA). I do not believe it would be appropriate to proceed with the financial resolution at this stage. I expect a revised RIA to be available by the end of the summer recess and I will re-table the financial resolution at the earliest opportunity in the autumn. This will allow all Members to scrutinise the RIA before a vote on the financial resolution.

The original RIA calculated the projected costs of the new additional learning needs system. These were based on figures provided by SNAP Cymru. SNAP Cymru subsequently questioned the accuracy of the figures in its evidence to the National Assembly's Children, Young People and Education Committee during its stage 1 scrutiny of the Bill.

My officials have been working closely with SNAP Cymru on revised financial information, including the implications to the cost of the legislation and changes to the RIA.

The RIA is a comprehensive and complex document and Members will appreciate the detailed work undertaken in response to the new information from SNAP Cymru has also been comprehensive and complex. Ensuring the revised figures in the RIA are robust is an absolute priority.

Bae Caerdydd • Cardiff Bay
Caerdydd • Cardiff
CF99 1NA

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

Gohebiaeth.Alun.Davies@llyw.cymru
Correspondence.Alun.Davies@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.

We have provided indicative, high-level costings to the Children, Young People and Education Committee and to the Finance Committee.

The revised indicative costings do not lead to an increase in the overall cost of running the new system; however, there is a reduction in the projected level of savings from those estimated in the original RIA. The changes do not increase the cost of implementation of the Bill.

The new system is anticipated to be less expensive to run than the current SEN system. This is the experience of the local authorities, which are operating aspects of the new system, such as Carmarthenshire County Council, which has made efficiency savings and has reinvested the savings into innovative, learner-centred approaches.

The high-level costings we currently have for the Bill show that, taking into account the ongoing and implementation costs, the balance is a cost of £8,279,250 over the four-year period on which the figures are calculated.

Once implemented, the revised indicative figures estimate savings of £3,675,240 over the four-year period.

Implementation of the system will incur a cost. We have been clear we will invest in transition to ensure services are supported to move to the new additional learning needs system. The Welsh Government has committed to invest more than £20m in the implementation of the Bill and the wider additional learning needs transformation programme.

The Welsh Government will cover the full cost of moving from the SEN system to the new additional learning needs system.

I fully accept the importance of robust financial projections and planning. Detailed work on these costings and the RIA is ongoing and will be subject to a thorough quality assurance process.

I am committed to working with Members and stakeholders over the summer to ensure the Bill, and the supporting information available to Members, is robust and comprehensive, to enhance scrutiny and ensure a thorough and informed debate on all aspects of the legislation.

I will ensure Members are updated about developments as the Bill and the additional learning needs transformation programme progresses.

Yours sincerely



Alun Davies AC/AM

Gweinidog y Gymraeg a Dysgu Gydol Oes
Minister for Lifelong Learning and Welsh Language

Agenda Item 3.6

CYPE(5)-18-17 – Paper 7 – to note

Vaughan Gething AC/AM

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



Llywodraeth Cymru
Welsh Government

Alun Davies AC/AM

Gweinidog y Gymraeg a Dysgu Gydol Oes

Minister for Lifelong Learning and Welsh Language

Our ref: MA-L-ARD-0365-17

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

SeneddCYPE@assembly.wales

6 June 2017

Dear Lynne,

As part of our engagement framework on the additional learning needs (ALN) transformation programme, the ALN Health Expert Group was set up in December 2016 and reports directly to the ALN Strategic Implementation Group.

The ALN Health Expert Group is made up of representatives from all health boards, including a range of health professionals involved in supporting learners with ALN, as well as local authorities and headteachers. It has been tasked specifically with advising us on the practical role of the health service in the new ALN system and effective delivery of the new statutory requirements on NHS bodies, all of which will inform the next version of the ALN Code. The Group has made a number of recommendations in relation to health matters to date, which will be fully considered and, where appropriate, reflected in the revised ALN Code, which will itself be subject to a full public consultation in due course.

You are aware the Group advised that the Designated Education Clinical Lead Officer (DECLO) role, as set out in the current draft of the Code, should be strengthened by clarifying the strategic responsibilities of the role. The Group is clear that the DECLO will not be responsible for managing the delivery of day to day activity of assessing, arranging or providing Additional Learning Provision (ALP), these operational functions must be embedded in the whole service. The Group has

Bae Caerdydd • Cardiff Bay
Caerdydd • Cardiff
CF99 1NA

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

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.

Back Page 38

recommended that the DECLO role must be undertaken by a person directly under Board level to enable escalation of issues to the Board and to ensure compliance of the Board's statutory duties is monitored. It is expected that the DECLO will have the seniority and autonomy to champion ALN within the health board and meet regularly with relevant partners, including with the relevant Director in the local authorities to ensure successful multi-agency delivery of services.

The Group has recommended that to complement the DECLO role, a 'health coordinator' should be in place at the appropriate local level and act as a point of contact for schools, local authorities, parents and children and young people, and to signpost them to the correct health professionals. The Group has advised that pre-school coordination should be undertaken by the child's health visitor or community child health nurse. In line with the School Nursing Framework for Wales, the specialist community public health nurse should coordinate health involvement by acting as a point of contact for local authorities, schools and further education institutions to sign post to the relevant health contacts/ services, escalating any gaps in workforce to the DECLO if necessary.

The Health Expert Group has fully supported the change in approach from the current system and recommended that to support the person-centred ethos of the new individual development plan (IDP) model, health interventions and advice should be focussed on the outcomes expected for the child in a given period of time. Health professionals will use language that parents, children, young people and education practitioners can understand, avoiding jargon, acronyms and unnecessary medical terms. The Group advises that all health evidence provided by health professionals to local authorities, early years settings, schools and further education institutions should be standardised, and consistent with the mandatory content to be included in IDPs. The Group has advised that a template for health evidence should be created to support professionals to focus on what can be achieved (outcomes, goals and timed interventions) and ensure the person co-ordinating a child's IDP can easily add health evidence to the plan. The expert group will now develop a standardised template for health evidence, which would be included in the Code in due course. We are happy to share this with you once agreed.

It is important that all professionals listen to parents, carers, children and young people and fully involve them in the decisions made about the child or young person. Development of an IDP with parents and learners is essential in setting realistic expectations and goals. The Group has advised that all evidence reports should be shared with families and with all other relevant health professionals.

The Group is aware of the significant call on health professionals to attend assessment and review meetings, and has recommended that involvement should be prioritised with appropriate attendance depending on need. For example, for children with non-complex needs requiring low level health interventions through

school-maintained IDPs, it is recommended that health professionals should not be expected to attend all of the review meetings (for example where health ALP is maintained at the same level). Health professionals' attendance at meetings should be prioritised when health ALP is planned to change or if it is known a parent has a specific concern to raise.

There is limited data collected on ALP at health board level and this is not comparable between health boards. The Group advises that consistent data should be collected from the health service and sent to the DECLO to provide a coherent picture of health ALP for children and young people with ALN. This information should cover both activity and information on whether the intervention supported the achievement of goals. The DECLO should ensure this information is used for strategic planning purposes to ensure services are based on need. The Group will continue to discuss what information should be collected by all health boards and guidance on this will be included in the Code.

Speech and language therapy is the most widely provided health intervention to support children and young people with ALN. The Group note that communication and speech and language development is not simply the preserve of the NHS, but should be seen as a cross-cutting issue – needing collaboration and good communication across all sectors. Capacity must be built at all levels (universal, targeted and specialist) to support earlier interventions.

The Group recognises effective dispute avoidance and resolution is key to avoiding conflict and that more preventative work is needed to stop cases escalating to Tribunal level. Parents should be part of the decision making and goal setting to minimise the potential for unnecessary disputes. The Group is developing a flowchart to be included in the Code that sets out the pathways for avoiding and resolving disputes. The flowchart will set out how health and local authorities should work together, including how the DECLO will support dispute resolutions. We would be happy to share this with the Committee in due course.

Where privately-sourced health assessments are provided as evidence to the Tribunal, the Group agreed that evidence from the NHS should also be sought by the Tribunal, where it is not already provided. The Group also agreed that all evidence should focus on how services can contribute to achievement of the child's outcomes to support the Tribunal's use of potentially conflicting assessments. Further consideration of the mechanics of this is underway.

Finally, the Committee has been previously updated on the ALN health pilots. To date, work has been focussed on developing pathways. The operational phase of the pilots will commence this summer and will inform the work of the Group. It is intended that health boards build on their current models to test the ideas presented

to the Group. We intend to pilot new models to support the delivery of the ALN system in two health boards as follows:

- Abertawe Bro Morgannwg University Health Board will pilot the role of a health coordinator for pre-school children with developmental delay, and/or complex health needs, and develop an integrated model in the health board to ensure a holistic approach to assessment which will set out a successful transition into nursery/school. This will include identifying the DECLO and how and what type of issues the clinical co-ordinator would escalate to the DECLO. It will test the front-line health coordinator role recommended by the Health Expert Group, including to:
 - advise professionals on development of the IDP during the pre-school period,
 - co-ordinate meetings regarding transition into school,
 - support the ALN Co-ordinator with co-ordination of meetings for children and young people of school age and for transitions such as moving to comprehensive school and leaving school,
 - develop ‘nurse led’ clinics with a clear pathway by which medical professionals are accessed.

- Abertawe Bro Morgannwg University Health Board will also run a project with ten schools in the health board area to support the early identification of children with speech, language and communication difficulties and put in place the support they need as early as possible. The funding will be used to deliver training to staff on the use of an innovative tool to screen children’s speech and language development on entry to nursery; and train them on activities/interventions to facilitate the development of speech, language and communications skills within the curriculum. It aims to reduce late and/or inappropriate referrals to speech and language therapy (SLT) and community Paediatricians through the provision of a mechanism for early identification of potential additional learning needs.

- Aneurin Bevan University Health Board will second two speech and language therapists to pilot a model for allied health professionals to work with children in special schools. This model sets out an approach for universal, targeted and specialist services delivered by both health and local authorities. Aneurin Bevan University Health Board will support the trial of the model with therapies in special schools in other health boards as part of this work. In addition the project will scope how the model could be translated into mainstream schools and develop draft guidelines for mainstream schools.

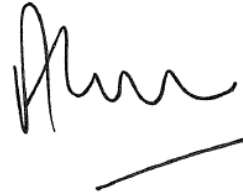
We hope that the Committee finds this update helpful and we will continue to ensure the Committee is provided with updates during the progress of the Bill through the Assembly's legislative process.

Yours sincerely,



Vaughan Gething AC/AM

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



Alun Davies AC/AM

Gweinidog y Gymraeg a Dysgu Gydol
Oes
Minister for Lifelong Learning and Welsh
Language

Vaughan Gething AC/AM
Ysgrifennydd y Cabinet dros Iechyd, Llesiant a Chwaraeon
Cabinet Secretary for Health, Well-being and Sport



Llywodraeth Cymru
Welsh Government

Ein cyf/Our ref: MA - P/VG/1945/17

Lynne Neagle AM
Chair
Children, Young People and Education Committee
National Assembly for Wales
Cardiff Bay
Cardiff
CF9 1NA

24 May 2017

Dear Lynne,

Further to my letter of 30 March, below is a link to the Revised School Nursing Framework for Wales.

<http://gov.wales/topics/health/professionals/nursing/early/?lang=en>

Please accept my apologies for not sending this to you in advance of its launch on 18 May, as I promised in my previous letter.

I hope you and members of the Committee find the document interesting. I will be making an oral statement on the framework in the Senedd on 6 June.

Yours sincerely,

Vaughan Gething AC/AM

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

Bae Caerdydd • Cardiff Bay
Caerdydd • Cardiff
CF99 1NA

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

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.

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

25 May 2017

Dear Lynne

Petitions currently under consideration by the Petitions Committee

I am keen that we provide the best possible service to people and organisations who petition the National Assembly for Wales.

In this spirit, and a desire to support joint-working between Assembly committees, I am writing to you to share information about the petitions we are currently considering which concern subjects within the remit of your Committee.

The current list is in the annex to this letter.

If any petitions are relevant to your current work programme it will assist us in our consideration if you, or your clerking team, could let us know. If you would like any further information on any of these petitions I would also be happy to provide it.

Yours sincerely



Mike Hedges AC/AM
Cadeirydd/ Chair



Annex

P-04-408	<u>Child and Adolescent Eating Disorder Service</u>
P-04-481	<u>Close the Gap for deaf pupils in Wales</u>
P-04-522	<u>Asbestos in Schools</u>
P-04-576	<u>Allow Children in Wales to Have a Family Holiday During Term Time</u>
P-04-606	<u>Ensure schools exercise their statutory powers under regulation 7 of The Education (Pupil Registration) (Wales) Regulations 2010 without interference or bias.</u>
P-04-628	<u>To improve access to Education and services in British Sign Language</u>
P-04-679	<u>Remove the Welsh Baccaalaureate Qualification</u>
P-05-707	<u>Teachers' Training Must Include Statutory Training in Autism</u>
P-05-716	<u>Free Train Transport for School Pupils with Arriva Trains Wales</u>
P-05-722	<u>Protect Special Educational Needs</u>
P-05-735	<u>Make the foundation phase more effective for our children, provide more teachers and abolish year 2 Sats.</u>
P-05-742	<u>Stop Forsythia Closing!</u>
P-05-746	<u>Free School Transport for All Children in Wales</u>
P-05-748	<u>School Buses For School Children</u>
P-05-751	<u>Recognition of Parental Alienation</u>
P-05-752	<u>Building Resilience To Cyber-Bullying In Children</u>
P-05-754	<u>Lack of Support for Children with Disabilities at Crisis</u>



Collecting signatures	<u>Remove the Obligation on Schools to Hold Acts of Religious Worship</u>
Collecting signatures	<u>Keeping Current Guidelines for Religious Assemblies</u>



Alun Davies AM
Minister for Lifelong Learning and Welsh Language

25 May 2017

Dear Alun,

Youth work/ services in Wales

Thank you for your engagement with the Children, Young People and Education Committee following the publication of our report into Youth Work in Wales. I am pleased that the Committee has been able to shape your thinking on this issue and we look forward to continuing to work with you in this way. As you will recall from our discussions on this issue, the Committee has a clear view that enabling all young people in Wales to have access to quality youth services is crucial.

To assist the Committee with its ongoing scrutiny, we would be grateful if you could provide us with the following information:

- You have committed to a refresh of the statutory guidance 'Extending Entitlement' and in your Plenary statement of 4 April 2017 you said there will be consultation on this in autumn 2017 following the review by Margaret Jervis MBE. Could you please explain the interrelation with the review of the 'National Youth Work Strategy for Wales'? The current strategy is due to end in 2018. Will a new strategy be in place before then and before the launch of the new statutory guidance in summer 2018?
- The Committee has been made aware of the commissioned work underway by Glyndwr University on the review of the National Youth Work Strategy for Wales. I am pleased to see progress taking place on this but I am concerned about what appears to be a narrow window of consultation taking place with stakeholder organisations (3 May -15 May). Whilst the aim is to include representative bodies in the research, some within the third sector may not have the appropriate resources to respond in adequate time. I am



sure you will agree that the review will need to reach out to a wider range of voices to be an appropriately informed strategy.

- In your response to the Committee’s report you informed Members a detailed action plan for implementation of the National Youth Work Strategy would be developed and published by the end of March 2017. Would you be able to provide the Committee with an update on progress, including a copy of this plan?
- The Committee would welcome an update on how many local authorities have undertaken ‘sufficiency assessments’. Could you also provide information on whether you are satisfied that these have led to a comprehensive over-view of the current provision available to young people provided through the voluntary and statutory sectors?
- The Committee had significant concerns that youth services would be vulnerable to financial uncertainty if local authorities are not subject to clear guidance and accountability on how the Revenue Support Grant should be spent to support youth services. Could you provide an update on the review of youth work funding streams that you outlined in your response to the Committee?
- It is unclear how the Extending Entitlement guidance will be delivered in the face of financial uncertainty. Will the National Voluntary Youth Organisation grant continue beyond the current financial year and at the same level? Will the criteria remain the same? If changes are planned to the criteria then what are they?
- In your statement on 4 April 2017, you announced that an independently chaired national youth support service board would be established to advise on the review of ‘Extending Entitlement’ and the implementation of the Committee’s recommendations. Could you please explain what you mean by ‘youth support’ and how this relates to its remit on youth work? Could you provide an update on the makeup of the board and how young people will be involved in its work and informing the future direction of youth work?
- During the course of the Committee’s Inquiry, it heard that there have been a number of Welsh Government evaluations and reviews relating to different elements of the youth work sector. Whilst robust evaluation and timely reviews are of course essential, it also has the potential to create added pressure. It is therefore essential that all parties are clear about the purpose of such evaluations and that there is a strategic approach to co-ordinating and taking forward the findings of such reviews.




– Can you assure us that the Welsh Government is taking a strategic approach to the various evaluations and reviews, both those completed and those currently underway?

The Committee's report asked that you provide an update on several of its recommendations by the end of June 2017 and we look forward to receiving this in due course.

I look forward to your response on this matter.

Yours sincerely,



Lynne Neagle AC / AM

Cadeirydd / Chair



Agenda Item 5

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

Document is Restricted